1.0 OBJECTIVES

1.1 To identify course offerings for the school year.

1.2 To create schedule of classes for the school year.

1.3 To determine the workloads of faculty members for the school year.

2.0 SCOPE

This procedure covers the following:

- Identification of course offering in the foundation years, advancement years, and specialization years;
- Scheduling of classes; and
- Faculty loading, which includes teaching assignment, administrative assignment, and other assignments with equivalent units.

3.0 POLICIES

3.1 School Offering

3.1.1 PSHS Campus offers free scholarship for the following 6-year educational program during the school year with special emphasis on subjects pertaining to the sciences and mathematics with the end in view of preparing its students for science and technology careers:

3.1.1.1 Foundation Years (Grades 7-8)
3.1.1.2 Advancement Years (Grades 9-10)
3.1.1.3 Specialization Years (Grades 11-12)

3.1.2 Curricular offerings of PSHS Campus shall follow the PSHS Six-Year Curriculum Subject Matrix shown below:

PSHS Six-Year Curriculum[a] Subject Matrix					
Foundation Years					
Grade 7			Grade 8		
Subject	**Mtgs[b]**	**Units[b]**	**Subject**	**Mtgs[b]**	**Units[b]**
Integrated Science 1	5	1.7	Integrated Science 2	6	2
Mathematics 1	5	1.7	Mathematics 2	5	1.7
English 1	4	1.3	English 2	4	1.3
Filipino 1	3	1	Filipino 2	3	1
Social Science 1	3	1	Social Science 2	3	1
Physical Education/ Health/Music (PEHM) 1	3	1	Physical Education/ Health/Music (PEHM) 2	3	1
Values Education 1	2	0.7	Values Education 2	2	0.7
Art, Design, and Technology (AdTech) 1	3	1	Art, Design, and Technology (AdTech) 2	3	1
Computer Science 1	3	1	Computer Science 2	3	1
-	-	-	Earth Science	2	0.7
Total	**31**	**10.4**		**34**	**11.4**

PSHS Six-Year Curriculum[a] Subject Matrix					
Advancement Years					
Grade 9			Grade 10		
Subject	**Mtgs[b]**	**Units[b]**	**Subject**	**Mtgs[b]**	**Units[b]**
Biology 1	3	1	Biology 2	3	1
Chemistry 1	3	1	Chemistry 2	3	1
Physics 1	3	1	Physics 2	3	1
Mathematics 3	3	1	Mathematics 4	4	1.3

English 3	3	1	English 4	3	1
Filipino 3	3	1	Filipino 4	3	1
Social Science 3	3	1	Social Science 4	3	1
Physical Education/ Health/Music (PEHM) 3	3	1	Physical Education/ Health/Music (PEHM) 4	3	1
-	-	-	Science, Technology, Engineering, and Mathematics (STEM) Research 1	3	1
Statistics 1	3	1	-	-	-
Computer Science 3	3	1	Computer Science 4	3	1
-	-	-	Elective**	(3)	(1)
Total	**30**	**10.0**		**31**	**10.3/(11.3)**

PSHS Six-Year Curriculum[a] Subject Matrix					
Specialization Years					
Grade 11			**Grade 12**		
Subject	**Mtgs[b]**	**Units[b]**	**Subject**	**Mtgs[b]**	**Units[b]**
Science (Biology 3, Chemistry 3, or Physics 3)	5*	1.7	Science (Biology 4, Chemistry 4, or Physics 4)	5*	1.7
Mathematics 5	3	1	Mathematics 6	3	1
English 5	3	1	English 6	3	1
Filipino 5	3	1	Filipino 6	3	1
Social Science 5	3	1	Social Science 6	3	1
Science, Technology,	6*	2	Science, Technology,	6*	2

Engineering, and Mathematics (STEM) Research 2			Engineering, and Mathematics (STEM) Research 3		
Any one of Biology 3, Chemistry 3, Physics 3, Computer Science 5, Engineering Science 1, Technology 1, Agriculture 1	5*	1.7	Any one of Biology 4, Chemistry 4, Physics 4, Computer Science 6, Engineering Science 2, Technology 2, Agriculture 2	5*	1.7
Total	**28**	**9.4**		**28**	**9.4**

[a] Non-graded additional requirements for graduation: 1. Homeroom in Grades 7 to 10; 2. Alternative Learning Activity (ALA) program in Grades 7 to 10 which oblige scholars to join in one club of their choice that meets once a week; 3. SCALE Program in Grades 11 to 12; and, 4. Science Immersion Program, which comes in many forms and may be taken in any summer after Grade 9 or Grade 10, and requires a minimum of 80 hours of work.

[b] Time Allotment and Number of Units (6 meetings *(mtgs)* per week = 2 units; 5 meetings per week = 1.7 units; 4 meetings = 1.3 units; 3 meetings per week = 1 unit; 2 meetings per week = 0.7 unit)

* With laboratory classes

** Optional, but graded if taken

3.1.3 Elective Courses for Advancement Years

3.1.3.1 In the PSHS System's six-year curriculum framework, the Advancement Years Program may offer elective subjects in the Grade 10 level. Such subjects shall be optional for the students, but graded if a student chooses to take an elective subject.

3.1.3.2 The program gears towards the basic sciences, engineering and technology courses. This scheme is aimed to ensure that the high school graduates achieve general literacy, as well as improve the pre-university preparation of students intending to pursue professional careers in mathematics, science and engineering.

3.1.4 Course Offerings for Specialization Years

3.1.4.1 In the Specialization Years Program, PSHS curriculum emphasizes holistic STEM education by offering science course options: core subjects and STEM elective courses.

3.1.4.2 The Implementing Rules and Regulations for the Specialization Years Program (IRR-SYP) as contained in PSHSS-OED Memorandum No. 101-A, s. 2016 shall conduct Science Course Tracking Program to prepare Grade 10 scholars for the SYP and guide them towards making informed choices for their future career tracks.

3.1.4.3 The SYP Curriculum has the following features:

3.1.4.3.1 Outcomes-Based – as decisions on curriculum are driven by a pre-determined set of student exit learning outcomes.

3.1.4.3.2 Learner-Centered – as emphasis is given on students doing the learning, with teachers as facilitators.

3.1.4.3.3 Humanistic Design – as approaches to teaching and learning are based on reason and scientific methods.

3.1.4.3.4 Focus on Higher Order Learning – as learning outcomes target the more complex thinking skills.

3.2 Scheduling of Classes

3.2.1 PSHS BOT Resolution No. 2015-11-57 requires the reduction of contact hours of all subjects from Grade 7 to 12 from one (1) hour to fifty (50) minutes, effective SY 2016-2017. Such shall be considered in the scheduling of classes of the different subjects.

3.2.2 For the Specialization Years Program, the following guidelines shall be followed in the scheduling of classes, as stipulated in the IRR-SYP as contained in PSHSS-OED Memorandum No. 101-A, s. 2016:

3.2.2.1 Each subject in the SYP is given 50 minutes for every meeting;

3.2.2.2 For Science Options and Electives, students report to subject teachers based on the number of lecture and/or laboratory meetings required; a possible option for laboratory classes would be to pool the number of meetings for longer hours of laboratory work;

3.2.2.3 Students report to the SCALE Advisers at least two (2) hours per week for consultation and other concerns; The SCALE Adviser will make himself/herself available for consultation of SCALE concerns at least two (2) hours a week;

3.2.2.4 Students report to the Science Immersion Coordinator whenever prescribed;

3.2.2.5 Students report to the Academic Advisers (or equivalent thereof) as needed; and

3.2.2.6 The schedules for Grades 11 and 12 Research classes have a pre-set three (3) meetings per week and the rest of the meetings should be flexible to accommodate the need for students to work independently, perform

methodologies on or off campus, and report to their respective Research Advisers and teachers as needed.

3.3 Faculty Loading

3.3.1 General Loading Scheme

3.3.1.1 The units creditable as faculty load based on assigned tasks are presented below:

Assignment	Equivalent Number of Units
Division Chief	- 15 units supervisory units - 3-5 units teaching/research advising
FAS Instruction Officer (For Main Campus only)	- 6 units supervisory - 12 units teaching/research advising
Academic Unit Head	- 3 units (3-5 teachers) - 6 units (more than 5 teachers) - 12 units teaching/research advising
Science Immersion Coordinator	1 unit: 30 students
SCALE Coordinator	3 units: 90 students
SCALE Adviser	3 units: 30 students
Academic or Homeroom Adviser	3 units: 30 students
Special Science Teacher	1 meeting/class per week is equivalent to 1 unit
Coordinator/Adviser	1-3 units for any coordinating work

3.3.2 Loading Scheme for PSHS Research Program

3.3.2.1 The Research Program in the new PSHS curriculum recognizes the significant involvement of Research Advisers who are considered experts in their respective fields. While experience has shown that Research Teachers can effectively handle research classes and forge collegial collaborations to address the gaps on technical expertise, institutionalizing the involvement of Research Adviser is needed to (1) encourage accomplishment of more specialized projects; (2) neutralize the tendency of students to propose research

studies based on available campus expertise; (3) widen opportunities for research linkages; and (4) increase the competitiveness of PSHS researches for presentation to public audiences through publication or other means. Thus, below is the loading scheme for Research Teachers and Advisers:

PSHS Research Program Level	Assignment	Equivalent Number of Units
Grade 10 Research	Research Teacher	3 units/class
	Research Adviser	None
Grade 11 Research	Research Teacher	3 units/class
	Research Adviser	0.5 unit/research project; maximum of 6 projects
Grade 12 Research	Research Teacher	3 units/class
	Research Adviser	0.5 unit/research project; maximum of 6 projects

4.0 PROCEDURES

4.1 Planning and Preparation of Elective Courses for Advancement Years

Responsibility	Activity
Curriculum and Instruction Division (CID) Chief	1. Prepares a list of elective courses based on the expertise of faculty members and available resources.
	2. Discusses the list with the Academic Unit Heads.
Academic Unit Heads	3. Identifies faculty member/s who can handle elective courses.
Faculty Member/s	4. Prepare/s learning matrices and course syllabi for approval of Academic Unit Heads and CID Chief.
Academic Unit Heads and CID Chief	5. Review and approve learning matrices and course syllabi. If not approved, return to faculty member/s for revision.
CID Chief	6. Includes elective courses in the teaching loads of faculty member/s.
	7. Conducts elective course sign up to recruit students.

4.2 Choosing a Science Course Option for Students

Responsibility	Activity
Guidance Counselor	1. Prepares student profiles including results of standardized tests on aptitude, skills, interests, general weighted average (GWA), extra-curricular activities, clubs, and Alternative Learning Activities (ALA) and submits it to the CID Chief.
CID Chief	2. Schedules student advising involving students, parents, and Academic Advisers.
Academic Adviser	3. Conducts advising for science tracking program for Grades 11 and 12 students to determine courses to be offered.
CID Chief	4. Prepares course offerings based on the results of the student advising and informs Academic Unit Heads on the course offerings to be used in preparing the proposed faculty loading.

4.3 Faculty Loading

Responsibility	Activity
CID Chief	1. Informs Academic Unit Heads of course offerings for the school year.
Academic Unit Heads	2. Prepares and submits proposed faculty loading to the CID Chief for review.
CID Chief	3. Reviews proposed faculty loading and recommends it for final approval of Campus Director.
Campus Director	4. Approves faculty loading.
CID Chief	5. Distributes final faculty loading to Academic Unit Heads.
Academic Unit Heads	6. Gives final faculty loading to faculty members.

4.4 Scheduling of Classes

Responsibility	Activity
CID Chief	1. Drafts students' schedule of classes based on the curricular offerings and faculty assignments for approval of the Campus Director.
Campus Director	2. Reviews and approves proposed schedule of classes.
CID Chief	3. Creates faculty member's individual class schedule based on the students' approved schedule of classes.

Responsibility	Activity
Campus Director	4. Approves individual class schedule of faculty member/s if there are no conflicts on the schedule; otherwise, returns to CID Chief for revision.
CID Chief	5. Distributes approved students' schedule of classes to the Registrar, and the individual class schedule of faculty member/s to Academic Unit Heads.
Academic Unit Heads	6. Distribute approved class schedule of faculty members to respective faculty member/s.
Registrar	7. Distributes class schedule to Class Advisers.
CID Secretary	8. Posts students' schedule of classes in conspicuous areas in the campus.

5.0 LIST OF FORMS AND REPORTS

5.1 Forms
- 5.1.1 None

5.2 Reports
- 5.2.1 List of Elective Courses
- 5.2.2 Student Profiles
- 5.2.3 Approved Students Schedule of Classes
- 5.2.4 Individual Class Schedule of Faculty Members