Republic of the Philippines
COMMISSION ON HIGHER EDUCATION
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SAMAR COLLEGE
SVP-AP
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4/6/26
TIME: 11:28AM

OUTCOMES-BASED EDUCATION (OBE) SYLLABUS

I. Course Code : CLJ 212
II. Course Descriptive Title : HUMAN RIGHTS EDUCATION
III. Credit Units : 3 UNITS
IV. Course Pre-requisite : NONE
V. Professor/Instructor : CHRISTIAN JAKE O. CASANDRA, RCrim
ALLEN JAY V. IMAN, RCrim
CHRISTIAN JAY D. JALAYAHAY
NEIL JUDE A. SITO, RCrim
PSMS DENCELLE C. TRESPLACIOS
VI. Academic Term and School Year: SY 2025 – 2026 (2ND SEMESTER)
VII. Samar College Vision, Mission, Core Values and Mantra

SC Vision

We are the leading center of learning in the Island of Samar. We take pride in being the school of first choice by students where they can fully attain academic and personal achievements through affordable education, excellent instruction, and state-of-the-art facilities in a values-driven education.

SC Mission

Samar College is a community-based, privately owned learning institution that provides quality basic, tertiary and graduate education to students of Samar Island and the neighboring communities. We commit to help our students improved their quality of life by delivering affordable, values-driven, industry-relevant curricular programs that produce globally-competitive, innovative, service-oriented and God-fearing citizens who contribute to the progress of the society.

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Core Values

Samar College commits itself to the following values represented by the acronym **INSPIRE,** as follows: **I** – Integrity – **N** – Nation-Building, **S** – Spirituality, **P** – Professionalism, **I** – Inclusivity, **R** – Resourcefulness, **E** – Excellence.

1. We ensure that our educational system is at the forefront of innovation and technology providing our faculty and students all opportunities to develop to their fullest potential.
2. We provide solid foundation in education and values that serve as the springboard to gainful employment and entrepreneurship for better quality of life for our people.
3. We value people as our greatest resource ensuring that their dignity and well-being are respected at all times.
4. We create leaders who are willing to put the greater good of others above their personal interest. We uphold our principles and values even when others choose not to do so.
5. We foster excellence in the arts to refine the expression of thoughts and feelings.
6. We strive to lead and not be led, to influence rather than be influenced. By our examples, we shall be judged.
7. We treat one another with respect and genuine concern. We go beyond the call of duty to make sure that no one is left behind.

SC MANTRA - FOCUS and RISE IN SAMAR COLLEGE

The mantra FOCUS and RISE in Samar Colleges Inc is designed to emphasize commitment, accountability, and the drive to excel. It underscores focus and rising to ensure that Samar Colleges will attain its preferred future: **"Samar College as Champion for Empowering Leaders and Changemakers"**

FOCUS and RISE framework represents the 10 working principles to be adopted and integrated in the operation of the College that will surely position it to a level that will be highly competitive as an educational institution not only in the region but in the country. By 2030, Samar Colleges Inc. shall start to earn recognitions for its cutting edge projects and innovations implemented to empower its human resources, students and alumni. Samar College shall focus on holistic development and social responsibility. Thus,

F – Follow through to completion
O – Organize tasks by breaking down big ideas into doable parts
C – Connect new ideas with old ones (Associate new ideas with the old)

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U – Uphold doing things right from the start (Do the right things right the first time)
S – Substantial focus on the vital few, not the trivial many
and
R – Results-driven (Begin with the end in mind)
I – Integrity in doing the right things, not the easier wrong
S – Self-accountability (If it is to be, it is up to me)
E – Exceed expectations by facing challenges with determination (No challenge too great, no task too menial)

Principles Mapped to the Acronym:

1. **Begin with the end in mind** → Results-driven (**R**)
2. **Associate new ideas with the old** → Connect new ideas with old ones (**C**)
   Do not reinvent the wheel → Connect new ideas with old ones (**C**)
3. **Break down big ideas into doable parts** → Organize tasks (**O**)
4. **Follow through to completion** → Follow through (**F**)
5. **Do the right things right the first time** → Uphold doing things right (**U**)
6. **Focus on the substantial few and not the trivial many** → Substantial focus (**S**)
7. **Do the right things and not the easier wrong** → Integrity in decisions (**I**)
8. **No challenge too great, no task too menial** → Exceed expectations (**E**)
9. **If it is to be, it is up to me** → Self-accountability (**S**)
10. **Temper your decision in moderation** → Rise with Resilience (**R**), incorporating the essence of moderation and balance thriving within limits, where decisions are tempered to adapt effectively.

VIII. College of Criminal Justice Education Goal

The program aims to:

- ✓ encourage research and inquiry on the nature, causes, treatment or punishment of criminal behavior and how criminal justice agencies function and respond to crime, criminals and victims.
- ✓ prepare the students for careers in crime prevention, law enforcement, scientific crime detection, correctional administration, public safety and allied fields:

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- ✓ foster the values of leadership, integrity, accountability and responsibility while serving their fellowmen, community and country

IX. Program Objectives

Graduates of the Bachelor of Science in Criminology program are expected to:

A. Exhibit proficiency in research and critical inquiry to explore the nature, causes, and control of criminal behavior and the functions and responses of criminal justice agencies to crimes, offenders, and victims.

B. Apply theoretical and practical knowledge in crime prevention, law enforcement, forensic science, correctional administration, and public safety, demonstrating competence in addressing contemporary criminological challenges.

C. Uphold the core values of leadership, integrity, accountability, and responsibility in their professional practice, fostering a commitment to serving their community, promoting justice, and contributing to national development.

X. Course Description

This course, a 3-unit subject within the criminal law and jurisprudence curriculum, examines the legal framework, regulations, processes, and organizations established to uphold human rights at regional, national, and international levels. It encompasses the welfare and rights of victims, the rights of the accused, and the ethical and procedural standards that law enforcement agencies must adhere to when implementing laws. Furthermore, it emphasizes the safeguarding of human rights and dignity as enshrined in the Universal Declaration of Human Rights, the Human Security Act, and other pertinent legislation.

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XI. PROGRAM OUTCOMES

Program Outcomes		Dominant Attributes
Common to all programs in all types of schools:		
P1	Articulate and discuss the latest development in the specific field of practice.	**Effective Communication**
P2	Communicate effectively in writing, speaking, and presenting using culturally appropriate language.	**Effective Communication**
P3	Work effectively and independently in multidisciplinary and multi-cultural teams.	**Teamwork/Collaboration**
P4	Practice the profession in accordance with existing laws, social, moral, and or ethical responsibility	**Ethical/Moral Responsibility**
P5	Act as a responsible citizen and show pride in being Filipino by preserving and promoting Filipino historical and cultural heritage *(based on RA 7722)*	**Ethical/Civic Responsibility**
P6	Demonstrate the ability to contribute meaningfully to employment, development initiatives, and public discussions in service to their communities	**Ethical/Civic Responsibility/Leadership**
Outcomes for BS Criminology (per CMO no. 5, s. 2018)		
P7	conduct criminological research on crimes, crime causation. victims, and offenders to include deviant behavior,	Research Oriented Critical and Rational Thinker
P8	internalize the concepts of human rights and victim welfare law	Ethical/Moral Responsibility
P9	demonstrate competence and broad understanding in enforcement administration, public safety and criminal justice	Critical Thinking Skills
P10	utilize criminalistics or forensic science in the investigation and detection of crime.	Critical Thinking Effective Communicators
P11	apply the principles and jurisprudence of criminal law, evidence and criminal procedure,	Competitive Service-Oriented
P12	ensure offenders welfare and development for their re-integration to the community	Service-Oriented
Common to Samar College Graduates:		
P13	**Develop** innovative ideas and problem-solving strategies by integrating critical and creative thinking.	**Critical Thinking/Innovation**

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P14	**Demonstrate** commitment to lifelong learning by keeping abreast of current trends and issues in local, national, and international contexts.	**Lifelong Learning**

XII. COURSE LEARNING OUTCOMES AND CURRICULUM MAP

*(You can add more CLOs here. The number of Program Outcomes should match with the listed outcomes in **Section XI**).*

CLO CODE	COURSE LEARNING OUTCOME	Program Outcomes													
		01	02	03	04	05	06	07	08	09	10	11	12	13	14
CLO1	Describe the concept of due process of law and equal protection of laws in the administration of justice.	P	P	P	P	I	P	P	I	I	P	P	P	P	P
CLO2	Demonstrate the rights of the person under custodial investigation and anti-torture act in conducting criminal investigation	P	P	I	P	I	P	D	I	I	I	P	I	P	P
CLO3	Use the right against unreasonable search and seizure	P	P	I	D	P	P	I	P	I	I	D	P	P	P
CLO4	Determine the limitations of the following rights: privacy, freedom of speech and right against self-incrimination	P	I	P	P	P	I	I	P	P	I	P	I	I	I
CLO5	Determine judicial remedies of persons whose right to life and liberty are violated (Writ of Habeas Corpus, Writ of Amparo and Habeas data)	P	P	I	P	P	I	I	P	P	I	P	I	I	I

I – Introduced P – Practiced with Supervision D – Demonstrated across different settings with minimal supervision

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XIII. COURSE CONTENT

Topic	Week No./ Number of Hours	CLO Alignment
1. MEANING OF HUMAN RIGHTS	Week 1 TO 6	CLO 1, 2, 3 & 4
2. THE ORIGIN AND HISTORY OF HUMAN RIGHTS	Week 1 to 6	CLO 1, & 4
3. CORE PRINCIPLES OF HUMAN RIGHTS	Week 1 to 6	CLO 1, 2,3,4 & 5
4. STATE SOVEREIGNTY	Week 1 to 6	CLO 1, 2 & 4
5. 1933 MONTEVIDEO CONVENTION	Week 1 to 6	CLO 1, 2 & 4
6. PEACE OF WESTPHALIA IN 1648	Week 1 to 6	CLO 1,2 & 4
7. PRINCIPLES OF PROGRESSIVE REALIZATION	Week 1 to 6	CLO 1 & 4
8. ECONOMIC, SOCIAL AND CULTURAL RIGHTS	Week 1 to 6	CLO 1,2 & 4
9. THE THREE OBLIGATIONS OF STATE	Week 1 to 6	CLO 1 & 4
10. PRINCIPLES OF EFFECTIVE REMEDY	Week 1 to 6	CLO 1,2, 3, 4 & 5
11. VICTIMS AND OTHER PERSONS ENTITLED TO REPARATION	Week 1 to 6	CLO 1,2 & 5
12. ACCESS TO RELEVANT INFORMATION CONCERNING VIOLATION AND REPARATION MECHANISM	Week 1 to 6	CLO 1,2 & 5
13. INTERNATIONAL DEVELOPMENT OF HUMAN RIGHTS	Week 1 to 6	CLO 1, 2, 3, 4, & 5
14. UNITED NATIONS (UN)	Week 1 to 6	CLO 1, 2, 4 & 5
15. 6 PRINCIPAL ORGANS OF THE UNITED NATIONS	Week 1 to 6	CLO 1, 2, 4 & 5
16. UNIVERSAL DECLARATION OF HUMAN RIGHTS	Week 1 to 6	CLO 1, 2, 3, 4 & 5

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17. PREAMBLE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS	Week 1 to 6	CLO 1, 2, 3, 4 & 5
18. THE 30 ARTICLES OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS	Week 1 to 6	CLO 1, 2, 3, 4 & 5
PRELIM		
19. COMMISSION ON HUMAN RIGHTS	Week 7 to 12	CLO 1, 2, 3, 4 & 5
20. UN HUMAN RIGHTS COUNCIL	Week 7 to 12	CLO 1, 2, 3, 4 & 5
21. HUMAN RIGHTS COUNCIL COMPLAINT PROCEDURE	Week 7 to 12	CLO 1, 2, 3, 4 & 5
22. FOUR STAGES OF COMPLAINT PROCEDURE	Week 7 to 12	CLO 1, 2, 3, 4 & 5
23. SPECIAL PROCEDURE MANDATE-HOLDERS	Week 7 to 12	CLO 1, 2, 3, 4 & 5
24. MANDATE HOLDER'S PRIVILEGES AND IMMUNITIES	Week 7 to 12	CLO 1, 2, 3, 4 & 5
25. INDEPENDENT EXPERT OR SPECIAL RAPPORTEUR, AND WORKING GROUP 26. OFFICE OF THE HIGH COMMISSIONER OF HUMAN RIGHTS (OHCHR)	Week 7 to 12	CLO 1, 2, 3, 4 & 5
27. SIX THEMATIC PILLAR	Week 7 to 12	CLO 1, 2, 3, 4 & 5
28. INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS	Week 7 to 12	CLO 1, 2, 3, 4 & 5
29. HUMAN RIGHTS COMMITTEE	Week 7 to 12	CLO 1, 2, 3, 4 & 5
30. FIRST AND SECOND OPTIONAL PROTOCOL TO THE INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS	Week 7 to 12	CLO 1, 2, 3, 4 & 5
31. INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS	Week 7 to 12	CLO 1, 2, 3, 4 & 5

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32. COMMITTEE ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS	Week 7 to 12	CLO 1, 2, 3, 4 & 5
33. OPTIONAL PROTOCOL TO THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHT	Week 7 to 12	CLO 1, 2, 3, 4 & 5
34. UNITED NATION DEVELOPMENT PROGRAM	Week 7 to 12	CLO 1, 2, 3, 4 & 5
35. HUMAN DEVELOPMENT REPORT; HUMAN DEVELOPMENT APPROACH; HUMAN DEVELOPMENT INDEX	Week 7 to 12	CLO 1, 2, 3, 4 & 5
36. INEQUALITY-ADJUSTED HUMAN DEVELOPMENT INDEX	Week 7 to 12	CLO 1, 2, 3, 4 & 5
37. INTERNATIONAL HUMANITARIAN LAW	Week 7 to 12	CLO 1, 2, 3, 4 & 5
38. CLASSIFICATION OF ARMED CONFLICT	Week 7 to 12	CLO 1, 2, 3, 4 & 5
39. BASIC RULES OF INTERNATIONAL HUMANITARIAN LAW	Week 7 to 12	CLO 1, 2, 3, 4 & 5
40. FOUR PRINCIPLE OF INTERNATIONAL HUMANITARIAN LAW	Week 7 to 12	CLO 1, 2, & 4
41. SOURCES OF INTERNATIONAL HUMANITARIAN LAW	Week 7 to 12	CLO 1, 2, & 4
42. THE 7 FUNDAMENTAL PRINCIPLES OF THE INTERNATIONAL COMMITTEE OF THE RED CROSS	Week 7 to 12	CLO 2 & 4
43. INTERNATIONAL HUMAN RIGHTS LAW	Week 7 to 12	CLO 1, 2, 3, 4 & 5
44. CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE	Week 7 to 12	CLO 4 & 5
45. CONVENTION ON THE ELIMINATION OF ALL FORMS OF RACIAL DISCRIMINATION	Week 7 to 12	CLO 1, 2, 3, 4 & 5
46. CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN	Week 7 to 12	CLO 1, 2, 3, 4 & 5

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47. CONVENTION AGAINST TORTURE AND OTHER CRUEL, INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT	Week 7 to 12	CLO 1, 2, 3, 4 & 5
48. CONVENTION ON THE RIGHTS OF THE CHILD	Week 7 to 12	CLO 1, 2, 3, 4 & 5
49. INTERNATIONAL CONVENTION ON THE PROTECTION OF THE RIGHTS OF ALL MIGRANT WORKERS AND MEMBERS OF THEIR FAMILIES	Week 7 to 12	CLO 1, 2, 3, 4 & 5
50. INTERNATIONAL CONVENTION FOR THE PROTECTION OF ALL PERSONS FROM ENFORCED DISAPPEARANCE	Week 7 to 12	CLO 1, 2, 3, 4 & 5
51. CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES	Week 7 to 12	CLO 1, 2, 3, 4 & 5
MIDTERM		
52. PHILIPPINE HUMAN RIGHTS AND THE ASEAN	Week 12 to 18	CLO 1, 2, 3, 4 & 5
53. ASSOCIATION OF SOUTHEAST ASIAN NATIONS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
54. ASSOCIATION OF SOUTHEAST ASIAN NATIONS CHARTER	Week 12 to 18	CLO 1, 2, 3, 4 & 5
55. ASEAN INTERGOVERNMENTAL COMMISSION ON HUMAN RIGHTS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
56. ASEAN HUMAN RIGHTS DECLARATION	Week 12 to 18	CLO 1, 2, 3, 4 & 5
57. THE HUMAN AND PEOPLE'S RIGHTS DECLARATION OF THE PHILIPPINES	Week 12 to 18	CLO 1, 2, 3, 4 & 5
58. ROLE OF THE PHILIPPINE GOVERNMENT	Week 12 to 18	CLO 1, 2, 3, 4 & 5
59. 1987 PHILIPPINE CONSTITUTION	Week 12 to 18	CLO 1, 2, 3, 4 & 5
60. ARTICLE III. THE BILL OF RIGHTS	Week 12 to 18	CLO 1, 2, 3, 4 & 5

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61. PROVISIONS OF THE BILL OF RIGHTS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
62. RIGHT TO DUE PROCESS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
63. EQUAL PROTECTION OF LAW	Week 12 to 18	CLO 1, 2, 3, 4 & 5
64. SEARCH WARRANT AND WARRANT OF ARREST	Week 12 to 18	CLO 1, 2, 3, 4 & 5
65. ARTICLE: XIII: SOCIAL JUSTICE AND HUMAN RIGHTS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
66. FIVE PRINCIPLES OF SOCIAL JUSTICE	Week 12 to 18	CLO 1, 2, 3, 4 & 5
67. LAW ENFORCEMENT APPROACH IN RELATION TO HUMAN RIGHTS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
68. RULE OF LAW	Week 12 to 18	CLO 1, 2, 3, 4 & 5
69. UN CODE OF CONDUCT FOR LAW ENFORCEMENT OFFICIALS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
70. 10 BASIC INTERNATIONAL HUMAN RIGHTS STANDARDS FOR LAW ENFORCEMENT	Week 12 to 18	CLO 1, 2, 3, 4 & 5
71. OTHER IMPORTANT LAWS IN LAW ENFORCEMENT IN RELATION TO HUMAN RIGHTS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
72. ANTI-TORTURE ACT OF 2009; & ANTI-ENFORCED OR INVOLUNTARY DISAPPEARANCE ACT OF 2012	Week 12 to 18	CLO 1, 2, 3, 4 & 5
73. PHILIPPINE ACT ON CRIMES AGAINST INTERNATIONAL HUMANITARIAN LAW, GENOCIDE AND OTHER CRIMES AGAINST HUMANITY	Week 12 to 18	CLO 1, 2, 3, 4 & 5
74. COMMISSION ON HUMAN RIGHTS: FUNCTION AND POWERS OF CHR	Week 12 to 18	CLO 1, 2, 3, 4 & 5
75. DUTIES OF HUMAN RIGHTS INVESTIGATORS	Week 12 to 18	CLO 1, 2, 3, 4 & 5

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76. PNP HUMAN RIGHTS BASED POLICING	Week 12 to 18	CLO 1, 2, 3, 4 & 5
77. DUTY HOLDERS AND CLAIMS HOLDERS	Week 12 to 18	CLO 1, 2, 3, 4 & 5
78. CHARACTERISTICS OF HUMAN RIGHTS-BASED POLICING	Week 12 to 18	CLO 1, 2, 3, 4 & 5
FINALS		

XIV. LEARNING PLAN

Intended Learning Outcomes	Course Content/Topic	Teaching and Learning Activities/Resources Needed	Assessment Tasks	Time Frame/ Allotment
PRELIM				
• At the end of the course, the students will be able to adapt the mission, vision, goals and objectives of Samar College • Create and Contribute policies for the classroom management, strategies; and • Express prior ideas regarding the course	**Course Orientation** • College Mission, Vision, Goals and Objectives • College Goals and Program Objectives • Introduction • Classroom Rules/Class Policies • Grading System • Course overview and expectation	• Orientation		• Week 1 (Day 1)

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CHAPTER 1 At the end of this chapter, the students will be able to: • Define and explain the meaning of human rights • Identify and describe the origin and historical development of human rights • Enumerate and discuss the core principles of human rights	**CONCEPT OF HUMAN RIGHTS** • Meaning of Human Rights • The Origin and History of Human Rights • Core Principles of Human Rights	• Lecture-Discussion Method (Face to Face) • Pre-Made video discussion • Online class	• Quizzes • Recitation • Task Activity • Summative Test • Project	• Week 1 (Day 2) Week 2 (Day 1) Week 2 (Day 2)
CHAPTER 2 At the end of this chapter, the students will be able to: • Define and explain state sovereignty, key human rights concepts, and relevant historical and legal foundations • Show understanding of economic, social, and cultural rights, including the principle of progressive realization and the obligations of the state • Apply the principles of effective remedy, identifying victims entitled to reparation and accessing information	**HUMAN RIGHTS VIS A VIS STATE SOVEREIGNTY** • State Sovereignty • 1933 Montevideo Convention • Peace of Westphalia in 1648 • Principles of Progressive Realization • Economic, Social and Cultural Rights • The Three Obligations of State • Principles of Effective Remedy • Victims and Other Persons Entitled to Reparation • Access to Relevant Information Concerning Violation and Reparation Mechanism	• Lecture-Discussion Method (Face to Face) • Pre-Made video discussion • Online class	• Quizzes • Recitation • Task Activity • Summative Test Project	Week 3 (Day 1 and 2) Week 4 (Day 1) Week 4 (Day 2) Week 5 (Day 1

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on human rights violations and reparation mechanisms. **CHAPTER 3** At the end of this chapter, the students will be able to: • Define and explain the international development of human rights, the United Nations, and its six principal organs • Show understanding of the Universal Declaration of Human Rights, including its preamble and the 30 articles • Apply knowledge of human rights principles in analyzing international human rights frameworks	**INTERNATIONAL HUMAN RIGHTS** • International Development of Human Rights • United Nations (UN) • 6 Principal Organs of the United Nations • Universal Declaration of Human Rights • Preamble of the Universal Declaration of Human Rights • The 30 Articles of the Universal Declaration of Human Rights	• Lecture-Discussion Method (Face to Face) • Pre-Made video discussion • Online class	• Quizzes • Recitation • Task Activity • Summative Test Project	Week 5 (Day 2) Week 6 (Day 1) Week 6 (Day 2)
MIDTERM				
CHAPTER 4 At the end of this chapter, the students will be able to: • Define and explain the Commission on Human Rights, the UN Human Rights Council, and its complaint procedure • Show understanding of the four stages of the complaint	**UNITED NATION'S INSTRUMENT ON HUMAN RIGHTS** • Commission on Human Rights • UN Human Rights Council • Human Rights Council Complaint Procedure	• Lecture-Discussion Method (Face to Face) • Pre-Made video discussion • Online class	• Quizzes • Recitation • Task Activity • Summative Test • Project	Week 7 (Day 1) Week 7 (Day 2)

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procedure, special procedure mandate-holders, their privileges and immunities, and the roles of independent experts, special rapporteurs, and working groups • Apply knowledge of the Office of the High Commissioner for Human Rights (OHCHR) and its six thematic pillars in promoting and protecting human rights	• Four Stages of Complaint Procedure • Special Procedure Mandate-Holders • Mandate Holder's Privileges and Immunities • Independent Expert or Special Rapporteur, and Working Group • Office of the High Commissioner of Human Rights (OHCHR) • Six Thematic Pillar			Week 8 (Day 1 Week 8 (Day 2)
CHAPTER 5 At the end of this chapter, the students will be able to: • Define and explain the International Covenants on Civil, Political, Economic, Social, and Cultural Rights, including their committees and optional protocols • Show understanding of the United Nations Development Program, Human Development Report, and Human Development Approach	**INTERNATIONAL BILL OF RIGHTS, AND UNITED NATIONS DEVELOPMENT PROGRAMME** • International Covenant on Civil and Political Rights • Human Rights Committee • First Optional Protocol to the International Covenant on Civil and Political Rights	• Lecture-Discussion Method (Face to Face) • Pre-Made video discussion • Online class	• Quizzes • Recitation • Task Activity • Summative Test • Project	Week 9 (Day 1&2) Week 10 (Day 1)

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• Apply knowledge of the Human Development Index and Inequality-Adjusted Human Development Index in analyzing human development indicators	• Second Optional Protocol to the International Covenant on Civil and Political Rights • International Covenant on Civil and Political Rights • Committee on Economic, Social and Cultural Rights • Optional Protocol to the International Covenant on Economic, Social and Cultural Rights • United Nation Development Program • Human Development Report • Human Development Approach • Human Development Index • Inequality-Adjusted Human Development Index			Week 10 (Day 2) Week 11 (Day 1)
CHAPTER 6 At the end of this chapter, the students will be able to: • Define and explain International Humanitarian Law, including the classification of armed conflicts and basic rules • Show understanding of the four principles of International Humanitarian Law, sources of the law, and the seven fundamental	**INTERNATIONAL HUMANITARIAN LAW AND INTERNATIONAL HUMAN RIGHTS LAW** • International Humanitarian Law • Classification of Armed Conflict o International Armed Conflict o Non- International Armed Conflict	• Lecture-Discussion Method (Face to Face)	• Quizzes • Recitation • Task Activity • Summative Test • Project	Week 11 (Day 2)

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principles of the International Committee of the Red Cross • Apply knowledge of International Human Rights Law and key international conventions, including the prevention of genocide, elimination of discrimination, protection of children, migrant workers, persons with disabilities, and against torture and enforced disappearance	• Basic Rules of International Humanitarian law • Four Principle of International Humanitarian law o The Principle of Humanity o The Principle of Military Necessity o The Principle of Distinction o The Principle of Proportionality • Sources of International Humanitarian law o International Convention o International Custom o International Committee of the Red Cross • The 7 Fundamental principles of the International Committee of the Red Cross • International Human Rights law • Convention on the Prevention and Punishment of the Crime of Genocide • Convention on the Elimination of All Forms of Racial Discrimination • Convention on the Elimination of All Forms of Discrimination against Women • Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment • Convention on the Rights of the Child	• Pre-Made video discussion • Online class		Week 12 (Day 1) Week 12 (Day 2)

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	• International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families • International Convention for the Protection of All Persons from Enforced Disappearance • Convention on the Rights of Persons with Disabilities			
FINALS				
CHAPTER 7 At the end of this chapter, the students will be able to: • Define and explain Philippine human rights and the role of the ASEAN, including its charter, intergovernmental commission, and human rights declaration • Show understanding of the Human and People's Rights Declaration of the Philippines, the 1987 Constitution, and key provisions of the Bill of Rights, including due process, equal protection, search warrants, and arrest procedures • Apply knowledge of Article XIII on Social Justice and	**PHILIPPINE HUMAN RIGHTS PRINCIPLES** • Philippine Human Rights and the ASEAN • Association of Southeast Asian Nations • Association of Southeast Asian Nations Charter • ASEAN Intergovernmental Commission on Human Rights • ASEAN Human Rights Declaration • The Human and People's Rights Declaration of the Philippines • Role of the Philippine Government • 1987 Philippine Constitution • Article III. The Bill of Rights • Provisions of the Bill of Rights	• Lecture-Discussion Method (Face to Face) • Pre-Made video discussion • Online class	• Quizzes • Recitation • Task Activity • Summative Test • Project	Week 13 (Day 1) Week 13 (Day 2)

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Human Rights, including the five principles of social justice	• Right to due process • Equal Protection of law • Search warrant and warrant of arrest • Article: XIII: Social Justice and Human Rights • Five Principles of Social Justice			Week 14 (Day 1) Week 15 (Day 1)
CHAPTER 8 At the end of this chapter, the students will be able to: • Define and explain the law enforcement approach in relation to human rights, including the rule of law, UN Code of Conduct, and the 10 basic international human rights standards for law enforcement • Show understanding of important Philippine laws related to human rights, including the Anti-Torture Act, Anti-Enforced or Involuntary Disappearance Act, and the Act on Crimes Against International Humanitarian Law,	**ROLE OF LAW ENFORCEMENT AGENCIES IN UPHOLDING HUMAN RIGHTS** • Law Enforcement Approach in Relation to Human Rights • Rule of Law • UN Code of Conduct for Law Enforcement Officials • 10 Basic International Human Rights Standards for Law Enforcement • Other Important Laws in Law Enforcement in Relation to Human Rights • Anti-torture Act of 2009	• Lecture-Discussion Method (Face to Face) • Pre-Made video discussion • Online class	• Quizzes • Recitation • Task Activity • Summative Test • Project	Week 15 (Day 1)

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Genocide, and Other Crimes Against Humanity • Apply knowledge of the Commission on Human Rights, duties of human rights investigators, and human rights-based policing, including duty holders, claims holders, and its key characteristics	• Anti-Enforced or Involuntary Disappearance Act of 2012 • Philippine Act on Crimes Against International Humanitarian Law, Genocide and Other Crimes Against Humanity • Commission on Human Rights • Function and Powers of CHR • Duties of Human Rights Investigators • PNP Human Rights Based Policing • Duty Holders and Claims Holders • Characteristics of Human Rights-Based Policing			Week 16 (Day 1&2) Week 17 (Day 1) Week 18 (Day 1&2)

XV. GRADING SYSTEM/BREAKDOWN

The following are the different areas in which students in this course will be rated as to their performance:

Major Examinations	**40 %**
Quizzes/Summative Test/Participation	**15 %**
Recitation	**20 %**
Projects	**15 %**
Attendance	**10%**
TOTAL	**100%**

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Equivalent Rating = (Score/Number of Items) x 40 + 60
Final Rating = (Prelim grade) + (Midterm grade) + (Final grade)

XVI. SUGGESTED REFERENCES

a. PLTCOL. MICHAEL S. SEGUIDO., PhD., LEO CARLO B. RONDINA, PhD., **HUMAN RIGHTS EDUCATION** SECOND EDITION, Novaliches, Quezon City, Philippines: ChapterHouse Publishing Incorporated, 2023

b. VICTOR T. TULALIAN, LL.M., **HUMAN RIGHTS EDUCATION: BUILDING A UNIVERSAL CULTURE OF HUMAN RIGHTS**, 171 Tandang Sora Ave., Brgy Tandang Sora Quezon City, Philippines: Wiseman's Books Trading Inc.

XVII. HOUSE RULES AND CLASSROOM POLICIES

1. Academic honesty is expected at all times. Any student found to have engaged in academic misconduct such as cheating, plagiarism, or collusion is subject to disciplinary sanctions as outlined in the Student Handbook.
2. Students with special needs are given priority in the seating arrangement.
3. Attendance is checked every session. Any student who comes after the 15-minute grace period will be marked absent.
4. Proper decorum should be observed as dignified teachers.
5. Intellectual discussion is highly encouraged.
6. Class requirements should be passed on time. Late papers/documents will be deducted with the corresponding points agreed by the class.

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XVIII. CONSULTATION HOURS

Day	Time	Number of Hours	Room
Monday	9:00- 10:30 A. M.	1 hour	Faculty Room
Wednesday	9:00-10:30 A.M.	1 hour	Faculty Room
Total number of hours per week		2 hours	

Prepared by:

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