	<b>TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES</b> <b>CAVITE CAMPUS</b> Carlos Q. Trinidad Avenue, Salawag, Dasmariñas City, Cavite, Philippines Telefax: (046) 416-4920 Email: cavite@tup.edu.ph   Website: www.tup.edu.ph	
<b>OAA</b>	<b>COURSE SYLLABUS</b>	Page 1/15

**COURSE CODE: AFA1E**

**COURSE TITLE: INTRODUCTION TO AGRI-FISHERY ARTS LEC.**

## **I. Vision**

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

## **II. University Mission**

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

## **III. Campus Goals**

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

## **IV. Quality Policy and Core Values**

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University

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## V. Department Objectives

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

## VI. Program Education Objectives

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

## VII. Course Contents

- a. Course Code : AFA1E
- b. Course Title : Introduction to Agri-Fishery Arts (Part I)
- c. Pre-requisite/Co-requisite : None
- d. Course Description: This is an overview of Agri-fishery Arts discipline including philosophy, areas of specializations, role in societal development.
- e. Credit units : 3
- f. Class Schedule :

## VIII. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Demonstrate the competencies required of the Philippines TVET Trainers-Assessors Qualifications Framework (PTTQF).	✓	✓	✓

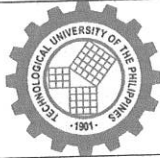
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(b)	Demonstrate broad and coherent, meaningful knowledge and skills in any of the specific fields in technical and vocational education.	✓	✓	✓
(c)	Apply with minimal supervision specialized knowledge and skills in technical and vocational education.		✓	
(d)	Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning.		✓	✓
(e)	Manifest a deep principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students.		✓	
(f)	Show a deep principled understanding of how educational processes relate to a larger historical, social, cultural, and political processes.	✓	✓	✓
(g)	Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches)		✓	✓
(h)	Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting the educational process in order to constantly improve their teaching knowledge, skills and practices.	✓	✓	✓

### IX. Course Outcomes in Relation to Program Outcomes

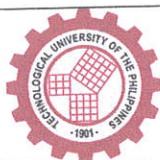
COURSE OUTCOMES	PROGRAM OUTCOMES							
	A	B	C	D	E	F	G	H
<i>After completing this course, the student must be able to:</i>								
1. gain an overview of the Agri-Fishery arts discipline and its specialized fields, as well as its role in societal development, and engage in practical application through a laboratory session.	I	I	I	I	I	I	I	I
2. explain the basic principles and factors affecting agriculture, aquaculture, and fisheries, and analyze the various techniques and technologies used in production.	I	I				I		I
3. develop problem-solving and critical thinking skills related to agri-fishery and appreciate its importance to food security, economic development, and sustainable management of natural resources.	E	E	E	E				I

I – Introductory course to an outcome (Formative course objective to an outcome)  
 E – Enabling course to an outcome (Course objective strengthening further an outcome)  
 D – Demonstrative to an outcome



**X. COURSE LEARNING PLAN**

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
1	1	<b>Introduction and Course Orientation</b> 1. Introduction/ Getting-to-Know 2. Course Overview a. Course Content (Syllabus) b. Course Requirements c. Grading System d. Course Policies 3. Class Decorum 4. Expectation Setting	<ul style="list-style-type: none"> <li>• Explain the purpose and goals of the course</li> <li>• Identify key terms and concepts related to the course</li> <li>• Describe the major topics and themes covered in the course</li> <li>• Explain how the requirements will be assessed and evaluated</li> <li>• Explain how grades will be calculated and recorded</li> <li>• Identify and explain key course policies, such as attendance, late work, and academic integrity</li> <li>• Set personal goals and expectations for the course based on the syllabus and course requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive class orientation</li> <li>• Presentation of classroom decorum</li> <li>• Completing a student profile sheet</li> </ul>	<ul style="list-style-type: none"> <li>• TUP Student Handbook</li> <li>• Commission on Higher Education. (2017). Policies and standards for undergraduate programs (CMO 78, s. 2017)</li> <li>• Commission on Higher Education. (2017). Policies and standards for graduate programs (CMO 79, s. 2017).</li> </ul>	Synchronous	•Assignment



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2	1, 2	<b>I. Agricultural Crops Production</b> <b>A. Introduction</b> 1. Definition of Agri-Fishery Arts 1.1. AFA as an Art 1.2 AFA as a Science 1.3 AFA as a Business 2. Branches of Agriculture 3. Areas of Specialization 4. Roles of AFA in Societal Development	<ul style="list-style-type: none"> <li>Define Agri-Fishery Arts.</li> <li>Identify the branches of agriculture.</li> <li>Describe the areas of specialization in agriculture.</li> <li>Explain the role of Agri-Fishery Arts in societal development.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> </ul>	<ul style="list-style-type: none"> <li>Bernardino, J., Lee, E. G., Rafael, E., Fulgencio, &amp; Paragas, A. (n.d.). Technology and Livelihood Education (LEAP) Series. Phoenix Publishing House.</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Summative quiz</li> <li>Oral assessment</li> <li>Assignment</li> </ul>
3	1, 2, 3	<b>B. Farming Systems</b> 1. Basic Urban Gardening Technology 1.1 Container Gardening 1.2 Hydroponics 1.3 Raised Bed Gardening 1.4 Square foot Gardening 1.5 Vertical Gardening	<ul style="list-style-type: none"> <li>describe the principles and benefits of container gardening, hydroponics, raised bed gardening, square foot gardening, and vertical gardening.</li> <li>Select appropriate plants and growing media for each gardening technique.</li> <li>Identify and solve common problems that may arise in each gardening technique.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> </ul>	<ul style="list-style-type: none"> <li>Ravichandran, R. (2020). Urban farming systems: A beginner's guide to container gardening, vertical gardening, and rooftop gardening.</li> <li>A Guide to Urban / Home Gardening. (n.d.). <a href="https://Ati2.Da.Gov.Ph/Ati-Car/Content/Sites/Default/Files/2022-12/Urban_agriculture_for_lowland.Pdf">https://Ati2.Da.Gov.Ph/Ati-Car/Content/Sites/Default/Files/2022-12/Urban_agriculture_for_lowland.Pdf</a>.</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Summative quiz</li> <li>Oral assessment</li> <li>Assignment</li> </ul>
4	1, 2, 3	<b>C. Working with Soil</b> 1. Definition of Soil 2. Principal Components of Soil	<ul style="list-style-type: none"> <li>Define soil and identify its principal components and formation processes.</li> <li>Describe the general</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> </ul>	<ul style="list-style-type: none"> <li>Brady, N. C., &amp; Weil, R. R. (2016). The nature and properties of soils. Pearson.</li> <li>Technical Education and Skills Development Authority. (n.d.).</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Summative quiz</li> <li>Oral assessment</li> </ul>



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COURSE SYLLABUS

		<p>3. Soil Formation</p> <p>4. General Properties of Soil</p> <p>4.1 Soil Profile</p> <p>4.2 Soil Texture</p> <p>4.3 Soil Structure</p> <p>4.4 Soil Color</p> <p>4.5 Soil Consistence</p> <p>4.6 Soil Water</p> <p>4.7 Soil Temperature</p> <p>4.8 Soil Fertility</p> <p>4.9 Soil Bulk Density</p>	<p>properties of soil, including soil profile, texture, structure, color, consistence, water content, temperature, fertility, and bulk density.</p>		<p>Producing Organic Fertilizers [Webpage]. e-TESDA. <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></p>		<p>Assignment</p>
5	1, 2, 3	<p><b>D. Farming Technologies</b></p> <p>1. Farm Tools, Equipment and Implements in Crops Production</p> <p>1.1. Farm Tools</p> <p>1.1.1 Garden tools</p> <p>1.1.2 Carpentry tools</p> <p>1.1.3 Cutting Tools</p> <p>1.1.4 Measuring tools</p> <p>1.1.5 Hand tools</p> <p>1.1.6 Storage tools</p> <p>1.2. Farm Implements</p> <p>1.3. Farm Equipment and Machineries</p> <p>2. Securing and</p>	<ul style="list-style-type: none"> <li>Identified appropriate farm tools according to requirement/use</li> <li>Farm tools are checked for faults and defective tools reported in accordance with farm procedures</li> <li>Appropriate tools and equipment are safely used according to job requirements and manufacturers conditions</li> <li>Performed preventive maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> </ul>	<ul style="list-style-type: none"> <li>TESDA Agricultural Crops Production NC II Curriculum Guide. (2019).</li> <li>Technical Education and Skills Development Authority. (n.d.). Producing Organic Vegetables [Webpage]. e-TESDA. <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></li> </ul>	<p>Synchronous</p>	<ul style="list-style-type: none"> <li>Summative quiz</li> <li>Oral assessment</li> <li>Assignment</li> </ul>



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COURSE SYLLABUS

		Maintenance of Farm Tools, Implements, Equipment and Machineries					
6	1, 2, 3	<p><b>E. Producing Organic Vegetables</b></p> <p>1. Classifications of Vegetables</p> <p>1.1 Based on Climate</p> <p>1.2 Based on Growth Habit</p> <p>1.3 Based on Life Span</p> <p>1.4 Based on Mode of Reproduction</p> <p>1.5 Based on Root Depth</p> <p>1.6 Based on Purpose</p> <p>1.7 Special Types</p> <p>1.8 Based on Botanical Classification</p> <p>2. Crops Propagation</p> <p>2.1 Sexual Propagation</p> <p>2.2 Asexual Propagation</p>	<ul style="list-style-type: none"> <li>Identify and classify different types of vegetables based on climate, growth habit, life span/life cycle, mode of reproduction, root depth, purpose, special types, and botanical classification.</li> <li>Describe the different methods of crop propagation, including sexual and asexual propagation.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> </ul>	<ul style="list-style-type: none"> <li>Philippine National Standard for Organic Agriculture. (2010).</li> <li>TESDA. (n.d.). Organic Agriculture Production NC II</li> <li>Technical Education and Skills Development Authority. (n.d.). Producing Organic Vegetables [Webpage]. e-TESDA. <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Summative quiz</li> <li>Oral assessment</li> <li>Assignment</li> </ul>
7	1, 2, 3	<p><b>F. Irrigation and Drainage</b></p> <p>1. Conveyance Structures</p> <p>2. Water Control Structures</p> <p>3. Irrigation Methods</p> <p>3.1 Surface Irrigation</p> <p>3.2 Subsurface Irrigation</p> <p>3.3 Localized Irrigation</p>	<ul style="list-style-type: none"> <li>Explain the importance of irrigation and drainage in agricultural production, and identify different types of conveyance and water control structures used in irrigation systems.</li> <li>Describe the principles</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion using PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Waller, P., &amp; Yitayew, M. (2000). Irrigation and Drainage Engineering. Prentice Hall</li> <li>TESDA. (n.d.). Organic Agriculture Production NC II</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Summative quiz</li> <li>Oral assessment</li> <li>Assignment</li> </ul>



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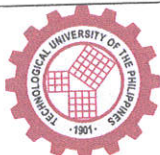
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COURSE SYLLABUS

		3.3.1 Sprinkler Irrigation 3.3.2 Drip Irrigation 3.4 Manual Irrigation	and practices of different irrigation methods				
8	1, 2, 3	<b>G. Producing Organic Fertilizers</b> 1. Introduction to Organic Fertilizer Production 1.1 Solid Fertilizers 1.1.1 Producing Organic Compost 1.1.2 Vermicompost Production 1.2 Liquid Fertilizers 1.2.1 Introduction to Organic Concoctions and Extracts 1.2.2 Common Procedures in Formulating Organic Concoctions and Extracts 1.2.3 Processing and Packaging Organic Concoctions and Extracts	<ul style="list-style-type: none"> <li>Produce organic compost using different materials and techniques.</li> <li>Produce high-quality vermicompost using earthworms and microorganisms.</li> <li>Formulate organic concoctions and extracts using locally produced organic ingredients.</li> <li>Process and package organic concoctions and extracts for crop production.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion using PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>TESDA. (n.d.). Organic Agriculture Production NC II</li> <li>Department of Agriculture. (n.d.). Organic Fertilizer for Sustainable Agriculture [Online course]. e-Extension. <a href="http://e-extension.gov.ph/">http://e-extension.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Summative quiz</li> <li>Oral assessment</li> <li>Assignment</li> </ul>
9	1, 2, 3	<b>H. Crop Protection</b> 1. Integrated Pest Management 1.1 Methods of IPM 1.1.1 Physical/Mechanical Controls	<ul style="list-style-type: none"> <li>Define Integrated Pest Management (IPM) and its methods for crop protection.</li> <li>Identify and explain physical/mechanical, cultural, biological, and</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussion using PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>East-West Seed. (n.d.). Plant Doctor <a href="https://www.plantdoctor.eastwestseed.com/">https://www.plantdoctor.eastwestseed.com/</a></li> <li>Department of Agriculture. (n.d.). Alternative Pest Management 1.3 [Webpage]. e-Extension.</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Summative quiz</li> <li>Oral assessment</li> <li>Assignment</li> </ul>





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		1.1.2 Cultural Controls 1.1.3 Biological Controls 1.1.4 Chemical Controls	chemical controls for IPM. • Demonstrate effective implementation of cultural controls for IPM.				
10	1, 2, 3	<b>I. Harvesting Organic Vegetables</b> 1. Maturity Indices 1.1 Maturity Period 1.2 Maturity Indicator 1.3 Proper Way to Harvest 2. Post-harvest Handling of Organic Vegetables 2.1 Sorting 2.2 Cleaning 2.3 Packaging 2.4 Storage	• Define maturity indices and identify the maturity period and indicators for organic vegetables. • Demonstrate effective harvesting skills based on maturity indices. • Identify and explain the importance of post-harvest handling steps for organic vegetables.	• Lecture-discussion using PowerPoint Presentation	• Technical Education and Skills Development Authority. (2019). Organic Agriculture Production NC II: Training Regulations [Brochure]. TESDA. • Technical Education and Skills Development Authority. (2019). Agricultural Crops Production NC II: Training Regulations [Brochure]. TESDA. • <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a>	Synchronous	• Summative quiz • Oral assessment • Assignment
11	1,2,3	<b>MIDTERM WEEK</b>	• Analyze the concepts and theories covered in the first half of the course in order to demonstrate mastery of the subject.	• Written Midterm Exam	TUPC-F-OAA-DMS-005 ØØ (01.23.18)	Synchronous	• Major Examinations
12		<b>Academic Consolidation Week</b>					
13	1, 2, 3	<b>II. Raising Organic Chicken</b> <b>A. Introduction</b> 1.1 Classification of Poultry	• Classify poultry chicken types for organic production. • Identify factors to consider when choosing	• Lecture-discussion using PowerPoint Presentation	• Technical Education and Skills Development Authority. (2019). Organic Agriculture Production NC II: Training Regulations [Brochure]. TESDA.	Synchronous	• Summative quiz • Oral assessment •



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		Chicken 1.2 Selecting Healthy Stocks 1.3 Setting up a Poultry House	breeding stocks for organic chicken production. • Explain the importance of selecting healthy stocks for poultry production.		• Raising Organic Chickens <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a>		Assignment
14	1, 2, 3	<b>B. Harvesting and Growing Chickens</b> 1. Feeding the Chickens 1.1 Types and Sources of Feeds 1.2 Systems of Feeding 1.2.1 Ad libitum Feeding 1.2.2 Choice Feeding 1.2.3 Restricted Feeding 2. Growing the Chickens 3. Harvesting the Chickens	• Identify different feeds and feeding systems for organic chicken production. • Apply best practices for growing organic chickens. • Demonstrate skills for harvesting organic chickens in compliance with ethical and regulatory standards.	• Lecture-discussion using PowerPoint Presentation	• Raising Organic Chickens <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a>	Synchronous	• Summative quiz • Oral assessment • Assignment
15	1, 2, 3	<b>III. Raising Organic Pigs</b> <b>A. Swine Raising</b> 1. Swine Breeding and Selection 2. Swine Feeding and Nutrition 3. Swine Housing and Facilities Management 4. Swine Health Management	• Identify swine breeds and apply genetic improvement techniques • Explain principles of swine breeding and selection • List the nutrient requirements of swine and explain their significance in swine production • Identify and implement best management	• Lecture-discussion using PowerPoint Presentation	• TESDA. (n.d.). Swine Production NC II Curriculum Guide. • Department of Agriculture. (n.d.). Mastering the ABCs of Pig Production [Webpage]. e-Extension. • Department of Agriculture, Bureau of Animal Industry. (2013). Swine production manual.	Synchronous	• Summative quiz • Oral assessment • Assignment



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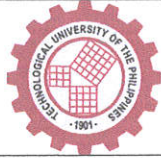
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			practices in swine housing and facilities management • Demonstrate their knowledge and skills in swine health management, including disease prevention and control measures				
16	1, 2, 3	<b>B. Swine Artificial Insemination</b> 1. Reasons for Using AI 2. Limitations of AI 3. AI Implementation 4. Management and Selection of Breeding Boars 5. Artificial Insemination Process	• Describe the advantages and disadvantages of artificial insemination for swine breeding and propose ways to overcome limitations • Demonstrate proficiency in the artificial insemination process, including semen handling and depositing	• Lecture-discussion using PowerPoint Presentation	• Agricultural Training Institute International Training Center for Pig Husbandry. (n.d.). Swine Artificial Insemination [Training Module]	Synchronous	• Summative quiz • Oral assessment • Assignment
17	1, 2, 3	<b>IV. Aquaponic Food Production</b> 1. Defining Aquaponics 2. Components of an Aquaponics System	• Define aquaponics; • List down the benefits and weaknesses of aquaponic systems; • Describe the significance of aquaponics in food security; and • Differentiate small scale and commercial aquaponics	• Lecture-discussion using PowerPoint Presentation	• Technical Education and Skills Development Authority. (n.d.). Introduction to Aquaponic Food Production [Online course]. e-TESDA.	Synchronous	



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18	1, 2, 3	FINAL EXAMINATION	<ul style="list-style-type: none"><li>Analyze the concepts and theories covered in the second half of the course in order to demonstrate mastery of the subject.</li></ul>	<ul style="list-style-type: none"><li>Written Final Exam</li></ul>	TUPC-F-OAA-DMS-005 ØØ (01.23.18)	Synchronous	Major Examinations
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## XI. Learning Resources/ Textbook(s)

- A Guide to Urban / Home Gardening. (n.d.). [https://Ati2.Da.Gov.Ph/Ati-Car/Content/Sites/Default/Files/2022-12/Urban\\_agriculture\\_for\\_lowland.Pdf](https://Ati2.Da.Gov.Ph/Ati-Car/Content/Sites/Default/Files/2022-12/Urban_agriculture_for_lowland.Pdf).
- Agricultural Training Institute International Training Center for Pig Husbandry. (n.d.). Swine Artificial Insemination [Training Module]
- Bernardino, J., Lee, E. G., Rafael, E., Fulgencio, & Paragas, A. (n.d.). Technology and Livelihood Education (LEAP) Series. Phoenix Publishing House.
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## XII. COURSE REQUIREMENTS/ GRADING SYSTEM

### Course Requirements

1. Major Examinations
2. Summative Quizzes
3. Unit Outputs
4. Reflective Journals / Portfolios

### Performance Standard (Grading System)

Criteria	Percentage
Major Examination	40
Summative Assessment	30
Unit Outputs/Portfolio	20
Attendance and Participation	10
<b>Total</b>	<b>100</b>

## XIII. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

**Scholarly Expectations.** All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

**Academic Honesty.** You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

**Attendance Policy.** You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.

Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.

**Assignment Policy.** All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.

**Late Compliance Policy.** Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.



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Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

**Drop Policy.** It is the student's responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as "DROPPED".

**Important NOTE:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.

COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Introduction to Agri-Fishery Arts Lec.	September 19, 2022	01/February 10, 2023	 <b>Mr. Arjay P. Dimapilis</b> Faculty, DED	 <b>Ms. Elyssa E. Sebastian,</b> PIC, BSIE-HE  <b>Mr. Zaldy T. Ronquillo, Jr.</b> PIC, BSIE-ICT  <b>Prof. Michelle M. Mag-isa,</b> PIC, BSIE-IA	 <b>Prof. Maria Cecilia N. Reyes</b> Asst. Director for Academic Affairs

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**LABCOURSE CODE: AFA1EL**

**COURSE TITLE: INTRODUCTION TO AGRI-FISHERY ARTS LAB.**

### **I. Vision**

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

### **II. University Mission**

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

### **III. Campus Goals**

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

### **IV. Quality Policy and Core Values**

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University





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**V. Department Objectives**

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

**VI. Program Education Objectives**

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

**VII. Course Contents**

- a. Course Code: **AFA1EL**
- b. Course Title: **Introduction to Agri-Fishery Arts Lab.**
- c. Pre-requisite/Co-requisite: **None**
- d. Course Description: **This course is a continuation of Introduction to Agri-Fishery Arts I and is focused on specialized fields in Agri-Fishery Arts such as Agricultural Crops Production, Animal Production, Aquaculture, Fish Capture, Organic Agriculture, etc.**
- e. Credit units: **3**
- f. Class Schedule: **9 hrs./week**

**VIII. Program Outcomes in Relation to Program Educational Objectives**

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Demonstrate the competencies required of the Philippines TVET Trainers-Assessors Qualifications	✓	✓	✓



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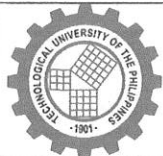
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	Framework (PTTQF).			
(b)	Demonstrate broad and coherent, meaningful knowledge and skills in any of the specific fields in technical and vocational education.		✓	✓
(c)	Apply with minimal supervision specialized knowledge and skills in technical and vocational education.		✓	✓
(d)	Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning.		✓	✓
(e)	Manifest a deep principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students.			✓
(f)	Show a deep principled understanding of how educational processes relate to a larger historical, social, cultural, and political processes.	✓	✓	✓
(g)	Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches)		✓	✓
(h)	Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting the educational process in order to constantly improve their teaching knowledge, skills and practices.	✓	✓	

**IX. Course Outcomes in Relation to Program Outcomes**

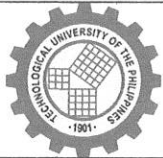
COURSE OUTCOMES	PROGRAM OUTCOMES							
	A	B	C	D	E	F	G	H
<i>After completing this course, the student must be able to:</i>								
1. gain an overview of the Agri-Fishery arts discipline and its specialized fields, as well as its role in societal development, and engage in practical application through a laboratory session.	I	I	I	I	I	I	I	I
2. explain the basic principles and factors affecting agriculture, aquaculture, and fisheries, and analyze the various techniques and technologies used in production.	E	E	E	E	E			E
3. apply knowledge and skills to practical settings, develop problem-solving and critical thinking skills, and appreciate the importance of agri-fishery arts to food security, economic development, and sustainable management of natural resources.	D	D	D					E

I – Introductory course to an outcome (Formative course objective to an outcome)  
E – Enabling course to an outcome (Course objective strengthening further an outcome)  
D – Demonstrative to an outcome



**X. COURSE LEARNING PLAN**

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
1	1	<b>Introduction and Course Orientation</b> 1. Introduction/ Getting-to-Know 2. Course Overview a. Course Content (Syllabus) b. Course Requirements c. Grading System d. Course Policies 3. Class Decorum 4. Expectation Setting	<ul style="list-style-type: none"> <li>• Explain the purpose and goals of the course</li> <li>• Identify key terms and concepts related to the course</li> <li>• Describe the major topics and themes covered in the course</li> <li>• Explain how the requirements will be assessed and evaluated</li> <li>• Explain how grades will be calculated and recorded</li> <li>• Identify and explain key course policies, such as attendance, late work, and academic integrity</li> <li>• Set personal goals and expectations for the course based on the syllabus and course requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive class orientation</li> <li>• Presentation of classroom decorum</li> <li>• Completing a student profile sheet</li> </ul>	<ul style="list-style-type: none"> <li>• TUP Student Handbook</li> <li>• Commission on Higher Education. (2017). Policies and standards for undergraduate programs (CMO 78, s. 2017)</li> <li>• Commission on Higher Education. (2017). Policies and standards for graduate programs (CMO 79, s. 2017).</li> </ul>	Synchronous	•Assignment
2	1, 2	<b>I. Agricultural Crops Production</b> <b>A. Introduction</b> 1. Definition of Agri-Fishery Arts 1.1. AFA as an Art	<ul style="list-style-type: none"> <li>• Define Agri-Fishery Arts.</li> <li>• Identify the branches of agriculture.</li> <li>• Describe the areas of specialization in agriculture.</li> <li>• Explain the role of Agri-</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive and facilitative-discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Bernardino, J., Lee, E. G., Rafael, E., Fulgencio, &amp; Paragas, A. (n.d.). Technology and Livelihood Education (LEAP) Series. Phoenix Publishing House.</li> </ul>	Synchronous	• oral assessment



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		<p>1.2 AFA as a Science 1.3 AFA as a Business 2. Branches of Agriculture 3. Areas of Specialization 4. Roles of AFA in Societal Development</p>	<p>Fishery Arts in societal development.</p>				
3	1, 2, 3	<p><b>B. Farming Systems</b> 1. Basic Urban Gardening Technology 1.1 Container Gardening 1.2 Hydroponics 1.3 Raised Bed Gardening 1.4 Square foot Gardening 1.5 Vertical Gardening</p>	<ul style="list-style-type: none"> <li>describe the principles and benefits of container gardening, hydroponics, raised bed gardening, square foot gardening, and vertical gardening.</li> <li>Select appropriate plants and growing media for each gardening technique.</li> <li>Identify and solve common problems that may arise in each gardening technique.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>Ravichandran, R. (2020). Urban farming systems: A beginner's guide to container gardening, vertical gardening, and rooftop gardening.</li> <li>A Guide to Urban / Home Gardening. (n.d.). <a href="https://Ati2.Da.Gov.Ph/Ati-Car/Content/Sites/Default/Files/2022-12/Urban_agriculture_for_lowland.Pdf">https://Ati2.Da.Gov.Ph/Ati-Car/Content/Sites/Default/Files/2022-12/Urban_agriculture_for_lowland.Pdf</a>.</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>
4	1, 2, 3	<p><b>C. Working with Soil</b> 1. Definition of Soil 2. Principal Components of Soil 3. Soil Formation 4. General Properties of Soil 4.1 Soil Profile 4.2 Soil Texture 4.3 Soil Structure 4.4 Soil Color 4.5 Soil Consistence 4.6 Soil Water 4.7 Soil Temperature 4.8 Soil Fertility</p>	<ul style="list-style-type: none"> <li>Define soil and identify its principal components and formation processes.</li> <li>Describe the general properties of soil, including soil profile, texture, structure, color, consistence, water content, temperature, fertility, and bulk density.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>Brady, N. C., &amp; Weil, R. R. (2016). The nature and properties of soils. Pearson.</li> <li>Technical Education and Skills Development Authority. (n.d.). Producing Organic Fertilizers [Webpage]. e-TESDA. <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Reports</li> <li>rubric</li> <li>oral assessment</li> </ul>



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		4.9 Soil Bulk Density					
5	1, 2, 3	<p><b>D. Farming Technologies</b></p> <p>1. Farm Tools, Equipment and Implements in Crops Production</p> <p>1.1. Farm Tools</p> <p>1.1.1 Garden tools</p> <p>1.1.2 Carpentry tools</p> <p>1.1.3 Cutting Tools</p> <p>1.1.4 Measuring tools</p> <p>1.1.5 Hand tools</p> <p>1.1.6 Storage tools</p> <p>1.2. Farm Implements</p> <p>1.3. Farm Equipment and Machineries</p> <p>2. Securing and Maintenance of Farm Tools, Implements, Equipment and Machineries</p>	<ul style="list-style-type: none"> <li>Identified appropriate farm tools according to requirement/use</li> <li>Farm tools are checked for faults and defective tools reported in accordance with farm procedures</li> <li>Appropriate tools and equipment are safely used according to job requirements and manufacturers conditions</li> <li>Performed preventive maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>TESDA Agricultural Crops Production NC II Curriculum Guide. (2019).</li> <li>Technical Education and Skills Development Authority. (n.d.). Producing Organic Vegetables [Webpage]. e-TESDA. <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Reports</li> <li>rubric</li> <li>oral assessment</li> </ul>
6	1, 2, 3	<p><b>E. Producing Organic Vegetables</b></p> <p>1. Classifications of Vegetables</p> <p>1.1 Based on Climate</p> <p>1.2 Based on Growth Habit</p> <p>1.3 Based on Life Span</p> <p>1.4 Based on Mode of Reproduction</p> <p>1.5 Based on Root Depth</p> <p>1.6 Based on Purpose</p> <p>1.7 Special Types</p>	<ul style="list-style-type: none"> <li>Identify and classify different types of vegetables based on climate, growth habit, life span/life cycle, mode of reproduction, root depth, purpose, special types, and botanical classification.</li> <li>Describe the different methods of crop propagation, including sexual and asexual</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>Philippine National Standard for Organic Agriculture. (2010).</li> <li>TESDA. (n.d.). Organic Agriculture Production NC II</li> <li>Technical Education and Skills Development Authority. (n.d.). Producing Organic Vegetables [Webpage]. e-TESDA. <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>



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		1.8 Based on Botanical Classification 2. Crops Propagation 2.1 Sexual Propagation 2.2 Asexual Propagation	propagation.				
7	1, 2, 3	<b>F. Irrigation and Drainage</b> 1. Conveyance Structures 2. Water Control Structures 3. Irrigation Methods 3.1 Surface Irrigation 3.2 Subsurface Irrigation 3.3 Localized Irrigation 3.3.1 Sprinkler Irrigation 3.3.2 Drip Irrigation 3.4 Manual Irrigation	<ul style="list-style-type: none"> <li>Explain the importance of irrigation and drainage in agricultural production, and identify different types of conveyance and water control structures used in irrigation systems.</li> <li>Describe the principles and practices of different irrigation methods</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>Waller, P., &amp; Yitayew, M. (2000). Irrigation and Drainage Engineering. Prentice Hall</li> <li>TESDA. (n.d.). Organic Agriculture Production NC II</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>
8	1, 2, 3	<b>G. Producing Organic Fertilizers</b> 1. Introduction to Organic Fertilizer Production 1.1 Solid Fertilizers 1.1.1 Producing Organic Compost 1.1.2 Vermicompost Production 1.2 Liquid Fertilizers 1.2.1 Introduction to Organic Concoctions and Extracts 1.2.2 Common Procedures in Formulating Organic Concoctions and Extracts 1.2.3 Processing and	<ul style="list-style-type: none"> <li>Produce organic compost using different materials and techniques.</li> <li>Produce high-quality vermicompost using earthworms and microorganisms.</li> <li>Formulate organic concoctions and extracts using locally produced organic ingredients.</li> <li>Process and package organic concoctions and extracts for crop production.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>TESDA. (n.d.). Organic Agriculture Production NC II</li> <li>Department of Agriculture. (n.d.). Organic Fertilizer for Sustainable Agriculture [Online course]. e-Extension. <a href="http://e-extension.gov.ph/">http://e-extension.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>



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		Packaging Organic Concoctions and Extracts					
9	1, 2, 3	<b>H. Crop Protection</b> 1. Integrated Pest Management 1.1 Methods of IPM 1.1.1 Physical/Mechanical Controls 1.1.2 Cultural Controls 1.1.3 Biological Controls 1.1.4 Chemical Controls	<ul style="list-style-type: none"> <li>Define Integrated Pest Management (IPM) and its methods for crop protection.</li> <li>Identify and explain physical/mechanical, cultural, biological, and chemical controls for IPM.</li> <li>Demonstrate effective implementation of cultural controls for IPM.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>East-West Seed. (n.d.). Plant Doctor <a href="https://www.plantdoctor.eastwestseed.com/">https://www.plantdoctor.eastwestseed.com/</a></li> <li>Department of Agriculture. (n.d.). Alternative Pest Management 1.3 [Webpage]. e-Extension.</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>
10	1, 2, 3	<b>I. Harvesting Organic Vegetables</b> 1. Maturity Indices 1.1 Maturity Period 1.2 Maturity Indicator 1.3 Proper Way to Harvest 2. Post-harvest Handling of Organic Vegetables 2.1 Sorting 2.2 Cleaning 2.3 Packaging 2.4 Storage	<ul style="list-style-type: none"> <li>Define maturity indices and identify the maturity period and indicators for organic vegetables.</li> <li>Demonstrate effective harvesting skills based on maturity indices.</li> <li>Identify and explain the importance of post-harvest handling steps for organic vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>Technical Education and Skills Development Authority. (2019). Organic Agriculture Production NC II: Training Regulations [Brochure]. TESDA.</li> <li>Technical Education and Skills Development Authority. (2019). Agricultural Crops Production NC II: Training Regulations [Brochure]. TESDA.</li> <li><a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>
11	1,2,3	<b>MIDTERM WEEK</b>	<ul style="list-style-type: none"> <li>Analyze the concepts and theories covered in the first half of the course in order to demonstrate mastery of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Practical Exam</li> </ul>	TUPC-F-OAA-DMS-005 ØØ (01.23.18)	Synchronous	<ul style="list-style-type: none"> <li>Project Submission</li> </ul>



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12		<b>Academic Consolidation Week</b>					
13	1, 2, 3	<b>II. Raising Organic Chicken</b> <b>A. Introduction</b> 1.1 Classification of Poultry Chicken 1.2 Selecting Healthy Stocks 1.3 Setting up a Poultry House	<ul style="list-style-type: none"> <li>Classify poultry chicken types for organic production.</li> <li>Identify factors to consider when choosing breeding stocks for organic chicken production.</li> <li>Explain the importance of selecting healthy stocks for poultry production.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>Technical Education and Skills Development Authority. (2019). Organic Agriculture Production NC II: Training Regulations [Brochure]. TESDA.</li> <li>Raising Organic Chickens <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>
14	1, 2, 3	<b>B. Harvesting and Growing Chickens</b> 1. Feeding the Chickens 1.1 Types and Sources of Feeds 1.2 Systems of Feeding 1.2.1 Ad libitum Feeding 1.2.2 Choice Feeding 1.2.3 Restricted Feeding 2. Growing the Chickens 3. Harvesting the Chickens	<ul style="list-style-type: none"> <li>Identify different feeds and feeding systems for organic chicken production.</li> <li>Apply best practices for growing organic chickens.</li> <li>Demonstrate skills for harvesting organic chickens in compliance with ethical and regulatory standards.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>Raising Organic Chickens <a href="https://e-tesda.gov.ph/">https://e-tesda.gov.ph/</a></li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>
15	1, 2, 3	<b>III. Raising Organic Pigs</b> <b>A. Swine Raising</b> 1. Swine Breeding and Selection 2. Swine Feeding and Nutrition 3. Swine Housing and Facilities Management 4. Swine Health Management	<ul style="list-style-type: none"> <li>Identify swine breeds and apply genetic improvement techniques</li> <li>Explain principles of swine breeding and selection</li> <li>List the nutrient requirements of swine and explain their significance in swine production</li> <li>Identify and implement</li> </ul>	<ul style="list-style-type: none"> <li>Interactive and facilitative-discussion</li> <li>Laboratory Activity</li> </ul>	<ul style="list-style-type: none"> <li>TESDA. (n.d.). Swine Production NC II Curriculum Guide.</li> <li>Department of Agriculture. (n.d.). Mastering the ABCs of Pig Production [Webpage]. e-Extension.</li> <li>Department of Agriculture, Bureau of Animal Industry. (2013). Swine production manual.</li> </ul>	Synchronous	<ul style="list-style-type: none"> <li>Laboratory Report</li> <li>rubric</li> <li>oral assessment</li> </ul>





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			best management practices in swine housing and facilities management • Demonstrate their knowledge and skills in swine health management, including disease prevention and control measures				
16	1, 2, 3	<b>B. Swine Artificial Insemination</b> 1. Reasons for Using AI 2. Limitations of AI 3. AI Implementation 4. Management and Selection of Breeding Boars 5. Artificial Insemination Process	• Describe the advantages and disadvantages of artificial insemination for swine breeding and propose ways to overcome limitations • Demonstrate proficiency in the artificial insemination process, including semen handling and depositing	• Interactive and facilitative-discussion • Laboratory Activity	• Agricultural Training Institute International Training Center for Pig Husbandry. (n.d.). Swine Artificial Insemination [Training Module]	Synchronous	• Laboratory Report • rubric • oral assessment
17	1, 2, 3	<b>IV. Aquaponic Food Production</b> 1. Defining Aquaponics 2. Components of an Aquaponics System	• Define aquaponics; • List down the benefits and weaknesses of aquaponic systems; • Describe the significance of aquaponics in food security; and • Differentiate small scale and commercial aquaponics	• Interactive and facilitative-discussion • Laboratory Activity	• Technical Education and Skills Development Authority. (n.d.). Introduction to Aquaponic Food Production [Online course]. e-TESDA.	Synchronous	• Laboratory Report • rubric • oral assessment
18	1, 2, 3	FINAL EXAMINATION	• Analyze the concepts and theories covered in the second half of the course in order to demonstrate mastery of the subject.	• Written Final Exam	TUPC-F-OAA-DMS-005 ØØ (01.23.18)	Synchronous	• Project Submission



## XI. Learning Resources/ Textbook(s)

- A Guide to Urban / Home Gardening. (n.d.). [https://Ati2.Da.Gov.Ph/Ati-Car/Content/Sites/Default/Files/2022-12/Urban\\_agriculture\\_for\\_lowland.Pdf](https://Ati2.Da.Gov.Ph/Ati-Car/Content/Sites/Default/Files/2022-12/Urban_agriculture_for_lowland.Pdf).
- Agricultural Training Institute International Training Center for Pig Husbandry. (n.d.). Swine Artificial Insemination [Training Module]
- Bernardino, J., Lee, E. G., Rafael, E., Fulgencio, & Paragas, A. (n.d.). Technology and Livelihood Education (LEAP) Series. Phoenix Publishing House.
- Brady, N. C., & Weil, R. R. (2016). The nature and properties of soils. Pearson.
- Commission on Higher Education. (2017). Policies and standards for graduate programs (CMO 79, s. 2017).
- Commission on Higher Education. (2017). Policies and standards for undergraduate programs (CMO 78, s. 2017)
- Department of Agriculture, Bureau of Animal Industry. (2013). Swine production manual.
- Department of Agriculture. (n.d.). Alternative Pest Management 1.3 [Webpage]. e-Extension.
- Department of Agriculture. (n.d.). Mastering the ABCs of Pig Production [Webpage]. e-Extension.
- Department of Agriculture. (n.d.). Organic Fertilizer for Sustainable Agriculture [Online course]. e-Extension. <http://e-extension.gov.ph/>
- East-West Seed. (n.d.). Plant Doctor <https://www.plantdoctor.eastwestseed.com/>
- Philippine National Standard for Organic Agriculture
- Raising Organic Chickens <https://e-tesda.gov.ph/>
- Ravichandran, R. (2020). Urban farming systems: A beginner's guide to container gardening, vertical gardening, and rooftop gardening.
- Technical Education and Skills Development Authority. (2019). Agricultural Crops Production NC II: Training Regulations [Brochure]. TESDA.
- Technical Education and Skills Development Authority. (2019). Organic Agriculture Production NC II: Training Regulations [Brochure]. TESDA.
- Technical Education and Skills Development Authority. (n.d.). Producing Organic Fertilizers [Online course]. e-TESDA. <https://e-tesda.gov.ph/>
- Technical Education and Skills Development Authority. (n.d.). Producing Organic Vegetables [Online course]. e-TESDA. <https://e-tesda.gov.ph/>
- TESDA Agricultural Crops Production NC II Curriculum Guide. (2019).
- Technical Education and Skills Development Authority. (n.d.). Introduction to Aquaponic Food Production [Online course]. e-TESDA.
- TESDA. (n.d.). Swine Production NC II Curriculum Guide.
- TUP Student Handbook
- Waller, P., & Yitayew, M. (2000). Irrigation and Drainage Engineering. Prentice Hall



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## XII. COURSE REQUIREMENTS/ GRADING SYSTEM

### Course Requirements

1. Major Projects
2. Laboratory Reports
3. Portfolios
4. Attendance

### Performance Standard (Grading System)

Criteria	Percentage
Major Projects	40
Laboratory Reports	30
Portfolio	20
Attendance	10
<b>Total</b>	<b>100</b>

## XIII. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

**Scholarly Expectations.** All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

**Academic Honesty.** You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

**Attendance Policy.** You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.

Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.

**Assignment Policy.** All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.

**Late Compliance Policy.** Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.



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Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

**Drop Policy.** It is the student’s responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as “DROPPED”.

**Important NOTE:** This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.

COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Introduction to Agri-Fishery Arts Lab.	September 19, 2022	01/February 10, 2023	 <b>Mr. Arjay P. Dimapilis</b> Faculty, DED	 <b>Ms. Ellyssa E. Sebastian,</b> PIC, BSIE-HE   <b>Mr. Zaldy T. Ronquillo, Jr.</b> PIC, BSIE-ICT   <b>Prof. Michelle M. Mag-isa,</b> PIC, BSIE-IA	 <b>Prof. Maria Cecilia N. Reyes</b> Asst. Director for Academic Affairs

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**COURSE CODE: BET6**

**COURSE TITLE: TECHNOPRENEURSHIP**

## I. Vision

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

## I. University Mission

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

## II. Campus Goals

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

## III. Quality Policy and Core Values

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University



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#### **IV. Department Objectives**

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

#### **V. Program Education Objectives**

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

#### **II. Course Contents**

- a. Course Code : BET6
- b. Course Title : Technopreneurship
- c. Pre-requisite/Co-requisite : none
- d. Course Description: This is a three-unit course designed to prepare the students in developing innovative products/processes/ services in the field of technology innovation and entrepreneurship using the customer discovery framework. This course also involves discussion on ideas generation, value proposition, technology validation, commercialization and licensing, feasibility and business plan models, venture capitalist, mind to market approach, angel investors and others.
- e. Credit units : 3 units
- f. Class Schedule : 3 hours per week



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**VI. Program Outcomes in Relation to Program Educational Objectives**

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(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 multi-disciplinary and multi-cultural teams		✓	
(d)	Act in recognition of professional, social, and ethical responsibility.		✓	
(e)	Preserve and promote "Filipino historical and cultural heritage" (based on RA 7722).	✓	✓	

**VII. Course Outcomes in Relation to Program Outcomes**

COURSE OUTCOMES	PROGRAM OUTCOMES				
	A	B	C	D	E
<i>After completing this course, the student must be able to:</i>					
1. describe and explain the elements of technopreneurship including idea generation up to technology validation, commercialization, and the mind to market approach;	I		I	I	
2. analyze the key components of business enterprise including business and revenue models;	I	I			
3. develop the knowledge and skills needed in technology innovation, intellectual property, commercialization and technopreneurship;	I		I	I	
4. perform a business proposal.	E	I	I	I	I

I – Introductory course to an outcome (Formative course objective to an outcome)  
E – Enabling course to an outcome (Course objective strengthening further an outcome)  
D – Demonstrative to an outcome



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**VIII. COURSE LEARNING PLAN**

<b>WEEK</b>	<b>Course Learning Outcomes (CLO)</b>	<b>TOPICS</b>	<b>Course Intended Learning Outcomes</b>	<b>Teaching and Learning Activities (TLA)</b>	<b>Resources and References</b>	<b>Mode of Delivery (Synchronous, Asynchronous, Offline)</b>	<b>ASSESSMENT TOOLS</b>
1		Orientation	<ul style="list-style-type: none"> <li>-comprehend all the policies and regulations in the university and classrooms.</li> <li>-perform good conduct.</li> <li>-participate in school policies, regulations and submit all the requirements for the subject.</li> </ul>	Discussion of the course guide, syllabi, and profiling of students	TUP Handbook COR Course Guide Course Syllabi	On-site/ Synchronous	
2-3	CLO1	Entrepreneurship and It's Types	<ul style="list-style-type: none"> <li>-define entrepreneurship;</li> <li>-discuss the different types of entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive and Facilitative Discussion</li> <li>-Brainstorming</li> <li>-Case Study</li> </ul>	<ul style="list-style-type: none"> <li>-Indeed (2022). 12 Different Types of Entrepreneurship. Available at: <a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship</a></li> <li>-Concepcion, J.</li> </ul>	On-site/ Synchronous	<ul style="list-style-type: none"> <li>-Summative quizzes</li> <li>-Rubrics</li> <li>-Oral assessment</li> </ul>





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					et.al. Entrepreneurship. Rex Co.		
	CLO1	Introduction to Technopreneurship	-discuss the history, etymology and nomenclature.	-Interactive and Facilitative Discussion -Case Study	Kuratko, D.F. and Hodgetts, R.M. (2004) Entrepreneurship: Theory, Process, Practice. 6th ed. Thomson Learning. Entrepreneurs data (2022). Technopreneurship: Meaning, History, Importance, Problems & Examples. Available at: <a href="https://www.entrepreneursdata.com/technopreneurship-meaning-history-importants-problems-examples/">https://www.entrepreneursdata.com/technopreneurship-meaning-history-importants-problems-examples/</a>	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment
	CLO2, CLO3	Legal Mandates of Technopreneurship	-identify the different legal mandates of technopreneurship.	-Interactive and Facilitative Discussion -Inquire base	<a href="https://2040.neda.gov.ph/">https://2040.neda.gov.ph/</a> <a href="https://lawphil.net/statutes/repacts/ra201">https://lawphil.net/statutes/repacts/ra201</a>	On-site/ Synchronous	-Summative quizzes -Rubrics



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					<a href="https://lawphil.net/statutes/repacts/ra2019/ra_11337_2019.html">0/ra_10055_2010.html</a> <a href="https://lawphil.net/statutes/repacts/ra2019/ra_11337_2019.html">https://lawphil.net/statutes/repacts/ra2019/ra_11337_2019.html</a> <a href="https://books.gov.ph/ra-8293-the-intellectual-property-office/#:~:text=It%20shall%20protect%20and%20secure,property%20bears%20a%20social%20function.">https://books.gov.ph/ra-8293-the-intellectual-property-office/#:~:text=It%20shall%20protect%20and%20secure,property%20bears%20a%20social%20function.</a> <a href="https://lawphil.net/statutes/repacts/ra2015/ra_10679_2015.html">https://lawphil.net/statutes/repacts/ra2015/ra_10679_2015.html</a>		-Oral assessment
4-5	CLO1	The Role of Technopreneurship and Technopreneur in the Economic Growth, Ecosystem, and Social Growth	-explain and enumerate the role of technopreneurship in the economic, ecosystem and social growth.	-Interactive and Facilitative Discussion -Debate -Q&A	CIIT. What is Technopreneurship: Everything You Need to Know (Plus 5 Tips to Success). Available at: <a href="https://www.ciit.edu.ph/what-is-technopreneurship-">https://www.ciit.edu.ph/what-is-technopreneurship-</a>	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment



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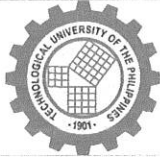
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					meaning-and-examples/ Adeoti, J. (2019). TECHNOPRENEURSHIP AND NATIONAL DEVELOPMENT: Powering Businesses and the Economy with New Technologies. Available at: <a href="https://www.researchgate.net/publication/338019624_TECHNOPRENEURSHIP_AND_NATIONAL_DEVELOPMENT_Powering_Businesses_and_the_Economy_with_New_Technologies">https://www.researchgate.net/publication/338019624_TECHNOPRENEURSHIP_AND_NATIONAL_DEVELOPMENT_Powering_Businesses_and_the_Economy_with_New_Technologies</a>		
CLO1	Successful technopreneurs in local and international	-discuss the successful technopreneurs in local and international.	-Interactive and Facilitative Discussion -Collaborative Activities	Mankani, D. (2003) Technopreneurship : The Successful Entrepreneur in the New Economy. Prentice Hall.	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment	



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					Lang, J.(2002). The High Tech Entrepreneur's Handbook, Ft.com		
	CLO1	Elements of Technopreneurship	-determine the elements of technopreneurship.	-Interactive and Facilitative Discussion -Rejection Therapy Game	"Ideation Method Mashup," IDEO.org, <a href="http://www.ideo.com/pages/ideation-method-mash-up">http://www.ideo.com/pages/ideation-method-mash-up</a> "Human-Centered Design," IDEO.org, <a href="http://www.designkit.org/human-centered-design">http://www.designkit.org/human-centered-design</a> . Lechter, M. Hisrich, R. & Duening, T. (n.d.). Technology Entrepreneurship: Taking Innovation to the Marketplace	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment
6	CLO2, CLO3	Opportunity Recognition and Needs Analysis Technology Identification	-analyze the opportunity recognition and needs of technology identification.	-Interactive and Facilitative Discussion -Simulation -Field Analysis	Botha, Melodi and Robertson, Claire Leanne. ( 2013). Potential Entrepreneurs' Assessment of Opportunities Through the	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment



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					Rendering of a Business Plan. South African Journal of Economic and Management Sciences. <a href="https://sajems.org/index.php/sajems/article/view/524/366">https://sajems.org/index.php/sajems/article/view/524/366</a>		
	CLO2	4P's, 5P's & 7P's of Marketing	-identify and explain the P's of marketing.	-Interactive and Facilitative Discussion -Q&A -Planning	Carniel, A. (2019). The ultimate guide to marketing mix: 4Ps, 7Ps, 8Ps, 4Cs, 7Cs. Available at: <a href="https://www.albertocarniel.com/post/marketing-mix">https://www.albertocarniel.com/post/marketing-mix</a> Hanlon, A. (2022). How to use the 7Ps Marketing Mix. Available at: <a href="https://www.smartinsights.com/marketing-planning/marketing-models/how-to-use-the-7ps-marketing-mix/">https://www.smartinsights.com/marketing-planning/marketing-models/how-to-use-the-7ps-marketing-mix/</a>	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment



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7	CLO2, CLO3	Creating Competitive Advantage and Customer and Market Validation	-use canvas in creating a competitive advantage, customers, and market.	-Interactive and Facilitative Discussion -Collaborative activities	Carreyrou, J. (2018). Bad Blood: Secrets and Lies in a Silicon Valley Startup Chell, E. (2001). Entrepreneurship: Globalization, Innovation and Development. Thomson Learning.	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment
8	CLO2, CLO3	Introduction to Pre-to-typing and Prototyping Solutions	-differentiate the pre-to-typing and prototyping solutions in Technopreneurship.	-Interactive and Facilitative Discussion -Workshop and Group Dynamics	Andrej Gajdos (2020). The Difference Between an Minimum Viable Product (MVP) and a Prototype: The Strategy Closest to Product Market Fit	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment
9	CLO2, CLO3	Business Fundamentals	-discuss the three fundamentals of business.	-Interactive and Facilitative Discussion -Group Presentation	Osterwalder, Alexander and Pigneur Yves. Business Model Generation: A handbook for Visionaries, Game Changers, and Challengers	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment



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					<p>Peter Thiel, Blake Masters. Zero to One: Notes on Startups, or How to Build the Future</p> <p>Patrick Van Der Pijl, Justin Lokitz, Lisa Kay Solomon. Design a Better Business: New Tools, Skills, and Mindset for Strategy and Innovation</p>		
10-11	CLO1, CLO4	Business Plan	<p>-discuss the parts and functions of business plan; -perform business proposal.</p>	<p>-Interactive and Facilitative Discussion -Simulation -Workshop and Group Dynamics -Planning</p>	<p>Kappel, M. (2019) How to Conduct a Market Analysis the Right Way. Available at Patriot Software: <a href="https://www.patriotsoftware.com/blog/accounting/how-to-conduct-a-market-analysis/">https://www.patriotsoftware.com/blog/accounting/how-to-conduct-a-market-analysis/</a></p> <p>LINDFIELD, R. (2013). Business plan writing/ <a href="https://www.slideshare.net/RichardLindfiel">https://www.slideshare.net/RichardLindfiel</a></p>	On-site/ Synchronous	<p>-Summative quizzes -Rubrics -Oral assessment</p>



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					d/business-plan-writing-power-point 5. Ebinum, M. (2016). How To: Business Model Canvas Explain. Available at Sheda Website: <a href="https://medium.com/seed-digital/how-to-business-model-canvas-explained-ad3676b6fe4a">https://medium.com/seed-digital/how-to-business-model-canvas-explained-ad3676b6fe4a</a>		
12		Academic Consolidation					
13		<b>MIDTERM EXAMINATION</b>				On-site/ Synchronous	
14	CLO2, CLO3	Risk Management: Legal and Intellectual Property, Commercialization and Technology Licensing	-discuss the risk management in Technopreneurship and other businesses.	-Interactive and Facilitative Discussion -Simulation -Workshop and Group Dynamics	Dr. Cahoon, R. et.al. (2018). WIPO Enabling Intellectual Property Environment. National Worksop I-Kuala Lumpur, Malaysia. Available	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment





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					at: <a href="https://www.wipo.int/edocs/mdocs/aspac/en/wipo_ttos_kul_18/wipo_ttos_kul_18_p2.pdf">https://www.wipo.int/edocs/mdocs/aspac/en/wipo_ttos_kul_18/wipo_ttos_kul_18_p2.pdf</a> Handbook on IP Commercialization. Available at: <a href="https://aanzfta.asean.org/uploads/2020/12/IPPEA-FINAL-HANDBOOK-ON-IP-COMMERCIALISATIO">https://aanzfta.asean.org/uploads/2020/12/IPPEA-FINAL-HANDBOOK-ON-IP-COMMERCIALISATIO</a> N.pdf		
15	CLO2, CLO3	Raising Capital	-identify strategies and methods on raising capital.	-Interactive and Facilitative Discussion -Simulation -Workshop and Group Dynamics	Sison, L. (2018). Tech To Go, A Student's Guide to Bringing Technology to the Market. W.L. Peh and Y. Ng (2003). Practice of Technopreneurship. Prentice Hall	On-site/ Synchronous	-Summative quizzes -Rubrics -Oral assessment
16-17	CLO4	Business Plan/Proposal Presentation	-perform business proposal as the last requirement for the subject.	-Workshop and Group Dynamics -Group Presentation	Business plan template Business plan presentation	On-site/ Synchronous	-Oral assessment -Rubrics



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18		<b>FINAL EXAMINATION</b>				On-site/ Synchronous	
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## **IX. Learning Resources/ Textbook(s)**

Andrej Gajdos (2020). The Difference Between an Minimum Viable Product (MVP) and a Prototype:

The Strategy Closest to Product Market Fit

Bhide,A.(2000). The Origins and Evolution of New Businesses. Oxford University Press

"Brainstorm Rules," IDEO.org, <http://www.designkit.org/methods/28>

Botha, Melodi and Robertson, Claire Leanne. (2013). Potential Entrepreneurs' Assessment of

Opportunities Through the Rendering of a Business Plan. South African Journal of Economic and

Management Sciences. <https://sajems.org/index.php/sajems/article/view/524/366>

Carreyrou, J. (2018). Bad Blood: Secrets and Lies in a Silicon Valley Startup

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and the creation and justification of new ventures", *Academy of Management Review*, Vol. 35 No. 4,

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Gathugu, James and Mang, Pauline. (2014). *International Journal of Business and Social Research*.

Entrepreneurial Intention, Culture, Gender and New Venture Creation: Critical Review .

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Komisar(2000). The Monk and the Riddle: Education of a Silicon Valley Entrepreneur.  
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Kuratko, D.F. and Hodgetts, R.M. (2004) Entrepreneurship: Theory, Process, Practice.  
6th ed.

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Mark Poepsel (2018). Media Innovation and Entrepreneurship.

<https://ecampusontario.pressbooks.pub/mediainnovationandentrepreneurship/chapter/pitchingideas/>

Mankani, D. (2003) Technopreneurship : The Successful Entrepreneur in the New  
Economy. Prentice

Hall.

Michael Laverty, Chris Littel (2020). Entrepreneurship. OpenStax, Houston, Texas

<https://openstax.org/books/entrepreneurship/pages/1-introduction>

<https://openstax.org/books/entrepreneurship/pages/13-7-mitigating-and-managing-risks>

Morris, M.H. and Kuratko, D.F. (2002) Corporate Entrepreneurship: Entrepreneurial  
Development within

Organizations. Thomson Learning.

Nebhwani, M., Marri, H. and Sohag, R. (2011), "An assessment of entrepreneurs  
business strategies

towards SME success", Mehran University Research Journal of Engineering and  
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High Tech Companies. The Free Press

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Game Changers, and Challengers

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Patrick Van Der Pijl, Justin Lokitz, Lisa Kay Solomon. Design a Better Business: New Tools, Skills, and

Mindset for Strategy and Innovation

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<https://www.twiglobal.com/technical-knowledge/faqs/technology-readiness-levels>

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Legal Mandates. Available at: <https://books.gov.ph/ra-8293-the-intellectual-property-office/#:~:text=It%20shall%20protect%20and%20secure,property%20bears%20a%20social%20function.>

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## X. COURSE REQUIREMENTS/ GRADING SYSTEM

### Course Requirements

1. Major Examinations
2. Summative Quizzes
3. Business Plan/Proposal Presentation
4. Reflective Journals / Portfolios

### Performance Standard (Grading System)

Criteria	Percentage
Major Examination	20
Project	25
Interactive Discussion	15
Quizzes	15
Seat works/Activities/Insights	15
Attendance and Participation	10
<b>Total</b>	<b>100</b>

## XI. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

**Scholarly Expectations.** All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

**Academic Honesty.** You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

**Attendance Policy.** You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.

Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.

**Assignment Policy.** All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.



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**Late Compliance Policy.** Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.

Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

**Drop Policy.** It is the student's responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as "DROPPED".

**Important NOTE:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.

COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Technopreneurship	March 06, 2023	01/February 28, 2023	 <b>Ms. Ellyssa E. Sebastian,</b> Faculty, DED	 <b>Ms. Ellyssa E. Sebastian,</b> PIC, BSIE-HE   <b>Mr. Zaldy T. Ronquillo, Jr.</b> PIC, BSIE-ICT   <b>Prof. Michelle M. Mag-isa,</b> PIC, BSIE-IA	 <b>Prof. Maria Cecilia N. Reyes,</b> Asst. Director for Academic Affairs

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**COURSE CODE: HE1E**

**COURSE TITLE: INTEGRATED HOME ECONOMICS, LEC**

**I. Vision**

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

**II. University Mission**

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

**III. Campus Goals**

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

**IV. Quality Policy and Core Values**

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University



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## V. Department Objectives

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

## VI. Program Education Objectives

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

## VII. Course Contents

- a. Course Code : HE1E
- b. Course Title : Integrated Home Economics, Lec.
- c. Pre-requisite/Co-requisite : none
- d. Course Description: This is an overview of the home economics discipline including philosophy, areas of specialization, role in societal development. It includes history and philosophy of Home Economics, areas of specialization and careers, family life and society, and household resource management.
- e. Credit units : 3 units
- f. Class Schedule : 3 hours per week

## VIII. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Demonstrate the competencies required of the Philippines TVET Trainers-Assessors Qualifications			✓



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	Framework (PTTQF).			
(b)	Demonstrate broad and coherent, meaningful knowledge and skills in any of the specific fields in technical and vocational education.	✓		✓
(c)	Apply with minimal supervision specialized knowledge and skills in technical and vocational education.	✓		
(d)	Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning.	✓	✓	✓
(e)	Manifest a deep principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students.		✓	
(f)	Show a deep principled understanding of how educational processes relate to a larger historical, social, cultural, and political processes.			✓
(g)	Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches)		✓	
(h)	Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting the educational process in order to constantly improve their teaching knowledge, skills and practices.		✓	✓

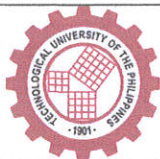
**IX. Course Outcomes in Relation to Program Outcomes**

<b>COURSE OUTCOMES</b>	<b>PROGRAM OUTCOMES</b>							
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<i>After completing this course, the student must be able to:</i>								
1. develop an understanding of Home Economics Discipline;	I	I	I	I	I	I	I	I
2. conduct teaching-learning processes that will enhance their knowledge, skills, and relevant competencies in the field of Home Economics;	I	E	E			I		I
3. demonstrate an intellectual/function skills and the use of tools, materials, and process in home technology and related activities;	I	I	I					I

I – Introductory course to an outcome (Formative course objective to an outcome)

E – Enabling course to an outcome (Course objective strengthening further an outcome)

D – Demonstrative to an outcome



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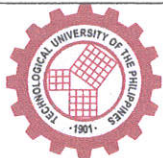
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**X. COURSE LEARNING PLAN**

<b>WEEK</b>	<b>Course Learning Outcomes (CLO)</b>	<b>TOPICS</b>	<b>Course Intended Learning Outcomes</b>	<b>Teaching and Learning Activities (TLA)</b>	<b>Resources and References</b>	<b>Mode of Delivery (Synchronous, Asynchronous, Offline)</b>	<b>ASSESSMENT TOOLS</b>
1		Orientation	<ul style="list-style-type: none"> <li>-comprehend all the policies and regulations in the university and classrooms.</li> <li>-perform good conduct.</li> <li>-participate in school policies, regulations and submit all the requirements for the subject.</li> </ul>	Discussion of the course guide, syllabi, and profiling of students	TUP Handbook COR Course Guide Course Syllabi	On-site	
2	CLO1	<b>Introduction to Home Economics</b>  -Brief History, Philosophy, and Roles in the Society	<ul style="list-style-type: none"> <li>-acquire knowledge about the history of Home Economics</li> <li>-appreciate the philosophy in the Home Economics Literacy</li> <li>-realize the importance of Home Economics in the society</li> </ul>	Interactive and Facilitative Discussion KWL Q&A	Reference No. 1	On-site	Diagnostic test Oral assessment



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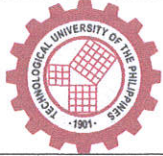
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3	CLO1, CLO2	<p><b>Human Development and Family Studies</b></p> <ul style="list-style-type: none"> <li>-Marriage and Family Relationship</li> <li>-Child Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>-define marriage and family;</li> <li>-discuss the stages and changes in child growth</li> <li>-discuss the importance of marriage and a family</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive and Facilitative Discussion</li> <li>-Brainstorming</li> <li>-Role playing</li> </ul>	Reference Nos. 1-7	On-site	<ul style="list-style-type: none"> <li>Summative quizzes</li> <li>Rubrics</li> <li>Oral assessment</li> <li>Assignment</li> </ul>
4	CLO1, CLO3	<p><b>Household Resource Management</b></p> <ul style="list-style-type: none"> <li>-Management Principle applied at Home</li> <li>-Household Financial Management</li> <li>-Housekeeping</li> </ul>	<ul style="list-style-type: none"> <li>-discuss the principles of management;</li> <li>-demonstrate the proper management in time, energy, and money as individual and family;</li> <li>-apply the essential function of management and positivity in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive and Facilitative Discussion</li> <li>-Reflection paper</li> <li>-Collaborative activity</li> </ul>	Reference Nos. 8-11	On-site	<ul style="list-style-type: none"> <li>Summative quizzes</li> <li>Rubrics</li> <li>Oral assessment</li> <li>Assignment</li> </ul>
5-8	CLO1, CLO2	<p><b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>-Introduction to Nutrition</li> <li>-Basic Tools in Nutrition</li> <li>-Basic Nutrients and Food</li> <li>-Equipment and Utensils for food preparation and services</li> <li>-Meal and Menu Planning</li> <li>-Principles of Food</li> </ul>	<ul style="list-style-type: none"> <li>-explain the basics in food and nutrition;</li> <li>-identify the nutrients found in food;</li> <li>-determine the factors in planning, preparing, and serving balanced meals;</li> <li>-determine the uses and proper maintenance</li> <li>-create a menu plan;</li> <li>-perform cooking methods;</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive and Facilitative Discussion</li> <li>-Slogan making</li> <li>-Group research and presentation</li> <li>-Meal and Menu planning</li> </ul>	Reference Nos. 12-21	On-site	<ul style="list-style-type: none"> <li>Summative quizzes</li> <li>Rubrics</li> <li>Oral assessment</li> <li>Assignments</li> </ul>



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		Preparation -Fundamentals of Food Technology -Consumer Education and Food Service Management	-perform food service management.				
9-11	CLO2, CLO3	<b>Clothing and Textile</b> -History of Clothing and Textile -Classification of Tools used in Clothing Construction -Technologies in Clothing and Textile related -Clothing Selection, Purchase, and Care	-discuss clothing and textile; -determine different types, kinds, and characteristics of textile, fabrics and cloth; -differentiate manual sewing machine and high-speed sewing machine; -perform the proper purchase, selection and care of clothing.	-Interactive and Facilitative Discussion -Group research -Brainstorming -Group activities	Reference Nos. 22-25	On-site	Summative quizzes Rubrics Oral assessment Assignments
12		Academic Consolidation					
13		Midterm Examination				On-site	



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14-16	CLO2, CLO3	<p><b>Beauty Care and Wellness</b></p> <ul style="list-style-type: none"> <li>-Personal development</li> <li>-Sterilization and Sanitation</li> <li>-Hair</li> <li>-Facial</li> <li>-Nail</li> </ul>	<ul style="list-style-type: none"> <li>-discuss personal and professional development;</li> <li>-differentiate between sterilization and sanitation</li> <li>-discuss different types of sterilization;</li> <li>-explain and enumerate the concepts of hair, facial and nail in beauty care and wellness.</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive and Facilitative Discussion</li> <li>-Group research</li> <li>-Think-pair-share</li> </ul>	Reference Nos. 26-29 Book No. 1	On-site	<ul style="list-style-type: none"> <li>Summative quizzes</li> <li>Rubrics</li> <li>Oral assessment</li> <li>Assignments</li> </ul>
17	CLO2, CLO3	<p><b>Craft and Designs</b></p> <ul style="list-style-type: none"> <li>-Handicrafts</li> </ul>	<ul style="list-style-type: none"> <li>-discuss history of handicrafts local and international;</li> <li>-explain the different types of handicraft;</li> <li>-identify the different techniques of handicrafts;</li> <li>-create an item using recyclable materials.</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive and Facilitative Discussion</li> <li>-Peer teaching</li> <li>-Brainstorming</li> <li>-Presentation</li> </ul>	Book Nos. 1-3	On-site	<ul style="list-style-type: none"> <li>Summative quizzes</li> <li>Rubrics</li> <li>Oral assessment</li> <li>Assignments</li> </ul>



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18		FINAL EXAMINATION				On-site	
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## XI. Learning Resources/ Textbook(s)

De Los Reyes, C. (2020) Home Economics Literacy. Published by Lorimar Publishing Inc.

The Ultimate A to Z Companion to 1,001 Needlecraft Terms: Applique, Crochet, Embroidery, Knitting, Quilting, Sewing and More Marie Clayton Dec 2007 St. Martin's Griffin

Grow Your Handmade Business: How to Envision, Develop, and Sustain a Successful Creative Business Kari Chapin Jul 2012 Storey Publishing

3Doodler Principles of Art & Design: Elements, Repetition, Pattern, Texture, Balance & Rhythm WobbleWorks, Inc. Mar 2016

Online Resources/References

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2. Mondal, P., Marriage, Characteristics and Types of Marriage from yourarticlelibrary webpage, website: <https://www.yourarticlelibrary.com/marriage/marriage-characteristics-and-types-of-marriage/6177>
3. Kdkasi (2018) Different types of marriage from sociologylearners.com webpage, website: <https://www.sociologylearners.com/different-types-of-marriages/>
4. Oelze, P., (2020) Family, There Are 6 Different Family Types And Each Has A Unique Family Dynamic from Better Help webpage, website: <https://www.betterhelp.com/advice/family/there-are-6-different-family-types-and-each-one-has-a-unique-family-dynamic/>
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7. <https://courses.lumenlearning.com/suny-lifespandevelopment2/>
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11. Bhasin, H. (2018) 14 Principles of Management. Marketing91 Webpage, website: <https://www.marketing91.com/henri-fayols-14-principles-management/>





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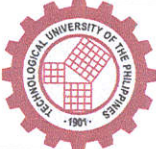
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<https://www.sciencedirect.com/topics/food-science/food-composition>
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21. [https://lawphil.net/statutes/repacts/ra1992/ra\\_7394\\_1992.html](https://lawphil.net/statutes/repacts/ra1992/ra_7394_1992.html)
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23. Classification of Tools used in Clothing Construction [http://www.brainkart.com/article/Tools-For-Clothing-Construction---Cutting-tool\\_1787](http://www.brainkart.com/article/Tools-For-Clothing-Construction---Cutting-tool_1787)
24. <https://findanyanswer.com/what-are-the-five-classification-of-sewing-tools-and-equipment>
25. <https://phscllothingtech.weebly.com/sewing-tools-and-equipment.html>
26. <https://saskapprenticeship.ca/wp-content/uploads/2020/06/EST-1-Sanitizing-Disinfecting-and-Sterilizing.pdf>
27. <https://www.ncbi.nlm.nih.gov/books/NBK546248/#:~:text=Each%20hair%20has%20a%20hair,connected%20to%20a%20sebaceous%20gland>.
28. <https://www.verywellhealth.com/the-integumentary-system-anatomy-and-function-5114485#:~:text=The%20nail%20plate%3A%20The%20part,sides%20of%20the%20nail%20plate>

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## XII. COURSE REQUIREMENTS/ GRADING SYSTEM

### Course Requirements

1. Major Examinations
2. Summative Quizzes
3. Unit Outputs
4. Reflective Journals / Portfolios

### Performance Standard (Grading System)

Criteria	Percentage
<b>Major Examination</b>	25
<b>Quizzes</b>	20
<b>Worksheets/Activities</b>	25
<b>Assignment</b>	15
<b>Attendance and Participation</b>	15
<b>Total</b>	<b>100</b>

## XIII. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

**Scholarly Expectations.** All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

**Academic Honesty.** You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

**Attendance Policy.** You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.

Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.

**Assignment Policy.** All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.

**Late Compliance Policy.** Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.



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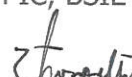


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Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

**Drop Policy.** It is the student’s responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as “DROPPED”.

**Important NOTE:** This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.

COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Integrated Home Economics Lec.	September 19, 2022	01/February 10, 2023	 <b>Ms. Ellyssa E. Sebastian,</b> Faculty, DED	 <b>Ms. Ellyssa E. Sebastian,</b> PIC, BSIE-HE   <b>Mr. Zaldy T. Ronquillo, Jr.</b> PIC, BSIE-ICT   <b>Prof. Michelle M. Mag-isa,</b> PIC, BSIE-IA	 <b>Prof. Maria Cecilia N. Reyes,</b> Asst. Director for Academic Affairs

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**COURSE CODE: HE1EL**

**COURSE TITLE: INTEGRATED HOME ECONOMICS, LAB.**

## **I. Vision**

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

## **II. University Mission**

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

## **III. Campus Goals**

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

## **IV. Quality Policy and Core Values**

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University



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**V. Department Objectives**

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

**VI. Program Education Objectives**

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

**VII. Course Contents**

- a. Course Code : HE1EL
- b. Course Title : Integrated Home Economics, Lab
- c. Pre-requisite/Co-requisite : none
- d. Course Description: This is an overview of the home economics discipline including philosophy, areas of specialization, role in societal development. It includes history and philosophy of Home Economics, areas of specialization and careers, family life and society, and household resource management.
- e. Credit units : 3 units
- f. Class Schedule : 9 hours per week

**VIII. Program Outcomes in Relation to Program Educational Objectives**

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Demonstrate the competencies required of the Philippines TVET Trainers-Assessors Qualifications			✓



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	Framework (PTTQF).			
(b)	Demonstrate broad and coherent, meaningful knowledge and skills in any of the specific fields in technical and vocational education.	✓		✓
(c)	Apply with minimal supervision specialized knowledge and skills in technical and vocational education.	✓		
(d)	Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning.	✓	✓	✓
(e)	Manifest a deep principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students.		✓	
(f)	Show a deep principled understanding of how educational processes relate to a larger historical, social, cultural, and political processes.			✓
(g)	Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches)		✓	
(h)	Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting the educational process in order to constantly improve their teaching knowledge, skills and practices.		✓	✓

**IX. Course Outcomes in Relation to Program Outcomes**

COURSE OUTCOMES	PROGRAM OUTCOMES							
	A	B	C	D	E	F	G	H
<i>After completing this course, the student must be able to:</i>								
1. develop an understanding of Home Economics Discipline;	I	I	I	I	I	I	I	I
2. conduct teaching-learning processes that will enhance their knowledge, skills, and relevant competencies in the field of Home Economics;	I	E	D			I		E
3. demonstrate an intellectual/function skills and the use of tools, materials, and process in home technology and related activities.	I	E	E		D			D

I – Introductory course to an outcome (Formative course objective to an outcome)  
E – Enabling course to an outcome (Course objective strengthening further an outcome)  
D – Demonstrative to an outcome



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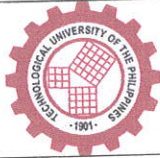
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**X. COURSE LEARNING PLAN**

<b>WEEK</b>	<b>Course Learning Outcomes (CLO)</b>	<b>TOPICS</b>	<b>Course Intended Learning Outcomes</b>	<b>Teaching and Learning Activities (TLA)</b>	<b>Resources and References</b>	<b>Mode of Delivery (Synchronous, Asynchronous, Offline)</b>	<b>ASSESSMENT TOOLS</b>
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3	CLO1, CLO2	<b>Human Development and Family Studies</b> -Child and Elder Care -Occupied and Unoccupied Bed making	-discuss child and elder care; -perform occupied and unoccupied bed making; -perform basics of caregiving and childcare. -demonstrate types of bandage and first aid.	-Interactive and Facilitative Discussion -Independent learning	Reference Nos. 1-7	On-site	Performance tasks Rubrics Oral assessment Assignment
4	CLO2, CLO3	<b>Household Resource Management</b> -Planning the wise use of time, effort, and energy -Housekeeping and Home Maintenance	-create an activity and time plan; -perform basics of housekeeping and home maintenance;	-Interactive and Facilitative Discussion -Collaborative activity	Reference Nos. 8-11	On-site	Performance tasks Rubrics Oral assessment Assignment
5-8	CLO2, CLO3	<b>Food and Nutrition</b> -Safety Precautions and Food Hygiene -Food preparation processes -Food Preservation -Preparation and Presentation of Food	-perform preparation and presentation of food such as table napkin, table presentation, table skirting and flower arrangement; -demonstrate methods of cooking in various dishes; -apply the safety precautions and food hygiene.	-Interactive and Facilitative Discussion - Collaborative activity -Group research and presentation	Reference Nos. 12-21	On-site	Performance tasks Rubrics Oral assessment Assignment





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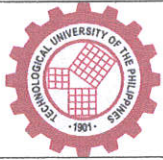
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9-11	CLO2, CLO3	<p><b>Clothing and Textile</b></p> <ul style="list-style-type: none"> <li>-Safety Precautions in handling chemicals and care of clothes</li> <li>-Basic Stitches</li> <li>-Taking Body Measurement</li> <li>-Pattern Making</li> <li>-Cloth Construction</li> </ul>	<ul style="list-style-type: none"> <li>-apply the safety precautions in handling chemicals and care of clothes;</li> <li>-demonstrate taking body measurements;</li> <li>-demonstrate a pattern making procedures;</li> <li>-demonstrate sewing in a manual and high-speed sewing machine;</li> <li>-perform basic/embroidery stitches;</li> <li>-perform cloth construction</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive and Facilitative Discussion</li> <li>- Collaborative activity</li> <li>-Group research and presentation</li> </ul>	Reference Nos. 22-25	On-site	<ul style="list-style-type: none"> <li>Performance tasks</li> <li>Rubrics</li> <li>Oral assessment</li> <li>Assignment</li> </ul>
12		Academic Consolidation					
13		<b>Midterm Examination</b>				On-site	
14-16	CLO2, CLO3	<p><b>Beauty Care and Wellness</b></p> <ul style="list-style-type: none"> <li>-Client Consultation and Safety Precautions</li> <li>-Head Massage, Treatment and Styling</li> <li>-Skin Analysis, Plain Facial</li> </ul>	<ul style="list-style-type: none"> <li>-apply the safety precautions in handling beauty care chemicals;</li> <li>-perform client consultation in each tasks;</li> <li>-perform head massage, treatment, hair styling;</li> </ul>	<ul style="list-style-type: none"> <li>-Interactive and Facilitative Discussion</li> <li>- Collaborative activity</li> <li>-Peer-teaching</li> </ul>	Reference Nos. 26-29 Book No. 1	On-site	<ul style="list-style-type: none"> <li>Performance tasks</li> <li>Rubrics</li> <li>Oral assessment</li> </ul>



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		Treatment and other treatment, and Make-up -Manicure and Pedicure and other treatments	-perform a skin analysis, plain facial treatment and other facial treatment; -demonstrate manicure and pedicure.				Assignment
17	CLO2, CLO3	<b>Craft and Designs</b> -Handicrafts Paper, Plastic, Cloth and Jewelry	-apply the safety precautions in creating various crafts and arts; -create an item using recyclable materials.	-Interactive and Facilitative Discussion -Peer teaching -Brainstorming -Presentation	Book Nos. 1-3	On-site	Performance tasks Rubrics Oral assessment Assignment
18		<b>FINAL EXAMINATION</b>				On-site	

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## XI. Learning Resources/ Textbook(s)

De Los Reyes, C. (2020) Home Economics Literacy. Published by Lorimar Publishing Inc.

The Ultimate A to Z Companion to 1,001 Needlecraft Terms: Applique, Crochet, Embroidery, Knitting, Quilting, Sewing and More Marie Clayton Dec 2007 St. Martin's Griffin

Grow Your Handmade Business: How to Envision, Develop, and Sustain a Successful Creative Business Kari Chapin Jul 2012 Storey Publishing

3Doodler Principles of Art & Design: Elements, Repetition, Pattern, Texture, Balance & Rhythm WobbleWorks, Inc. Mar 2016

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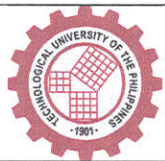
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11. Bhasin, H. (2018) 14 Principles of Management. Marketing91 Webpage, website:



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## XII. COURSE REQUIREMENTS/ GRADING SYSTEM

### Course Requirements

1. Major Examinations
2. Performance tasks
3. Summative assessments
4. Project plan/Portfolio

### Performance Standard (Grading System)

Criteria	Percentage
<b>Major Examination</b>	25
<b>Performance Tasks</b>	30
<b>Assignment/Research</b>	15
<b>Worksheets/Activities/Quizzes</b>	15
<b>Attendance and Participation</b>	15
<b>Total</b>	<b>100</b>

## XIII. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

**Scholarly Expectations.** All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

**Academic Honesty.** You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

**Attendance Policy.** You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.



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Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.



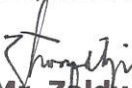

**Assignment Policy.** All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.

**Late Compliance Policy.** Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.

Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

**Drop Policy.** It is the student's responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as "DROPPED".

**Important NOTE:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.

COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Integrated Home Economics Lab.	September 19, 2022	01/February 10, 2023	 <b>Ms. Ellyssa E. Sebastian,</b> Faculty, DED	 <b>Ms. Ellyssa E. Sebastian,</b> PIC, BSIE-HE   <b>Mr. Zaldy T. Ronquillo, Jr.</b> PIC, BSIE-ICT	 <b>Prof. Maria Cecilia N. Reyes,</b> Asst. Director for Academic Affairs




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				 <b>Prof. Michelle M. Mag-isa, PIC, BSIE-IA</b>	
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