



UNIVERSITY OF NUEVA CACERES  
 COURSE SYLLABUS  
 Form  
 OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Doc. Control No.:  
**UNC-SY-VPAA-01**

UNIVERSITY	
<b>VISION STATEMENT</b>	Our vision is to be the top university of choice for Bicolanos everywhere. We will nurture our students through empowering, outcome-based education, to help them become purposeful, productive, and future-ready human beings who will contribute to the sustainable development of Bicol and better tomorrows for all.
<b>MISSION STATEMENT</b>	Our mission is to expand opportunities for every Bicolano everywhere and prepare them for a purposeful life, by providing empowering outcome-based education and a nurturing learning environment.
<b>QUALITY POLICY</b>	UNC shall champion continuous improvement in its Educational Organization Management System (EOMS) to meet the regulatory and statutory requirements, as well as international standards. UNC pledges to promote scientific and technical developments in the region through research and management of intellectual property as its social responsibility to its stakeholders and the community.
<b>CORE VALUES</b>	<ol style="list-style-type: none"> <li>1. <b>We Champion Excellence.</b> We consistently strive for excellence in everything we do.</li> <li>2. <b>We Nurture Dreams.</b> We passionately guide and inspire our students to leverage their potentials and aspire for better lives.</li> <li>3. <b>We Do The Right Things Right.</b> We uphold integrity in everything we do. We hold ourselves to high standards for accountability and character. We do things right.</li> <li>4. <b>We Are Dynamic and Creative</b> We anticipate the forces of change. We explore possibilities with intent and purpose.</li> <li>5. <b>We Respect Each Other and Work As A Team.</b> We collaboratively maximize our talents and capabilities. We hold each other in high regard and passionately realize our shared purpose, priorities and promises.</li> </ol>
<b>GRADUATE ATTRIBUTES</b>	<p><b>Excellent Communicator.</b> Ability to effectively use oral and written skills in sharing and receiving updated and verified information in various communication channels.</p> <p><b>Creative Leader.</b> Ability to critically think of solutions and strategies that contribute to making great decisions and innovation that promote societal development.</p> <p><b>Ethically Responsible Citizen.</b> Ability to harmoniously live and work with others with trust, dignity and integrity promoting respect for human rights, multicultural understanding, and preservation of cultural heritage</p> <p><b>Lifelong Learner.</b> Ability to up-skill, cross-skill and re-skill himself/herself, learn independently , reflect, and adapt with the societal changes/demands.</p>



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**COLLEGE OF CRIMINAL JUSTICE EDUCATION**  
**PROGRAM: Bachelor of Forensic Science**

<b>VISION STATEMENT</b>	The UNC College of Criminal Justice Education shall be the top university in producing future-ready criminal justice practitioners who possess the competencies necessary to effectively enforce the law in the country and to ably meet the challenges of globalization in the field of criminology and criminal justice.
<b>MISSION STATEMENT</b>	Our mission is to produce ethically responsible and professionally competent graduates who are adequately prepared for careers in the field of criminal justice, crime prevention, detection and investigation, public safety, forensic science, law enforcement and correctional administration.
<b>PROGRAM EDUCATIONAL OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Practice careers in scientific crime investigation and detection, law enforcement, safety and security, environment and hazard investigation, forensic science education, research, and other relevant fields.</li> <li>2. Apply forensic skills and experience to aid the judicial processes with the utmost integrity and professionalism.</li> <li>3. Conduct scientific research, development, and innovation in the field of forensic sciences.</li> <li>4. Pursue life-long learning competencies and forensic skills at par with international standards through training, specialization, and advanced studies in fields of medicine, law, biological and social sciences, and allied fields.</li> </ol>

**PROGRAM EDUCATIONAL OBJECTIVES (PEOS) AND ITS RELATIONSHIP TO THE UNC MISSION STATEMENT**

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)	UNC MISSION STATEMENT
The program aims that the student should:	
1. Practice careers in scientific crime investigation and detection, law enforcement, safety and security, environment and hazard investigation, forensic science education, research, and other relevant fields.	✓
2. Apply forensic skills and experience to aid the judicial processes with the utmost integrity and professionalism.	✓
3. Conduct scientific research, development, and innovation in the field of forensic sciences.	✓
4. Pursue life-long learning competencies and forensic skills at par with international standards through training, specialization, and advanced studies in fields of medicine, law, biological and social sciences, and allied fields.	✓



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PROGRAM OUTCOMES (POS) AND ITS RELATIONSHIP TO PROGRAM EDUCATIONAL OBJECTIVES (PEOs)												
PEOs				PROGRAM OUTCOMES (POs)				GRADUATE ATTRIBUTES				
1	2	3	4	By the time of graduation, the students of the <b>Bachelor of Forensic Science</b> program shall have the ability to:				EC	CL	ERC	LL	
✓	✓		✓	PO 1	Explain the principles and practices in Forensic Science.				✓	✓	✓	
✓	✓	✓	✓	PO 2	Conduct scientific crime detection through the application of forensic skills competently.					✓	✓	✓
✓	✓	✓		PO 3	Identify the victims and offenders and aid the prosecution and rehabilitation of offenders.				✓	✓		✓
✓	✓		✓	PO 4	Operate the state-of-the-art equipment/instruments in Forensic Science.					✓	✓	✓
✓	✓		✓	PO 5	Testify in court and present evidence in the court of law.				✓	✓	✓	✓
✓	✓	✓	✓	PO 6	Demonstrate knowledge of the Philippine Criminal Justice System and Criminal law.				✓	✓	✓	
✓	✓			PO 7	Evaluate and manage women and children suspected of being abused.				✓	✓	✓	✓
✓	✓	✓	✓	PO 8	Demonstrate thorough knowledge and skills to become criminalistics instructors/professors.				✓	✓	✓	✓

Course No.	Foren4k	Course Description
Course Title	<b>Questioned Document Examination</b>	This pertains to the study of all types of questioned documents. It includes the presentation of various techniques of examination conducted on questioned handwriting and signatures to determine whether or not they were written by one and the same person. It likewise covers the study of all types of document alterations/obliterations as well as its method of detection. Deciphering of erased entries in the documents and examination of counterfeit bills are also included. Methods of collection, handling and preservation of questioned documents will also be taken up.
Credit	4 units	
Contact Hours/Week	3 Hours Lecture, 3 hours laboratory	
Pre-requisites	None	
Classification/Field	Professional Subject	
CMO	CMO No. 48 Series of 2012	



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<b>Syllabus Revision No.</b>	1	<i>Legend:</i> I - An introductory course to an outcome E - A course that strengthens the outcome D - A course demonstrating an outcome
<b>Year Level</b>	Second Year	
<b>Term</b>	Second Semester, 2025-2026	
<b>SDG</b>	<b>SDG 4-</b> Quality Education, and <b>SDG 16-</b> Peace, Justice and Strong Institutions	

COURSE OUTCOMES (COs) AND ITS RELATIONSHIP TO PROGRAM OUTCOMES (POs)								
After completion of the course, the student should be able to:	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b> Explain the foundational concepts, legal scope, types of examinations in QDE, and the roles of the document examiner and expert witness within forensic science and Philippine jurisprudence.	I	I		I	I			I
<b>CO 2</b> Identify and distinguish the classifications, characteristics, and forensic features of documents and handwriting using established forensic examination concepts.	E	E		E	E			E
<b>CO 3</b> Apply systematic forensic procedures and techniques to analyze signatures, paper, writing instruments, and currency bills for authenticity, utilizing specialized tools to detect forgeries, alterations, and other forensic characteristics.	D	D		D	E			E
<b>CO 4</b> Create a questioned document examination report findings by integrating forensic evidence-handling protocols with laboratory examination results.	D	D		D	D			D

*Legend:*  
 I - An introductory course to an outcome  
 E - A course that strengthens the outcome  
 D - A course demonstrating an outcome



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**COURSE COVERAGE**

CO	INTENDED LEARNING OUTCOMES (ILOS)	TOPIC	PERIOD (hours)	TEACHING & LEARNING ACTIVITIES (TLA)	ASSESSMENT TOOL	TEXT/ REFERENCES
	Determine the course policies, programs, and expectations.	Course orientation, overview, and expectation setting	1 hour			Student Manual, Course syllabus, Course APE
CO1	Define the foundational concepts and basic terminologies of Questioned Document Examination, including its purpose and general scope within forensic science, and the major types of examinations conducted in QDE.	I. Introduction to Questioned Document Examination ★ Definition of QDE ★ Core Concepts, Scope & Basic Terminologies ★ Types of QDE Examination	5 hours	<b>Teacher-Led Discussion:</b> <ul style="list-style-type: none"> <li>The teacher will facilitate an in-depth discussion of the topics.</li> </ul> <b>Students' Role:</b> <ul style="list-style-type: none"> <li>Students will participate in class by joining discussions and sharing ideas.</li> <li>Students are required to complete the activity and/or answer all questions in the QDE Workbook.</li> <li><b>Exit Reflection</b>-Selected students will share their main takeaways, questions, or personal insights from the lesson.</li> </ul>	Oral Participation  <b>QDE Workbook:</b> Activities 1 & 2	C1, C3, C4,C5,OR1  <a href="#">Forensic Science Website</a>



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CO1	Identify the roles and responsibilities of document examiner and expert witness.	II. Questioned Document Examiner & Expert Witness	3 hours	<p><b>Teacher-Led Discussion:</b></p> <ul style="list-style-type: none"> <li>The teacher will facilitate an in-depth discussion of the topics</li> </ul> <p><b>Students' Role:</b></p> <ul style="list-style-type: none"> <li><b>Concept Recap:</b> As part of the class participation, the students will revisit key ideas from a previous lesson to reinforce understanding and prepare for new content.</li> <li>Students will participate in class by joining discussions and sharing ideas.</li> <li>Students are required to complete the activity and/or answer all questions in the QDE Workbook.</li> <li><b>Exit Reflection-</b>Selected students will share their main takeaways, questions, or personal insights from the lesson.</li> </ul>	<p>Oral Recitation:</p> <p><b>QDE Workbook</b> Activity 3</p>	C3, OR1	<a href="#">Forensic Science Website</a>
CO1	Explain selected local and international cases involving questioned document examination to illustrate its application, evidentiary value, and impact on judicial outcomes.	III.Cases Related to Questioned Document examination	6 hours	<p><b>Teacher-Led Discussion:</b></p> <ul style="list-style-type: none"> <li>The teacher will discuss some cases related to QDE</li> </ul> <p><b>Students' Role:</b></p> <ul style="list-style-type: none"> <li><b>Concept Recap:</b> As part of the class participation, the students will revisit key ideas from a previous lesson to</li> </ul>	<p>Oral Participation</p> <p><b>QDE Workbook:</b> Activity 4</p>	OR1	<a href="#">Forensic Science Website</a>



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				<p>reinforce understanding and prepare for new content.</p> <ul style="list-style-type: none"> <li>• Students will participate in class by joining discussions and sharing ideas.</li> <li>• Students are required to complete the activity and/or answer all questions in the QDE Workbook.</li> <li>• <b>Exit Reflection</b>-Selected students will share their main takeaways, questions, or personal insights from the lesson</li> </ul>		
C02	<p>Explain the types of documents, including questioned and standard documents, and their legal classifications.</p>	<p>IV. All About Documents</p> <p>V. Categories/Types of Standard and Questioned Documents</p>	6 hours	<p><b>Teacher-Led Discussion:</b></p> <ul style="list-style-type: none"> <li>• The teacher will facilitate a discussion on document-related topics and provide detailed instructions for the series of activities.</li> </ul> <p><b>Students' Role:</b></p> <ul style="list-style-type: none"> <li>• <b>Concept Recap:</b> As part of the class participation, the students will revisit key ideas from a previous lesson to reinforce understanding and prepare for new content.</li> <li>• Students will participate in class by joining discussions and sharing ideas.</li> <li>• <b>Exit Reflection</b>-Selected students will share their</li> </ul>	<p>Oral Recitation</p> <p>Short Quiz (A6) 20 items</p>	<p>C1, C3, C4,C5,OR1</p> <p><a href="#">Forensic Science Website</a></p>



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				main takeaways, questions, or personal insights from the lesson.		
CO2	Differentiate the various handwriting styles, including its class and individual characteristics, writing movements, and elements of letter forms.	VI. Handwriting ★ Types of Handwriting ★ Writing Movements ★ Elements of Writing Movements ★ Handwriting Characteristics and Elements of Letter Forms ★ General Appearance of Handwriting	9 hours	<p><b>Teacher-Led Discussion:</b></p> <ul style="list-style-type: none"> <li>The teacher will facilitate a discussion on handwriting-related topics.</li> <li>To enhance students' understanding of the lesson, the teacher will conduct a simple board activity and provide guidance to the students.</li> <li>The teacher will provide detailed instructions for the series of Laboratory activities</li> </ul> <p><b>Students' Role:</b></p> <ul style="list-style-type: none"> <li><b>Concept Recap:</b> As part of the class participation, the students will revisit key ideas from a previous lesson to reinforce understanding and prepare for new content.</li> <li>Students will participate in class by joining discussions and sharing ideas.</li> <li><b>On-the Board Practice:</b> Students write samples on the board to demonstrate handwriting characteristics and practice comparison</li> </ul>	Class Participation <b>QDE Work Book:</b> Activities 7,8,9,10,11 & 12 -Types of Handwriting -Writing Movement -Examination of Elements of Writing movements -Elements of Letter Forms -Self and Peer Evaluation of Handwriting Appearance	C1, C3, C4,C5,OR1 <a href="#">Forensic Science Website</a>



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				<p>techniques. (Elements of Writing Forms)</p> <ul style="list-style-type: none"> <li>● <b>Letter Forms Activity:</b> Based on the classroom discussion, students will note down definitions or keywords for each letter form element in the manual and illustrate each one with an example.</li> <li>● Students must accomplish all activities included under the main activity entitled <b>Handwriting Execution and Analysis</b> in the QDE Workbook.</li> <li>● <b>Exit Reflection-</b>Selected students will share their main takeaways, questions, or personal insights from the lesson</li> </ul>		
CO2	Analyze and classify handwriting samples to identify individual and class characteristics.	<p>VII. Handwriting Examination Techniques</p> <ul style="list-style-type: none"> <li>★ Hands-on examination of exemplar handwriting samples</li> </ul>	6 hours	<p><b>Teacher-Led Discussion:</b></p> <ul style="list-style-type: none"> <li>● The teacher will facilitate a discussion on the Handwriting Examination and provide detailed instructions for the series of activities.</li> </ul> <p><b>Students' Role:</b></p> <ul style="list-style-type: none"> <li>● <b>Concept Recap:</b> As part of the class participation, the students will revisit key ideas from a previous lesson to reinforce understanding and.</li> </ul>	<p><b>QDE Workbook:</b>            Activities 13, 14 &amp; 15</p> <p>Handwriting Examination</p> <p>Individual Presentation</p> <p>Long Quiz (All Prelim</p>	<p>C1, C3, C4,C5,OR1</p> <p><a href="#">Forensic Science Website</a></p>



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				<ul style="list-style-type: none"> <li>Students are required to examine handwriting samples, identify their characteristics and elements of writing movements, appearance and determine whether the sample shows similarities to a particular writer.</li> <li>Students must present their findings.</li> <li><b>Exit Reflection</b>-Selected students will share their main takeaways, questions, or personal insights from the lesson.</li> </ul>	Topics:30-40 items)	
<b>Prelim</b>						
CO3	Explain the principles and applications of specialized forensic equipment and laboratory techniques used to detect latent characteristics in questioned documents.	VIII.Tools and Equipment used in QDE IX. Techniques in QDE	6 hours	<p><b>Teacher-Led Discussion:</b></p> <ul style="list-style-type: none"> <li>The teacher will discuss forensic tools, equipment, techniques and types of signatures</li> </ul> <p><b>Students' Role:</b></p> <ul style="list-style-type: none"> <li><b>Concept Recap:</b> As part of the class participation, the students will revisit key ideas from a previous lesson to reinforce understanding and prepare for new content.</li> </ul>	<p><b>QDE Workbook:</b> Activities 16 &amp; 17</p> <p>-Drawing and Labeling QDE Tools &amp; equipment -QDE Techniques</p>	C1, C3, C4,C5,OR1  <a href="#">Forensic Science Website</a>



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				<ul style="list-style-type: none"> <li>Students will participate in class by joining discussions and sharing ideas.</li> <li>Students are required to illustrate various tools and equipment used in Questioned Document Examination, label them, and identify their functions.</li> <li><b>Exit Reflection</b>-Selected students will share their main takeaways, questions, or personal insights from the lesson</li> </ul>		
CO3	Apply systematic signature examination techniques, using appropriate forensic tools, to examine questioned specimens and identify indicators of forgery.	X. Types of Signatures XI. Forgery Methods ★ Indicators of Forgery XII. Signature Examination	12 hours	<b>Teacher-Led Discussion:</b> <ul style="list-style-type: none"> <li>The teacher will discuss the new topics.</li> <li>The teacher will explain the steps involved in Signature Examination and provide guidance as students examine the signatures.</li> <li>The teacher will provide a briefing and clear instructions regarding the activities to be carried out.</li> </ul> <b>Student's Role:</b> <ul style="list-style-type: none"> <li><b>Concept Recap:</b> As part of the class participation, the students will revisit key ideas from a previous lesson to</li> </ul>	<b>QDE Workbook:</b> Activities 18, 19, 20, 21, 22, 23, 24, 25, 26.1 & 26. 2  -Types of Signatures: Execution and Application -Methods of Forgery  -Microscopic Signature Analysis  -Individual Signature Examination	C1, C3, C4,C5,OR1  <a href="#">Forensic Science Website</a>



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				<p>reinforce understanding and prepare for new content</p> <ul style="list-style-type: none"><li>• Students must execute different types of signatures, document their individual characteristics, and explain the context or purpose of each signature.</li><li>• <b>Forgery Methodology</b> <b>Activity:</b> Students will demonstrate various forgery methods.</li><li>• <b>Microscopic Signature Analysis:</b> Students will apply stereomicroscopic techniques to evaluate the physical properties of handwriting strokes(e.g., pen lifts, inconsistent pressure, ink pooling, tremors). Observations are recorded and analyzed in a forensic documentation log.</li><li>• <b>Signature Examination:</b> Students will conduct a systematic comparative examination of questioned signatures against established standards to evaluate the presence of individualizing characteristics and determine document</li></ul>	<p>Quiz Midterm Exam <a href="#">QDE Graded Recitation</a></p>	
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				authenticity. ( <i>Individual &amp; Group</i> )		
<b>MIDTERM</b>						
CO3	Continuation... Signature Examination		9 hours	<b>Teacher's Role:</b> <ul style="list-style-type: none"> <li>The teacher will continue to provide guidance as students examine the signatures.</li> <li>The teacher will provide students with specimen signatures to examine and analyze as part of their semifinal project.</li> </ul> <b>Students' Role:</b> <ul style="list-style-type: none"> <li>Students will examine and analyze another set of signature examples.</li> <li>Students will examine and analyze the provided specimen signatures, prepare a report of their findings, and defend their conclusions as part of their semifinal project.</li> </ul>	<b>SEMI-FINAL PROJECT:</b> Signature Examination (portfolio)  Individual Defense	C1, C3, C4,C5,OR1  <a href="#">Forensic Science Website</a>
CO3	Evaluate the authenticity of writing materials and currency by detecting document alterations and examining security features through forensic analysis.	XIII. Writing Material: Paper XIV. Writing Instrument & Ink XV. Document Alteration XVI. Currency Bills	9 hours	<b>Teacher's Role:</b> <ul style="list-style-type: none"> <li>The teacher will discuss paper, writing instruments, ink, document alteration and currency bills. guidance as</li> </ul>	Quiz <b>QDE Workbook:</b> Activities 28, 29, 30 & 31	C1, C3, C4,C5,OR1  <a href="#">Forensic Science Website</a>



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				<p>students examine the signatures.</p> <ul style="list-style-type: none"><li>• The teacher will provide a briefing and clear instructions regarding the activities to be carried out.</li></ul> <p><b>Students' Role:</b></p> <ul style="list-style-type: none"><li>• Students will participate in class by joining discussions and sharing ideas.</li><li>• Students will perform a series of Activities in QDE and complete the workbook.</li><li>• In groups, students will produce DIY paper and ink, examine their characteristics, and compare them with other groups' creations and commercially available materials.</li><li>• <b>Document, Writing Instrument Profiling Activity:</b> Students will examine various papers or currency bills, inks, and writing instruments. They record physical characteristics such as texture, weight, color, and finish.</li><li>• <b>DIY Ink Application and Analysis:</b> Students will apply</li></ul>	<p>-Document, Writing Tool and Ink Profiling Activity -DIY Ink Application and Analysis</p>	
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				<p>their DIY ink to a design on various papers to observe and analyze the behavior of natural inks, examining saturation levels, pigment intensity, and blending characteristics.</p> <ul style="list-style-type: none"> <li>• <b>Banknote Breakdown:</b> Students analyze the components, features, and authenticity indicators of Philippine currency particularly New Generation Currency (NGC) bills. The term "breakdown" refers to deconstructing or examining each element of a banknote—visually, physically, and technically—to determine its genuineness or signs of counterfeiting.</li> </ul>		
CO4	Explain standardized forensic protocols for the collection, handling, and preservation of questioned document evidence.	XVII. Methods of Collection & Preservation of Documentary Evidences	12 hours	<p><b>Teacher's Role:</b></p> <ul style="list-style-type: none"> <li>• The teacher will discuss the new topics.</li> <li>• The teacher will provide a visual demonstration illustrating proper procedures for collection and preservation of documents</li> </ul> <p><b>Students' Role:</b></p>	Return Demo	C1, C3, C4,C5,OR1  <a href="#">Forensic Science Website</a>



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				<ul style="list-style-type: none"> <li>Students will participate in class by joining discussions and sharing ideas.</li> <li>Students will perform a return demonstration of proper procedures for the collection and preservation of documents, applying the techniques modeled by the instructor.</li> <li><b>Exit Reflection</b>-Selected students will share their main takeaways, questions, or personal insights from the lesson.</li> </ul>		
CO4	Apply standardized forensic protocols and laboratory examination techniques in the handling and examination of questioned documents.	Crime Scene Processing: Document Evidence	12 hours	<p><b>Teacher's Role:</b></p> <ul style="list-style-type: none"> <li>The teacher will guide the student in preparing a comprehensive report.</li> </ul> <p><b>Student's Role:</b></p> <ul style="list-style-type: none"> <li>Students will work in groups to investigate an assigned case and examine related documents by applying forensic techniques and utilizing laboratory equipment.</li> </ul>	Crime Scene Processing/Investigation	C1, C3, C4,C5,OR1  <a href="#">Forensic Science Website</a>



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CO4	Develop a comprehensive questioned document case report based on an investigation, documenting observations, analysis, and evidence-supported conclusions	Preparation of QDE report and Presentation of Findings	12 hours	<b>Students' Role:</b> <ul style="list-style-type: none"> <li>Students will examine the collected document evidence from the crime scene, conduct laboratory analysis, prepare a comprehensive report, and defend their findings in a simulated court setting.</li> </ul>	Final Project: Case Report  Defense  Final Exam	C1, C3, C4,C5,OR1  <a href="#">Forensic Science Website</a>
<b>FINALS</b>						

**LIST OF RESOURCES**

TEXTBOOKS				
	TITLE	AUTHOR/S	ISBN	PUBLICATION YEAR
C1	QUESTIONED DOCUMENTS.	MANLUSOC, ARIEL C.		2007
C2	EXPERT TESTIMONY IN COURT.	DR. MENDOZA JR., GB.		2017
C3	MONTLBA'S COMPILATION IN CRIMINALISTICS	DR. EDWIN T. MONTALBA	978-971-0588-96-1	2014
C4	FORENSIC EXAMINATION OF QUESTIONED DOCUMENTS	ALVARES, M.G	978-971-9647-55-3	2022
C5	HANDBOOK IN QUESTIONED DOCUMENTS EXAMINATION WITH LABORATORY MANUAL	DUNO/EFUNDO		2021

OPEN EDUCATIONAL RESOURCES				

ONLINE RESOURCES				
	TITLE	AUTHOR/S	LINK	PUBLICATION YEAR
OR 1	FORENSIC SCIENCE WEBSITE	CHARMAINE G. MAMANO	<a href="https://criminologycourseofficial">HTTPS://CRIMINOLOGYCOURSEOFFICIAL</a>	2021



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**CRITERIA FOR GRADING**

GRADING SCALE		
Percentage Grade	Equivalent Grade	Mastery Level
99 - 100	1.0	Distinctive/Excellent
96 - 98	1.25	Advance Proficiency
93 - 95	1.50	
90 - 92	1.75	Proficient
87 - 89	2.0	
84 - 86	2.25	Approaching Proficiency
81 - 83	2.5	
78 - 80	2.75	
75 - 77	3.0	
	In Progress	Beginning Proficiency
Below 75	5.0	Failed
DROPPED	DRP	



UNIVERSITY OF NUEVA CACERES  
 COURSE SYLLABUS  
 Form  
 OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Doc. Control No.:  
**UNC-SY-VPAA-01**

COURSE OUTCOME #	ASSESSMENTS	WEIGHT		MINIMUM PASSING %
		Midterm (40%)	Final (60%)	
CO1, CO2 & CO3-ILO1 & LO2	Quizzes	15%		At least 70% of students with 80% proficiency or score 80 out of 100.
	Oral Recitation & Class Participation	20%		
	Practical Activities/Workbook	25%		
	Prelim Exam & Midterm Exams	40%		
CO3- ILO2 & LO3 & CO4	Quizzes		15 %	
	Oral Recitation/Class Participation		10%	
	Practical Activities/Workbook		15%	
	Semi-Final Projects with Defense (10%)		25%	
	Final Project with Defense (15%)			
	Final Exam		35%	
	<b>TOTAL</b>	<b>100%</b>		

Prepared by:	Reviewed by:	Resources Certified by:	Approved By:	Noted by:
 <b>CHARMAINE ANA MARIE G. MAMANO, MSCrim</b> Subject Teacher	 <b>PSSGT HONESTO NEOLA MURILLO JR</b> Industry Expert/Consultant	 <b>AMY A. ALEGRE</b> Director of Libraries	 <b>MARY GRACE S. TABURNAL</b> Program Head	 <b>DR. LORLIE B. TANJAY</b> College Dean
Date: December 2, 2026	Date: December 3, 2026	Date: December 3, 2026	Date: December 4, 2026	Date: December 4, 2026