COLLEGE OF SOCIAL WORK AND COMMUNITY DEVELOPMENT
UNIVERSITY OF THE PHILIPPINES

PROPOSED REVISION OF THE
DOCTOR OF SOCIAL DEVELOPMENT PROGRAM

I. Background/ Rationale

Social development is concerned with addressing social problems that influence economic progress, human security, and well-being; innovates and analyzes strategies for the enhancement of a people-centered development. It transcends disciplinal boundaries by taking the individual, the family, the community, organizations and the larger society as the focal points for the analysis of development issues, and as the fulcrum for programs and interventions aimed at the attainment of total human development.

The Doctor of Social Development (DSD) Program envisions itself to be a leading academic program for social development professionals in the country and the Asia-Pacific Region. As part of the UP College of Social Work and Community Development (CSWCD), the Program emphasizes praxis-oriented learning and theorizing from the ground as bases for the enrichment of teaching, scholarship, research, and practice in social development.

The DSD Program started in June 2009. Minor curricular changes were proposed and approved in 2012. On its 10th year of implementation in AY 2018-2019, another curriculum review was conducted in response to the dynamic character of development practice. Although the core development issues have remained, if not worsened in recent years, the manifestations and impact of poverty and marginalization to the majority of people have become more complex. As an academic discipline, DSD is committed to transformative scholarship. The challenge is for the program to substantially contribute through knowledge building, training of qualified development professionals, and critical engagements and partnerships with social development groups and networks.

Based on the 2018 iAADs results for the DSD Program, one important concern identified was to strengthen the DSD curriculum based on current development context and needs. There is a need to analyse the interconnectedness of local and global development context and emerging issues, engage in trans-disciplinary discourse and social action, and influence social development perspectives and practices within and outside the academe.

To generate feedback and recommendations for curricular improvement, several activities were conducted in 2018 and 2019. As part of the activities for DSD's 10th year, the DSD Students Online Survey and the DSD Student Consultation were conducted in the last quarter of 2018. Among the themes that emerged pertain to the Curriculum Content, Teaching-Learning Methods, Program

Management and Policies, and Student Support Programs. Building on these results, the 2019 API (Academic Program Improvement) grant was utilized to conduct a series of dialogues and workshops among different stakeholders (students, alumni, faculty, partner organizations, and other development practitioners).

The consultations affirmed the continuing relevance and responsiveness of the curriculum. The stated course descriptions are generally viewed as flexible, encompassing, and responsive to emerging social development discourses and practices. As part of its praxis-oriented learning approach, both faculty and students can continue to engage in dialogue, reflection, and action as basis for learning. Despite these, there are still some changes that need to be proposed to the current curriculum focused on program structure, requirements and electives. Hence, this proposal for curricular revisions.

Aside from inputs to the proposed curricular revisions, other recommendations from these consultations were used in the following: formulation of the DSD 3-year Plan (2020-2022); development of its Research and Extension Agenda; and specific inputs to the syllabi and teaching methodologies of SD courses.

The details of the proposed curricular changes are presented in this proposal.

The program learning objectives are as follows:

A. Critically examine development issues linked to social forces which influence the lives of multitudes of people – men, women, children and minorities – across diverse sectors and social settings.

B. Integrate conceptual and methodological tools that will promote the development of knowledge from the ground and theorizing from below, as bases for the enrichment of teaching, scholarship, research, and practice in social development.

C. Develop advanced competencies among professionals, practitioners and academics in various Social Development settings.

The DSD Program aims to produce top-caliber professionals, practitioners, and academics with advanced competencies in Social Development, as follows:

▪ synthesizing experiences in order to theorize from below and contribute to the body of knowledge in social development;

▪ conceptualizing, formulating, and evaluating social policies and programs;

▪ identifying and integrating social factors, community-based approaches, gender and human rights dimensions in development initiatives; and,

- venturing into emerging discourses, while critiquing and identifying potential sources of new ideas.

The graduates are expected to be:

- Social Development practitioners in the field of organizing, advocacy, and social mobilization who will be equipped with the conceptual and methodological tools to synthesize their experiences, thus enabling them to theorize from below and contribute to the body of knowledge in social development.

- Social Development policy makers and administrators in humanitarian organizations, from government, non-governmental and international organizational settings, who are skilled in conceptualizing, formulating, and evaluating social policies and programs, thus contributing to more relevant, effective, and efficient services for the poor and the marginalized sectors.

- Social Development educators in both formal and non-formal settings in the fields of social work, community development, women and development, and other related fields, thus enhancing the development of the disciplines and becoming partners in the promotion of academic excellence in the field of social development.

- Social Development researchers, particularly in applied, participatory, action-oriented, and feminist research, enabling them to venture into the emerging discourses, to critique and identify potential sources of new ideas, at the same time working for changes in the lives of people and communities.

- Other Social Development professionals, to be trained in identifying and integrating social factors, community-based approaches, gender and human rights dimensions in development initiatives, thus ensuring the social soundness of programs and projects and the protection of people and communities from the adverse consequences of development.

II. Summary of Proposed Changes
A. Revision of Courses
B. Changes in Program Requirements
C. Changes in Program Structure

A. Revision of Courses		
Nature	**Existing**	**Proposed**
1. Change in Course Prerequisites	**SD 303 Social Development Strategies** Prerequisites: SD 301 Social Development History and Perspectives and SD 302 Theories and Constructs in Social Development	**SD 303 Social Development Strategies** Prerequisites: SD 301 Social Development History and Perspectives and SD 302 Theories and Constructs in Social Development for majors; COI for non- DSD majors
	SD 304 Social Development Policy Analysis and Advocacy Prerequisites: SD 301 Social Development History and Perspectives and SD 302 Theories and Constructs in Social Development	**SD 304 Social Development Policy Analysis and Advocacy** Prerequisites: SD 301 Social Development History and Perspectives and SD 302 Theories and Constructs in Social Development for majors; COI for non- DSD majors
	SD 311Seminar in Contemporary and Emerging Trends in Social Development Pre-requisites: SD 303 Social Development Strategies	**SD 311Seminar in Contemporary and Emerging Trends in Social Development** Pre-requisites: SD 303 Social Development Strategies or COI
	SD 312 Seminar in Financing for Social Development Pre-requisites: SD 304 Social Development Policy Analysis and Advocacy	**SD 312 Seminar in Financing for Social Development** Pre-requisites: SD 304 Social Development Policy Analysis and Advocacy or COI
	SD 313Special Topics Pre-requisites: SD 303 Social Development Strategies	**SD 313Special Topics** Pre-requisites: SD 303 Social Development Strategies or COI
2. Change in Course Stipulation	**SD 400 Dissertation** Course Stipulation: 12 units	**SD 400 Dissertation** Course Stipulation: maybe taken in 2 semesters: SD 400 (1stsem 6 units – dissertation proposal) SD 400 (2ndsem 6 units – dissertation defense)
B. Changes in Program Requirements		
1. Change in Course Classification	Foundation Course **Soc Sci 201 Statistics for the Social Sciences**	Required Research Course **Soc Sci 201 Statistics for the Social Sciences**

2. Deletion of Courses from the List of Options of Qualified CSWCD Electives		A. *Field Instruction Subjects*: **SW 286:** FI 2 (Integrative SW Practice) **SW 287:** FI 3 (Innovative Interventions in SW Practice) **CD 280** (Field Instruction) B. *Social Work practice-based subjects*: **SW 225**(Social Work Practice Models) **SW 226**(Social Work Interventions)
3. Addition of Courses on List of Options of Qualified CSWCD Electives		Area of Study on Social Development Studies • **CD 202** (Development Theories in Community Development) Area of Study on Social Development Practice • **CD 221** (Advanced Community Organizing); and • **CD 291** (Community Development Research I)
4. Change in Course Sequencing	**Soc Sci 201**(Statistics for the Social Sciences) 1st year, 1st semester	**Soc Sci 201** (Statistics for the Social Sciences) is taken in the 2nd year, 1st semester, alongside SD 398 Social Development Research I (1st level SD research subject)
C. Changes in Program Structure		
1. Change in the Plan of Study	Courses are divided into: Foundation course (3 units), Major courses (18 units), Qualified CSWCD electives (6 – 12 units), Cognates (9 – 12 units), and Dissertation (12 units)	Courses are divided into: Major courses (18 units); Required research course (3 units); Qualified CSWCD electives (6 – 12 units); Cognates (9 – 12 units); and Dissertation (12 units)

III. Revision of Courses

   A. Changes in Course Prerequisites

     1. SD 303 Social Development Strategies. Analysis of social development strategies.

     From　　　　:　SD 301 Social Development: History and Perspectives, SD 302 Theories and Constructs in Social Development

To   :   SD 301 Social Development: History and Perspectives, and
SD 302 Theories and Constructs in Social Development
(for majors); COI for non- DSD majors

Justification   :   Based on experience, the trans-disciplinary character of the SD courses is enhanced due to interaction of DSD students with other students from other UP doctoral programs. The COI (consent of instructor) provision for the core subjects aim to encourage non-majors to enroll in SD courses, without having to take the required prerequisites for majors. Through COI, the professors can also assess the readiness of non-majors for the specific subject based on the student's background and interest.

2. **SD 304 Social Development Policy Analysis and Advocacy.** Analysis of social development policies, methods and processes for policy development and advocacy.

From   :   SD 301 Social Development: History and Perspectives,
SD 302 Theories and Constructs in Social Development

To   :   SD 301 Social Development: History and Perspectives, and
SD 302 Theories and Constructs in Social Development
(for majors); COI for non- DSD majors

Justification   :   Based on experience, the trans-disciplinary character of the SD courses is enhanced due to interaction of DSD students with other students from other UP doctoral programs. The COI (consent of instructor) provision for the core subjects aim to encourage non-majors to enroll in SD courses, without having to take the required prerequisites for majors. Through COI, the professors can also assess the readiness of non-majors for the specific subject based on the student's background and interest.

3. **SD 311 Seminar in Contemporary and Emerging Trends in Social Development**

From   :   SD 303 Social Development Strategies

To   :   SD 303 Social Development Strategies or COI

Justification :SD 311 Seminar in Contemporary and Emerging Trends in Social Development focuses on relevant and emerging social development concerns. The COI provision can assist professors to assess the readiness of students for the specific seminar content. COI can also encourage other doctoral

students from other colleges to enroll in SD courses which can enrich its trans-disciplinary character.

4. SD 312Seminar in Financing for Social Development

From   :   SD 304 Social Development Policy Analysis and Advocacy

To   :   SD 304 Social Development Policy Analysis and Advocacy
                       or COI

Justification: SD 312 Seminar in Financing for Social Development aims to tackle contemporary issues related to financing social development. Similar to other SD seminar courses, the COI provision can assist professors to assess the readiness of students for the specific seminar content. COI can also encourage doctoral students from other colleges to enroll in SD courses which can enrich its trans-disciplinary character.

5. SD 313 Special Topics

From   :   SD 303 Social Development Strategies

To   :   SD 303 Social Development Strategies or COI

Justification: SD 313 Special Topics aims to engage students in social development   discourse on specific SD topics. Similar to other SD seminar   courses, the COI provision can assist professors to assess the   readiness of students for the   specific   seminar content. COI can also encourage doctoral students from other colleges to enroll in SD subjects which can enrich its trans-disciplinary character.

B.   Change in Course Stipulation

1. SD 400 Dissertation

From   :   None

To   :   maybe taken in 2 semesters:
                       (SD 400 1st sem 6 units – for dissertation proposal;
                       SD 400 2nd sem 6 units – for dissertation defense)

Stipulations

For SD 400 (1ˢᵗ sem 6 units – for dissertation proposal), the following must be completed:

    (1) Approval of dissertation topic by the DSD Committee;
    (2) Selection of Dissertation Adviser;
    (3) Consultations with Adviser for proposal development;
    (4) Selection and approval of dissertation panel members; and
    (5) Drafting, presentation and approval of dissertation proposal

If these are not completed in one semester, the student can go on Residency for the next two (2) semesters. If the student still is not able to fulfil these requirements, the student has to re-enroll SD 400 (2ⁿᵈ sem 6 units – for dissertation defense).

For SD 400 (2ⁿᵈ sem 6 units – for dissertation defense), the following must be completed:

    (1) Data gathering;
    (2) Data processing and analysis;
    (3) Consultations with the Dissertation Adviser;
    (4) Dissertation Writing;
    (5) Presentation and approval of the dissertation by the Dissertation Panel; and
    (6) Submission of the final bound copies of the dissertation

If these are not completed in one semester, the student can go on Residency for the next two (2) semesters. If the student still is not able to fulfil these requirements, the student has to re-enroll SD 400 (2ⁿᵈ sem 6 units – for dissertation defense).

Justification: This scheme of taking SD 400 (1ˢᵗ sem 6 units – for dissertation proposal) and SD 400 (2ⁿᵈ sem 6 units – for dissertation defense)will enable the faculty adviser and the student to track the progress of the dissertation. Instead of taking 12 units in one semester, and then re-taking it again after sometime – students only enroll in 6 units at a time. The student cannot move to SD 400 unless the student's dissertation proposal is approved.

IV. Changes in Program Requirements
    A. Change in Course Classification from Foundation Course to Required Research Course

    From   :   Soc Sci 201 Statistics for the Social Sciences as Foundation Course

    To   :   Soc Sci 201 Statistics for the Social Sciences as a Required Research Course

Justification : Taking Soc Sci 201 Statistics for the Social Sciences provides perspectives in quantitative research methods to assist DSD students to engage in mixed methods research more effectively. However, they would need grounding in Social Development (SD) perspectives to contextualize the use of research methods in specific development issues and settings. Thus, the more appropriate framing is: SD perspectives should be the foundation of research practice. Soc Sci 201 can enhance their skills to analyze quantitative data in doing SD-related researches. It is part of the research subjects cluster for the DSD Program.

B. Deletion of Courses from the list of Options of Qualified CSWCD Electives

1. Area of Study on Social Development Practice

- **Field Instruction subjects**

1.1 SW 286 FI 2: Integrative SW Practice
1.2 SW 287 FI 3: Innovative Interventions in SW Practice
1.3 CD 280 Field Instruction

Justification : These subjects are all under the Field Instruction Program of two CSWCD academic departments which require specific preparations in terms of required prerequisites and fieldwork arrangements. Deleting these courses will not diminish the opportunities of DSD students to experience and learn from community realities since other SD major courses also provide field activities. No program learning objective will be sacrificed with deletion of these courses. Instead of these field-based courses, other relevant subjects are added as qualified CSWCD electives to enhance the students' development practice skills.

- **Social Work practice-based subjects**

2.1 SW 225 Social Work Practice Models
2.2 SW 226 Social Work Interventions

Justification : SW 225 Social Work Practice Models and SW 226 Social Work Interventions are classified as advanced practice-based subjects of the Department of Social Work. These subjects require direct field practice as Registered Social Workers to prepare the students to work on practice models and interventions.

C. Addition of Courses on the List of Options of Qualified CSWCD Electives

1. Area of Study on Social Development Practice

1.1 CD 221 Advanced Community Organizing

Justification : CD 221 Advanced Community Organizing is a critical concern in participatory development, social movements, community mobilization, advocacy campaigns, and other aspects of social development practice. These concepts are part of emerging trends in people-oriented development perspectives. CD 221 is also one of the prerequisites for more advanced electives in Community Development.

1.2 CD 291 Community Development Research I

Justification : Perspectives of Community Development Research I would be helpful for some DSD majors who wish to enhance their knowledge and skills on community-based research and participatory action research .

2. Area of Study on Social Development Studies

2.1 CD 202 Development Theories in Community Development

Justification: CD 202Development Theories in Community Development focuses on the application and integration development theories to community-based development practice. CD 202 complements the discussions on social development perspectives that usually deal with macro-level context.

D. Change in Course Sequencing

From   :Soc Sci 201 Statistics for the Social Sciences is taken in the 1styear, 1st semester

To   : Soc Sci 201 Statistics for the Social Sciences is taken in the 2nd year, 1st semester, alongside SD 398 (1st level SD research subject)

Justification : Complementary to the change in the Plan of Study (section V), change is also proposed in the sequence to subjects to be taken. Soc Sci 201 Statistics for the Social Sciences shall be taken in the 2nd year (after completing the SD major subjects) and simultaneously with SD 398 (SD Research I) – to provide the Social Development perspectives in using quantitative

research methods. The change applies to the checklist for full-time students. There is no change in the checklist for part-time students.

V.   Existing and Proposed Program of Study

From: Courses are divided into: Foundation course (3 units), Major courses (18 units), Qualified CSWCD electives (6 – 12 units), Cognates (9 – 12 units), and Dissertation (12 units)

To   :   Courses are divided into: Major courses (18 units); Required research Course (3 units); Qualified CSWCD electives (6 – 12 units); Cognates (9 – 12 units); and Dissertation (12 units)

Justification.   :   Corresponding to the proposed re-classification of Soc Sci 201 Statistics for the Social Sciences (section IV.B) from a foundation course into a required research course, change in the DSD Plan of Study is also proposed. There is no change in the number of units and the classification of the other required subjects.

Existing	Number of Units		Proposed	Number of Units	
	Graduates of CSWCD	**Non-CSWCD Graduates**		**Graduates of CSWCD**	**Non-CSWCD Graduates**
Foundation Course: Soc Sci 201	**3**	**3**	**Required Research Course:** Soc Sci 201	**3**	**3**
Major Courses: SD 301 SD 302 SD 303 SD 304 SD 398 SD 399	**18** 3 3 3 3 3 3	**18** 3 3 3 3 3 3	**Major Courses:** SD 301 SD 302 SD 303 SD 304 SD 398 SD 399	**18** 3 3 3 3 3 3	**18** 3 3 3 3 3 3
Qualified CSWCD Electives: (Graduate courses in CSWCD in SW, CD, WD and SD based on the area of interest of the	**6**	**12**	**Qualified CSWCD Electives:** (Graduate courses in CSWCD in SW, CD, WD and SD based on the area of interest	**6**	**12**

students) See Annex A1 for the list			of the students) See Annex A1 for the list		
Cognates: (Graduate level courses, possibly 300 level, to be taken from other related disciplines outside of CSWCD in the areas of: Social Development Direct Practice, Social Development Planning and Administration, Social Development Studies)	**9**	**12**	**Cognates:** (Graduate level courses, possibly 300 level, to be taken from other related disciplines outside of CSWCD in the areas of: Social Development Direct Practice, Social Development Planning and Administration, Social Development Studies)	**9**	**12**
Qualifying Examination			**Qualifying Examination**		
Comprehensive Examination			**Comprehensive Examination**		
SD 400 Dissertation	**12**	**12**	**SD 400 Dissertation:** Proposal Defense	**12** 6 6	**12** 6 6
Total	**48**	**57**	**Total**	**48**	**57**

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3   **VI. Checklist of Existing and Proposed Curricula**
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DOCTOR OF SOCIAL DEVELOPMENT PROGRAM
College of Social Work and Community Development

UC Approval: Proposed Date of effectivity:

Existing CSWCD (48 units)   **Proposed CSWCD (48 units)**
and NON CSWCD (57 units)   **and NON CSWCD (57 units)**

FULL TIME STUDENTS – NON CSWCD GRADUATE (57 units)

FIRST YEAR			FIRST YEAR		
1st Semester	**12**	**units**	**1st Semester**	**12**	**units**
SD 301		3	SD 301		3
SD 302		3	SD 302		3
Soc Sci 201		3	Qualified CSWCD Elective		3
Qualified CSWCD Elective		3	Qualified CSWCD Elective		3
2nd Semester	**12**	**units**	**2nd Semester**	**12**	**units**
SD 303		3	SD 303		3
SD 304		3	SD 304		3
Qualified CSWCD Elective		3	Qualified CSWCD Elective		3
Qualified CSWCD Elective		3	Qualified CSWCD Elective		3
Mid-Year	**0**	**unit**	**Mid-Year**	**0**	**unit**
Qualifying Examination			Qualifying Examination		

SECOND YEAR			SECOND YEAR		
1st Semester	**12**	**units**	**1st Semester**	**12**	**units**
SD 398		3	SD 398		3
Qualified CSWCD Elective		3	Soc Sci 201		3
Cognate		3	Cognate		3
Cognate		3	Cognate		3
2nd Semester	**9**	**units**	**2nd Semester**	**9**	**units**
SD 399		3	SD 399		3
Cognate		3	Cognate		3
Cognate		3	Cognate		3
Mid-Year	**0**	**unit**	**Mid-Year**	**0**	**unit**
Comprehensive Examination			Comprehensive Examination		

THIRD YEAR			THIRD YEAR		
1st Semester	**12**	**units**	**1st Semester**	**6**	**units**
SD 400		12	SD 400 (for dissertation proposal)		6
2nd Semester	**0**	**unit**	**2nd Semester**	**6**	**units**
Residency			SD 400 (for dissertation defense)		6
			Mid-Year	**0**	**unit**
			Residency		

PART TIME STUDENTS – NON CSWCD GRADUATE (57 units)

FIRST YEAR			FIRST YEAR		
1st Semester	**6**	**units**	**1st Semester**	**6**	**units**

SD 301	3
SD 302	3

2nd Semester	**6**	**units**
SD 303		3
SD 304		3

Mid-Year	**0**	**unit**
Qualifying Examination		

SD 301	3
SD 302	3

2nd Semester	**6**	**units**
SD 303		3
SD 304		3

Mid-Year	**0**	**unit**
Qualifying Examination		

SECOND YEAR

1st Semester	**6**	**units**
SD 398		3
Soc Sci 201		3

2nd Semester	**6**	**units**
SD 399		3
Qualified CSWCD Elective		3

1st Semester	**6**	**units**
SD 398		3
Soc Sci 201		3

2nd Semester	**6**	**units**
SD 399		3
Qualified CSWCD Elective		3

THIRD YEAR

1st Semester	**6**	**units**
Qualified CSWCD Elective		3
Qualified CSWCD Elective		3

2nd Semester	**6**	**units**
Qualified CSWCD Elective		3
Cognate		3

1st Semester	**6**	**units**
Qualified CSWCD Elective		3
Qualified CSWCD Elective		3

2nd Semester	**6**	**units**
Qualified CSWCD Elective		3
Cognate		3

FOURTH YEAR

1st Semester	**6**	**units**
Cognate		3
Cognate		3

2nd Semester	**3**	**units**
Cognate		3

Mid-Year	**0**	**unit**
Comprehensive Examination		

1st Semester	**6**	**units**
Cognate		3
Cognate		3

2nd Semester	**3**	**units**
Cognate		3

Mid-Year	**0**	**unit**
Comprehensive Examination		

FIFTH YEAR

1st Semester	**12**	**units**
SD 400		12

2nd Semester	**0**	**unit**

1st Semester	**6**	**units**
SD 400 (for dissertation proposal)		6

2nd Semester	**6**	**units**

Residency		SD 400 (for dissertation defense)	6

Mid-Year	**0**	**unit**	**Mid-Year**	**0**	**unit**
Residency			Residency		

FULL TIME STUDENTS – CSWCD GRADUATE (48 units)

FIRST YEAR

1st Semester	**12**	**units**	**1st Semester**	**12**	**units**
SD 301		3	SD 301		3
SD 302		3	SD 302		3
Soc Sci 201		3	Qualified CSWCD Elective		3
Qualified CSWCD Elective		3	Qualified CSWCD Elective		3

2nd Semester	**12**	**units**	**2nd Semester**	**12**	**units**
SD 303		3	SD 303		3
SD 304		3	SD 304		3
Qualified CSWCD Elective		3	Cognate		3
Cognate		3	Cognate		3

Mid-Year	**0**	**unit**	**Mid-Year**	**0**	**unit**
Qualifying Examination			Qualifying Examination		

SECOND YEAR

1st Semester	**9**	**units**	**1st Semester**	**9**	**units**
SD 398		3	SD 398		3
Cognate		3	Soc Sci 201		3
Cognate		3	Cognate		3

2nd Semester	**3**	**units**	**2nd Semester**	**3**	**units**
SD 399		3	SD 399		3

Mid-Year	**0**	**unit**	**Mid-Year**	**0**	**unit**
Comprehensive Examination			Comprehensive Examination		

THIRD YEAR

1st Semester	**12**	**units**	**1st Semester**	**6**	**units**
SD 400		12	SD 400 (for dissertation proposal)		6

2nd Semester	**0**	**unit**	**2nd Semester**	**6**	**units**
Residency			SD 400 (for dissertation defense)		6

			Mid-Year	**0**	**unit**
			Residency		

PART TIME STUDENTS – CSWCD GRADUATE (48 units)

FIRST YEAR					
1st Semester	**6**	**units**	**1st Semester**	**6**	**units**
SD 301		3	SD 301		3
SD 302		3	SD 302		3
2nd Semester	**6**	**units**	**2nd Semester**	**6**	**units**
SD 303		3	SD 303		3
SD 304		3	SD 304		3
Mid-Year	**0**	**unit**	**Mid-Year**	**0**	**unit**
Qualifying Examination			Qualifying Examination		

SECOND YEAR					
1st Semester	**6**	**units**	**1st Semester**	**6**	**units**
Soc Sci 201		3	Soc Sci 201		3
SD 398		3	SD 398		3
2nd Semester	**6**	**units**	**2nd Semester**	**6**	**units**
SD 399		3	SD 399		3
Qualified CSWCD Elective		3	Qualified CSWCD Elective		3

THIRD YEAR					
1st Semester	**6**	**units**	**1st Semester**	**6**	**units**
Qualified CSWCD Elective		3	Qualified CSWCD Elective		3
Cognate		3	Cognate		3
2nd Semester	**6**	**units**	**2nd Semester**	**6**	**units**
Cognate		3	Cognate		3
Cognate		3	Cognate		3
Mid-Year	**0**	**unit**	**Mid-Year**	**0**	**unit**
Comprehensive Examination			Comprehensive Examination		

FOURTH YEAR					
1st Semester	**12**	**units**	**1st Semester**	**6**	**units**
SD 400		12	SD 400 (for dissertation proposal)		6
2nd Semester	**0**	**unit**	**2nd Semester**	**6**	**units**
Residency			SD 400 (for dissertation defense)		6

Mid-Year	0	unit
Residency		

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2 **Annex A1: Existing (approved in 2008; Amended in 2012)and Proposed List of**
3 **Qualified CSWCD Electives**
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AREA OF STUDY: SOCIAL DEVELOPMENT PRACTICE			
Existing		**Proposed**	
SW 220	**Generalist Social Work Practice.** Basic processes and methods of generalist social work practice in the Philippines.	SW 220	**Generalist Social Work Practice.** Basic processes and methods of generalist social work practice in the Philippines.
SW 225	**Social Work Practice Models.** Integrative, culturally sensitive and transformative social work practice models.		
SW 226	**Social Work Interventions.** Methods and processes of selected social work interventions. Prerequisites: SW 201, SW 210, SW 225, SW 290.		
SW 235	**Social Work Education and Training.** Perspectives on and skills in popular, participatory, and gender-responsive education for social transformation. Prerequisites: SW 201, SW 210, SW 225, SW 290.	SW 235	**Social Work Education and Training.** Perspectives on and skills in popular, participatory, and gender-responsive education for social transformation. Prerequisites: SW 201, SW 210, SW 225, SW 290.
SW 251	**Social Work and the Law.** Legislations, legal programs, and processes related to social work practice. Prerequisite: COI.	SW 251	**Social Work and the Law.** Legislations, legal programs, and processes related to social work practice. Prerequisite: COI.
SW 286	**Field Instruction 2: Integrative Social Work Practice.** Application of differential interventive		

SW 287	models in a social and development field setting. Prerequisites: SW 215, SW 226, SW 235. **Field Instruction 3: Innovative Interventions in SW Practice.** Critique of existing models and development of innovative and integrative models in Philippine social work practice. Prerequisite: SW 286.		
		CD 221	**Advanced Community Organizing.** Theories and critique of strategies, processes and techniques in gender responsive, rights-based, empowering and sustainable community organizing practice.
CD 222	**Community Mobilization and Advocacy.** Participatory, gender-responsive and rights-based approaches, strategies and practices for community mobilization and advocacy. Prerequisites: CD 201 and CD 221.	CD 222	**Community Mobilization and Advocacy.** Participatory, gender-responsive and rights-based approaches, strategies and practices for community mobilization and advocacy. Prerequisites: CD 201 and CD 221.
CD 226	**Re-building Displaced Communities.** Perspectives, processes and issues in re-building displaced communities affected by development projects, conflicts, socio-political seclusion and discrimination. Prerequisites: CD 201 and CD 221.	CD 226	**Re-building Displaced Communities.** Perspectives, processes and issues in re-building displaced communities affected by development projects, conflicts, violence and disasters. Prerequisites: CD 201, CD 221
CD 227	**Community Conflict Resolution and Peace Building Strategies for Community Development.**	CD 224 (formerly CD 227) **Community Conflict Resolution and Peace Building Strategies for**	

	Theory and practice in community conflicts resolution and peace building with focus on the dimensions of class, gender, identity, and resource-use competition. Prerequisites: CD 201 and CD 221.		**Community Development.** Theory and practice in community conflicts resolution and peace building with focus on the dimensions of class, gender, identity, and resource use competition. Prerequisites: CD 201, CD 221.
CD 235	**Community-Based Disaster Risk Management (CBDRM).** Perspectives and practice in disaster risk prevention, mitigation, preparedness, response and rehabilitation through community based approach.	CD 235	**Community-Based Disaster Risk Reduction and Management (CBDRRM).** Perspectives and practices in community-based disaster risk prevention and mitigation, preparedness, response, and recovery and rehabilitation, with climate change context as a consideration. Prerequisite: CD 231 or COI
CD 271	**Seminar in Community Development Practice**	CD 271	**Seminar in Community Development Practice**. Prerequisite: CD 221
CD 280	**Field Instruction**		
		CD 291	**Community Development Research I.** Fundamentals of social research (qualitative and quantitative) as applied to community development. Prerequisites: CD 201, CD 202, and any two of the following core courses: CD 221, CD 231 or CD 241 (12 units of major courses).
WD 221	**Feminist Perspectives and Strategies in Organizing.** Presentation and critique of local and international experiences in women's organizing, linking the feminist perspectives learned in other WD core courses to	WD 221	**Feminist Perspectives and Strategies in Organizing.** Presentation and critique of local and international experiences in women's organizing, linking the feminist perspectives learned in other WD core courses to

	the strategies and processes involved in organizing women.		the strategies and processes involved in organizing women. Prerequisite: WD 201 or Faculty Consent.
AREA OF STUDY: SOCIAL DEVELOPMENT PLANNING AND ADMINISTRATION			
SW 210	**SocialWork Administration.** Perspectives and approaches in the management and operation of groups, people's organizations, social welfare and development agencies.	SW 210	**Social Work Administration.** Perspectives and approaches in the management and operation of groups, people's organizations, social welfare and development agencies.
SW 211	**Social Welfare Policy analysis and Development.** Approaches and techniques for policy analysis and formulation in social welfare and social development settings. Prerequisites: SW 201, SW 210, SW 225, SW 290.	SW 211	**Social Welfare Policy analysis and Development.** Approaches and techniques for policy analysis and formulation in social welfare and social development settings. Prerequisites: SW 201, SW 210, SW 225, SW 290.
SW 215	**Social Policy Welfare Advocacy.** Approaches to and processes in social welfare policy advocacy. Prerequisite: SW 211.	SW 215	**Social Policy Welfare Advocacy.** Approaches to and processes in social welfare policy advocacy. Prerequisite: SW 211.
SW 253	**Supervision in Social Services.** Supervisory principles, approaches and techniques in the supervision of professional staff, paraprofessionals and volunteers. Prerequisite: COI.	SW 253	**Supervision in Social Services.** Supervisory principles, approaches and techniques in the supervision of professional staff, paraprofessionals and volunteers. Prerequisite: COI.
CD 231	**Community Development Planning.** Participatory and gender responsive community development planning, perspectives, processes and techniques.	CD 231	**Community Development Planning.** Participatory and gender responsive community development planning, perspectives, processes and techniques.
CD 232	**Development and Management of CD**	CD 232	**Development and Management of CD**

	Programs and Projects. Participatory approaches to the development and management of sustainable and gender responsive programs and projects for community development.		**Programs and Projects.** Participatory approaches to the development and management of sustainable and gender responsive programs and projects for community development. Prerequisite: CD 231 for majors or COI for non-majors.
CD 233	**Participatory, Monitoring and Evaluation in a Community Development.** Concepts, principles, processes and tools in participatory, monitoring and evaluation of community development programs and projects.	CD 233	**Participatory Monitoring and Evaluation in Community Development.** Concepts, principles, processes and tools in participatory monitoring and evaluation of community development programs and projects. Prerequisite: CD 231 for majors or COI for non-majors.
CD 234	**Community Based-Resource Management.** Concepts, principles, processes, trends and issues in community-based resource management.	CD 234	**Community-Based Resource Management.** Concepts, principles, processes, trends and issues in the planning and management of community-based resources. Prerequisite: CD 231 for majors or COI for non-majors.
CD 236	**Community Enterprise and Cooperatives Development.** Perspectives, approaches, tools, trends and issues in the development and management of community enterprises and cooperatives. Prerequisites: CD 231 or COI.	CD 236	**Community Enterprise and Cooperatives Development.** Perspectives, approaches, tools, trends and issues in the development and management of community enterprises and cooperatives. Prerequisites: CD 231 or COI.
CD 241	**Community Leadership and Organizational Development.** Theory, practice and perspectives in community leadership and participatory organizational development within the	CD 241	**Community Leadership and Organizational Development.** Theory, practice and perspectives in community leadership and participatory organizational development within the

	context of community development. Prerequisite: CD 201 or COI.		context of community development. Prerequisite: CD 201 or COI.
CD 242	**Community Development Training.** Perspectives and practice in planning, conducting and evaluating participatory training for community groups, development practitioners and professionals. Prerequisite: CD 241 or COI.	CD 242	**Participatory Education and Learning Strategies in Community Development.** Perspectives and practice in planning, implementation and evaluation of participatory education and learning strategies for community leaders and groups, development practitioners and professionals in the context Community Development. Prerequisite: CD 241 for majors or COI for non-majors.
CD 243	**Managing Conflicts in Community-Based and Social Development Organizations.** Perspectives and practice in the management and resolution of interpersonal and group conflicts in community-based and service-oriented organizations. Prerequisite: CD 241 or COI.	CD 243	**Participatory Management of Community-Based and Social Development Organizations.** Participatory and gender-responsive perspectives, approaches and strategies in the management of community-based and intermediary social development organizations. Prerequisite: CD 241 or COI.
WD 231	**Gender-Responsive Planning and Administration.** Gender planning processes and methodology covering three continuous stages, policy-making, planning and the administrative actions to transform the plans into reality.	WD 231	**Gender-Responsive Planning and Administration.** Gender planning processes and methodology covering three continuous stages, policy-making, planning and the administrative actions to transform the plans into reality, thereby ensuring that development programs, projects and institutions contribute to women's empowerment.
SD 312	**Seminar in Financing for**	SD 312	**Seminar in Financing for**

	Social Development. Prerequisite: SD 304.		**Social Development.** Prerequisite: SD 304 or COI
AREA OF STUDY: SOCIAL DEVELOPMENT STUDIES			
SW 201	**Social Work Perspectives.** Mainstream and emerging frameworks in social work practice, with emphasis on Philippine realities.	SW 201	**Social Work Perspectives.** Mainstream and emerging frameworks in social work practice, with emphasis on Philippine realities.
SW 254	**Seminar on Contemporary Social Work**	SW 254	**Seminar on Contemporary Social Work**
SW 255	**Social Work and Migration.** Labor migration, its social implications, and appropriate social welfare responses at the individual, community and policy levels.	SW 255	**Social Work and Migration.** Labor migration, its social implications, and appropriate social welfare responses at the individual, community and policy levels.
SW 256	**Women, Gender and Social Work.** Gender-sensitive perspectives, approaches and methodologies in Philippine social work practice with particular emphasis on issues related to women.	SW 256	**Women, Gender and Social Work.** Gender-sensitive perspectives, approaches and methodologies in Philippine social work practice with particular emphasis on issues related to women.
CD 201	**Social Structures and Processes in Philippine Communities.** Analysis of the development of Philippine communities from a historical, socio-economic, political and gender perspective, with emphasis on the problems and prospects of community development.	CD 201	**Philippine Social Realities and Community Development.** Analysis of the development of Philippine communities from historical, socio-economic, political, cultural, rights-based and gender perspectives with emphasis on the problems and prospects of Community Development.
		CD 202	**Development Theories in Community Development.** Analysis of development perspectives in the context of the local, national, and global realities.

CD 237	**National and International Policies, Legislation and Covenants in Community Development.** Survey of selected national and international development policies, legislation and covenants and implications to community development.	CD 203 (formerly CD 237) **National and International Policies, Legislation and Covenants in Community Development.** Review and critique of selected national and international development policies, legislations and covenants and their implications to Community Development. Prerequisite: CD 201 for majors or COI for non-majors.
CD 225	**Community Organizing and Social Movements.** Perspectives and approaches in the application of community organizing to social movements for community and social change. Prerequisites: CD 201, CD 221	**Community Organizing and Social Movements.** Perspectives and approaches in the application of community organizing to social movements for community and social change. Prerequisites: CD 201, CD 221
WD 201	**Women, Gender and Development: History and Perspectives.** A historical overview of women's issues and of gender relations in the context of development, serving as an introduction to women, gender and development studies.	**Women, Gender and Development: History and Perspectives.** A historical overview of women's issues and of gender relations in the context of development.
WD 210	**Feminist Theories and Movements.** An examination of main currents of feminist thought and movements.	**Feminist Theories and Movements.** An examination of main currents of feminist thought and movements.
WD 227	**Gender and Sexuality.** Introduction to the study of gender and sexuality as a core area of women, gender and development studies, emphasizing the centrality of its investigation and	**Gender and Sexuality.** Introduction to the study of gender and sexuality as a core area of women, gender and development studies, emphasizing the centrality of its investigation and

(Note: the second and third columns of rows WD 201, WD 210, WD 227 carry the course codes WD 201, WD 210, WD 227 respectively at the start of the third column.)

	reconstruction to feminist theorizing and politics.		reconstruction to feminist theorizing and politics.
WD 230	**Women, Gender and Work.** An examination of concepts of work from an interdisciplinary perspective, the situation of women and men at work globally, regionally, and nationally in the light of globalization.	WD 230	**Women, Gender, and Work.** An examination of concepts of work from an interdisciplinary perspective, the situation of women and men at work globally, regionally and nationally in the light of globalization, the different spheres and areas within which women and men work, and strategies for change based on responses and initiatives of various stakeholders.
WD 270	**Special Topics I**	WD 270	**Special Topics I**
WD 271	**Special Topics II**	WD 271	**Special Topics II**
WD 291	**Women, Gender and Development Research.** Theoretical and methodological perspectives and issues in doing feminist developmental research.	WD 291	**Introduction to Women, Gender and Development Research.** Basic theoretical and methodological perspectives and issues in feminist developmental research.
WD 292	**Feminist Research Perspectives and Methods.** A more in depth study of qualitative and quantitative methods which have been used in women, gender and development studies.	WD 292	**Feminist Research Perspectives and Methods.** A more in depth study of qualitative and quantitative methods which have been used in women, gender and development studies. Prerequisite: WD 291
SD 311	**Seminar in Contemporary and Emerging Trends in Social Development.** Prerequisite: SD 303	SD 311	**Seminar in Contemporary and Emerging Trends in Social Development.** Prerequisite: SD 303 or COI
SD 313	**Special Topics.** Prerequisite: SD 303	SD 313	**Special Topics.** Prerequisite: SD 303 or COI

UNIVERSITY OF THE PHILIPPINES DILIMAN

FINAL PROPOSED CHECKLIST

DOCTOR OF SOCIAL DEVELOPMENT PROGRAM
College of Social Work and Community Development

UC Approval: Date of effectivity:
  158th UC, 20 July 2020

FULL TIME STUDENTS – NON CSWCD GRADUATE (57 units)

FIRST YEAR					
1st Semester	**12**	**units**	**2nd Semester**	**12**	**units**
SD 301		3	SD 303		3
SD 302		3	SD 304		3
Qualified CSWCD Elective		3	Qualified CSWCD Elective		3
Qualified CSWCD Elective		3	Qualified CSWCD Elective		3
			Mid-Year	**0**	**unit**
			Qualifying Exam		

SECOND YEAR					
1st Semester	**12**	**units**	**2nd Semester**	**9**	**units**
SD 398		3	SD 399		3
Soc Sci 201		3	Cognate		3
Cognate		3	Cognate		3
Cognate		3			
			Midyear	**0**	**units**
			Comprehensive Examination		

THIRD YEAR					
1st Semester	**6**	**units**	**2nd Semester**	**6**	**units**
SD 400		6	SD 400		6
			Midyear	**0**	**unit**
			Residency		

	TOTAL	**57**	**units**

UNIVERSITY OF THE PHILIPPINES DILIMAN

PART TIME STUDENTS – NON CSWCD GRADUATE (57 units)

FIRST YEAR						

1st Semester	6	units	2nd Semester	6	units
SD 301		3	SD 303		3
SD 302		3	SD 304		3

			Mid-Year	0	unit
			Qualifying Exam		

SECOND YEAR					

1st Semester	6	units	2nd Semester	6	units
Soc Sci 201	3		SD 399	3	
SD 398	3		Qualified CSWCD Elective	3	

THIRD YEAR					

1st Semester	6	units	2nd Semester	6	units
Qualified CSWCD Elective	3		Qualified CSWCD Elective	3	
Qualified CSWCD Elective	3		Cognate	3	

FOURTH YEAR					

1st Semester	6	units	2nd Semester	3	units
Cognate	3		Cognate	3	
Cognate	3				

			Midyear	0	unit
			Comprehensive Examination		

FIFTH YEAR					

1st Semester	6	units	2nd Semester	6	units
SD 400	6		SD 400	6	

			Mid-Year	0	unit
			Residency		

	TOTAL	57	units

UNIVERSITY OF THE PHILIPPINES DILIMAN

FULL TIME STUDENTS – CSWCD GRADUATE (48 units)

FIRST YEAR

1st Semester	12	units		2nd Semester	12	units
SD 301		3		SD 303		3
SD 302		3		SD 304		3
Qualified CSWCD Elective		3		Cognate		3
Qualified CSWCD Elective		3		Cognate		3

				Mid-Year	0	unit
				Qualifying Exam		

SECOND YEAR

1st Semester	9	units		2nd Semester	3	units
SD 398		3		SD 399		3
Soc Sci 201		3				
Cognate		3		Mid-Year	0	units
				Comprehensive Exam		

THIRD YEAR

1st Semester	6	units		2nd Semester	6	units
SD 400		6		SD 400		6

				Mid-Year	0	unit
				Residency		

				TOTAL	48	units

UNIVERSITY OF THE PHILIPPINES DILIMAN

PART TIME STUDENTS – CSWCD GRADUATE (48 units)

FIRST YEAR						
1st Semester	**6**	**units**		**2nd Semester**	**6**	**units**
SD 301	3			SD 303	3	
SD 302	3			SD 304	3	
				Mid-Year	**0**	**unit**
				Qualifying Exam		

SECOND YEAR						
1st Semester	**6**	**units**		**2nd Semester**	**6**	**units**
Soc Sci 201	3			SD 399	3	
SD 398	3			Qualified CSWCD Elective	3	

THIRD YEAR						
1st Semester	**6**	**units**		**2nd Semester**	**6**	**units**
Qualified CSWCD Elective	3			Cognate	3	
Cognate	3			Cognate	3	
				Mid-Year	**0**	**unit**
				Comprehensive Exam		

FOURTH YEAR						
1st Semester	**6**	**units**		**2nd Semester**	**6**	**units**
SD 400	6			SD 400	6	
				Mid-Year	**0**	**unit**
				Residency		
				TOTAL	**48**	**units**

Curriculum Map

This map will show the progression of the program learning objectives from the BS Social Work to Doctor of Social Development. Unfortunately, there will be a gap in the Master of Social Work since the program is currently under curricular review.

The program learning objectives are as follows:

BS Social Work	SW-O-01	Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems
	SW-O-02	Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems
	SW-O-03	Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services
	SW-O-04	Construct professional boundaries in an interdisciplinary context
	SW-O-05	Analyze different social work practice models and approaches
	SW-O-06	Demonstrate critical thinking and creativity in social work practice
	SW-O-07	Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social

		Work profession
	SW-O-08	Commit to Social Work values, principles and ethics
	SW-O-09	Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice
	SW-O-10	Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).
Master of Social Work		Prepare students for leadership in social transformation and human development through policy advocacy and development of innovative practice models
		(For curricular review)
Doctor of Social Development	SD LO1	Critically examine development issues linked to social forces which influence the lives of multitudes of people – men, women, children and minorities – across diverse sectors and social settings
	SD LO2	Integrate conceptual and methodological tools that will promote the development of knowledge from the ground and theorizing from below, as bases for the enrichment of teaching, scholarship, research, and practice in social development
	SD LO3	Develop advanced competencies among professionals, practitioners and academics in various Social Development settings

PROGRAM	Curricular Area	HBSE						SWPPS					SWP							FI		SEM	RESEARCH		
BS Social Work	Goal Code	SW 110	SW 111	SW 120	SW 121	SW 122	SW 123	SW130	SW131	SW132	SW134	SW140	SW141	SW142	SW143	SW145	SW146	SW147	SW148	SW150	SW151	SW160	SW198	SW 199.1	SW199.2
	SW-O-01	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X		X	X
	SW-O-02	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X		X	X
	SW-O-03	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X
	SW-O-04	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
	SW-O-05	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW-O-06	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW-O-07	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW-O-08	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW-O-09	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SW-O-10	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X

Pursuant to the Global Standards, social work education has four curricular areas:

I.   Human Behavior and the Social Environment
II.   Social Welfare Policies, Programs, and Services
III.   Social Work Practice
IV.   Field Instruction

In addition, there are two research courses and one seminar course.

Legend

HBSE	Human Behavior and Social Environment
SWPPS	Social Welfare Policies, Programs and Services
SWP	Social Work Practice
FI	Field Instruction
SEM	Seminar Course
Research	Research Courses

Program	Goal Code							301	302	303	304	398	399	311	312	313	400
MSW	MLO1	S	t	i	l	l											
	MLO2	U	n	d	e	r											
	MLO3	R	e	v	i	e	w										
DSD	SDLO1							X	X	X	X	X	X	X	X	X	X
	SDLO2							X	X	X	X	X	X	X	X	X	X
	SDLO3									X	X	X	X	X	X	X	X

Legend

(red)	SD Major Coures
(blue)	SD Electives

Dissertation

Doctor of Social Development Program
College of Social Work and Community Development
University of the Philippines, Diliman, Quezon City

COURSE SYLLABUS
SD 303 Social Development Strategies

A.   Course Catalogue Description

1. Course Number:	SD 303
2. Course Title:	Social Development Strategies
3. Course Description:	Analysis of social development strategies.
4. Prerequisites:	SD 301 Social Development: History and Perspectives and SD 302 Theories and Constructs in Social Development (for majors); COI for non-DSD majors
5. Semester Offered:	2nd Semester
6. Course Credit:	3 units
7. Number of Hours:	3 hours
8. Meeting Type:	Lecture
9. Course Goals:	To develop a broad understanding of social development strategies as applied by various development actors in response to development issues being confronted by different marginalized sectors in society.

B.   Rationale

SD303 is one of the core courses of the DSD program. In this course, the students are able to analyze existing social development strategies being implemented to address various issues as well as formulate more appropriate strategies based on different contexts.

C.   Course Outline

1. Course Outcomes (CO)
Upon completing the course, students must be able to:

CO1: Explain social development strategies within the context of social development realities and perspectives;
CO2: Analyze social development strategies in terms of the trends and innovations, challenges, issues, consequences and impact;
CO3: Generate proposals and innovations for the improvement of strategies and programs for social development; and
CO4: Demonstrate deeper sense of commitment to greater equity.

1   **1.1 Program Objectives Met by the Course:**

2

Course Outcomes	Program Learning Objectives		
	A	**B**	**C**
CO1: Explain social development strategies within the context of social development realities and perspectives	■		
CO2: Analyze social development strategies in terms of the trends and innovations, challenges, issues, consequences and impact		■	
CO3: Generate proposals and innovations for the improvement of strategies and programs for social development		■	
CO4: Demonstrate deeper sense of commitment to greater equity			■

3

4   **Program learning objectives:**

5

6   A. Critically examine development issues linked to social forces which
7   influence the lives of multitudes of people – men, women, children
8   and minorities – across diverse sectors and social settings.

9

10   B. Integrate conceptual and methodological tools that will promote the
11   development of knowledge from the ground and theorizing from
12   below, as bases for the enrichment of teaching, scholarship,
13   research, and practice in social development.

14

15   C. Develop advanced competencies among professionals,
16   practitioners and academics in various Social Development
17   settings.

18

19   **2. Course Content**

20

Course Topics	No of hours
Course Introduction: Review of SD 301 and SD 302; articulation of their understanding of Social Development	3
Review of Social Development Concepts	3
Social Development Strategies	6
Analyzing Social Development Strategies	3
SD Strategies towards improvement in human well-being, improvement in social relations and improvement in social institutions	24
Learning Visit	6
Synthesis	3
Total	**48**

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1. Course Coverage

Week	Learning Outcomes	Course Topic	Essential or Key Questions	Suggested Teaching & Learning activities	Suggested Assessment Tools/activities
1	Identify the class requirements & coverage and relate this with their previous 2 SD courses; Articulate SD definition	Course Introduction ➢ Get to know the students ➢ Discuss course syllabus	How does SD303 connect with SD301 & SD302? What is your definition of SD?	Discussion of SD303 syllabus; Small group activities	Participation in group work and class
2	Recall SD concepts learned in previous classes and understand their role in achieving SD	SD Concepts ➢ Review of SD 301 and SD 302 concepts & theories ➢ Discuss student's SD roles & their ideas specific to SD concepts & theories	What important concepts did you learn from SD301 & SD302? What is your role towards SD?	Small group activities	Participation in group work and class
3-4	Articulate and differentiate the varius SD strategies	SD Strategies ➢ Aims of SD strategies ➢ Categories – human development, participatory, social inclusion	What are the categories of SD strategies?	Review of Jones & Pandey; small group activities; lecture discussion	Participation in group work and class; Book review
5	Explain how strategies are analyzed; plan for their presentations	Analyzing Social Development Strategies ➢ What is the situation being addressed? What are the goals? Describe the SD strategy. ➢ What are the impacts, gaps, challenges?	How do we analyze SD strategies?	Review of Midgely; lecture discussion	Preparation of outline of their presentation

6-13	Analyze SD strategies of their choice and analyze based on agreed criteria	SD Strategies: ➤ What policies frame the strategy? ➤ What are the impacts - towards improvement in human well-being, improvement in social relations and improvement in social institutions?	Analysis of SD strategy being implemented to address specific SD concern	Individual presentations of students; some resource persons may be invited	Presentation; reflection papers; submission of term paper
14-15	Interact with different SD practitioners from another country and learn from their SD practices	Learning visit to an ASEAN country; to learn on strategies used by different SD actors ➤ What situation is being addressed by specific SD policies and strategies? ➤ What are the impacts of these policies and strategies?	What are their development issues, policies, strategies being employed? How does this compare with the Philippines?	4 to 5 days visit	Reflection paper
16	Generate lessons from the semester and analyze how these may be incorporated in student's own SD practice	Synthesis ➤ Putting together all lessons learned ➤ How can these be useful to student's SD practice?	What are the major learnings this semester? How can we categorize the various SD strategies we discussed the whole semester?	Lecture-discussion; small group activities	Final examination

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4. Course Requirements

Active participation
Assignments
Final Examination
Oral presentation on social development strategies
Final paper (5,000-7,000 words)

D.   References

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Midgley, J., Conley, A., (Eds). (2010). Chapter 6. Poverty, Social Assistance and Social Investment. In *Social Work and Social Developmental Perspective in Social Welfare.* Oxford University Press.

Ofreneo, R. P., Manasan, R.G., Orbeta, Jr., A. (2012). *Strengthening SocialProtection Components and Strategies in the Philippines: A Compilation of Social Protection Think Papers.*

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UNESCAP. (2018). *Strategies for advancing women's economic empowerment in the context of the Sustainable Development Goals.* UNESCAP. https://www.unescap.org/sites/default/files/CSD5_women_economic_ E_0.pdf

UN Human Development Reports

E.   List of Faculty who will handle the course

Assoc. Prof. Teresita V. Barrameda, DSD
Prof. Aleli B. Bawagan, PhD
Prof. Oscar P. Ferrer, DPA
Asst. Prof. Rowena A. Laguilles-Timog, DSD
Prof. Emmanuel M. Luna, PhD
Asst. Prof. Nathalie Lourdes A. Verceles, DSD

Prof.EmeritusAngelito M. Manalili, PhD
Prof. Emeritus Rosalinda P. Ofreneo, PhD
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Doctor of Social Development Program
College of Social Work and Community Development
University of the Philippines, Diliman, Quezon City

COURSE SYLLABUS
SD 304 Social Development Policy Analysis and Advocacy

A.   Course Catalogue Description

1. Course Number:	SD 304
2. Course Title:	Social Development Policy Analysis and Advocacy
3. Course Description:	Analysis of social development policies, methods and processes for policy development and advocacy.
4. Prerequisite:	SD 301 Social Development: History and Perspectives and SD 302 Theories and Constructs in Social Development(for majors); COI for non-DSD majors
5. Semester Offered:	2nd Semester
6. Course Credit:	3 units
7. Number of Hours:	3 hours
8. Meeting Type:	Lecture
9. Course Goals:	To develop high level knowledge and skills for social policy development and advocacy in response todevelopmentissuesbeing confrontedby different marginalized sectors in society.

B.   Rationale

SD 304 is one of the core courses of the DSD program. Students develop the knowledge and skills to analyze existing social development policies vis-a-vis current realities and learn advocacy skills to advocate for social policies more responsive to the context.

C.   Course Outline

1. Course Outcomes (CO)
 Upon completing the course, students must be able to:

CO1:Formulate a framework for social development policy assessment;
CO2: Interpret historical and contemporary factors shaping social development policies;
CO3: Systematize policy development cycle in social development;
CO4: Apply tools and techniques in social policy analysis;
CO5: Design advocacy strategy for advancing alternative social development policies.

1.1 Program Objectives Met by the Course:

Course Outcomes	Program Learning Objectives		
	A	**B**	**C**
CO1: Formulate a framework for social development policy assessment		■	
CO2: Interpret historical and contemporary factors shaping social development policies	■		
CO3: Systematize policy development cycle in social development		■	
CO4: Apply tools and techniques in social policy analysis	■		■
CO5: Design advocacy strategy for advancing alternative social development policies		■	■

Program learning objectives:

A. Critically examine development issues linked to social forces which influence the lives of multitudes of people – men, women, children and minorities – across diverse sectors and social settings.

B. Integrate conceptual and methodological tools that will promote the development of knowledge from the ground and theorizing from below, as bases for the enrichment of teaching, scholarship, research, and practice in social development.

C. Develop advanced competencies among professionals, practitioners and academics in various Social Development settings.

2. Course Content

Course Topics	No of hours
Course Introduction: Review of SD 301 and SD 302; articulation of their understanding of Social Development;	3
Review of Theories of Development and Social Development	3
Framework for Analyzing law from a feminist perspective	3
Social Policy in a Development Context	9
Social Development Advocacy	6
Presentations of Policy Analysis Papers	15
Learning Visit	6
Synthesis	3
Total	**48**

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1. Course Coverage

Week	Learning Outcomes	Course Topic	Essential or Key Questions	Suggested Teaching & Learning activities	Suggested Assessment Tools/activities
1	Identify the class requirements & coverage and relate this with their previous 2 SD courses	Course Introduction ➢ Get to know the students ➢ Discuss course syllabus	How does SD 304 connect with SD 301 & SD 302? What is your definition of SD?	Discussion of SD 304 syllabus; Small group activities	Participation in group work and class
2	Recall the SD constructs and theories learned in previous classes and how these explain current realities	Theories of development & SD ➢ Recall development theories and how they explain realities. ➢ How do these theories differ?	What theories did you learn from SD 302? How do these explain current realities?	Small group activities	Participation in group work and class
3	Summarize feminist perspectives and related these with current SD policies and laws	Analyzing law from a feminist perspective ➢ What is feminism? ➢ Finding the feminist perspective in SD policies.	How are policies analyzed using the feminist lens?	Lecture discussion	
4-6	Explain SD policies and how these are analyzed; plan for their presentations	Social Policy analysis ➢ How are policies formulated? ➢ What important components have to be reviewed to analyze SD policies?	What is SD policy? How are these policies to be analyzed?	Small group discussions	Reflection paper on O'Connor &Thandika; Midterm Examination
7-8	Explain the importance of advocacy strategies for	Social development advocacy ➢ How	What are the various advocacy strategies for	Discussion of Jansson& other readings	Reflection Papers

	SD policies and learn from experiences of advocacies conducted	advocacy contributes to formulation of SD policies? ➢ Samples of advocacy campaigns	social development policies?		
9-13	Critique SD policies and advocacy strategies implemented by different SD practitioners	Presentations of Policy Analysis Papers ➢ Analysis of different SD Policies ➢ Advocacy strategies employed for policy formulation	Analysis of SD policies and advocacy strategies being implemented to address specific SD concern	Individual & group presentations	Individual Policy Analysis papers
15	Interact with different SD practitioners from another country and learn from their SD practices	Learning visit to an ASEAN country; to learn on strategies used by different SD actors ➢ What situation is being addressed by specific SD policies and strategies? ➢ What are the impacts of these policies and strategies?	What are their development issues, policies, strategies being employed? How does this compare with the Philippines?	4 to 5 days visit	Reflection paper
16	Generate lessons from the semester and analyze how these may be incorporated in student's own SD practice	Synthesis ➢ Putting together all lessons learned ➢ How can these be useful to student's SD practice?	What are the major learnings this semester?	Lecture-discussion; Small group activities	

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2   **4. Course Requirements**
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4   Active participation
5   Reflection Paper on Key Readings (4)

1   Mid Term Examination
2   Field Trip
3   Paper on Policy Analysis and Policy Advocacy Plan
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5   **D.   References**
6

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Universal Health Care Law and IRR

E.   List of Faculty who will handle the course

Assoc. Prof. Teresita V. Barrameda, DSD
Prof. Aleli B. Bawagan, PhD
Prof. Oscar P. Ferrer, DPA
Asst. Prof. Rowena A. Laguilles-Timog, DSD
Prof. Emmanuel M. Luna, PhD
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COURSE SYLLABUS
SD 311 Seminar in Contemporary and Emerging Trends in Social Development

A.   **Course Catalogue Description**

   1. Course Number: SD 311
   2. Course Title: Seminar in Contemporary and   Emerging
                    Trends in Social Development
                          (Rights-Based Approach for Children in Need
                          of Special Protection)
   3. Course Description: None
   4. Prerequisite: SD 303Social Development Strategies or COI
   5. Semester Offered:1st or 2nd Semester
   6. Course Credit: 3 units
   7. Number of Hours: 3 hours
   8. Meeting Type: Lecture
   9. Course Goals: To   analyze   contemporaryandemerging
                    issues and trends in social   development   as
                    practiced by   different development actors.

B.   **Rationale**

   SD 311 aims to deepen the students' knowledge on certain social development issues. The course content is intended to be complementary to the current DSD plan and research agenda that identified specific program concerns.

C.   **Course Outline**

   1. Course Outcomes (CO)
    Upon completing the course, students must be able to:

      CO1: Analyze the conditions of children who are in need of special
            protection;
      CO2: Critique institutional and policy frameworks for children in need
            of special protection;
      CO3: Apply the rights-based perspectives and approach in the analysis
            of programs for children in need of special protection;
   CO4:Generate proposals and innovations for the improvement of
      strategies and programs for children in need of special
   protection.

1.1 Program Objectives Met by the Course:

Course Outcomes	Program Learning Objectives		
	A	**B**	**C**
CO1: Analyze the conditions of children who are in need of special protection	■		
CO2: Critique institutional and policy frameworks for children in need of special protection	■		
CO3: Apply the rights-based perspectives and approach in the analysis of programs for children in need of special protection			■
CO4: Generate proposals and innovations for the improvement of strategies and programs for children in need of special protection		■	

Program learning objectives:

A. Critically examine development issues linked to social forces which influence the lives of multitudes of people – men, women, children and minorities – across diverse sectors and social settings.

B. Integrate conceptual and methodological tools. that will promote the development of knowledge from the ground and theorizinf from below, as bases for the enrichment of teaching, scholarship, research, and practice in social development.

C. Develop advanced competencies among professionals, practitioners and academics in various Social Development settings.

2. Course Content

Course Topics	No of hours
Course Introduction and discussion of SD 311 syllabus, class requirements	3
Children in Need of Special Protection	15
Institutional and Policy Framework for Children in Need of Special Protection	6
The Rights-Based Approach to Children's Development	3
Research and presentation on programs for children in need of special protection	18
Synthesis	3
Total	**48**

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3. Course Coverage

Week	Learning Outcomes	Course Topic	Essential or Key Questions	Suggested Teaching & Learning activities	Suggested Assessment Tools/activities
1	Identify the class requirements & coverage and share current interests on SD of class participants	Course Introduction ➢ Get to know the students ➢ Discuss course syllabus	What are the specific interests of the students taking this class? How does this class relate with your current work?	Discussion of SD 311 syllabus; Small group activities	Participation in group work and class
2-6	Characterize CNSP and identify their needs in terms of social protection	Children in Need of Special Protection (CNSP) ➢ Who are the CNSP? ➢ What are the programs in place for them?	Who are the children in need of special protection?	Group presentation; review of materials on CNSP	Participation in group work and class discussions
7-8	Enumerate various institutional and policy frameworks for CNSP	Institutional and Policy Framework for Children in Need of Special Protection ➢ What various frameworks are in place for CNSP? ➢ How are these implemented on the ground?	What are the current institutional and policy framework for CNSP?	Student reports on different topics of governance in the past 30 years	Student presentations
9	Explain the rights-based approach to children's development and	The Rights-Based Approach to Children's Development ➢ What is the	What are the rights-based approach to children's development? What rights-	Lecture Discussion	Reflection paper

	differentiate these from other approaches	rights-based approach to children's development? ➢ How does this differ from other approaches?	based programs are being implemented for the sector?		
10-15	Critique various progams and strategies for CNSP	Research and presentation on programs for children in need of special protection ➢ What programs for CNSP are being implemented? ➢ What are the gaps and challenges of these programs?	What are the programs and strategies? What have been the impacts of various governance mechanisms to the disadvantaged sectors of society?	Individual / group presentations of students; some resource persons may be invited	Presentation; reflection papers
16	Generate lessons from the semester and analyze how these may be incorporated in student's own SD practice	Synthesis ➢ Putting together all lessons learned ➢ How can these be useful to student's SD practice?	What are the major learnings this semester?	Lecture-discussion; small group activities	Submission of term paper

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2 **4. Course Requirements**
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4 Active Participation
5 Reflection papers
6 Oral presentation
7 Term paper on CNSP program and critique
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D.   References

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E.List of Faculty who will handle the course

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COURSE SYLLABUS
SD 312 Seminar in Financing for Social Development

A.   Course Catalogue Description

    1. Course Number: SD 312
    2. Course Title: Seminar in Financing for Social Development
    3. Course Description: None
    4. Prerequisite: SD 304Social Development Policy Analysis
        and Advocacy or COI
    5. Semester Offered:1st or 2nd Semester
    6. Course Credit: 3 units
    7. Number of Hours: 3 hours
    8. Meeting Type: Lecture
    9. Course Goals: To understand the processes being undertaken bydifferent development actorstofund their social development programsand the various issues andchallenges they confront.

B.   Rationale

SD 312 provides in-depth discussion on factors affecting financing social development programs. Access, adequacy, sustainability of fund resources for implementing social development programs remain critical concerns for many development programs, especially in terms of addressing the needs of marginalized groups and communities.

C.   Course Outline

1. Course Outcomes (CO)
  Upon completing the course, students must be able to:

    CO1:Analyze the existing trends in financing social development programs in terms of sources and institutional key players, policies, processes and channels, and utilization;
    CO2:Assess the issues and challenges in financing social development programs;
    CO3: Generate policy recommendations pertaining to the financing and sustainability of social development programs.

1.1Program Objectives Met by the Course:

Course Outcomes	Program Learning Objectives		
	A	**B**	**C**
CO1: Analyze the existing trends in financing social development programs in terms of sources and institutional key players, policies, processes and channels, and utilization	■		
CO2: Assess the issues and challenges in financing social development programs	■		
CO3: Generate policy recommendations pertaining to the financing and sustainability of social development programs		■	■

Program learning objectives:

A. Critically examine development issues linked to social forces which influence the lives of multitudes of people – men, women, children and minorities – across diverse sectors and social settings.

B. Integrate conceptual and methodological tools that will promote tht development of knowledge from thr ground and theorizing from below, as bases for the enrichment of teaching, scholarship, research, and practice in social development.

C. Develop advanced competencies among professionals, practitioners and academics in various Social Development settings.

2. Course Content

Course Topics	No of hours
Course Introduction	3
Perspectives and trends in financing social developmentprograms	18
Issues, Challenges and Ethics in Financing Social Development	6
Research and presentation on financing of social development program including critique of cases on financing in socialdevelopment programs	18
Synthesis	3
Total	**48**

3. Course Coverage

Week	Learning Outcomes	Course Topic	Essential or Key Questions	Suggested Teaching & Learning activities	Suggested Assessment Tools/activities
1	Identify the class requirements and coverage and current	Course Introduction ➢ Get to know the students ➢ Discuss course	What are the specific interests of the students taking this class? How	Discussion of SD 312 syllabus; Small group activities	Participation in group work and class

	interests regarding SD of class participants	syllabus	does this class relate with your current work?		
2-7	Differentiate the various perspectives in financing SD programs and identify the trends	Perspectives and trends in financing social development programs ➢ Who are the various actors in financing SD programs? ➢ How is funding generated for SD programs?	What are the perspectives and trends in financing social development programs?	Lecture discussion; group presentations	Participation in group work and class discussions; Student presentations
8-9	Analyze the various issues and challenges in financing SD programs	Issues, Challenges and Ethics in Financing Social Development ➢ What are the issues and challenges in financing SD programs? ➢ How are these being addressed?	What are the current issues, challenges and ethics in financing social development ?	Lecture discussion; group activities	Reflection paper
10-15	Critique various programs in financing SD programs	Research and presentation: ➢ on financing SD programs, including critique of cases ➢ Successes of various groups in financing SD programs	What are the various strategies to finance social development programs performed by different development actors? Discuss your critique of these cases.	Individual / group presentations of students; some resource persons may be invited	Presentation; reflection papers
16	Generate lessons from	Synthesis ➢ Putting	What are the major	Lecture-discussion;	Submission of term paper

	the semester and analyze how these may be incorporated in student's own SD practice	together all lessons learned ➢ How can these be useful to student's SD practice?	learnings this semester?	small group activities	

4. Course Requirements

Active Participation
Reflection papers
Oral presentation
Term paper - written critique of a case in financing SDP

D.   References

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          finance in Asia.* New York, USA: Routledge.

E.   List of Faculty who will handle the course

Prof. Oscar P. Ferrer, PhD
Prof. Emmanuel M. Luna, PhD
Asst. Prof. Nathalie Lourdes A. Verceles, DSD

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University of the Philippines, Diliman, Quezon City

COURSE SYLLABUS
SD 313 Special Topics
(Seminar Course on Governance and Development)

A.   Course Catalogue Description

1. Course Number:	SD 313	
2. Course Title:	Special Topics (Seminar Course on Governance and Development)	
3. Course Description:	None	
4. Prerequisite:	SD 303 Social Development Strategies or COI	
5. Semester Offered:	1st or 2nd Semester	
6. Course Credit:	3 units	
7. Number of Hours:	3 hours	
8. Meeting Type:	Lecture	
9. Course Goals:	To analyze the current governance thrust of the Philippines (both in theory and in practice) and propose a governance system/approach that is consistent with social development goals of promoting human rights and attaining social justice, gender equality, and people's empowerment.	

B.   Rationale

An elective on Special Topics allows the program to provide in-depth discussions on specific concerns that are relevant to current and emerging social development practice. Inviting social development professionals and practitioners as lecturers aims to enrich the course content.

C.   Course Outline

1. Course Outcomes (CO)
 Upon completing the course, students must be able to:

CO1: Explore the various meanings of governance in relation to
        development
CO2: Trace the evolution of the types of governance through the
        decades and how these reflect on governance in the country
CO3: Analyzethe meaning of good governance, its opportunities and
        limitation in the context of developing countries and in particular
        in the Philippines
CO4:   Derive/Evolveappropriate   meanings   and   elements   of
        governance   and   its   elements   in   relation   to   developing
        "participatory   processes   in   development   strategies   and
        responses to promote human rights and attain social justice,
        gender equality, and people's empowerment.

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2   **1.1 Program Objectives Met by the Course:**
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Course Outcomes	Program Learning Objectives		
	A	**B**	**C**
CO1: Explore the various meanings of governance in relation to development	■		
CO2: Trace the evolution of the types of governance through the decades and how these reflect on governance in the country	■		
CO3: Analyze the meaning of good governance, its opportunities and limitation in the context of developing countries and in particular in the Philippines			■
CO4: Derive/Evolve with our own description of governance and its elements in relation to developing "participatory processes in development strategies and responses to promote human rights and attain social justice, gender equality, and people's empowerment"		■	

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5   **Program learning objectives:**
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7   A. Critically examine development issues linked to social forces which
8   influence the lives of multitudes of people – men, women, children
9   and minorities – across diverse sectors and social settings.
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11   B. Integrate conceptual and methodological tools that will promote the
12   development of knowledge from the ground and theorizing from
13   below, as bases for the enrichment of teaching, scholarship,
14   research, and practice in social development.
15
16   C. Develop advanced competencies among professionals, practitioners
17   and academics in various Social Development settings.
18
19   **2. Course Content**
20

Course Topics	No of hours
Course Introduction and discussion of SD 313 syllabus, class requirements	6
Meanings of governance	6
Governance in the 80s and 90s	3
Pro People and Participatory Governance: Opportunities and Limits	12
Presentation of Individual Governance Papers by students and other resource persons	18
Synthesis	3
Total	**48**

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3. Course Coverage

Week	Learning Outcomes	Course Topic	Essential or Key Questions	Suggested Teaching & Learning activities	Suggested Assessment Tools/activities
1-2	Identify the class requirements & coverage and current interests regarding SD of class participants	Course Introduction ➢ Get to know the students ➢ Discuss course syllabus	What are the specific interests of the students taking this class? How does governance and development relate with your current work?	Discussion of SD 313 syllabus; Small group activities	Participation in group work and class
3-4	Summarize the various perspectives re governance	Meanings of governance ➢ History and perspectives on governance	What are the various definitions of governance?	Small group activities; review of materials on governance	Participation in group work and class
5	Trace the various different governance mechanisms in the past 30 – 40 years	Governance in the 80s and 90s ➢ Public administration ➢ Corporate governance ➢ Community governance	What have been different governance mechanisms in the 80s and 90s?	Student reports on different topics of governance in the past 30 years	Student presentations
6-9	Identify pro-people and participatoy governance mechanisms and analye the differences from the past and its current oppottunities and limits	ProPeople and Participatory Governance: Opportunities and Limits ➢ History of pro-people governance ➢ Adventages and disadvantages	What are current efforts for pro-people and participatory governance?	Lecture Discussion of Raquiza paper & other examples	Reflection papers
10-15	Critique different governance	Student Presentations: ➢ Governance	What have been the impacts of	Individual presentations of students;	Presentation; case study; reflection

	mechanisms based on its impacts to disadvantaged sectors of society	Papers by students and other resource persons	various governance mechanisms to the disadvantaged sectors of society?	some resource persons may be invited	papers
16	Generate lessons from the semester and analyze how these may be incorporated in student's own SD practice	Synthesis ➤ Putting together all lessons learned ➤ How can these be useful to student's SD practice?	What are the major learnings this semester? What is good governance?	Lecture-discussion; small group activities	Submission of term paper

4. Course Requirements

Active Participation
Readings /discussion (*Everyone is expected to submit a one or two page reflection paper on the readings for discussion on that day. While these papers will not be graded, non-submission will mean an* **Incomplete**)
Individual case study on governance application: LGU, NGO, NGA, SUC, International institutions, sectoral or specific aspect of governance
Group Paper: Governance as it is at present and how we want it

D.   References

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Prof. Oscar P. Ferrer, DPA
Asst. Prof. Rowena A. Laguilles-Timog, DSD
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