



Republic of the Philippines
CARAGA STATE UNIVERSITY

Ampayon, Butuan City 8600, Philippines

Competence Service Uprightness

COLLEGE OF EDUCATION

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Course Code: Educ107 Descriptive Title: The Teacher and the Community, School Culture & Organizational Leadership
First Semester, AY 2020-2021 Pre-requisite: None Co-requisite: None No. of Units: 3 Total Contact Hours: (Lecture) 3 (Lab) None
Schedule of online meetings/class : to be announced

PART I: VISION, MISSION, GOALS, OBJECTIVES

University Vision

A globally engaged University excelling in science, engineering, and the arts.

University Mission

Caraga State University endeavors to produce globally competitive and socially responsible human capital towards the sustainable and inclusive development of Caraga Region and beyond.

College Goals

1. Promote quality teacher education programs;
2. Enhance excellent instruction with improved school facilities
3. Develop relevant teacher education curricula specializing in science and mathematics;
4. Accredited the College of Science Education programs;
5. Provide students with rich experience that reinforce their knowledge and skills in their respective field of specialization; and

Program Educational Objectives

1. Provide quality teacher education programs in the field of Mathematics and Biology.
2. Institute international programs to help students who are at risk in their mathematics and courses.
3. Provide learning experience that will produce graduates who are responsive to the challenges of K to 12 Curriculum as mandated by Republic Act of 10533.

6. Internalize good moral values imbued with love of God, country and fellowmen.

Program Intended Learning Outcomes (PILOs)

The standards for the Bachelor of Secondary Education degree program are expressed in the following set of learning outcomes.

The graduates can:

1. articulate and discuss the latest developments in the specific field or practice,
2. effectively communicate in English and Filipino, both orally and in writing,
3. work effectively and collaboratively with a substantial degree of independence in multi-disciplinary and multicultural teams.
4. act in recognition of professional, social and ethical responsibility, and
5. preserve and promote “*Filipino historical and cultural heritage*” based on republic Act 7722.

(CMO)

Course Intended Learning Outcomes (CILOs) After completion of the course, the student must be able to: (BTIs covered 6.11, 6.3.1, 6.4.1, 3.4.1, 3.5.1, 6.5.1)	21 st Century Skills ^(a)	Program Intended Learning Outcomes (PILOs) ^(b)													
		a	b	c	d	e	f	g	h	i	j	k	l	m	
Analyze and describe relationships between teachers, the school, and the families and community that support the school. (BTI number 6.1.1)	Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information	I	I	I	E	E	E	E	E	E	E	E	D	D	D
Identify how the teacher’s role is influenced by social and cultural factors that affect education in schools and their communities. (BTI number 6.4.1)	Perseverance, self-direction, planning, self-discipline, adaptability, initiative	I	I	I	I	I	E	E	E	E	E	E	D	D	D

Recognizes and value diverse cultural, traditional and religious values and their students' learning needs in school in the community. (BTI number 3.4.1, 3.5.1)	Multicultural literacy, humanitarianism	I	I	I	I	E	E	E	E	E	E	E	E	D	D
List the social factors affecting education and how they can support the development of education nationally and locally, (BTI number 6.5.1)	Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces	I	I	I	I	I	E	E	E	E	D	D	D	D	D
Explain their role models for students and the community in general. (BTI number 6.3.1, 6.4.1)	Research skills and practices, interrogative questioning; Creativity, artistry, curiosity, imagination, innovation, personal expression	I	I	I	I	E	E	E	E	E	E	E	D	D	D

(b) I – Introductory, E – Enabling, D – Demonstrative or as provided in CMO

PART II: COURSE DETAILS

Course Description

This course focuses on society as a context upon which the schools have been established. Educational philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further, principles and theories on school culture, social, and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.

Abiding the flexible teaching and learning approach, the course platform is online both synchronous and asynchronous online class. Online lecture, discussion-based seminar, assigned leader discussant, written reports and portfolio compilation, and synthesizing articles related to the course are the diverse strategies to be applied in the whole duration of the class. The expected students learning in this course are the written report presentations and project to be agreed in the class.

Course Schedule

Week	Intended Learning Outcome (ILOs)	Topic	*Instructional Designs Learning activities /Resources (Materials uploaded in the Moodle)	**Educational tools and platform integration, Assignment Due Assessment/Evaluation measures with due date (Materials uploaded/will be uploaded in Learning management System - Moodle)
<p>Week 1-4</p>	<p>At the end of this introduction, preservice teachers should be able to:</p> <p>a. define basic concepts necessary to understanding the course.</p> <p>At the end of Unit 1, the students should be able to:</p> <p>a. describes the manifestations of various educational philosophies and applications of sociological theories in practical classroom situations in response to community contexts; and</p> <p>b. explains the importance of different philosophies and sociological theories to education and how they change the education landscape in response to the needs of the society and the community</p>	<p>Introduction to Society, Community and Education. Defining the Basic Concept Basic Concepts to be defined: Society, Community, Education, Social Interaction, and School Culture</p> <p>Unit 1</p> <p>A. Society and Education</p> <p>B. Philosophical Perspectives</p> <ul style="list-style-type: none"> • Classical Philosophies – Idealism, Realism, Existentialism, and Pragmatism • Modern Philosophies – Perennialism, Progressivism, and Humanism • Post Modern Philosophies <p>C. Sociological Perspectives</p> <p>1. Social Dimensions of Education – Consensus and Conflict Theories - Structural Functionalism - Interactionist Theories</p> <p>2. Schools and Social</p>	<p>Materials:</p> <p>Active learning (Self-test) The students will create graphic organizers showing their insights gained from articles attached in the modules and readings. Learner-centered written discussion will highlight how the philosophical and sociological perspectives are demonstrated in practical classroom situations.</p> <p>Document Analysis. PSTs will analyze existing documents, reports, primers on the Enhanced Basic Education Curriculum (K to 12 Curriculum).</p> <p>The focus of the analysis would be the identification of the philosophical and sociological contributors to the change in curriculum.</p> <p>Formative Assessment activities:</p> <p>Short Quiz/self-test. The students will identify the sociological theories and educational philosophies of the</p>	<p>Students will express their thoughts during the synchronous class via Zoom class using the break out rooms, about what they know, what they want to know, and what they learned.</p> <p>(Pre-entry test)</p> <p>Individual presentation of Outputs (electronic copies) Groups choose an appropriate graphic organizer to describe how philosophies and sociological theories are manifested in the practical classroom situation in response to community contexts. <u>The output will be posted in the LMS.</u></p> <p>(BTI number 6.1.1 [1])</p> <p>Process: Written report on the philosophies and educational system practices in the readings about the K-12 curriculum in our country. Output: Concept Map / matrix information Organizer will be saved in the students respective electronic or printed portfolio. The output will be submitted in the LMS.</p> <p>Date:</p>

		<p>Institutions - Family - Education - Religion - Economic Institutions – Government</p> <p>3. Education 4.0: Responding to the demands of Society</p> <p>C. Educational Reforms: The K to 12 Curriculum Example</p>	<p>respective classroom and school scenarios, practices and community of culture given in the module. A reflection writing will be required after.</p>	<p>Reflection writing. PSTs will write a reflection analysis, explaining how education was shaped by the philosophical and sociological perspectives of the time, focusing on how education responds to the needs of the society and community.</p> <p>(BTI number 6.1.1 [1])</p> <p>Date:</p> <p>Written Report of discussion by the PSTs present and explain the importance of the different philosophies and sociological theories to education and how they change the education landscape in response to the needs of the society and the community.</p> <p>Prelim Examination Date:</p>
<p>Week 5-7</p>	<p>At the end of Unit 2, pre-service teachers should be able to:</p> <p>a. discuss the basic concepts of school as a social system and how they impact individual learners, classrooms, schools and the larger community;</p> <p>b. describe social interactions and their importance in building harmonious relationship with the wider school community;</p>	<p>Unit 2 – School as a Social System</p> <p>A. Social Systems Model</p> <p>B. Key Elements of School as a Social System</p> <ol style="list-style-type: none"> 1. Structure 2. Individual 3. Culture 4. Politics <p>5. Technical Core: Teaching and Learning</p> <p>6. Environment</p> <p>7. Outcomes</p> <p>8. Feedback Loops - Internal - External</p> <p>C. The School as a Community</p>	<p>Semantic webbing and concept mapping.</p> <p>The instructor will record lecture-videos and write script or guide notes for students, explaining the concepts of the key element. Meanwhile in the other group with internet connection or online mode, the instructor will discuss online via zoom and send <u>recorded videos and script</u>, explaining on the concepts of the key elements of school as a social system and based on her learning experiences.</p> <p>For the modules to be sent to the students: the whole written script (hard copy) during the online</p>	<p>Small group presentation of outputs. Groups choose how they will present their semantic webs and/or concept maps during the synchronous class.</p> <p>The output should convey basic concepts of school as a social system.</p> <p>(BTI number 6.4.1[2])</p> <p>PSTs should take turns discussing their work to the class focusing on how school as social system impacts relationships among individual learners, classrooms, schools and</p>

	<p>c. seek advice concerning strategies that build relationships with parents/guardians and the wider community; and</p> <p>d. seek opportunities to establish professional links with colleagues in the school community</p>	<p>D. School as a Learning Community</p> <ol style="list-style-type: none"> 1. Community of Practice 2. School Learning Action Cells (SLAC): Professional Learning Communities 	<p>discussion and recorded video will be given or downloaded to the Kiosk machine.</p> <p>Online, phone calls or personal interview teachers in the field.</p> <p>Students may interview basic education teachers or master teachers and school heads/administrators with questions focusing on:</p> <ol style="list-style-type: none"> 1. mechanisms (strategies) that the school takes to create linkages and harmonious relationships with parents, guardians and other stakeholders; 2. how teachers establish and promote professional links with their colleagues; and 3. how school learning action cell (SLAC) sessions improve professional relations and development 	<p>the larger community.</p> <p>Presentation of outputs. PSTs, in small groups, present consolidated and summarized results of the interview with basic education teachers, master teachers and school heads/administrators</p> <p>Emphasis will be given to strategies in:</p> <ol style="list-style-type: none"> 1. seeking advice concerning strategies that build harmonious relationships with parents/guardians and the wider community; and 2. seeking opportunities to establish professional links with colleagues in the school community. <p>(BTI number 6.4.1[2])</p> <p>Date:</p>
<p>Week 8-10</p>	<p>At the end of Unit 3, pre-service teachers should be able to:</p> <ol style="list-style-type: none"> a. Identify the stakeholders as integral environmental resource of the wider school community; b. discuss the sociological considerations affecting the learning environment and the wider school community in relation to the external environment and other factors; c. reflects on laws and regulations that apply to teachers in the context of the community; and 	<p>Unit 3 - The Teacher and the Community</p> <p>A. External Environments and Accountability of Schools</p> <ol style="list-style-type: none"> 1. Resource-Dependence Perspective – General Environmental Resources - Availability of Resources – Dependence 2. Administering Resource Environments 	<p><i>Document review with discussion.</i></p> <p>Research work on, the annotated review of the various frameworks and standards affecting schools, specific provisions of the Code of Ethics for Professional Teachers and the Education Act of 1982 will serve as a springboard for written discussion.</p> <p>Materials will be given/downloaded to the Kiosk machine, LMS, Moodle and hard copies will be sent.</p>	<p>Investigative research. PSTs conduct investigative research in the immediate community of a target school. The focus of the investigation will be the interaction/relationship of the school and the external environment during this COVID19 pandemic, as well as, the various stakeholders as part of the larger school community.</p>

	<p>d. demonstrate understanding of the teachers' responsibilities to the state and the community as specified in the Code of Ethics for Professional Teachers</p>	<p>B. Adapting to External Environment 1. National Standards and Frameworks 2. Internationalization 3. Globalization</p> <p>C. The Teacher and the Community</p> <p>D. The Teacher and the State</p>		<p>(BTI number 6.5.1 [4])</p> <p>Date:</p> <p>Critique Paper (written). PSTs will be assigned to groups to discuss topics/problems about adapting to the external environment. The focus will be the pros and cons of adapting change and the sociological factors affecting the school in relation to community contexts (i.e. local, national & international)</p> <p>(BTI number 6.5.1 [4])</p> <p>Mid term examination</p> <p>Date:</p>
<p>Week 11-14</p>	<p>At the end of Unit 4, pre-service teachers should be able to:</p> <p>a. discusses the concepts that influence school organization as a part of a larger organization in response to community contexts;</p> <p>b. describes various functions and roles of various members of the school community based on policies and procedures to foster harmonious working relationships; and</p> <p>c. explains concepts on school culture and climate.</p>	<p>Unit 4 – The Teacher as School Culture Catalyst</p> <p>A. Structure in Schools</p> <ol style="list-style-type: none"> 1. Classical Weberian Bureaucracy 2. Hall's Organizational Inventory 3. Formalization of Structure (Hoy & Sweetland) 4. Mintzberg's Coordinating Mechanisms of Structure 5. The DepEd Organizational Structure (based on Republic Act No. 9155) - National - Division – School <p>B. Organizational Culture of</p>	<p><i>Written or Video clip presentation.</i></p> <p>The students will identify and interpret themes in a video on Cultural Diversity presented by the instructor and consider whether cultural diversity is a school strength or weakness; they should explain the reasons for their responses.</p> <p><i>Written or Video clip presentation</i></p> <p>Students also consider whether these differences and diversity in communities affect teaching and learning in school</p>	<p>Graphic organizers. PSTs will Discuss through written presentation of the concepts that influence school organization as a part of a larger organization in response to community contexts using an appropriate graphic organizer as a presentation tool.</p> <p>(BTI number 3.4.1 [3.1]</p> <p>Functional chart. PSTs will present and write insights about the organizational chart of the school then describe the corresponding functions for each position in the organizational chart.</p> <p>Date:</p>

		<p>Schools</p> <ol style="list-style-type: none"> 1. Description 2. Levels 3. Functions of Culture <p>C. Changing School Culture</p> <p>D. Organizational Climate of Schools</p> <p>E. Changing the Climate of Schools</p>		
<p>Week 15-18</p>	<p>At the end of Unit 5, pre-service teachers should be able to:</p> <ol style="list-style-type: none"> a. describe leadership and other related concepts; b. compare and contrast various types, approaches and models of leadership; c. reflect on and differentiate the role of teachers as leaders and school heads as instructional leaders; and d. explain school policies and procedures that foster harmonious relationships within the school and the wider school community and identify “best practices” in their implementation. 	<p>Unit 5 – The Teacher as an Organizational Leader</p> <p>A. Defining Leadership</p> <p>B. The Nature of Administrative Work</p> <ol style="list-style-type: none"> 1. Trait Approach to Leadership 2. Situations and Leadership 3. Behaviors and Leadership 4. Leadership Effectiveness 5. Contingency Models of Leadership 6. Fiedler’s Contingency Model of Leadership <p>C. Transformational Leadership</p> <ol style="list-style-type: none"> 1. Three Types of Leadership 2. Theory and Research about Transformational Leadership <p>D. Evolutionary Leadership Theory (ELT)</p> <p>E. Teacher Leadership</p> <p>F. Instructional Leadership</p> <ol style="list-style-type: none"> 1. School-based Management (SBM) – School Improvement Plan (SIP) Working with School Stakeholders: Brigada Eskwela 	<p>Preliminary Reading and Research. The students will be required to do research and preliminary reading on pre-assigned organizational leadership topics/concept</p> <p>(https://serval.unil.ch/resource/serval:BIB_E24FFBFEBE58.P001/REF.pdf)</p> <p>Written presentation and Video viewing of the invited Resource Speaker. A basic education master teacher and administrator will be invited to discuss online via zoom about the teacher leadership and instructional leadership, respectively.</p> <p>Field online, phone calls or face to face interview of School Heads. PSTs will be required to interview, at least, 3 local basic education school heads about the policy implementation of SBM, SIP and Brigada Eskwela.</p> <p>The face to face interview will follow the social distancing protocol and wearing of face mask.</p>	<p>Recorded video presentation: Group activity portraying the effective leadership of a teacher that influence on the school and community.</p> <p>(BTI number 6.3.1, 6.4.1 [5])</p> <p>Date:</p> <p>Electronic (or printed) Comparative Matrix. PSTs will compare and contrast various types, approaches and models of leadership using a</p> <p>Comparative Matrix as an output of the small group or whole class discussions.</p> <p>Reflection writing on insights gained from the resource persons on teacher leadership and instructional leadership. Reflection shall focus on the different roles of teachers and school heads. Infographic. The PST, individually or in small groups, will use text and graphic presentation or infographic to:</p> <ol style="list-style-type: none"> 1. explain policies and procedures that foster harmonious relationships within the school and with

				<p>the wider school community; and 2. identify “best practices” in implementation resulting from the interview. The output will be presented in class or exhibited in a gallery</p> <p>(BTI number 3.4.1 [3.1] , 3.5.1 [3.2])</p> <p>Final Examination Date:</p>
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Note: This schedule is subject to change as needed during the semester.

Course Materials:

Suggested List of References

Barkan, Steve E. (n.d.) “Sociological Perspectives on Education”, section 11.2 from the book: A Primer on Social Problems (v. 1.0). Available online at <https://2012books.lardbucket.org/books/aprimer-on-social-problems/index.html>

Board of Professional Teachers Resolution No. 435, s. 1997 – Code of Ethics of Professional Teachers

Fisher, D., (2012), School Culture: Creating a Unified culture of learning in a multicultural Setting, IB Regional Conference

Hoy, W.K. & Miskel, C.G. (2016) Educational Administration: Theory, research, and practice, 9e. McGraw-Hill Companies, Inc., New York, NY

Llagas, T.A., & Corpuz, B.B. (2018) Essentials of Teacher Leadership. Lorimar Publishing, Inc., Quezon City, Philippines.

Llagas, T.A., Corpuz, B.B. & Bilbao, P.P. (2016) Becoming a 21st Century Educational Leader. Lorimar Publishing, Inc., Quezon City, Philippines.

Lim, L.S., Caubic, R.A., & Casihan, L.L. (2014) The Teaching Profession. Adriana Publishing Co., Inc., Quezon City, Philippines.

School, Community, and Teacher, a Course Guide. Available online at http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/SchoolCommTeacher_Sept13.pdf

Vega, V.A., Prieto, N.G., & Carreon. M.L. (2009) Social Dimensions of Education. Lorimar Publishing, Inc., Quezon City, Philippines.

Online Sources

Batas Pambansa Bilang 232 – Education Act of 1982. Available online at <http://www.chanrobles.com/BATAS%20PAMBANSA%20BLG.%20232.pdf>

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Available online at <http://www.sedl.org/connections/resources/evidence.pdf>).
How to cite textbook & references? For books/ journals / proceedings, use APA format.

PART III. CLASS POLICIES AND EVALUATION DETAILS

Course Management and Class Policies

Due to the current situation amid this pandemic situation, we abide the Flexible Learning (FL) pedagogical approach in teaching and learning process. The various modalities will be applied in this class, in implementing the flexible learning strategies the technology based which are the online, offline and blended modalities will be used. The online schedule or re-schedules of the class *google meet* platform will be posted and informed in any means such as in group chat, SMS text or calls.

The attendance during the online class is not compulsory.

The submission of requirements may be submitted either in electronic copies. However, the plagiarism checker result will be attached for originality of ideas and preserving the honesty and integrity of the project or outputs of activities.

Late submission will be accepted provided that it will be submitted before the submission of grades as per instruction of the heads and university rules.

Other detailed policies such as abiding ethical values during online class will be discussed during the first month of online meeting and before the formal class.

Academic Integrity

- 1) Each student in this course is expected to abide academic integrity. Any work submitted by a student in this course for academic credit will be the student's own work.
- 2) Collaboration is allowed or discussing assignments with peers is specified in a particular learning activity with corresponding evaluation measure. Also, certain activity will require you to find help for editing papers, to utilize course materials that may be online/ produced by students who have taken the course in prior semesters, or to bring course material into exam rooms.

Dimension Evaluation (*Cognitive, Psychomotor, Affective with 6Cs Incorporated*)

Example.

EDUC 107

Cognitive Learning Domain	Midterm	Finals	6Cs
Knowledge	10%		C1, C3, C5
Comprehension			
Application	50%	50	C5
Analysis	30		C6
Evaluate	10	50	C5, C6
Create			
Total	100%	100%	

The final grade corresponding to the student's general average is given in the table below. Any deviation from this grading system must be approved by the Dean.

Criteria for Grading

- 1) Refer to CSU code for approve criteria)
- 2) **Credit (CRDT)** will be given as remarks for student with passing class standing to an enrolled course but lack

Transmutation Table

Final Grade	Range of MPS ^(c)	
1.0	99-100	Excellent
1.25	96-98	
1.50	93-95	
1.75	90-92	Very Good
2.00	87-89	
2.25	84-86	Above Average
2.50	81-83	

Note: If you have any doubts about what constitutes a violation of Academic Integrity, or any other issue related to academic integrity, please ask your instructor.

Accommodations for Students with Disabilities (SWD)

Students with Disabilities: Your access in this course is important. Please submit your SWD/PWD certificate early in the semester so that we have adequate time to arrange your approved academic accommodations. If you need immediate accommodation for equal access, please send message to lascoomariss@gmail.com, maris_lasco@dlsu.edu.ph or my contact number 0927 138 2054.

Attendance and Absences

If attendance is not required during the online and face to face class.

Formative & Summative Assessment

1. Weekly requirement: Reflection writing or essay.
2. Monthly assessment: Summative test (online or module based)
The rubric will be agreed by the instructor and students to be discussed during the class.

Grading Practices and Policies

1. An agreed rubric(s) of the diverse class activities and requirements in the class will be used for assessment of the student's outputs to ensure fairness and help calibrate bias in rating assignments and projects as well. Plagiarism assessment result will be attached in the final portfolio requirement of the class.
2. An email, text or call and notifications of information's one week before the date, will be disseminated in case there will be a rescheduling of online classes.
3. A special exam will be accommodated if the reason of not taking the online, face to face or module exam is valid within the month schedule of examination.
4. Revision for writing assignments or projects will be accepted, if the minimum standards are not meet, in maximum of two weeks' time. The highest grade for the re-submission of requirements will be the average grade of the first batch who submitted on time.
5. A google classroom will be used for the students can view their grades without reflecting their names for confidentiality purpose. And a private email, SMS text or call(s) will be send by the instructor for those students got the failing scores during summative and major exams, no participation and other special cases that disturb the class or that may affect their final grades.

necessary requirements; nonetheless, this does not prevent student from enrolling subsequent course that requires the course as pre-requisite.

2.75	78-80	Average
3.00	75-77	Passing
4.00	bellow 75	Conditional
5.00	-	Failing
INC		Incomplete

(c) MPS - mean percent score

Prepared by:

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Reviewed by:

GRACE T. FLORES, EdD

Approved by:
ROLANDO N. PALUGA, PhD
VPAA
Date Signed: _____

Revision Number: _____
Date Revised: _____
Effectivity: _____

Faculty, CEEd	Department Chairperson Date Signed: _____ <u>ALVIC ARNADO, PhD</u> College Dean Date Signed: _____ <u>MIRALUNA L. HERRERA, PhD</u> OCID Director Date Signed: _____		
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*****Classroom Policies on Data Privacy**

I. On the use of a Learning Management System and Class private social media account

1. Where Caraga State University (CSU) has officially adopted a particular Learning Management System (LMS), or Moodle, all activities pertaining to online learning should, to the extent possible, be conducted via such a platform.
2. Where the official LMS adopted by CSU is its own (i.e., it has developed), as the course instructor, shall make sure it has adequate data protection features and is governed by an appropriate policy and/or manual.
3. Where the official LMS adopted by CSU is owned and/or provided by a third party, its use should be covered by a Data Processing Outsourcing Agreement, or any equivalent document. For this purpose, the presence or insertion of standard data protection clauses in the contract between the educational institution and the LMS provider and/or the terms and conditions governing the use of said LMS may be deemed sufficient.
4. An announcement or posting that involves personal data (e.g., grades, results of assignments, etc.) should be made in a manner that only makes it viewable by its intended recipient/s. For instance, exam results should be given on an individual basis.
5. Downloading of personal data stored in the LMS should be kept to a minimum and/or limited to that which is necessary for online learning. Ideally, a policy should determine what is necessary for such purpose. In line with this, it is also important that any downloaded data be retained only until there is a legitimate need for such offline copy. This, too, may be covered by an appropriate policy.
6. There should be mechanisms in place so that submissions (e.g., assignments, projects, etc.) may be carried out in a safe and secure manner. Submissions via social media platforms are discouraged since these platforms were never designed for such purpose.
7. Exercise caution when integrating applications, tools, and other services to an LMS. They may introduce vulnerabilities to an otherwise secure system. A Privacy Impact Assessment may be undertaken by a multidisciplinary team of the college of Education of CSU assigned, before formalizing any planned integration. The team shall review key areas such as security, data protection, compatibility, and administration.
8. The application of the class private social media platform is for alternative mode of communication. All information's posted in the class private social media

account is confidential. Students are not allowed to post it publicly to their personal social media account.
I truly understand the classroom policies and data privacy, and willingly to adhere the rules.

Signature over printed name and data

Reference of the modified Policy <https://www.privacy.gov.ph/wp-content/uploads/2020/10/DP-Council-Education-Sector-Advisory-No.-2020-1.pdf>