



1025-1,053

PAMBANSANG PUNONGHIMPILAN TANOD BAYBAYIN NG PILIPINAS
(National Headquarters Philippine Coast Guard)
Office of the Deputy Chief of Staff for Human Resource Management, CG-1
139 25th St., Port Area
1018 Manila

MEMORANDUM

To : **CDR JAYSIEBELL B FERRER O-0546 PCG**
Coast Guard Adjutant

From : **DC of CGS for Human Resource Management, CG-1**

Subject : **Publication of the PCG-ETB Training Course Syllabi, Updated Command and Admiral Staff College Student Academic Handbook, and Inclusion of ADU, DLSU, UP, AIM, and Top 100 Universities for Postgraduate Programs as Pre-requisite of Third Level Career Course, Request for**

Date : 30 October 2025

1. References:

- a) CG-12 Initiated DF with File Nr DCSET-1025-160 dated 22 October 2025
- b) CPCG Approved CG-12 Initiated DF with File Nr DCSET-1025-037 dated 16 October 2025

2. Reference a pertains to the request of Deputy Chief of Coast Guard Staff for Education and Training, CG-12 for the publication of the approved PCG-ETB resolutions.

3. Reference b pertains to the CPCG approved Philippine Coast Guard Education and Training (PCG-ETB) resolutions on the Training Course Syllabi, Updated Command and Admiral Staff College Student Academic Handbook, and Inclusion of ADU, DLSU, UP, AIM, and Top 100 Universities for Postgraduate Programs as Pre-requisite of Third Level Career Course.

4. In this regard, request publication and dissemination of the CPCG approved PCG-ETB resolutions, effective 16 October 2025:

Nr	Subject
1	Training Course Syllabus for Coast Guard Musician Specialization Course (CGMuSC)
2	Updated Command and Admiral Staff College (CASC) Student Academic Handbook
3	Inclusion of Ateneo De manila University, De La Salle University, University of the Philippines, Asian Institute of Management and the Top 100 Universities for Postgraduate Programs as pre-requisite of third-level career course



4	Training Course Syllabus for Motorpool Operations and Skills Enhancement Specialization Course
5	Training Course Syllabus for Coast Guard Infrastructure Development Specialization Course

5. For appropriate action.

GLIDE GENE MARY G SONTILLANOSA
COMMO **PCG**

Encls:

1. TCS for Coast Guard Musician Course (CGMuSC)
2. Updated Command and Admiral Staff College (CASC) Student Academic Handbook
3. 100 Best Universities in the Philippines according to EduRank
4. TCS for Motorpool Operations and Skills Enhancement Specialization Course
5. TCS for Coast Guard Infrastructure Development Specialization Course



DISPOSITION FORM		SECURITY CLASSIFICATION (STAMPED OUT)
FILE NR: DCSET - 1025 - 160	SUBJECT: PUBLICATION OF THE APPROVED TRAINING COURSE SYLLABI, UPDATED COMMAND AND ADMIRAL STAFF, STUDENT ACADEMIC HANDBOOK, AND INCLUSION OF ADU, DSLU, UP, AIM, AND TOP 100 UNIVERSITIES FOR POSTGRADUATE PROGRAMS AS PRE-REQUISITE OF THIRD LEVEL CAREER COURSE, REQUEST FOR	
TO: CG-1	FROM: CG-12	DATE: 22 Oct 2025 COMMENT NR____ CAPT CAYABYAB/MSD/DJRS/nrpe

SUMMARY:

1. Reference: CPCG Approved DF: DCSET-1025-037 dated 16 October 2025
2. Per the above reference, the Commandant, Philippine Coast Guard has approved the following effective on the date indicated:

Nr	Subject	Effective Date
1	Training Course Syllabus for Coast Guard Musician's Specialization Course (CGMuSC)	16 October 2025
2	Updated Command and Admiral Staff College (CASC) Student Academic Hand Book	
3	Inclusion of Ateneo De manila University, De La Salle University, University of the Philippines, Asian Institute of Management and the Top 100 Universities for Postgraduate Programs as pre-requisite of third-level career course	
4	Training Course Syllabus for Motorpool Operation and Skills Enhancement Specialization Course	
5	Training Course Syllabus for Coast Guard Infrastructure Development Specialization Course	

3. In view thereof, this Office respectfully requests the publication of the abovementioned.

4. For favorable consideration.

-----CAYABYAB-----

Enclosures: 1) TCS for Coast Guard Musician's Course (CGMuSC)
2) Updated Command and Admiral Staff College (CASC) Student Academic Hand Book
3) 100 Best Universities in the Philippines according to EduRank.
4) TCS for Motorpool Operation and Skills Enhancement Specialization Course
5) TCS for Coast Guard Infrastructure Development Specialization Course

DISPOSITION FORM		SECURITY CLASSIFICATION (STAMPED OUT)
FILE NR: DCSET-1025-037	SUBJECT: COMMANDANT, PCG'S SIGNATURE ON THE ATTACHED PCG-ETB RESOLUTIONS, REQUEST FOR	

TO : CPCG
VIA : DCO
DCA/

FROM: A/CCGS

DATE: OCT 08 2025 COMMENT NR
CAPT CAYABYAB/MSD/VDP/mbp/rms

CG-12 at 07:15

SUMMARY:

1. The Philippine Coast Guard Education and Training Board (PCG-ETB) held its 7th Meeting on 03 0900H September 2025 aboard Flag Officer's Lounge, NHQ-PCG, 25th Street, Port Area, Manila to discuss and deliberate local schooling and other concerns.

2. In this connection, CG-12 respectfully requests the approval and signature of the Commandant, Philippine Coast Guard on the attached PCG-ETB resolutions:

- Resolution on the proposed Training Course Syllabus for Coast Guard Musician Specialization Course (CGMuSC);
- Resolution on the approval on the publication of updated Command and Admiral Staff College (CASC) Student Academic Handbook;
- Resolution on the approval of the inclusion of Ateneo De Manila University, De La Salle University, University of the Philippines, Asian Institute of Management and the Top 100 Universities for Postgraduate Programs as pre-requisite of third-level career course;
- Resolution on the proposed Training Course Syllabus for Motorpool Operations and Skills Enhancement Specialization Course; and
- Resolution on the proposed Training Course Syllabus for Coast Guard Infrastructure Development Specialization Course.

3. Cognizant staff and I concur.

RECOMMENDATION:

4. Approval of para 2.

-----SONTILLANOSA-----

Encls: 1) LOC-0925-002
2) LOC-0925-003
3) LOC-0925-004
4) LOC-0925-006
5) LOC-0925-007

18 OCT 2025
DATE
APPROVED / DISAPPROVED
COMMANDANT



Philippine Coast Guard
Coast Guard Education, Training, and Doctrine Command
COAST GUARD NON-OFFICERS' SCHOOL
#56 ML Quezon St., Purok 1, New Lower Bicutan
Taguig City

**TRAINING COURSE SYLLABUS FOR COAST GUARD MUSICIAN
SPECIALIZATION COURSE (CGMuSC)**

I. COURSE BACKGROUND

The Coast Guard Musician Specialization Course (CGMuSC) is a rating specialization course designed for non-officers from CGETDC and other Philippine Coast Guard (PCG) major units and commands who will become members of the PCG Symphonic Band. This course equips participants with the specialized skills and knowledge necessary to effectively perform their roles within the band, supporting the PCG's ceremonial and operational functions.

The course focuses on equipping future Musician's Specialists (MS) with the skills and knowledge necessary to mold recruits into capable and disciplined members of the PCG Symphonic Band. The course is divided into nine (9) modules. The six (6) academic modules are Introductory, Rudiments of Music, Transposition and Direction, Chord Construction, Inversion of Secondary Mode, and Computer MIDI. The three (3) non-academic modules are the Physical Development Training Program, On-the-Job Training, and Accountability to the Service.

The course's main objective is for the career advancement of personnel who have undergone the Coast Guard Musicians Specialization Course (CGMuSC) and PCG Non-Officers who aspire to become Musician's Specialists to assist the Command during ceremonial activities and other operational functions.

II. TRAINING OUTCOMES

To have a comprehensive understanding of the interpretation of musical symbols and perform harmoniously as a band or orchestra, this course is designed for PCG Non-Officers who perform as musicians with the rank of SN1/SW1 (NO-3) to Temporary PO3 (NO-4) to become proficient and versatile members of the PCG Symphonic Band.

III. PARTS

Part 1 – Course Framework (8 pages)

Part 2 – Program of Instruction (6 pages)



Philippine Coast Guard
Coast Guard Education, Training and Doctrine Command
COAST GUARD NON-OFFICERS' SCHOOL
#56 ML Quezon Street, Purok 1, New Lower Bicutan
Taguig City

PART 1. COURSE FRAMEWORK

MUSICIAN SPECIALIZATION COURSE

I. TRAINING SCOPE

The Musician Specialization Course (MuSC) is a three (3) month course offered by the Coast Guard Education, Training and Doctrine Command (CGETDC) through the Coast Guard Non-Officers' School. It is designed for non-officers from CGETDC and other major Philippine Coast Guard (PCG) units and commands who will become members of the PCG Symphonic Band. This course equips participants with the specialized skills and knowledge necessary to effectively perform their roles within the band, supporting the PCG's ceremonial and operational functions.

The course is divided into nine (9) modules. The six (6) academic modules are Introductory, Rudiments of Music, Transposition and Direction, Chord Construction, Inversion of Secondary Mode, and Computer MIDI. The three (3) non-academic modules are the Physical Development Training Program, On-the-Job Training, and Accountability to the Service.

This requires five hundred thirty-six (536) instructional hours to cover all the topics listed in the Program of Instruction.

II. LEARNING OBJECTIVES

Upon completion of the course, the students are able to:

1. Examine the organizational structure of the PCG Symphonic Band, CGETDC academic policies, and key topics related to conduct, ensuring a solid foundation in professionalism and instrument care;
2. Identify and explain music theory, including sound, notation, intervals, and scales, forming the basis for musical performance and composition;
3. Use skills to accurately transpose music and interpret musical scores, applying dynamic indications and tempos to lead band performances effectively;

2. The **Deputy Commander, Coast Guard Education Training and Doctrine Command "Award of Excellence"** will be awarded to the student who obtained the second highest average grade in both academic and non-academic modules.
3. The **Superintendent, Coast Guard Non-Officers School "Award of Excellence"** will be awarded to the student who obtained the third highest average grade in both academic and non-academic modules.

C. Special Awards

1. The Commander, CGETDC **"Certificate of Distinction"** will be awarded to the student who finished the course with a Final Grade of ninety-five percent (95%) and above, and with no grade below eighty-five percent (85%) in any modules.
2. The Commander, CGETDC **"Certificate of Recognition"** will be awarded to the students who obtained the highest grade in Academic modules.
3. The Deputy Commander, CGETDC **"Certificate of Recognition"** will be awarded to the students who obtained the highest grade in non-academic modules.
4. The Commander, CGETDC **"Certificate of Merit"** will be awarded to the student who finished the course with a Final Grade of ninety-two percent (92%) and above, and with no grade below eighty percent (80%) in any module.
5. The Commander, CGETDC **"Best in Musical Recital"** Award will be presented to the student who completes the course with the highest grade in the musical recital, demonstrating exceptional skill, artistry, and overall performance.

V. INSTRUCTOR'S QUALIFICATION

This course shall have a Course Director, Assistant Course Director, Lecturers/ Instructors, Assessors, POIC, Training Staff, and Training Staff members with the following qualifications:

A. Course Director

1. Must be a PCG Officer with the rank of Lieutenant Junior Grade (O-2) to Commander (O-5);
2. A holder of Certificate of Completion on Training Course for Instructors (IMO Model Course 6.09) and/or Assessor's Course (IMO 3.12), and/or a Licensed Professional Teacher and/or a Master's Degree Holder or any Certificate for Teaching.

B. Assistant Course Director

1. Must be a PCG Non-Officer with the rank of at least Petty Officer First Class (NO-6) or higher;
2. Holder of a Certificate of Completion on Training Course for Instructors (IMO Model Course 6.09) and/or Assessor's Course (IMO 3.12); or any Certificate for Teaching;
3. Must be a graduate of Musician Specialization Course or equivalent; and
4. Must be a member of the PCG Symphonic Band for at least five (5) years.

C. Lecturers / Instructors

PCG personnel or Non-Uniformed Personnel or any Lecturer/Instructor recognized by the CGETDC or STI with the following must be:

1. Holder of a Certificate of Completion (IMO Model 6.09) or a licensed teacher; or any Certificate for Teaching;
2. Holder of a Degree in Music and/or Certificate in the specialized area;
3. Must be recognized Subject Matter Expert (SME) on the topic that he/she will be lecturing;
4. Must be able to write and read musical notations and can play musical instruments;
5. Have gained experience in performing as a musician and can demonstrate proficiently;
6. Have an appreciation of the training program and an understanding of the specific objectives of the training being conducted;
7. Must be professionally and academically qualified in the task; and
8. Have an appropriate balance of professional and teaching qualifications.

D. Assessors

PCG personnel or Non-Uniformed Personnel or any assessor recognized by the CGETDC or STI with the following qualifications:

1. Holder of a Certificate of Completion on (IMO 3.12);
2. Have an appropriate level of knowledge and understanding of the competence to be assessed;
3. Be qualified in the task for which the assessment is being made;

Presented on the table below is the grade percentage allocation per module.

Table 1. Grade Percentage Allocation

Academic Module 70%	
Module Title	Percentage
<i>Module 1. Introduction</i>	5%
<i>Module 2. Rudiments of Music</i>	10%
<i>Module 3. Transposition and Direction</i>	15%
<i>Module 4. Chord Construction</i>	15%
<i>Module 5. Inversion of Secondary Mode</i>	25%
<i>Module 6. Computer MIDI</i>	30%
Total	100%
Non-Academic Module 30%	
Module Title	Percentage
<i>Module 1. Physical Development Training Program</i>	30%
<i>Module 2. On-the-Job Training</i>	40%
<i>Module 3. Accountability in the Service</i>	30%
Total	100%

VII. COURSE REQUIREMENT

A. The students must comply with all the following requirements to complete the course:

1. Must have at least 90% attendance of the total instructional hours;
2. Must have a general average of 85% or higher;
3. Must have a grade of 75% or higher for each Module;
4. Must perform a demonstration teaching and/or conduct a training workshop;
5. If a student fails to comply with any of the requirements mentioned above before the scheduled graduation, the student has lost the opportunity to complete the course with their batch. The student will be subjected to Academic Board deliberation. The student will join the next convening class, but will comply only the part where the student failed to meet.

VIII. TEACHING FACILITIES AND EQUIPMENT

The following facilities and equipment are necessary for an effective teaching and learning process:

1. A conducive classroom
2. Google Meet or Zoom Account
3. Visual and Audio Equipment
4. Printing materials
5. White board and writing materials

6. Parade ground or a similar open area where musical drills, recitals and physical training can be conducted
7. Swimming pool

IX. TEACHING AIDS AND METHODOLOGY

Listed below are teaching aids and methodologies necessary for the conduct of this specialization course.

A. Teaching Aids – use of various media components to reinforce and illustrate lectures on certain topics or subjects.

1. PowerPoint Presentation
2. Informative online videos
3. Writing Exercises
4. Musical Instruments

B. Methodology

1. Classroom Lectures - Formal presentations of course material by instructors, providing a comprehensive understanding of teaching management principles, theories, and best practices, tailored to the music education context. Interactive Q&A sessions will encourage critical thinking and student participation.

2. Demonstration Exercises - Practical demonstrations by students on various music-related topics, such as conducting, music theory, and instrument technique.

3. Practical Exercises - Hands-on activities that allow students to develop practical skills in music performance, composition, and music technology.

4. Group Discussions - Collaborative sessions where students engage in brainstorming activities to develop music-related assessments and instructor guides.

5. Informational Program Visit - Program visits to different music schools where the students compare their learning and collaborate with other musicians.

6. Attendance to Concert (Orchestra) - Actual learning experiences that may enhance the student's appreciation of musical instruments and orchestral plays.

7. Written Examinations - Evaluations of student learning through written activities, quizzes, and module exams, tailored to the music education context. These assessments will measure understanding of music theory, history, and pedagogy.

8. Simulation Exercises - Practical simulations that allow students to experience the process of music program planning, implementation, and evaluation. These simulations will provide opportunities for students to apply their knowledge and skills in a realistic setting.

9. Recitals - Public performances where students showcase their skills and talents in a music-related context, providing opportunities for practical application of knowledge and skills.

X. REFERENCES

- *CGETDC Student Handbook S. 2021*
- *Philippine Navy Musician Basic Specialization Course Program of Instruction*
- *Philippine Navy Musician Advanced Specialization Course Program of Instruction*



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**PART 2. PROGRAM OF INSTRUCTION
MUSICIAN SPECIALIZATION COURSE**

TOPICS	TIME ALLOTMENT (536 hours)		
	THEORETICAL (Classroom Discussion)	PRACTICAL (Lecture Demonstration)	ASSESSMENT
Academics Module (70%)			
Module 1. Introductory			
At the end of this module students are able to:			
a) describe the organization and function of the PCG Symphonic Band; b) explain the CGETDC Academic Policy and its relevance to the course; c) analyze the importance of the Code of Conduct and GAD-related topics in the PCG; d) classify commonly used musical instruments and PCG Symphonic Band uniforms; e) demonstrate proper techniques for the care and maintenance of musical instruments.			
1. Orientation			
• PCG Symphonic Band Organization	2.0		
• CGETDC Academic Policy	4.0		
• Course Overview	2.0		
2. Character Development			
• PCG Code of Conduct	8.0		
• Mental Health Awareness	8.0		
• Integrity, Transparency, and Accountability in Public Service (ITAPS)	8.0		
• Gender Equity, Diversity, and Inclusion for the Uniformed Service	8.0		
- VAWC	8.0		
- RA 11313 (Safe Space Act) and RA 7877 (Anti-Sexual Harassment Act)	8.0		
- Disability Awareness and Sensitivity Orientation	8.0		

3. Band Property and its care			
• Musical Library	3.0		
• Paraphernalia	2.0		
• Uniform	2.0		
• Care Instrument	3.0		
Module Exam			2.0
Module 2. Rudiments of Music			
At the end of this module students are able to:			
a) explain the nature and characteristics of sound; b) identify the fundamentals of musical notation, including pitch and duration; c) differentiate between various time signatures and their role in music; d) recognize and apply diatonic, chromatic, and enharmonic intervals; e) illustrate the structure and types of musical scales, including major, minor, and chromatic scales.			
1. Nature of Sound	3.0		
2. Fundamental Notation			
• Notation Pitch	3.0		
• Notation of Duration	3.0		2.0
3. Time Signature			
• Pulsation	3.0		
• Rhythm	3.0		
• Subdivision	3.0		2.0
4. Intervals			
• Diatonic Interval	3.0		
• Chromatic Interval	3.0		
• Enharmonic Interval	3.0		
• Inversion of Interval	3.0	3.0	2.0
Quiz			2.0
5. Scales			
• Major	3.0		
• Minor	4.0		
• Scales Degree	3.0	3.0	
• Key Signature	3.0		
• Relative	3.0		
• Chromatic Scale	3.0		
• Modes	4.0		
Module Exam			2.0
Module 3. Transposition and Direction			
At the end of this module students are able to:			
a) identify the ranges and transpositions of different band instruments; b) interpret dynamic indications, tempo markings, and character expressions in a musical score; c) perform musical transpositions and interpret movements for band and orchestra; d) analyze and apply clefs, scale degrees, and key signatures in musical performance; e) demonstrate effective direction in band performances, including conducting and interpretation.			
1. Transposition and Direction			
• Clef	3.0		

• Intervals	3.0		
• Scale Degrees	3.0	4.0	
• Change of Signature	3.0		
• String	3.0		
• Woodwind	3.0		
• Brasses	3.0		
• Percussion	3.0	4.0	
2. Direction for Performances			
• Terminology	3.0	4.0	
• Dynamic Indication	3.0	4.0	
• Tempo	3.0	4.0	
• Character Making	3.0		
• Musical Abbreviation	3.0		
• Musical Term & Sign	3.0		
Quiz			2.0
Module Exam			2.0
Module 4. Chords Construction			
At the end of this module students are able to:			
a) construct and identify principal chords in both major and minor keys;			
b) apply the rules of triad construction, including first and second inversions;			
c) harmonize melodies using major, minor, diminished, and augmented chords;			
d) demonstrate voice-leading principles and chord progressions in part writing;			
e) differentiate between cadence types and their functions in musical harmony.			
1. Chords Construction			
• Major Keys	3.0	4.0	
• Minor Keys	3.0	4.0	1.0
2. Use of Triads			
• Voice Parts	3.0		
• Chord Writing	4.0		
• Part Writing	3.0		
• Chord Succession	3.0		
• Cadence	3.0		
• Uses in the Minor Key	3.0	4.0	
Quiz			1.0
3. Phase Construction			
• Melody	3.0		
• Harmony	3.0		
• Harmonic in the Melody	3.0	4.0	
Quiz			1.0
4. Secondary Triads			
• Major Keys	3.0	4.0	
• Minor Keys	3.0	4.0	
5. Inversion Triads			
• First Inversion	2.0		
• Second Inversion	2.0		

• Appoggiatura	3.0		1.0
• Scape Tone	2.0		
• Cambiata	2.0		
• Suspension	2.0		
• Anticipation	2.0		
• Pedal	2.0		
• Complex use of None Harmonic Tone	2.0		
Quiz			1.0
6. Dominant Seven Chord			
• Root Position	3.0		
• Inversion	3.0		
Module Exam			2.0
Module 5. Inversion of Secondary Mode			
At the end of this module students are able to:			
a) analyze the construction and inversion of secondary triads in both major and minor keys;			
b) apply the supertonic, subdominant, and leading-tone chords in harmonizing melodies;			
c) construct dominant seventh, ninth, eleventh, and thirteenth chords;			
d) identify and apply chord progressions, including cadences and chromatic alterations; and			
e) demonstrate advanced modulation techniques, including pivot chords and enharmonic modulations.			
1. Inversion of Secondary Mode			
• Super Tonic Seventh	3.0		
• Subdominant	3.0		
• Leading-tone	3.0		
• Remaining Diatonic	3.0		
• Diatonic Seventh in the Minor Key	3.0		
Quiz			1.0
2. Higher Dominant Chord			
• Higher Ninth Chord	3.0		
• Dominant Eleventh Chord	3.0		
• Dominant 13 th Chord	3.0		
Quiz			1.0
3. Secondary Dominant			
• Super Tonic Dominant	4.0		
• Other Secondary Triads as Dominant	3.0		
• Tonic as Dominant of Subdominant	3.0		
Quiz			1.0
4. Chord Progression			
• Cadence	4.0		1.0
5. Chord Organization			
• Common Progression	4.0		
• Chord of the Sixth	3.0		

• Neapolitan Sixth	4.0		
• Augmented Sixth	3.0		
Quiz			1.0
6. Other Chromatic Alteration			
• Raised Fifth	2.0		
• Lowered Fifth	2.0		
• Raised Root	2.0		
• Lowered Root	2.0		
• Alteration of the V	2.0		
Quiz			1.0
7. Advance Modulation			
• Pivot Chord	2.0		
• Diatonic	2.0		
• Common Tone	2.0		
• Enharmonic Modulation	2.0		
Quiz			1.0
Module Exam			3.0
Module 6. Computer MIDI			
At the end of this module students are able to:			
a) arrange musical pieces using MIDI (Musical Instrument Digital Interface) technology;			
b) transcribe and harmonize melodies for band and piano scores;			
c) demonstrate proficiency in using software tools like Finale and MIDI for music composition;			
d) perform ear training exercises for transcribing and tuning musical pieces;			
e) conduct and present arranged musical pieces in recitals and ensemble performances.			
1. Ear Training			
• Transcribing	4.0		
• Tuning	4.0		
• Harmonizing Melodies	4.0		
• Practical Test		8.0	2.0
• Piano/Organ Exercise	3.0	8.0	
• Band Ensemble	3.0	8.0	
2. Computer MIDI			
• Intro to word processing	3.0		
• MS Word	3.0		
• Hands On	3.0		
• MIDI Music	4.0		
• Finale 2005	4.0	16.0	
Quiz			2.0
3. Orchestration			
• Principles of Conducting	4.0		
• Recital			8.0
Sub-Total	343.0	90.0	45.0

Non-Academic Module (30%)

Module 1. Physical Development and Training Program

At the end of this module students are able to:

- a) perform and pass the Physical Fitness Test (PFT);
- b) perform and pass the Swimming Qualification Test (SQT);
- c) demonstrate improved cardiovascular endurance and muscular strength;
- d) exhibit enhanced flexibility, agility, and coordination during physical tasks; and
- e) maintain core stability and balance in various physical activities.

1. Physical Fitness Test (PFT);			4.0
2. Swimming Qualification Test (SQT);			4.0

Module 2. On the Job Training

At the end of this module students are able to:

- a) collaborate with other musicians in enhancing their musical talents and knowledge;
- b) participate in learning experiences that are not available in classroom settings;
- c) enhance camaraderie between the students; and
- d) attend programmed activities and submit learning report as OJT output.

1. IPV to Music School	40.0		
2. Attendance to Concerts (Orchestra)	8.0		

Module 3. Accountability to the Service

At the end of this module students are able to:

- a) demonstrate professionalism and proper ethical conduct in service;
- b) apply effective leadership skills to guide and support team members;
- c) collaborate effectively with peers to accomplish tasks and missions;
- d) adapt quickly to changing operational environments and demands; and
- e) make sound decisions under pressure, using critical thinking and problem-solving skills.

1. Attendance			
2. Aptitude and Peer Rating			2.0
Sub-Total	48.0		10.0
TOTAL	391.0	90.0	55.0
GRAND TOTAL	536.0		



NAVAL INSTALLATION COMMAND
INSTALLATION COMMAND TRAINING GROUP
Naval Station Pascual Ledesma,
Fort San Felipe, Cavite City



Musician Basic Specialization Course
PROGRAM OF INSTRUCTION

- I. **UNIT:** Installation Command Training Group
- II. **VISION:** By 2028, Installation Command Training Group (ICTG) shall be recognized as a center for excellence in providing effective and efficient base and combat service support services through apt training and skills development.
- III. **MISSION:** To provide quality education and training programs on base and combat service support services career-related trainings in support to NIC mission.
- IV. **PHILOSOPHY:** As one of the PN Education and Training Units (PN ETU), the Installation Command Training Group (ICTG) is committed to pursue excellence in producing competitive PN personnel through continuous career education and training programs.
- V. **COURSE TITLE:** Musician Basic Specialization Course
- VI. **COURSE DESCRIPTION:** The Musician Basic Specialization Course provides students with the rank of E1 to E2 the principles, concepts, and competency aligned to the occupational standards of Musician (MU) rating. The course provides education that will enhance the skills and knowledge for them to emerged as a competent Bandsman of the Philippine Navy Band. The Musician Basic Specialization Course covers eight hundred eighty instructional hours (880) and forty (40) administrative hours totaling to nine hundred twenty instructional hours (920) or twenty-three weeks (23).
- VII. **COURSE GOAL:** The Musician Basic Specialization Course aims to equip enlisted personnel with the rank of E1 to E2 with the necessary knowledge, skills, and attitudes to produce morally upright, effective, and competent Musician Performer of the Philippine Navy.
- VIII. **COURSE OUTCOME / COURSE COMPETENCY:** At the end of the course the student shall be able to:
 - a. Apply the fundamental concepts of music theory and the relationships of musical elements;
 - b. Execute ceremonial band formations and manual of instruments during band drills, concerts and ceremonial services;
 - c. Demonstrate the care procedures for different types of musical instruments to ensure optimal performance; and
 - d. Demonstrate the different roles, ideas, and solutions to enhance followership and team performance.
- II. **COURSE STRATEGY AND APPROACH:**

- a. Lecture, Discussion, Demonstration
- b. Peer Tutoring and Assessment
- c. Brainstorming
- d. Students-Led Classes
- e. Team-Teaching, Recitation
- f. Questioning Method
- g. Laboratory Method
- h. Role Play Method

III. COURSE OUTLINE, MODULE NUMBER, POINTS, AND HOURS:

NUMBER	MODULE TITLE	POINTS	NR OF HOURS
Academic Phase			
1	Rudiments of Music	43.85	386
2	Manual of Instruments	21.6	190
3	Band Properties and its Care	4.55	40
4	Leadership Module	13.8	121
	Sub-Total	83.8	737
Non-Academic Phase			
1	Military Training (COD)	4.55	40
2	Combative Sports (Arnis, Karate, and others)	4.1	36
3	Marksmanship	4.55	40
4	PFT/SPT	2	18
5	Peer Rating/DLO	1	9
	Sub-Total	16.2	143
	TOTAL		880
Administrative Activities			
	In processing / Convening		
	Course Orientation		
	Safety Briefing		
	Out processing / Graduation		
	Commander, Supt, CD Time		
	GRAND TOTAL	100	920hrs

Module Number and Title		1: Introduction to Rudiments of Music						
Module Description		Rudiments of music covers topics on nature of sound and notation, meter and rhythm. It deals with the fundamentals of musical tone, vibration, pitch and fundamental notation.						
Module Objectives (TLO)		At the end of the module, the students shall be able to perform musical pieces, demonstrating their understanding of the rudiments through practical application; and develop the listening skills by analyzing musical elements.						
Module Duration		386 hours						
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours
Notation of Pitch and Rhythm	1. Recognize the importance of using different notation of pitch and rhythm	The Staff	Lecture	Written Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Manual		
	2. Analyze the different kinds of notes, rest and tempo markings.	The Grand Staff Chromatic Signs Notation of Duration	Discussion Demonstration Team-Teaching Laboratory Method Discovery Method					
	3. Create music notation using grand staff or staff.	Rests Dotted Notes Ties					5.67	50
		Rhythmic Tempo and Dynamic markings						
Scales and Intervals	1. Differentiate the degrees of scale and their functions. 2. Construct major and minor scales using different patterns.	The Chromatic Scales Scale Degrees Interval Patterns The Major Scale The Minor Scale The Whole Tone Scale	Lecture Discussion Demonstration Team-Teaching Laboratory Method Discovery Method	Written Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Manual	5.45	48

	3. Develop the musical skills using different scales and intervals.	The Pentatonic Scale Key Signatures The Circle of Fifths Relative Minor Parallel Major and Minor Major and Minor Interval Perfect Intervals Diminished and Augmented Intervals					
Triads and 7 th Chord	1. Explain the different components of triads. 2. Construct major and minor triads based on a given root notes. 3. Develop musical skills in composing triads and chord writing.	Major Triads Minor Triads Diminished Triads Augmented Triads Major Seventh Chord and Major 7 Chord Symbols Dominant 7 th Chords and Dominant 7 Chord Symbol Minor 7 th Chord and Minor 7 Chord Symbol Half Diminished 7 th Chord Fully Diminished 7 th Chord Augmented 7 th Chord Sixth Chord	Lecture Discussion Demonstration Team-Teaching Laboratory Method Discovery Method	Written Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Manual	5.45 48

		9, 11, 13 Chords Altered Dominant Chords						
Inversions and Diatonic Triads	<ol style="list-style-type: none"> 1. Explain the chord inversions and its significance in harmony. 2. Analyze the musical excerpts and the use of chord inversions in context. 3. Construct triads in three inversions from a given root note. 	Root Position First and Second Inversion 7 th Chord Inversion Diatonic Triads of a Major Scale Diatonic Triads of a Minor Scale	Lecture Discussion Demonstration Team-Teaching Laboratory Method Discovery Method	Written Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Manual	5.00	44
Diatonic Seventh Chords and Modes	<ol style="list-style-type: none"> 1. Apply modes and composition over diatonic seventh chords. 2. Construct each type of diatonic seventh chord using the scale degrees of corresponding key. 3. Develop the musical skills in creating chord and modes. 	Diatonic 7 th Chord of a Major and Minor Scale Mode Construction Modes and Harmony	Lecture Discussion Demonstration Team-Teaching Laboratory Method Discovery Method	Written Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Manual	5.00	44
Primary and Secondary Triads / Voice Motion	<ol style="list-style-type: none"> 1. Apply the different functions of primary triads. 2. Compose scale with primary and secondary triads. 3. Develop the skills in using different voice motion. 	Primary Triads Basic Functionality of Primary Triads Secondary Triads Primary and Secondary Triads working together	Lecture Discussion Demonstration Team-Teaching Laboratory Method Discovery Method	Written Exam / Practical Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Manual	4.09	36

		Voices Relative Motion Voicing Triads Voicing Triads and Doubling Closed and Open Voicing Harmonic Progressions Voice Leading Rules					
Harmonize Melodies using Chord Movement Cadences, Motives, Phrases, and Periods	1. Explain the different kinds of melodies, cadences, motives, phrases and periods. 2. Develop the importance of music by writing melody lines. 3. Create melodies using chord movement.	Harmonize Melodies Connecting Secondary Triads Inversions Analysis and Figured bass Cadences Motives, Phrases and Periods	Lecture Discussion Demonstration Team-Teaching Laboratory Method Discovery Method	Written Exam / Practical Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Manual	4.09 36
Rhythm, Pitch	1. Analyze the different sounds of rhythm and pitch. 2. Develop listening skills to different sounds of rhythm and pitch. 3. Create simple rhythmic patterns using	Rhythm, Pitch	Lecture Discussion Demonstration Team-Teaching Laboratory Method Discovery Method	Written Exam / Practical Exam		Laptop Projector Manual Keyboard Speaker	9.09 80

	different note values and rests.								
Module Number and Title		Module 2: Manual of Instrument Module							
Module Description		The Manual of the Instrument Module covers topics on different positions of the instrument. It deals with the different gestures of each instrument in every movement of the band.							
Module Objectives (TLO)		At the end of the module, the students shall be able to execute ceremonial band formations and manual of instruments during band drills, concerts and ceremonial services; and apply fundamental playing techniques including posture and finger placement.							
Module Duration		190 hours							
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours	
Manual of Instrument	1. Recognize the importance of general rules in using musical instruments. 2. Explain the general rules for manual of instrument. 3. Perform the assembly and disassembly of musical instruments.	Manual of Instrument	Lecture Discussion Demonstration Team-Teaching Laboratory Method Discovery Method	Practical Exam Musician Volume 2 Navedra 15026B Januar y 2020	Laptop Projector Musical Instruments		21.6	190	
Module Number and Title		Module 3: Band Properties and Its Care Module							
Module Description		Band Properties and Its Care Module covers topics on different band properties. It deals with the proper safekeeping of each band's properties like uniforms, musical pieces, and other musical paraphernalia.							
Module Objectives (TLO)		At the end of the module, the students shall be able to demonstrate best practices for safely handling including cleaning and proper storage of musical band properties to prevent damage.							
Module Duration		40 hours							

Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours
Musical Library, Paraphernalia, Uniform and Care of Instrument	<ol style="list-style-type: none"> 1. Recognize the importance of band properties and its care. 2. Explain the properties belonging to the band. 3. Demonstrate the proper care of band belongings or instruments. 	<p>Musical Dictionary</p> <p>Properties belonging to the band</p> <p>Importance of uniform</p> <p>Property care of brass and woodwind instruments.</p>	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Team-Teaching</p> <p>Laboratory Method</p> <p>Discovery Method</p>	Practical Exam	Musician Navedra 1978	<p>Laptop</p> <p>Projector</p> <p>Musical Instrument</p> <p>Musical Paraphernalia</p>	4.55	40

Module Number and Title								
Module Description		Module 4: Leadership Module						
Module Objectives (TLO)		The leadership module covers topics on communication skills, followership, and organization briefing. It focuses on developing essential skills and qualities for effective leadership.						
Module Duration		121 hours						
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours
COMMUNICATION SKILLS	1. Recognize the significance of established protocols in naval correspondence and the impact of effective communication on career development.	<p>Principles of Writing</p> <p>Public Speaking</p> <p>Naval Correspondence</p>	Lecture Discussion	Written Exam / Practical Exam	10 Tips for Improving Your Public Speaking Skills. (2022, August 9). Professional Development Harvard	Laptop Projector	4.55	40

	<p>2. Demonstrate public speaking skills by delivering presentations with clarity and confidence.</p> <p>3. Create writing tasks such as drafting naval correspondence with attention to format and protocol.</p>				<p>DCE. https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/ PN Staff Writing Manual</p>			
FOLLOWERSHIP	<p>1. Explain the principles and significance of effective followership, including moral character, hierarchy of discipline, time management, stress management, and financial literacy.</p> <p>2. Demonstrate key followership skills such as time management, stress management, and financial literacy in practical scenarios</p> <p>3. Develop the role of a follower within a hierarchical structure and how effective followership contributes to organizational success and personal development.</p>	<p>Apprenticeship / Followership</p> <p>Moral Character</p> <p>Hierarchy of Discipline</p> <p>Time Management</p> <p>Stress Management</p> <p>Financial Literacy</p>	Lecture Discussion	Role Playing	<p>Mutuo, J. (2021, April 6). FOLLOWER SHIP VS SERVANT LEADERSHIP. Retrieved October 21, 2022, from https://www.linkedin.com/pulse/follower-ship-vs-servant-leadership-josephine-mutuo/</p>	<p>Laptop</p> <p>Projector</p> <p>Handouts/ Printed Materials</p>	4.55	40

ORGANIZATION ORIENTATION	1. Recognize the significance of each role and departmental interaction within the command, demonstrating an appreciation for their contributions to operational effectiveness.	NIC Organization	Lecture Discussion	Written exam	NIC Organizational Manual	Laptop Projector	4.77	41
	2. Describe the organizational structure of the Naval Installation Command, including its hierarchy and key positions. 2. Apply the knowledge of command structure and departmental functions enhancing operational integration and effectiveness within Naval Installation Command.							

IV. OVERALL TRAINING STANDARD AND GRADING POLICY: ICTG implements the policies prescribed in the Installation Command Training Group Student Regulation Manual (ICTG SRM s2023) and Circular Nr 10 HPN dated 14 May 2021 PN Local Individual ET Policy – Annex D: Grading System.

V. TRAINEE PREREQUISITES AND REQUIREMENTS:

A. Prerequisites

1. Rank: E1 to E2
2. Course: Sailor Basic Course

B. Requirements

1. Orders of Training
2. Certification from rating administrator not due for Re-enlistment
3. Medical Certificate

VI. TRAINEE MATERIALS AND EQUIPMENT:

1. Laptop
2. Individual Musical Instruments

VII. FACULTY MEMBER REQUIREMENTS:

1. Subject matter expert of the course or specific topic of the course;
2. Graduate of PNIC and Course Director's Course or equivalent courses;
3. No pending case.

VIII. COURSE TRAINING FACILITIES, MATERIALS, AND EQUIPMENT:

1. Musical Instrument, Musical Stand, and other Musical Paraphernalia
2. White Board, White Board Marker, Projector, Paper Handouts, PowerPoint or Equivalent
3. Laptop, Digital Light Projector

IX. TRAINING COMMITTEE COMPOSITION:

1. Technical Working Group for the Formulation of MUBSC POI:

LN	Name of TWG Member	Designation
1	LCDR JONALYN F BALLESTEROS PN	Head, TWG
2	LT GLAIRE B BELTRAN PN	Member
3	LT JENNIFER O MANALO PN	Member
4	S1MU Timothy James M Alvarez PN	Member
5	S1MU Willy Mae A Broncano PN	Member
6	MU2 Francisco G Nito PN	SME
7	SCPO Miguel B Diones PN	SME

2. ICTG Training Organization:

Executive Section: Director

Deputy Director

Chief-Master-at-Arms

Admin/Operation Branch: Personnel/Admin Officer Staff EP

Staff EP

Supply Branch: Officer Staff EP

Staff EP

Research, Curriculum, and Doctrines Dev't Branch: Officer in Charge

Staff EP, Training Specialist Staff EP

Training Specialist Staff EP, Training

Specialist Officer I

Training Specialist II

Registrar: Registrar

Record Management Specialist

Records Clerk

3. Naval Installation Command Education and Training Board and Commander, NIC


X. COURSE IMPROVEMENT - SUGGESTIONS AND RECOMMENDATIONS:

XI. THIS DOCUMENT IS UPDATED AS OF 26 September 2024.

Prepared by:

Endorsed by:

Approved by:


Willy Mae A Broncano
S1MU PN
Staff, Research, Curr and Doctrine Dev't Branch


JENNIFER O MANALO
Lieutenant PN
Deputy, ICTG


JONALYN F BALLESTEROS
Lieutenant Commander PN
Director, ICTG



**NAVAL INSTALLATION COMMAND
INSTALLATION COMMAND TRAINING GROUP**
Naval Station Pascual Ledesma,
Fort San Felipe, Cavite City



**Musician Advanced Specialization Course
PROGRAM OF INSTRUCTION**

- I. **UNIT:** Installation Command Training Group
- II. **VISION:** By 2028, Installation Command and Training Group (ICTG) shall be recognized as center for excellence in providing effective and efficient base and combat service support services through apt trainings and skills development.
- III. **MISSION:** To provide quality education and training programs on base and combat service support services career-related trainings in support to NIC mission.
- IV. **PHILOSOPHY:** As one of the PN Education and Training Units (PN ETU), the Installation Command Training Group (ICTG) is committed to pursue excellence in producing competitive PN personnel through continuous career education and training programs.
- V. **COURSE TITLE:** Musician Advanced Specialization Course / Advanced Specialization Course - Leadership
- VI. **COURSE DESCRIPTION:** The Musician Advanced Specialization Course is a three-month course that provide students with the rank of E3 to E4 the principles, concepts, and competency aligned to the occupational standards of Musician (MU) rating. The course provides knowledge and skills that will enable them to perform as musical arranger and transcriber of the Philippine Navy. The Musician Advanced Specialization Course covers 376 instructional hours and 40 hours administrative activities or eleven weeks.

Advanced Specialization Course- Leadership provides tool to develop the leadership capabilities and abilities of Enlisted Personnel. The course provides education that will enhance the character and leadership skills for them to emerged as competent and effective leaders. The Advanced Specialization Course- Leadership covers 180 instructional hours and 60 hours administrative activities or six weeks.
- VII. **COURSE GOAL:** The Musician Advanced Specialization Course aims to equip enlisted personnel with the rank of E3 to E4 the necessary knowledge, skills and attitudes in order to produce morally upright, effective, and competent Musician Arranger and Transcriber of the Philippine Navy.
- VIII. **COURSE OUTCOME/ COURSE COMPETENCY:** At the end of the course the student shall be able to:
 - a. Efficiently apply theoretical concepts of a music piece, identifying its scales, chords, and harmonic structure;
 - b. Accurately transcribe and arrange a full music score, including appropriate notation for each instrument;

- c. Effectively perform proper conducting techniques, including baton use, hand signals, and body posture;
- d. Properly apply theoretical knowledge and naval correspondence writing skills and uphold desirable attitude on communication;
- e. Effectively apply theoretical knowledge, skills and uphold desirable attitude on self-leadership; and
- f. Effectively execute the military knowledge, skills, and values including key leadership principles in military context.

IX. COURSE STRATEGY AND APPROACH: Lecture, Discussion, Demonstration, Peer Tutoring and Assessment, Brainstorming, Students-Led Classes, Team-Teaching, Recitation, Questioning Method, Role Play Method, Coaching

X. COURSE OUTLINE, MODULE NUMBER, POINTS, AND HOURS:

NR	MODULE TITLE	POINTS	NR OF HOURS
Academic Phase			
1	Theory and Harmony	31.91	120
2	Arranging	41.49	156
3	Drum Majoring	21.28	80
	Sub-Total	95	356
Non-Academic Phase			
1	Peer Rating	2.5	10
2	Discipline Law and Order	2.5	10
3	PFT/SPT	NIL	NIL
			376 hrs
Administrative Activities			
	In processing / Convening	NIL	40
	Course Orientation		
	Safety Briefing		
	Out processing / Closing		
	Commander, Supt, CD Time		40 hrs
	TOTAL	100	416 hrs

NUMBER	MODULE TITLE	POINTS	NR OF HOURS
1	Communications Skill	17.8	32 hrs
2	Leadership	15.6	28 hrs
3	Management	17.8	32 hrs
4	Non-Academic	48.8	88 hrs
			180 hrs

Administrative Activities			
In-processing/Convening	NIL	20	
Information Briefing		15	
Out-processing/ CNETDC, Superintendent and MCO's Time		24	
Graduation Ceremony		1	
		60 hrs	
		240hrs	
TOTAL	100 %	240hrs	

Module Number and Title		Module 1: Theory and Harmony Module						
Module Description		The Theory and Harmony module covers topics on the continuation of theory and harmony. It deals with non-harmonic movements chords and modulation. It focuses on the interplay between theoretical concepts and practical applications, particularly in fields like music, organizational behavior, or team dynamics.						
Module Objectives (TLO)		At the end of the module, the students shall be able to compose a short piece of music utilizing learned harmony and theory concepts, demonstrating creativity and understanding; develop listening skills to identify chords, intervals, and harmonic progressions.						
Module Duration		80 hours						
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours
Non-Harmonic Tones and Non-Harmonic Movement	1. Analyze musical examples to identify non-harmonic movements and their effects on the overall harmony.	Melodic Tensions	Lecture	Written Exam/ Practical	Musician Volume 2 NAVEDTRA 15019C January 2020	Laptop Projector		
	2. Explain the role of non-harmonic tones in creating tension and resolution within a musical context.	Harmonic Tensions	Discussion Demonstration					
	3. Develop listening skills to recognize various musical excerpts.	Triads and Tensions	Team-Teaching Laboratory Method Project Method Discovery Method Simulation Method Experimental Method					
		Six Chords and Tensions					6.38	24
		Available Tensions						
		Passing tone						
		Neighboring Tone – (N)						
		Appoggiatura – (A)						

		<p>Escape Tone – (E)</p> <p>Neighbor Group – (NG) Also known as Cambiata or Changing Tones</p> <p>Anticipations – (ANT)</p> <p>Suspensions – (sus)</p>						
Secondary Dominant and Borrowed Chords	<p>1. Analyze chord progressions including secondary dominants and borrowed chords.</p> <p>2. Construct secondary dominant chords using diatonic scale degrees.</p> <p>3. Develop creativity and musical skills in chord and triad writing.</p>	<p>Secondary Dominant Chords</p> <p>Harmonic Structure</p> <p>Movement of the secondary dominant</p> <p>Secondary Leading tone</p> <p>Borrowed Chords</p>	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Team-Teaching</p> <p>Laboratory Method</p> <p>Project Method</p> <p>Discovery Method</p> <p>Simulation Method</p> <p>Experimental Method</p>	Written Exam/ Practical	<p>Musician</p> <p>Volume 2</p> <p>NAVEDTRA</p> <p>15019C</p> <p>January</p> <p>2020</p>	Laptop Projector	6.38	24
Extended and Altered Chords	<p>1. Explain harmonic function of extended and altered chords in various musical contexts.</p> <p>2. Construct extended chords from triads and seventh chords.</p> <p>3. Practice applying the learned concepts to enhance musical expression.</p>	<p>Extended Chords</p> <p>9th Chords</p> <p>11th Chords</p> <p>13th Chords</p> <p>Chromatically Altered Chords</p> <p>Raised Fifth</p> <p>Lowered Fifth</p> <p>Raised Root</p> <p>Variations of Mixolydian</p> <p>Variations of Lydian</p>	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Team-Teaching</p> <p>Laboratory Method</p> <p>Project Method</p> <p>Discovery Method</p> <p>Simulation Method</p> <p>Experimental Method</p>	Written Exam/ Practical	<p>Musician</p> <p>Volume 2</p> <p>NAVEDTRA</p> <p>15019C</p> <p>January</p> <p>2020</p>	Laptop Projector	6.38	24

		Enharmonic Modulation						
		Change of Mode						
		Modulation by Common Tone						

Module Number and Title		Module 2: Arranging Module						
Module Description		The Arranging Module covers topics on arranging. It deals with various kinds of music transposition such as key signatures, scale ranges and characteristics of instruments. It also covers the topic in writing for different sections or instrumentalizations in orchestra or band that help students to gain knowledge in arranging or transcribing musical pieces.						
Module Objectives (TLO)		At the end of the module, the students shall be able to create a complete final musical arrangement project, demonstrating the understanding of arranging techniques; and accurately perform the notate scores ensuring clarity for performers.						
Module Duration		156 hours						
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours
Transposition, Ranges	1. Explain the differences between the types of transposition. 2. Transpose a given piece of music using the range and designated instrument. 3. Develop strategies for common challenges in transposing music piece.	Transposition by Scale Degree Transposition by Interval Transposition by Change of Key Signature Transposition and Ranges of Instrument Instruments Characteristics	Lecture Discussion Demonstration Team-Teaching Questioning Method Laboratory Method Project Method Discovery Method Simulation Method Experimental Method	Written Exam Practical Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Keyboard Speaker	4.26	16

Manuscript Techniques	<ol style="list-style-type: none"> 1. Analyze the different manuscript techniques in musical interpretation. 2. Demonstrate the ability to write in standard musical notation. 3. Practice revising manuscripts for clarity and consistency. 	Key Signature Placement Noteheads and Ledger Lines Note Stem Placement Note Beam Placement Spacing Rests and Spacing Repeated Sections Performance Directions Writing a Lead sheet	Lecture Discussion Demonstration Team-Teaching Questioning Method Laboratory Method Project Method Discovery Method Simulation Method Experimental Method	Written Exam Practical Exam	Musician Volume 1 NAVEDTRA 15019C January 2020	Laptop Projector Keyboard Speaker	3.19	12
Modes of Contemporary Analysis	<ol style="list-style-type: none"> 1. Differentiate the various modes and their characteristics. 2. Compare and contrast the use of modes in different contemporary genres. 3. Analyze the harmonic functions of modes within pieces and chords. 	Solid Arrow Solid Bracket	Lecture Discussion Demonstration Team-Teaching Questioning Method Laboratory Method Project Method Discovery Method Simulation Method Experimental Method	Written Exam	Musician Volume 2 NAVEDTRA 15019C January 2020	Laptop Projector Keyboard Speaker	1.6	6
Unison and Octave Writing	<ol style="list-style-type: none"> 1. Explain the concepts of unison and octave in music theory. 2. Compose musical phrases that incorporate both unison and octave writing. 	Instrument Combinations and Timbres Unison and octave writing considerations Dividing phrases among Instruments	Lecture Discussion Demonstration Team-Teaching Questioning Method Laboratory Method Project Method	Written Exam Practical Exam	Musician Volume 2 NAVEDTRA 15019C January 2020	Laptop Projector Keyboard Speaker	3.19	12

	3. Analyze the harmonic implications of unison and octave writing in various musical styles.		Discovery Method Simulation Method Experimental Method					
Writing for the Rhythm section	1. Illustrate various rhythmic patterns using different musical styles.	Piano Guitar Base Drum Set	Lecture Discussion Demonstration Team-Teaching Questioning Method Laboratory Method Project Method Discovery Method Simulation Method Experimental Method	Written Exam Practical Exam	Musician Volume 2 NAVEDTRA 15019C January 2020	Laptop Projector Keyboard Speaker	2.66	10
	2. Perform the rhythm section arrangements, emphasizing ensemble playing.							
	3. Develop the skills in coordination and dynamic interplay between instruments.							
Writing for Ceremonial Band	1. Analyze the typical structures used in ceremonial band music.	Mission Instrumentation Purpose in writing Arranging the Parts	Lecture Discussion Demonstration Team-Teaching Questioning Method Laboratory Method Project Method Discovery Method Simulation Method Experimental Method	Written Exam	Musician Volume 2 NAVEDTRA 15019C January 2020	Laptop Projector Keyboard Speaker	7	26
	2. Apply compositional techniques to enhance the musical arrangements.							
	3. Create melodies suitable for ceremonial contexts, focusing on simplicity and clarity.							
Writing for a Small and Large Ensemble	1. Analyze the roles and functions of different sections within a large ensemble.	Lower Interval Limits Mechanical Voicings Concerted Writing	Lecture Discussion Demonstration Team-Teaching Questioning Method	Written Exam Practical Exam	Musician Volume 2 NAVEDTRA 15019C January 2020	Laptop Projector Keyboard Speaker	6.38	24

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Module Objectives (TLO)		At the end of the module, the students shall be able to perform conducting patterns, ensuring clear and effective communication with musicians; execute effective rehearsals, including warm-ups, technique drills, and musical interpretation; and execute drum majoring during band drills, concerts, and ceremonial services.						
Module Duration		120 hours						
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours
Mace, Verbal and Supplemental Commands / Signals Execution	1. Analyze how mace, verbal, and supplemental commands work together in musical setting. 2. Create a short musical piece using the three types of commands. 3. Reflect on the effectiveness of commands used during practice and performance.	Verbal and Non-Verbal Commands Techniques of Giving Verbal Command Drum Major Technique Manual of the Mace Turns (Band Execution) Drum Major as Conductor	Lecture Discussion Demonstration Team-Teaching Questioning Method Laboratory Method Project Method Discovery Method Simulation Method Experimental Method	Practical Exam	Musician Volume 2 NAVEDTRA 15019C January 2020	Laptop Projector Musical Instrument	21.28	80

ADVANCED SPECIALIZATION COURSE – LEADERSHIP

Module Number and Title		1. Communications Skill						
Module Description								
Module Objectives (TLO)		At the end of the sub-module, the students shall be able to apply theoretical knowledge and naval correspondence writing skills and uphold desirable attitude on communication in accordance with the Philippine Navy Staff Writing Manual.						
Module Duration		32 hours						
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours

1.1 Composition	<ul style="list-style-type: none"> - 1.1.1 Speech Writing - 1.1.1.1 Principles of Writing - 1.1.1.2 Stages of Writing - 1.1.1.3 Divisions of Speech - 1.1.2 Naval Correspondence - 1.1.2.1 Naval Writing - 1.1.2.2 Naval Writing Format - 1.1.2.3 Usage and Rules Governing Command Line - 1.1.3 Proofreading 	Guided Discussion/ Brainstorming/ Socratic Method	Pre-Test Drafting Proofreading	Advanced Specialization Course (ASC) Leadership Handguide	Multi-media room	8.3	15 hrs
1.2 Public Speaking	<ul style="list-style-type: none"> 1.2.1 Oral Communication vs Public Speaking 1.2.2 Principles of Public Speaking 1.2.3 Methods of Delivering a Speech 1.2.4 Overcoming Speech Anxiety and Fear 1.2.5 Developing Confidence 1.2.6 Non-Verbal Communication 1.2.7 Common Barriers to Effective Listening 1.2.8 Principles of Listening 	Discussion/ Brainstorming/ Socratic Method	Impromptu/ Talk Show/ Post Test	Advanced Specialization Course (ASC) Leadership Handguide	Multi-Media Room/ Blain Theater	8.3	15 hrs

1.3 Communications Skill Evaluation		Deliberation	Evaluation Checklist			2.8	2 hrs
Total						17.8%	32hrs

Module Number and Title		2. Leadership					
Module Description		At the end of the sub-module, the students shall be able to develop theoretical knowledge, skills and uphold desirable attitude on self-leadership in accordance with the Leadership Development System.					
Module Objectives (TLO)							
Module Duration		3.5 Week					
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points Nr of Hours
2.1 Principles of Leadership		- 2.1.1 Definition of Leadership 2.1.2 Personal and Professional Qualities of a Leader	Lecture/ Discussion	Role Playing/ Written Examination	ASC Leadership Handguide	Multi-media room	1.1 2 hrs
2.2 Types of Leadership		2.2.1 Different Types of Leadership	Lecture/ Discussion	Role Playing/ Written Examination	ASC Leadership Handguide	Multi-media room	1.1 2 hrs
2.3 Role of a Leader as Petty Officer In Charge (POIC)		2.3.1 Duties and Responsibilities of POIC 2.3.2 Primary and Secondary Responsibilities of POIC 2.3.3 Role of a Leader, Instructor and Mentor	Lecture/ Discussion	Role Playing/ Written Examination	ASC Leadership Handguide	Multi-media room	4.5 8 hrs
2.4 Concern for Efficiency and Effectiveness		2.4.1 Concern for Efficiency and Effectiveness 2.4.2 Setting Goals and Performance Standards	Lecture/ Discussion	Multi-media room	Written Examination		1.1 2 hrs

2.5 Total Quality Leadership (TQL)		2.5.1 TQL 2.5.1.1. TQL Introduction 2.5.1.2. Definition of TQL 2.5.1.3. Adaptation of the Deming Philosophy 2.5.2. The Economic Rationale for the Practice of TQL 2.5.3 The Three (3) Components of the Deming Philosophy 2.5.4 The Role of Leaders	Lecture/ Discussion	Multi-media room	Role Playing/ Written Examination	Multi-media room	4.5	4 hrs
2.6 Seven (7) Habits of Highly Effective People		2.6.1 Introduction about the Author 2.6.2 The Seven (7) Habits	Lecture/ Discussion	Multi-media room	Turn In		4.5	8 hrs
2.7 Leadership Evaluation			Deliberation		Evaluation Checklist		1.1	2 hrs
Total							15.6	28 hrs

Module Number and Title								
Module Description								
Module Objectives (TLO)								
Module Duration								
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours
3.1 Management		3.1.1 Duties and Responsibilities of a Division POIC 3.1.2 How to Instruct a Worker 3.1.3 How to Understand a Worker 3.1.4 How to Train a Worker 3.1.5 How to Direct and	Lecture/ Discussion	Role Playing/ Written Examination	ASC Leadership Handguide	Multi-media room	4.4	8 hrs

		<p>Coordinate Work 3.1.6 How to Plan Work 3.1.7 How to Control Work 3.1.8 How to Improve Work Performance 3.1.9 How to Determine Job Performance</p>						
3.2 Concepts and Theories of Management		3.2.1. Definition of Management 3.2.2. Different Theories of Management 3.2.3. Different Concept of Management 3.2.4. Approaches of Management	Lecture/ Discussion	Written Examination	ASC Leadership Handguide	Multi-media room	2.2	4 hrs
3.3 Team Psychology		3.3.1. Definition of Psychology 3.3.2. The Value of Teamwork	Lecture/ Discussion	Written Examination	ASC Leadership Handguide	Multi-media room	.6	5 hrs
3.4 Performance Evaluation Report (PER)		3.4.1 PER 3.4.2 Rules for Evaluating Personnel 3.4.3 Rules for Writing the Evaluation 3.4.4 Signature Authority	Lecture/ Discussion	Written Examination		Multi-media room	4%	8 hrs
3.5 Critical Thinking		3.5.1. Components of Critical Thinking 3.5.2. Non-linear Thinking 3.5.3. Logical Thinking 3.5.4. Critical Thinkers and Critical Thinking 3.5.5. Evaluate the Information 3.5.6. Benefits of Critical Thinking	Lecture/ Discussion	Written Examination		Multi-media room	2.8	5 hrs

		3.5.7. Changing Your Perspective 3.5.8. Problem Solving 3.5.9. Putting It All Together							
3.6 Management Evaluation		2.6.1 Introduction about the Author 2.6.2 The Seven (7) Habits	Deliberation	Evaluation Checklist				1.1	2hrs
Total									48.8% 32 hrs
Module Number and Title		4.Non-Academic							
Module Description									
Module Objectives (TLO)		At the end of the sub-module, the students shall be able to carry out the military knowledge, skills and values in accordance with the Armed Forces of the Philippines Drill Manual.							
Module Duration		88 hours							
Subject/ Topic	Objective (ELO)	Content	Approaches/ Strategies	Assessment	References	Materials	Points	Nr of Hours	
4.1 Military Training		4.1.1 Closed Order Drill (COD) as Platoon Sergeant	Lecture/ Discussion	Practical Examination/ Written Examination	Marine Corps Training Manual, Sailor Drill Instructor Manual, AFP Drill Manual	Multi-media room	7.5	30 hrs	
4.2 Combat Shooting		4.2.1 Gun safety 4.2.2 Basic Combat Shooting (Rifle)	Lecture/ Discussion/ Practical	Practical Application	Marine Corps Training Manual, Sailor Drill Instructor Manual	Multi-media Room/ Firing range	1.8	8 hrs	
4.3 Physical Development		4.3.1 Physical Fitness Test (PFT) 4.3.2 Swimming Proficiency Test (SPT)	Practical	Practical Application	SO-SOP01 on Survival Swimming Program NETDC dtd 11 Jul 19; SOP Nr 04 AFP Physical Fitness		3.2	14 hrs	

					Program AFP ctd 19 Jan 16			
4.4 Combative Sports		4.4.1 Salutation and Basic Footworks 4.4.2 Basic Striking of single stick, knife and blade weapon	Lecture/ Discussion/ Practical	Practical Application		Multi-media Room/ Field	2.7	12 hrs
4.5. Aptitude (Peer Rating and Faculty Rating)				Written		Room	.5	4 hrs
4.6 Team Building/ Sports Development				Practical Application		Field	1	8 hrs
4.7 Preventing and Countering Violent Extremism			Lecture/ Discussion	Written Examination		Multi-media room	.5	6 hrs
4.8 Military Operations in Urban Terrain and Counter Terrorism			Lecture/ Discussion	Written Examination		Multi-media room	1	6 hrs
4.9 Squad Time				Evaluation Checklist				Open Time
4.10 Reading Time				Reaction Paper				Open Time
						Total	48.8%	88 hrs

XI. OVERALL TRAINING STANDARD AND GRADING POLICY: ICTG implements the policies prescribed in the Installation Command Training Group Student Regulation Manual (ICTG SRM s2023) and Circular Nr 10 HPN dated 14 May 2021 PN Local Individual ET Policy – Annex D: Grading System.

XII. TRAINEE PREREQUISITES AND REQUIREMENTS:

A. Prerequisites

1. Rank: E3 to E4
2. Course: Basic Specialization Course

B. Requirements

3. Orders of Training
4. Certification from rating administrator not due for Re-enlistment
5. Medical Certificate

XIII. TRAINEE MATERIALS AND EQUIPMENT:

1. Laptop
2. Individual Musical Instruments

XIV. FACULTY MEMBER REQUIREMENTS:

1. Subject matter expert of the course or specific topic of the course;
2. Graduate of PNIC and Course Director's Course or equivalent courses;
3. No pending case.

XV. COURSE TRAINING FACILITIES, MATERIALS, AND EQUIPMENT:

1. Musical Instruments and Equipment
2. White Board, White Board Marker, Projector, Paper Handouts, Power Point or Equivalent
3. Laptop, Digital Light Projector
4. Vehicle

XVI. TRAINING COMMITTEE COMPOSITION:

1. Technical Working Group for the Formulation of MUASC POI:

LN	Name of TWG Member	Designation
1	LCDR JONALYN F BALLESTEROS PN	Head, TWG
2	LT GLAIRE B BELTRAN PN	Member
3	LT JENNIFER O MANALO PN	Member
4	S1MU Timothy James M Alvarez PN	Member
5	S1MU Willy Mae A Broncano PN	Member
6	MU2 Francisco G Nito PN	SME
7	SCPO Miguel B Diones PN	SME

2. ICTG Training Organization:

Executive Section: Director

Deputy Director

Chief-Master-at-Arms

Admin/Operation Branch: Personnel/Admin Officer Staff EP

Staff EP

Supply Branch: Officer Staff EP

Staff EP

Research, Curriculum, and Doctrines Dev't Branch: Officer in Charge

Staff EP, Training Specialist Staff EP

Training Specialist Staff EP, Training

Specialist Officer I

Training Specialist II

Registrar: Registrar

Record Management Specialist

Records Clerk

3. Naval Installation Command Education and Training Board and Commander, NIC

II. COURSE IMPROVEMENT - SUGGESTIONS AND RECOMMENDATIONS:

III. THIS DOCUMENT IS UPDATED AS OF 28 October 2024.

Prepared by:

Endorsed by:

Approved by:

Willy Mae A Broncano

S1MU

PN

Staff, Research, Curr and Doctrine Dev't Branch

JENNIFER O MANALO

Lieutenant

PN

Deputy, ICTG

JONALYN F BALLESTEROS

Lieutenant Commander

PN

Director, ICTG

RESTRICTED



STUDENT ACADEMIC HANDBOOK



NATIONAL HEADQUARTERS
PHILIPPINE COAST GUARD

s. 2023

RESTRICTED



Philippine Coast Guard

COAST GUARD EDUCATION, TRAINING AND DOCTRINE COMMAND

Muelle dela Industria, Farola Compound Binondo, Manila

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Violations of this policy may result in disciplinary action in accordance with the institution's Code of Conduct.

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Philippine Coast Guard
Coast Guard Education, Training, and Doctrine Command
COMMAND AND ADMIRAL STAFF COLLEGE
Philippine Coast Guard - National Headquarters
139 25th Street, Port Area, Manila

M E S S A G E

I am thrilled to extend my warmest welcome to you as we inaugurate the newest class of students into the Coast Guard Officer Senior Executive Course (CGOSEC) here at the Command and Admiral Staff College (CASC). This marks a significant milestone as we embark on this transformative journey together.

It is essential to recognize that not everyone had the privilege of being selected for this course. Your presence here is a testament to your exceptional potential for assuming higher command and staff responsibilities within the PCG organization. We have entrusted you with the CGOSEC because we firmly believe in your ability to excel.

In our unwavering commitment to the growth of our organization, we have taken great strides in redesigning the OSEC curriculum to meet the evolving needs of our dynamic field. This course has been meticulously crafted to mold you into officers who possess the qualities of critical thinking, adaptability, and collaboration. Furthermore, we have synchronized aspects of our curriculum with our military counterparts to ensure that our graduates are not only fit to command but also well-qualified to provide expert advice and adept at strategic planning.

To guide you through this enriching journey, we have developed this handbook, a valuable resource that will serve as your compass in navigating the academic and non-academic facets of the course. This handbook is not just for you; it is a tool that will assist all of us at the College in enhancing our protocols and procedures.

Now, our collective aim is clear: to serve our organization's mission of becoming a world-class guardian of the sea by 2028. This entails safeguarding lives, ensuring the safety of maritime transport, preserving the integrity of our seas, and securing our maritime jurisdiction. We are committed to providing you with the best resources and support possible, and we anticipate your unwavering dedication in return. Your role is pivotal; we expect you to strive for excellence and wholeheartedly adhere to the College's rules and regulations.

In unity and dedication to our shared purpose, let us work together tirelessly towards this common goal. Together, we will shape the future of the PCG and make significant contributions to the safety and security of our maritime domain.

Welcome to the CGOSEC and let us embark on this remarkable journey.


DANN AUGUST A CARINO
CAPT PCG (ASC)
Superintendent, CASC

FOREWORD

In the pursuit of academic excellence and the nurturing of a harmonious and disciplined student community, the CASC Student Academic Handbook stands as a cornerstone document. This compendium of rules and regulations has been meticulously crafted to uphold the highest standards of conduct, discipline, and behavior among our esteemed student body during their tenure at the college.

Within the pages of this handbook, you will find a wealth of essential information about our college, comprehensive details about our current academic and non-academic programs, and the policies that govern them. Each student must embrace this handbook as a guiding light throughout their academic journey.

Every student shall receive a personal copy of this handbook, and we earnestly request that you do more than merely peruse its contents. We implore you to read, understand, and internalize the provisions delineated herein. Subsequently, we ask for your solemn commitment to strictly adhere to these guidelines. Within one week of receiving this handbook, kindly submit a certification to the Academic Department, affirming that you have diligently studied and comprehended its contents, pledging to uphold its principles with unwavering dedication.

We believe in the power of dialogue and progress. This handbook is not a static document but rather a living, breathing instrument that can evolve to better serve the needs and well-being of our students. Your valued comments and constructive suggestions are earnestly invited to further enhance the quality of our educational experience. We encourage you to communicate these ideas in writing, forwarding them to the Head of the Academic Department for thoughtful consideration and action.

In times of uncertainty or disputes regarding the interpretation of the handbook's provisions, rest assured that the latest "Rules of the Academic Board" will serve as the compass guiding us toward equitable resolutions.

We hereby revoke all prior publications that may conflict with this handbook, reaffirming our commitment to the principles and values it embodies. As we embark on this educational journey together, let us forge ahead with the utmost dedication, discipline, and respect for the rules and regulations that will shape our college experience.

Welcome to a new chapter in your academic life, guided by the principles enshrined in the CASC Student Academic Handbook.

The Command and Admiral Staff College (CASC) marks a pivotal moment in the evolution of the Philippine Coast Guard (PCG). CASC's mission is crystal clear: To train selected PCG Officers for command and staff positions at the strategic and operational levels in order to develop competent maritime law enforcement leaders who are critical thinkers, creative, and collaborative.

CASC, as a major unit within CGETDC, serves as a beacon of knowledge and expertise in maritime leadership and management. It's not just an educational institution; it's a hub of innovation and collaboration that extends far beyond the borders of the Philippines.

As a gateway to ASEAN Coast Guard Relationship:

CASC's role as a gateway to the ASEAN Coast Guard Relationship signifies a commitment to strengthening regional ties and cooperation among ASEAN member states. Through shared knowledge and experiences, CASC has become a vital catalyst in the pursuit of maritime security and stability across Southeast Asia.

As a center for Maritime Graduate Studies of the Philippines:

Within CASC's walls, both national and regional maritime professionals find a haven for advanced learning and specialization. The Center of Maritime Graduate Studies not only imparts knowledge but also cultivates a deeper understanding of the complexities of maritime operations. It is here that the future leaders of the maritime industry are groomed.

Platform for Foreign Student Exchanges:

CASC is not confined by geographical boundaries. It proudly stands as a platform for foreign student exchanges, where maritime professionals from around the region converge to share insights and expertise. The exchange of knowledge transcends borders, enriching the experiences of both local and international students.

Institution of Command and Admiral Staff Corps in the Country:

CASC's role as the institution for the Command and Admiral Staff Corps reflects its pivotal role in shaping the future leadership of the PCG. It serves as the nurturing ground for officers who will one day hold the highest positions of responsibility within the Coast Guard, driving strategic decisions and charting the course of maritime security in the Philippines.

CASC Capabilities:

CASC's capabilities are a testament to its commitment to excellence. It not only conducts courses but excels in them, providing academic instruction that is second to none. Subject Matter Experts (SMEs) in command, leadership, management, policy, and strategy-related studies guide students toward mastery. With an emphasis on Joint, Inter-agency, and multi-national operations, CASC ensures that its graduates are prepared for the most challenging maritime scenarios.



Research and Academic Enhancement:

CASC doesn't just teach; it also actively contributes to the body of knowledge in maritime affairs. Through research and academic enhancement initiatives, it continuously evolves and adapts to meet the evolving needs of the maritime community.

Indeed, CASC is not just an institution; it's a beacon of excellence, a symbol of commitment to maritime security, and a bridge between nations. It prepares PCG Officers and their international counterparts for the complexities of modern maritime operations, ensuring that the seas remain safe and secure for all. It is an institution that stands at the forefront of maritime education, ready to shape the leaders of today and tomorrow.



I. Course Description

The CGOSEC is a nine-month course that seeks to build students' competencies to become effective and competent officers for strategic levels of Command and Staff positions in the Philippine Coast Guard within the overarching framework of development and security focusing on maritime safety and security.

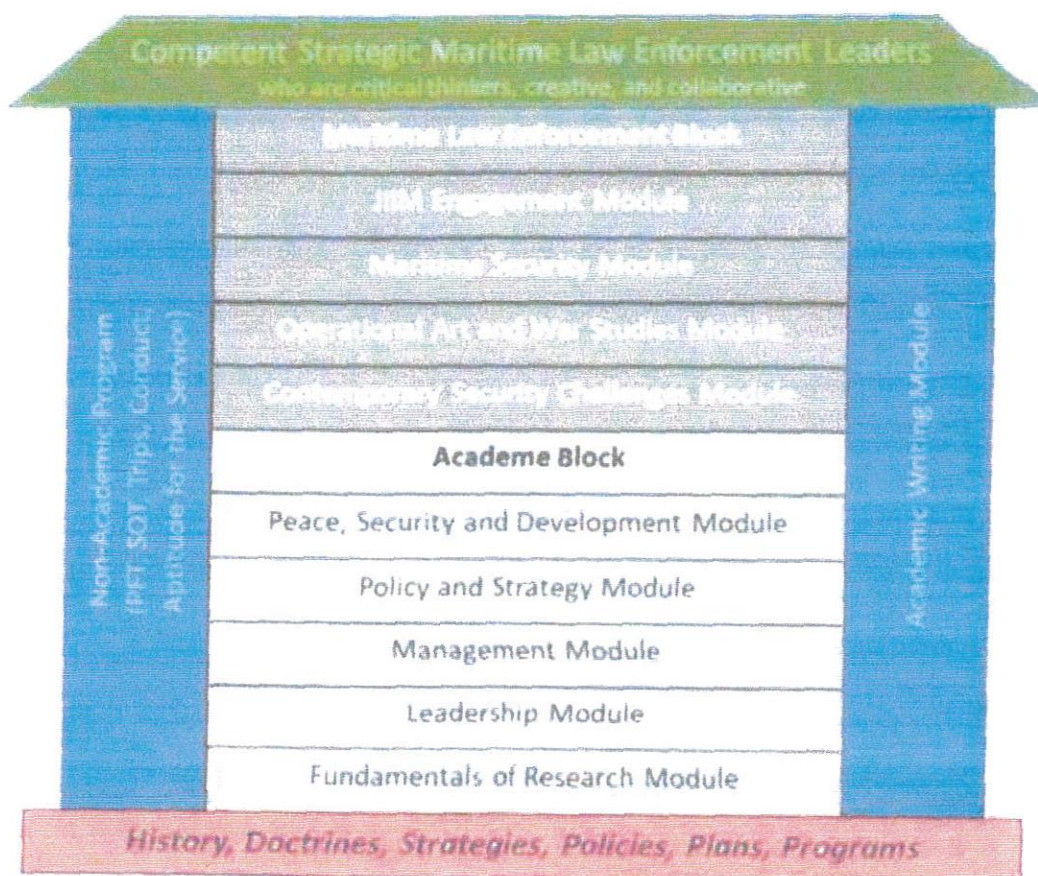
The course is designed to provide PCG senior executive officers with the necessary knowledge, skills, and aptitude to assume positions of higher responsibility in the leadership hierarchy of the PCG organization.

II. Course Objectives

- a. Core objective. To prepare selected PCG officers for command and staff positions at the strategic and operational levels so that they will be able to command, advise, and plan and become competent maritime law enforcement leaders who are critical thinkers, creative, and collaborative.
- b. Supporting objectives. To develop students who can:
 - i. elaborate on the concept of Maritime Security and its dimensions as a professional field of study;
 - ii. apply the concepts of interagency cooperation and maritime stakeholder collaboration as PCG Officers holding command and staff positions;
 - iii. demonstrate strategic, critical, and creative thinking;
 - iv. communicate effectively
 - v. provide research-based decisions;
 - vi. apply leadership and management concepts as essential factors for success in maritime law enforcement;
 - vii. analyze the factors of the operational environment that set the conditions for mission accomplishment;
 - viii. integrate physical, mental, and emotional wellness in the field of leadership; and
 - ix. cultivate patriotism and teamwork



III. Conceptual Paradigm of CASC Curriculum



The Conceptual Paradigm of the CG OSEC Revised curriculum depicts a building structure that resembles the renowned War College building of the US. The Framework depicts the various structural components of the building as the aggregation of the various course components that, when combined synergistically, produce a complete CG OSEC graduate. The foundation of the building structure in the paradigm represents the CG OSEC's foundational elements, namely the PCG's History, Doctrines, Strategies, Policies, Plans, and Programs. These foundational elements strongly inform a CG OSEC student's learning transformation. The nine (9) horizontal columns that make up the building's block wall represent the nine (9) modules that make up CGOSEC, namely, JIIM Engagement; Maritime Security; Operational Art and War Studies; Contemporary Security Challenges; Peace Security and Development; Policy and Strategy; Management; Leadership; and Fundamentals of Research which are clustered between MLE Block and Academe Block. The Academic Writing Module and the Non-Academic Program, which consists of the PFT, SQT, trips, student conduct, athletic competition, and aptitude for the service are the two (2) vertical columns or pillars of the building's structure that span the various modules. These two (2) are depicted as such because they execute all nine (9) modules in parallel. All of the aforementioned structural components support the roof, which is the apex of the structure that leads to the ultimate expected learning transformational development outcome of a CG OSEC graduate, which is to possess the knowledge, skills, and attributes that make a competent strategic maritime law enforcement leader who are critical thinkers, creative, and collaborative. With these ingredients, CGOSEC graduates become capable commanders, advisers, and planners.



IV. Course Methodology

The course uses various techniques, including plenary lectures, film screenings, practical exercises, case studies, and presentations. Student-led instruction, seminar groups, panel discussions, and directed research are frequently employed to facilitate adult learning. These will impart the necessary knowledge, values, and skills to achieve the course's objectives.

Throughout the course, enhancement lectures, staff rides, Informational Programmed Visits (IPV), immersion to select Coast Guard Districts, and Foreign Academic Travel (FAT) are scheduled to supplement classroom instruction. Subject-matter experts are invited to deliver lectures and engage students on strategically relevant and timely issues during open forums. In addition to providing a break from the classroom routines, tours enable students to validate the theories/lessons discussed during classroom instructions and exercises.

Emphasis is also placed on critical thinking and logical reasoning to enhance students' cognitive abilities. To promote teamwork, camaraderie, health, and well-being, both individual and organized athletic activities are valued.

The following methodologies are employed for the various lessons:

- a. Readings – CGOSEC students are assigned extensive readings to increase their knowledge of assigned topics and broaden their perspectives.
 - 1) Students are given required readings before lectures, lecture discussions, and group work.
 - 2) Supplemental readings are also assigned so that students can gain additional insight into other curriculum topics.
- b. Lectures – presentation of curriculum material by one or more guest speakers; typically concludes with a question-and-answer segment or a lecture synthesis at the seminar level.
- c. Lecture-Discussion – a presentation of curriculum material by one or more guest speakers followed by seminar discussions on the assigned readings. The objective is to foster analytical thought and a comprehensive understanding of a subject.
- d. Seminar Discussion - a period facilitated by the Directing Staff to clarify, emphasize, and emphasize pertinent lesson topics and issues.
- e. Seminar Presentations – briefings or presentations followed by discussion, typically moderated by Directing Staff. This methodology allows students to present the findings and outcomes of their research projects. This methodology aims to facilitate the exchange of ideas, improve critical thinking, and foster the capacity to reflect on a topic.
- f. Group Research – research conducted by a group of students on a course-related topic in the context of a historical scenario, research question, analytical tasks such as a case study or comparative study, or other appropriate activities. The components of a group research project are required readings, discussions, tutoring, and a written output or presentation.
- g. Individual Research Paper – Individual research conducted by a student on a



course-related topic includes required readings, tutoring, and a written manuscript.

h. Simulation Exercise – Students will be divided into groups or seminars. Each group/seminar will be given a case/scenario/ problem that the members will discuss. The group shall present the output of the workshop to the class.

i. Informational Program Visit (IPV) – educational visits or trips to other agencies, historical sites, and key facilities that allow students to examine previously covered curriculum objectives in a real-world context.

j. Case Study - a detailed analysis of a historical event, battle, campaign, or (more commonly) a situation designed to reinforce previously covered curriculum material. A brief presentation of the findings is typically given by an individual to a group or a group to a larger group.

k. Tutoring – a discussion between a student and a Seminar Adviser, faculty member, or occasionally a guest lecturer regarding the progress of an assigned task.

l. Military Planning Exercise (War Gaming) - The process of military problem-solving and decision-making utilizing scenarios that cover the entire spectrum of military operations. It employs the Joint Operations Planning Process (JOPP) as the planning instrument and framework for analysis in an interactive and role-based application of knowledge, experience, and judgment. Students are expected to demonstrate an understanding of the JOPP as a common reference point and practical methodology for solving military analytical problems. Students are expected to work beyond regular school hours during exercises.

V. Course Requirement

a. The students must comply with all the following requirements to complete the course:

- 1) Must have at least 90% attendance of the total instructional hours;
- 2) Must have a general average of 80% or higher;
- 3) Must have a grade of 80% or higher for each Module;
- 4) Must have a grade of 80% or higher for each non-academic component of the course;

b. Each student must submit an individual action research paper (unpublished) and one publishable research article in the IMRAD (Introduction, Method, Results, and Discussion) format.

c. A student who fails to comply with the requirements mentioned above before the scheduled graduation has lost the opportunity to complete the course with their batch. They are not allowed to join any third-level career course sponsored by PCG for a minimum period of one (1) year or until obtaining favorable consideration from the Efficiency Separation Board (ESB) as recommended by the CGETDC Academic Board, whichever comes later.



d. The percentage grading shall be used in computing the grades. The grades shall be computed as follows:

1) For academics: The Course Director shall use averaging to compute the students' grades for the academic modules. The Course Director shall calculate the grades of each academic Module and then get the average rating.

2) For non-academic: The Course Director shall use averaging to compute the student's grades for the non-academic activities. The non-academic components are as follows:

- i. Physical Fitness Test (PFT)
- ii. Swimming Qualification Test (SQT)
- iii. Aptitude for the Service
- iv. Seminar Athletic Competition (SAC)

3) For final grade: The Course Director shall get 85% of the final grade from the academic ratings, while the remaining 15% shall come from the non-academic.

VI. Curriculum Evaluation System

a. The Leadership Development and Doctrines Center (LDDC) has been designated as the unit primarily responsible for evaluating the different modules, blocks, and the entire curriculum. These evaluations, as outlined in a separate policy, can be utilized for various purposes such as curriculum review, development, enhancement, or even complete change or revision. To make any changes or adjustments to the curriculum, it is necessary to obtain the concurrence of the Superintendent, CASC through the CGETDC's Academic Board, the endorsement of the Commander, CGETDC, and the approval of the PCG's Education and Training Board.

b. The Academic Board is the advisory body of the CGETDC and the College on all issues arising from the conduct of the CASC. The Deputy Commander, CGETDC, heads the CGETDC Academic Board.



I. Academic Standard

The following general academic classification standards shall be prescribed:

- a. Academically Proficient Student (APS) – a student who has an academic grade of 80% and above in all academic modules.
- b. Academically Deficient Student (ADS) – a student who has an academic grade lower than 80% in any academic module or thesis, or has a final academic average of less than 80%.

II. Academic Schedule

Before the commencement of each course, the Academic Department, CASC formulates a comprehensive master training schedule. The purpose of this schedule is to furnish all relevant parties with direction regarding the organization and fulfillment of the course's academic and non-academic obligations. The master training schedules are required to comprise the subsequent:

- a. Academic program timetable;
- b. Thesis Milestones timetable;
- c. Non-academic program timetable;
- d. Official Holiday Timetables;
- e. PAR Timetables;
- f. Master schedule for Concurrent Studies.

The CD generates monthly training schedules based on the master schedule. These schedules are required to be released no later than one week before the commencement of the academic month. This publication is intended to assist students in preparing for upcoming activities.

Modifications to the timetable in the event of unforeseen circumstances are permitted. Nevertheless, the course or module/course director shall provide students with at least two days' notice before the aforementioned schedule change or postponement. The course adheres to the following daily schedules as standard:

Days	0800	0900	1000	1100	1200	1300	1400	1500	1600	1700
Mon	CD	1 st Period				L		2 nd Period		
Tue	R	1 st Period				L		2 nd Period		
Wed	R	1 st Period				L		2 nd Period		
Thu	R	1 st Period				L		2 nd Period		
Fri	R	1 st Period				L		2 nd Period		

- Course Director's (CD's) Time is every 0800H to 0830H during Mondays.



- Wednesday is for PAR work except for some scheduled academic/non-academic activities.
- 1st Period in the morning is two hours while the 2nd Period in the afternoon is three hours.
- R is for Review, and L is for Lunch.

Uniform for Mondays is UOD unless specifically directed while Tuesdays and Thursdays uniform is working polo barong. The uniform for Wednesdays and Fridays is semi- formal.

III. Academic Awards

The Coast Guard Education, Training, and Doctrine Command (CGETDC) shall issue a Certificate of Completion to the students who completed all the course requirements. Further, corresponding HCGETDC Special Orders will be issued as proof of authority for the students' certificates.

a. Individual Awards FLEP

- 1) The Commandant, Philippine Coast Guard Award of Excellence shall be awarded to the student with the highest overall grade in both academic and non-academic.
- 2) The Deputy Commandant for Operations, Philippine Coast Guard Award of Excellence shall be awarded to the students with the second-highest average grade in academic and non-academic subjects.
- 3) The Deputy Commandant for Administration, Philippine Coast Guard Award of Excellence shall be awarded to the student with the third-highest overall grade in academic and non-academic subjects.
- 4) Outstanding Graduate Award – will be given to students who obtain a final course grade of 96% or higher with no module grade below 90% and who belong to the top 10 percent of the graduating class. It will be presented by the Commander, CGETDC.
- 5) Honor Graduate Award – will be given to students who obtain a final course grade of 92% with no grade lower than 88% in any module and who belong to the top 25 percent of the graduating class.
- 6) The Commander, Coast Guard Education and Training Command Certificate of Recognition shall be awarded to the student with the highest overall average grade in academic subjects.
- 7) The Deputy Commander, Coast Guard Education and Training Command Certificate of Recognition shall be awarded to students with the highest overall average grade in non-academic subjects.
- 8) Leadership Awards – will be given to the student who best influenced class activities as selected by his peers and faculty members, with minimum demerits, and holding class or seminar leadership positions. The Class individually votes and the top three (3) students emerging from the election will then be submitted to the CASC Academic Board by the Head of Student Affairs Department for final deliberation and approval by the SCASC.



- 9) Best Superintendent's Paper — given to the student who presented the most commendable Superintendent's Paper. From among the best papers adjudged by each panel, the CASC/CGETDC Academic Board will then deliberate on these papers based on any or all of the following criteria:
 - i. Most timely and relevant contribution to existing knowledge
 - ii. Provides significant improvement to PCG or
 - iii. If applied, most benefits accrue to the organization.
- b. Group Awards
 - 1) Seminar Right of Line Award – will be given to the seminar that obtains the highest average grade in all areas of evaluation based on the cumulative grades of all its members.
 - 2) Academic Excellence Award – will be given to the seminar that obtains the highest average grade based on the cumulative grades of all its members in academics.
 - 3) Athletic Excellence Award – will be given to the seminar that obtains the highest overall ranking in prescribed games.
- c. Commendations/Certificates
 - 1) Seminar Academic Excellence Certificate – will be given to every member of the seminar who will receive the Seminar Academic Excellence Trophy.
 - 2) Seminar Athletic Excellence Certificate – will be given to every member of the seminar who will receive the Seminar Athletic Excellence Trophy.
- d. ASC Eligibility – Student officers who successfully pass the course requirements shall be conferred ASC Eligibility, ASC Badge, and Diploma.
- e. Graduation Order of Merit. At the end of the course, the Academic Department shall prepare and submit the final grades and provisional ranking of candidates for graduation to the Academic Board for concurrence and confirmation.
- f. Student-Officer Appraisal Report. The Student-Officer Appraisal Report is an official College document accomplished after the completion of the course. It contains the final grades and adjectival rating of the student for the duration of the course. This report will be forwarded to the respective units of the students and will serve as the Officer Fitness Report of the student-officer for the period covered.



I. Academic Standard

- a. Requirements for graduation. To be eligible for graduation, students must fulfill every academic and non-academic requirement of the course. Infractions of any course requirements by a student shall result in a referral to the Academic Board for appropriate action.
- b. Completion of Modules. Students must pass every module. Should a student receive a failing grade in a module, a remedial will be assigned. Failure in the remedial will constitute cause for separation.
- c. System for Student Evaluation
 - 1) Evaluating students is a planned way to find out how well the course goals are being met. The evaluation includes both qualitative and quantitative details about how the students behaved and how well they did. It includes the ideas of grades and testing. Test and grade rules make sure that everyone follows the same rules and knows what is expected of them.
 - 2) The Academic Department is going to be in charge of putting the individual student evaluation system into action.
 - i. Methods of Evaluation. In addition to quantitative and qualitative methods, the CASC utilizes the following:
 - (a) Test. Oral and written submissions, including presentations, syndicate discussions, and group and individual turn-ins, may comprise the test. Students' proficiency may also be evaluated through the completion of practical exercises.
 - (b) Observation. The most reliable sources of information regarding the typical or customary behavior of an individual are those who have personally observed him in a variety of situations. Many opportunities exist for colleagues and instructors to observe the student through the use of a checklist, rating scale, anecdotal records, and other methods.
 - (c) Self-Disclosure. Every individual possesses an extensive reservoir of self-related information. The aforementioned data can be acquired firsthand from the subject via interviews and questionnaires.
 - ii. Methods of Evaluation. The assessment of students encompasses the subsequent quantitative and qualitative components:
 - (a) Quantitative
 - i. Academic Performance (Group or Individual)
 - ii. Methodology
 - (b) Qualitative
 - i. Student Officer Appraisal Rating (SOAR)
 - ii. Student Evaluation Report
 - iii. Field Leadership Development Exercises
 - iv. Military Courtesy, Customs, and Traditions
 - v. Adjectival Evaluation
 - vi. Social Graces and Protocol
- d. CASC Grading System
 - 1) The CASC grading system is based on a modular design. Each module is allocated with academic units determined by its scope, relevance, and duration.
 - 2) The students' grades are computed by module. Each module is allocated with percentage points. The final module grade is determined by computing the module grade and the number of units allocated to the module.
 - 3) The final course grade of the student is computed by summing up all the final



module grades and conduct grades then dividing it to the total number of units of the course.

$$\text{Final Course Grade (FCG)} = \frac{\sum (\text{MG1} \times \text{units}) + (\text{MG2} \times \text{units}) + \dots (\text{Conduct} \times \text{units})}{\text{total units of CASC}}$$

where:

MG1: Grade for Module 1

MG2: Grade for Module 2

- e. CASC module unit allocation. The allocation of academic units to each module is determined by the following criteria: the total time allotted to the module, the scope of the module, and the module's relevance to the course. In addition, course administration and class attendance were assigned additional units. Annex D illustrates the allocation of units according to module.
- f. Grading criteria. Annex E contains the assessment criteria for written assignments and seminar discussions.
- g. ASC Eligibility – Students who meet the course prerequisites shall be awarded the ASC Eligibility, ASC Badge, and a Diploma.

II. Academic Ethics

The following ethical behaviors are emphasized in the college:

- a. Official activities. Students shall attend all official activities as directed in the weekly schedule or other administrative instructions. This includes lectures, seminars, field studies, exercises, and in some cases, symposia. Students have a professional responsibility to attend all classes and academic activities.
- b. Professional standards. All CASC members must uphold the utmost professional standards as mandated by the organization.
 - 1) It is expected that all individuals conduct reputable research and accurately attribute the works of others that are cited.
 - 2) In their endeavors to aid students in need of assistance, instructors, the CD, ACD, MDs, seminar advisers, Training Staff (TS), and others requested to provide additional instruction or tutorial support must exercise caution so as not to compromise the tenets of academic integrity.

III. Academic Integrity

The concept of academic integrity encompasses both intrinsic and instrumental worth. Colleges and universities are tasked with educating with the conviction that academic integrity is an inherent value. Additionally, upholding academic integrity provides concrete advantages, such as safeguarding the standing and trustworthiness of an establishment's faculty and students, as well as the significance, worth, and legitimacy of the degrees it bestows.

Academic integrity entails a steadfast dedication to truthfulness, in addition to the pillars of trust, fairness, responsibility, and respect. It is challenging oneself to stand up for these values that are fundamental to the academic process.

Honesty is the fundamental cornerstone of academic integrity. Moral development is drastically influenced by the cultivation of such integrity. Academic integrity requires courage, insight, and self-awareness: the fortitude to confront difficult decisions with



candor and to make the correct decision, in addition to the self-awareness to accept accountability for one's actions and their repercussions.

Learning requires both honesty with oneself and with others. To develop intellectually and personally, students must be candid with themselves and others regarding their knowledge and ignorance. Students can only acquire precise evaluations from their professors and develop a reliable understanding of their academic progress by establishing such a solid foundation in honesty.

Teaching and research both require honesty, with the professor frequently serving as an exemplar for the students as they cultivate their commitment to academic integrity. Professors should exemplify and engage in honest conduct in their pursuit of knowledge, as well as in their interactions with students and colleagues, to be effective educators.

To promote the pursuit of truth and knowledge, the CASC ought to mandate intellectual and personal integrity in the domains of education, research, and instruction. This is further reinforced by academic policies that mandate students to comply with the subsequent:

1) Any work that a student present must be original to him. When producing written assignments and reports, students must adhere to the strict citation and crediting of all sources they have read or consulted. The same holds when delivering oral reports.

2) Before the administration of any examinations or graded practical exercises, student-officers are prohibited from cheating, possessing or using copies of such materials from a regular or non-resident instruction course, or discussing graded lessons and examination questions, among other activities that constitute an unfair advantage.

3) Rendering false statements and reports in any capacity as a student.

4) Dishonesty undermines the educational process. Cheaters fail to acquire the necessary skills, knowledge, and expertise to practice their profession, thereby rendering any degrees they may obtain illegitimate and fraudulent. Furthermore, they may pose a threat to others and their community by claiming to know things they do not, thereby placing the rights and well-being of others and their community in jeopardy for the sake of grades.

5) If a student is found to have been dishonest by an investigating officer or body, the student will be sent to the Academic Board, which will decide if the student has failed the course. Any case that is taken to the Board is carefully looked over before a decision is made and sent to the Commander, CGETDC. Subject to the approval of the Commander, CGETDC, the student who is found to have been dishonest will be labeled RTU and will never be allowed to take the course again.

6) It is mandatory for college administrators, faculty members, and CGOSEC Class members to promptly notify the relevant faculty/instructor/lecturer, TS, module director, ACD, CD, or the HAD of any violations of these imperatives.

7) The Academic Department is responsible in the information dissemination and ensuring awareness of faculty and students in prescribing the standards for proper credit, footnote/endnote, reference and similar citation to acknowledge the work of another author.

Shared responsibility. An academic community should uphold high standards of conduct in learning, teaching, and research by requiring shared responsibility in promoting academic integrity among all members of the community.

a. An academic integrity system ought to mandate, at a minimum, that members assume accountability for their integrity and strive to deter and avert unethical behavior on the part of others. One possible solution is to conceal one's own responses when



taking a test. The paramount obligation is to report any instances of improper conduct exhibited or discovered by others, as well as to disclose one's own transgressions, whether deliberate or inadvertent. We are only willing to accept complete accountability for our involvement in the academic community by doing so.

b. Academic integrity is the shared responsibility of all community members; each should be accountable to others and to oneself. In addition to acting with integrity in our own research, teaching, and learning, we are also obligated to intervene when wrongdoing occurs.

c. In all its manifestations, standards of conduct abhor cheating, lying, misrepresentation, deception, fraud, forgery, theft, and dishonesty—be it in academic settings, leadership and physical development, research, writing, or in our interactions as colleagues, students, or employees.

d. To allow inequity and dishonesty to persist is to ensure their continued existence. As a result, it is the responsibility of every student, faculty member, and administrator to ensure the integrity and quality of scholarship and learning, as well as to promote fairness in academic pursuit.

e. The distribution of shared responsibility facilitates the transfer of influence to drive change, combats apathy, and fosters a sense of belonging and recognition among each member of the academic community.

f. Our approach to dealing with the dishonesty of others is one of the most challenging matters concerning our shared responsibility to uphold academic integrity standards. It is not sufficient that we abstain from dishonesty; we must also not condone its behavior in others. Frequently, the obligation to act clashes directly with factors such as peer pressure, fear, loyalty, and misguided compassion. Peer pressure prevents individuals from "snitching" on their peers. The apprehension of jeopardizing the education, reputation, or life of another individual exists. There is concern that an unjust accusation of an innocent party could occur due to an error of judgment. Vulnerability to retaliation or censure, as well as reputational damage, exists for those who are exposed as "snitch."

g. Similar to other academic establishments, the CASC demands that all members of the student body, faculty, and administration accept complete accountability or credit for their viewpoints, whether articulated verbally or in writing. Likewise, it is anticipated that each individual will duly acknowledge the concepts, terminology, and data acquired from external sources.

h. While deliberate plagiarism is not expected from any CASC student, failure to attribute the sources from which or where they obtain the materials used in their spoken or written work will result in disciplinary action.

i. To guarantee that proper credit is attributed to others, students ought to request that faculty members furnish explicit instructions regarding the citation requirements for assignments.

Respect. Respect should be fostered among students, faculty, and personnel of an academic community: respect for oneself and others, scholarship and research, the educational process, and intellectual heritage.

a. Recognizing the value of others and treating them as ends in themselves, rather than merely as a means to our aims, constitutes respecting them. Mutual respect among members of a community is an inherent and essential virtue. People who lack respect are frequently regarded as mere objects.

b. Self-respect entails active engagement in the processes of learning, research, and teaching, taking risks, evaluating one's abilities, capitalizing on achievements, and deriving lessons from setbacks. Demonstrating respect for others among students entails the following: attending classes punctually, paying attention, listening attentively rather than merely expressing one's own opinion, being well-prepared and actively participating



in discussions, timely completion of assignments and papers, and striving for excellence. Furthermore, it encompasses refraining from ad hominem assaults, threats, intimidation, unwarranted requests for work re-evaluation, and any other conduct that is disruptive, derogatory, or demeaning, whether in the classroom, during office hours, or in other interactions between faculty and students.

c. The essence of requiring respect and civility is reciprocal. In addition to students, it binds the faculty, staff, and administration. Demonstrating respect towards students entails the faculty members acknowledging and valuing their individuality, taking their ideas earnestly, and recognizing their aspirations and goals.

d. Appreciation for the contributions of others entails suitably attributing their work, be it research, words, ideas, discoveries, facts, charts, or other visuals, or even paraphrases, regardless of whether they were utilized in collaboration, copied, or paraphrased. Faculty and students alike are evaluated against this criterion. Recognizing and attributing intellectual debts to others is the essence of this concept. To duly acknowledge academic debts, precise source citations are necessary. Verbatim text, when applicable, should be delimited by quotation marks or indentation. It is expected that proper credit be given for all sources utilized, including but not limited to oral or written materials, published or unpublished sources, online databases, video or audio recordings, faculty lectures, course texts, or class handouts; encyclopedias or other reference works; and student projects.

General offenses against academic integrity:

a. Plagiarism. It is the intentional or unintentional illicit use of the intellectual work of another without attributing the author. Plagiarism is strictly prohibited in all scholarly works, not limited to computer code, speeches, transparencies, music, scientific data and analysis, electronic publications, and the like, although it is most frequently associated with writing. Plagiarism could be more precisely defined as follows:

- 1) Employing the exact words of another individual without incorporating quotation marks or in-text referencing;
- 2) Rephrasing the words of another without appropriate citation;
- 3) Utilizing the concepts of another without attribution
- 4) Employing an individual's organizational framework without appropriately attributing it through a citation.

b. The submission of analogous papers. It is not permissible for students to submit papers that are identical or only barely modified to fulfill requirements for multiple modules. Every module paper should be evaluated independently. With appropriate citation, students are permitted to utilize a previously written paper as supporting documentation for another paper. Although two distinct writing assignments might touch upon similar subjects, they may not be met with an identical or marginally altered paper. Students ought to consult with the DS or their Seminar Adviser when uncertain.

c. Cheating. "To act dishonestly; to practice fraud" is the definition of cheating (<http://www.thefreedictionary.com/cheating>). Engaging in deceit, plagiarism, and dishonesty are behaviors that amount to deception. Illustrative instances of deception encompass, yet are not restricted to:

- 1) copying answers from another student during tests;
- 2) copying examination answers from another module
- 3) removing test booklets from the examination room after completion of the test unless approved by the examination proctor;
- 4) failing to turn in test booklets at the end of the test;
- 5) using notes or unauthorized materials when taking examinations;
- 6) Unauthorized collaboration is a form of cheating. It is the effort by two or more students "to work jointly with the other or others for the purpose of



attaining higher marks, getting more favorable assessments, or otherwise gaining an undue advantage over their classmates." Unauthorized collaboration includes, among others, acts of unsanctioned cooperation, associating or allowing another student to copy one's answers during an examination; passing notes or discussing examination answers/solutions during the examination; or jointly working on any coursework (assignments, turn-ins, and take-home examinations).

- 7) "Receiving or rendering unauthorized assistance" is also classified as cheating and dishonesty. This violation is committed through the following:
- i. possessing or using copies of solutions to practical exercises, examinations, lessons, or any other controlled issue material used in any resident or non-resident courses that have not been issued to them by or without the knowledge of the faculty conducting the course or courses. This includes materials used in prior years;
 - ii. transferring any of the material listed above unless specifically authorized to do so; and
 - iii. receiving assistance from any person without acknowledging the specific help provided; or getting help from researchers, statisticians, or similar professionals in completing practical exercises, examinations, or other graded course requirements.

Additional guidelines to ensure academic integrity.

a. On group work – Brainstorming, sharing of ideas, joint authorship, and critiquing of each other's work are important in group work. Groups shall not delegate all or most of the work on a project to one or two individuals. All group members must participate equally in the project.

b. On group collaboration – Collaboration between groups to produce a common solution is prohibited unless specifically permitted by the instructor. When an instructor assigns similar projects to several groups, each group shall produce its solution. If an instructor approves collaboration between groups, the instructor shall specify, in writing, the nature and limits of the collaboration allowed. When submitting a solution or project completed with the help of or in collaboration with another group or groups, the assistance given by or contribution made must be specifically cited. For example, "Our solution is based in part on a decision matrix developed by CG CDR JUAN DELA CRUZ's Group or Seminar Alpha."

c. On proofreading – Students may seek assistance from another individual to proofread his/her paper. Proofreading must be taken to mean that the latter is only allowed to point out errors in punctuation, spelling, and issues bearing on clarity of expression. However, the assistance must be noted or properly acknowledged by the student on the paper. Using others to write or finish a student's paper is not allowed. This defeats the purpose of academic writing, that is, to allow the students to individually come up with a scholarly written paper. Violation of this provision will constitute a failure of the specific academic writing requirement.

d. On copyright laws – Copyright laws are stringent and particular. It is the responsibility of all personnel to adhere to the regulations and avoid being influenced by technological advancements such as the simplicity of photocopying, tape duplication, and other similar methods. Infractions of copyright legislation shall result in civil, criminal, and administrative sanctions being imposed on the offender, in addition to any penalties that the College may impose.

e. On encouraging the exchange of information regarding the examination – The purpose of the student evaluation procedure is to assess students' understanding and integration of the material covered in the course. This evaluation shall additionally furnish data for the purpose of curriculum development and enhancement. Disclosure of examination



or questionnaire content, whether intentional or accidental, renders the evaluation process null and void. Therefore, to maintain the integrity of the procedure, instructors and students shall abstain from engaging in discussions or exchanging any other form of information about the examinations.

Procedures and sanctions for violation of academic integrity

a. Procedures:

- 1) Reporting Authority – All CGETDC members, including invited visitors, have the authority to file reports of violations.
 - i. All violations must be reported to the CASC in writing within twenty-four hours for investigation.
 - ii. The College shall designate an officer to carry out an initial inquiry. The investigation should encompass an elucidation provided by the student in question regarding the circumstances surrounding the report. This must be accomplished in writing within five working days, or within a timeframe as determined by the College.
 - iii. In light of the findings of the preliminary inquiry, the College shall ascertain whether additional inquiry is warranted. If necessary, the Superintendent, CASC will appoint an investigating officer to carry out a formal inquiry. The College shall be notified of the investigation's outcome within one week of receiving the investigation directive.
 - iv. If a warrant is issued, the College shall notify the Commander, CGETDC via the Academic Board, of the investigation's outcome for appropriate action.
- 2) Appeal. The Commander, CGETDC has the power and ultimate authority to decide all cases that pertain to violations of the academic integrity standard. He has the sole jurisdiction to uphold, reverse, or modify the sanction recommended by the College. Aggrieved parties are given five working days within which to appeal to the Commander the assailed decision.
 - i. In instances where the violation was reported, investigated, and recommended for sanction by the College and the Commander upheld the same, appeal is available as a remedy. The party who feels aggrieved by the decision may appeal to the Commander, CGETDC.
 - ii. The Commander may direct a review and evaluate the recommendation of the College as he deems warranted.
 - iii.

b. Sanctions. The following sanctions may be imposed for violations of academic integrity standards while the offender remains a student in the college:

- 1) expulsion
- 2) suspension
- 3) grade of "no credit" with a transcript notation of "academic dishonesty"
- 4) rejection of the work submitted for credit or a letter of admonishment
- 5) other punishments as may be prescribed by the Superintendent, CASC without prejudice to official sanctions prescribed under the rules of the Revised Code of Conduct and Discipline for PCG Uniformed Personnel; and



- 6) In cases where violations are reported after the offender has departed from the college, the penalty is denial or revocation of degrees or diplomas.

IV. Academic Freedom

- a. Academic freedom is the liberty that faculty, students, and instructors/faculty members are granted to pursue knowledge and research within the college's boundaries, unrestricted by external pressures, legal restrictions, or institutional regulations.
- b. Academic discussion is encouraged in the classroom and other suitable settings within the institution, where students and instructors/guest lecturers may engage in an exchange of ideas, queries, and responses that serve to elucidate matters of academic significance. This discussion ought to be carried out in a cordial and expert fashion.
- c. Non-attribution policy
 - 1) The College enforces the 'Chatham House Rule,' which states that "all attendees are permitted to quote from the discussion; however, they are not permitted to identify the commentator." Its objective is to foster greater transparency in discourse. When arguing or establishing a point, students are expected to follow the principle of non-attribution of the sources of any information obtained during academic discussions and utilized in their work. Attribution may only be provided in the following manner: "A guest lecturer or instructor stated..." or equivalent language.
 - 2) Presentations comprised of distinguished public officials and scholars, seminar leaders, guest lecturers, and panelists are an integral component of the CASC curriculum. To facilitate candid discussions among these esteemed visitors, the college guarantees that any presentations delivered within its premises will be handled with the utmost confidentiality. By its foundation on a policy of non-attribution, this assurance binds all attendees of the presentation morally.
 - 3) It is impermissible to attribute any statement of idea or opinion directly or indirectly to the speaker without obtaining explicit permission. This is not to restrict students or faculty members from referencing opinions and viewpoints previously expressed by speakers in the academic setting; nevertheless, when discussing, validating, or challenging the views or comments of an incumbent lecturer or speaker, students are not permitted to attribute views or comments made by another lecturer or speaker at a different time to the incumbent lecturer or speaker.
 - 4) Students may not record the audio or video or both audio and video of the lectures unless expressly authorized to do so by the lecturer. The designated class marcher must request approval from the enhancement speakers or plenary lecturers to record the lecture and must announce this express approval (if that is the case) before the start of the class.
 - 5) Restrictions on the types of information during academic discussions:
 - i. Classified information. All students must protect classified information acquired during presentations in accordance with applicable regulations and policies.
 - ii. Unclassified information. Students may use unclassified information obtained during lectures, briefings, panels, discussions, and seminars freely within the academic environment. The non-attribution policy of the College applies nonetheless.
 - 6) Prior consent. Do not identify the speaker, or the college as the originator of the information without prior consent.



- IV. Leaving the room while there is an on-going classroom instruction.
 - a. Students are not allowed to leave the classroom when the class starts unless authorized by competent authority.
 - b. In case of an emergency, the student leaving the classroom shall inform the class marcher of his or her predicaments.
 - c. However, the student shall still be reported by the Class Marcher indicating in the report the time the student left the classroom and the time the student came back inside the classroom.
 - d. The Student Affairs Department of the College shall determine and make appropriate recommendations whether the leaving of the student is valid or not through the explanation of the student in a delinquency report.
- V. Seating arrangement in the classroom or venue.
 - a. The seating arrangement for students in the classroom will be by seminar.
 - b. The back rows of the hall are reserved for the Superintendent, CASC, the Assistant Superintendent, CASC, faculty staff, and the class marcher.
 - c. The last row of the right side of the room facing the stage shall be reserved for late students.
- VI. Use of information technology (IT) gadgets.
 - a. Students are authorized to use IT equipment for academic purposes only.
 - b. Personal IT equipment must be set to silent mode inside the classroom.
 - c. Students must seek clearance from the lecturer or resource speaker to record the lecture presentation before the start of the class.
- VII. Question and Answer.
 - a. In the classroom or any class venue, a student who will ask a question to the instructor shall stand up when properly called or recognized, then proceed to the nearest microphone (if there's any), state his/her rank, first name and surname, and his seminar group before asking his/her question. The student asking the question shall remain standing near the microphone until the instructor completes the answer before going back to his seat.
 - b. To ensure that all students have an opportunity to ask questions, students are advised to address any inquiries concisely and directly.
 - c. It is inappropriate for students who are posing questions to express personal greetings or gratitude.
- VIII. Length of a single session or lecture.
 - a. Lectures and other classroom activities should ideally be organized in advance with the guest lecturer or instructor delivering a 40-minute address, followed by a 10-minute intermission, and concluding with a 40-minute round of questions and answers. Nonetheless, the authority to do so rests with the lecturer or instructor.
 - b. Some guest lecturers may request a longer initial lecture period in order to fully present their topic. It is the Module Director's responsibility to determine well beforehand the guest lecturer's presentation and requirements and adjust the program accordingly. To implement any such adjustments, the Training Staff through the class marcher must ensure that



the class is aware of the intended time allocation between speaking and the question-and-answer period.

IX. Seminar activities.

a. Small group learning through seminar studies is the cornerstone of the system of education at the CASC. The success of seminar studies is dependent on the respectful discourse between the diverse members of the seminar and the TS. Seminar study provides for:

a. a broad cross-section of experience and opinion to aid group discussion;

b. practice in analyzing problems, assembling thoughts, and speaking clearly and concisely in group settings; and

c. practice in the coordination of activities and detailed study, through participation in sub-seminar work.

b. Method. A carefully structured and managed seminar discussion allows its members to consolidate and build on the collective experience. Members of a small group get to know each other well and build up the confidence necessary for frank and respectful exchanges of views and knowledge. In working together as a team, seminar members will practice many of the skills necessary for higher staff work, and learn about themselves in the process. The seminar may be required to provide a product: a report, summary, questions, or a plan for dealing with a particular problem.

c. Seminar seating plan. At the start of each learning block, the seminar leader, in consultation with the seminar TS, is to produce a seminar seating plan. A copy of the seminar seating plan must be displayed on the board placed adjacent to the seminar door. The alternative to the seating plan is a table posted in the same location showing the rank, preferred name, and picture of each student.

d. Seminar visitors. During seminar activities, authorized visitors can sit in or access the seminar room. Two spare seats are to be available to accommodate visitors to the seminar. Students are not required to stand at attention for a visitor when entering a seminar room, but appropriate courtesies should be paid.

X. Policies during written examinations.

a. During written examinations, students are not allowed to leave the examination room after the examination has started. However, they may leave the exam venue early if they have already finished or satisfied the requirements and have passed their examination paper to the designated proctor.

b. Students are not allowed to use their cellular phones or other IT gadgets during examination unless specified by the designated proctor. As a gesture of courtesy to fellow students, phones must be turned off or switched to silent mode during the examination. Answering a phone call is not authorized. Other gadgets like the laptop can only be used when specified in the instructions of the examination.

c. Students are not allowed to talk to their classmates when the examination has commenced. If any question arises during the exam, students shall call the attention of the designated proctor only.



d. Students who come in late for any examination shall still be allowed to take the exam but shall not be given any extension. They shall submit their test papers together with the rest of their classmates when the allotted time for the examination expires.

e. Any violation of these policies during examinations must be made in writing by designated proctors, TS, or faculty members. Said reports shall be submitted to the Academic Department who shall subsequently initiate the conduct of preliminary investigation for possible violation of academic integrity.

XI. Class marcher.

a. The College, through the Student Affairs Department (SAD), publishes the daily class marcher detail every month.

b. The major task of the class marcher is to assist the academic directors in managing the activities of the class for that day. Specifically, the Class Marcher is responsible for the following:

a. accounting for the students' attendance during classroom instructions and other activities;

b. implementation of the classroom policies such as late students, coffee policy, personal necessities, and the use of phones and gadgets;

c. coordination with the designated ITO in connection with the management of guest lecturers and enhancement speakers, and;

d. coordination with the College for any instructions prior to the start of the class and with the module director for the class schedule management.

c. The designated class marcher shall occupy the designated seat for Class Marcher.

d. The class marcher shall supervise the students to occupy their respective seats prior to the start of the class.

e. The class marcher shall submit his Marcher's Report to the Student Affairs Department (SAD) and drop it inside the Marcher's Report Box NLT 1700H of his scheduled day of duty. The marcher's report must at least include the following basic information:

a. report on attendance for each class of the day;

b. report on late students for each class of the day;

c. report on classroom violations for each class of the day; and

d. other relevant information for each class of the day.

f. In extreme cases when there are classes after 1700H, the class marcher will indicate in his or her report such information and actions taken.

g. During seminar discussions, the class marcher shall directly coordinate with the seminar leaders before and after the class to get the reports on attendance and violations of classroom policies.

h. The class marcher shall require the seminar leaders or their representatives to sign in the marcher's slip. Failure to sign in the marcher's slip is a violation of specific instruction for both the class marcher and the seminar leader.

XII. Introducing and Thanking Officers (ITO).

a. An ITO is a member of the CGOSEC class who is designated to introduce and thank the guest instructor or enhancement speaker.



b. It is the responsibility of the Module Director/Training Staff to provide an advance copy of relevant information about the guest instructor or enhancement speaker to the ITO. The following is the guidance for the ITOs:

a. Introducing the lecturer or instructor. Introductions should be relevant and direct to the point. It is customary to address the Supt, CASC, or his representative and the audience at the beginning of the introduction.

b. Thanking the lecturer or instructor. Thanking the lecturer or instructor should be more direct and to the point than the introduction, stating the "takeaways" of the presentation.

c. A major part of the ITO's responsibility is to inform the guest instructor or resource speaker about the general profile of the class, either before the start of the lesson or by including the topic in the guest lecturer's introduction.

d. The ITO is also required to be a member of the receiving party for the arrival of the guest lecturer. The ITO shall ensure that the faculty lounge is prepared to hold the guest lecturer, if necessary, before bringing the guest lecturer inside the classroom.

e. The ITO shall coordinate with the Module Director/TS for any memento that will be given to the guest after the lecture. At the end of the lecture or talk, the ITO shall thank the guest lecturer or instructor on behalf of the College and give the memento.

f. If a guest instructor/speaker was already introduced to the class from a previous classroom activity, the designated ITO for the day is responsible for the short introduction of the guest instructor/speaker.

XIII. Seminar organization.

As the students will spend much of the year in seminars, they will be appointed to the following seminar positions:

a. Seminar leader. The Academic Department will appoint a seminar leader. The seminar leader is responsible to the College for general planning, organizing, coordination, and administrative duties relating to the seminar activities. The seminar leader's duties and responsibilities are the following:

a. assists the Course Director and Training Staff with seminar administration;

b. arranges and implements the seminar seating plan;

c. maintains adequate stationery and office supplies;

d. signs for equipment and reference material issued to the seminar;

e. secures their respective seminar room, classified material, and issued equipment;

f. coordinates the turn-ins of the seminar, when required;

g. reports any equipment or building maintenance problems;

h. provides a communication link between the CD/seminar adviser/training staff and the seminar members;

i. keeps the seminar adviser informed on issues and concerns of their respective seminars;

j. assumes the role of seminar facilitator in seminar activities;



- k. performs other duties and responsibilities as directed by competent authority.
- b. Deputy seminar leader. The main responsibility of the deputy seminar leader is to assist the seminar leader and represent him or her in his or her absence.
- c. Safety officer. The main responsibility of seminar safety officer is to manage safety issues and concerns of their respective seminars.
- d. Athletic representative. The main responsibility of the athletic representative is to assist in the planning and conduct of the college field leadership and enhancement programs.



COURSE MANAGEMENT POLICIES

I. Student Oath of Undertaking.

a. Students will be required to sign a statement certifying that he/ she has read and fully understood the provisions of the Student Academic Handbook published by the college.

b. The Student Oath of Undertaking (see Annex 'F') shall be signed and submitted not later than one week upon receipt of a hard or electronic copy of the handbook. Students shall meet with their respective academic or seminar adviser to discuss any issues or questions prior to signing the undertaking. The latter also affixes his signature on the undertaking to indicate that the students have conferred with him regarding the provisions of the manual.

c. SAD is the designated OPR in implementing this policy.

II. Student class organization.

a. Within seven (7) days after the course opening, students shall form a class organization and elect the following class officers as a minimum requirement:

President	Public Relations Officer
Vice President	Class Historian
Treasurer	Athletic Representative
Secretary	

b. A class adviser shall also be chosen from among the faculty and staff of the college to provide advice to the student body on matters pertaining to social activities, disciplinary problems, and all non-academic aspects of the student's life while in the college.

c. Prior to the formation of the class organization, the class marcher of the day shall represent the class if the need arises.

III. Student code assignment.

a. Students shall be given codes that they will use in their turn-ins. This will prevent possible biases in giving grades and for other academic reasons. These codes shall be used throughout the course. However, the Academic Department has the prerogative to change such codes when deemed necessary.

b. The authorized encoder(s) from the Academic Department are responsible for safekeeping the list of codes and ensuring its integrity.

IV. Seminar grouping.

a. To develop teamwork, camaraderie, and leadership, students shall be grouped into "seminars" during the conduct of the course.

b. The Registrar, as the OPR, shall recommend to the Supt, CASC, the most competitive, equitable, and balanced distribution of students in seminar groupings based on the following parameters:

1) Projected Grade Point Average (GPA) based on the administered psychological examination, which includes adaptability, critical reasoning, scholastic ability, and abstract reasoning;

2) Functional Command;

3) Result of latest PFT;

4) Seniority and Lineal List (SLL);

5) Source of Commission;



6) Functional Field of Specialization;

7) Age;

8) Gender;

9) Physical Profile;

10) The result of the essay taken during the screening process

- c. Depending on the academic and non-academic performance of the students, the Course Director, may recommend the regrouping or rotation by seminars of students. This shall be subject to the approval of the Supt, CASC.

V. Uniforms.

a. During classroom instructions:

1) General Office Uniform (GOU) or as prescribed. Only authorized jackets with shoulder loops shall be worn over the GOU.

2) Prescribed Civilian Attire (PCA) is worn on specific days as prescribed.

b. Exercises (PLANEX/CPX/FTC) – Battle Dress Uniform (BDU) or its equivalent for International Student-Officers if there's any.

c. Social functions – as prescribed

d. Academic travels and IPV – as prescribed.

e. Athletics

1) Physical Fitness Test (PFT) - service athletic uniform or seminar athletic uniform.

2) Field leadership activities and physical conditioning – seminar athletic uniform or as prescribed

f. Pinning ceremony – Bush Coat or as prescribed.

g. Graduation ceremony – Service Blouse.

h. Flag raising ceremony – GOA with Pershing cap or as prescribed.

i. Other activities – as prescribed

VI. PAR and administrative time.

a. Preparation and Academic Research (PAR) is a part of the training schedule devoted to preparation and research to enable the student to gather and complete his academic requirements. It is the Academic Department that is responsible in scheduling PARs.

b. Administrative time, on the other hand, is not part of the training schedule and is declared as free time due to some unavoidable circumstances beyond the control of the College. The time may be productively used to complete academic requirements or other administrative matters further. The academic directors are responsible for giving administrative time. In some cases where the time is not related to any module, it will be the responsibility of the Academic Department with the approval of the Superintendent to declare the admin time.

c. Administrative times and PARs may be allotted by accountable academic directors so long as the course duration specified by higher headquarters is not negatively impacted.

d. If necessary, the Superintendent and the Head of the Academic Department may terminate a planned PAR or administrative time.

VII. Leaves and sick calls.

a. Informal leaves – Informal leaves may be applied for by students during weekends, holidays, or in emergency cases. A copy of the informal leave form is available at the SAD. The Academic Department, through the SAD, shall recommend



the application for informal leave subject to the approval/disapproval of the Superintendent, CASC.

b. During red/blue alerts or other similar cases, granting of informal leaves shall be in accordance with the guidance of higher headquarters.

c. Except in extreme emergency cases, a student shall not be granted leave or pass when there is a scheduled examination or graded activity.

d. Sick calls – A student applying for a sick call shall complete the prescribed form prescribed by CGETDC and submit the same to SAD for approval.

VIII. Individual decorum and discipline.

a. Students shall always conduct themselves as responsible officers of the PCG.

b. As a form of courtesy, student-officers shall refrain from doing unnecessary activities during the conduct of lectures or presentations.

c. As a rule in asking and answering questions or sharing ideas during plenary sessions, student-officers shall use the provided microphone and start by introducing themselves first.

d. During classroom instructions, students are not allowed to entertain visitors and use their phones, except in extreme emergency cases.

e. Students are not allowed to enter any area marked as "RESTRICTED", "OFF LIMITS TO STUDENTS" and "FACULTY AREA."

f. Smoking is discouraged. However, it shall be allowed only in designated smoking areas.

IX. Reclama

a. A reclama is an individual or group complaint or clarification to the result of an examination or an activity related to the conduct of the course.

b. Reclamas are part of the college feedback system. Each student is allowed to express their feedback on the results of their examinations, seminar discussions, or practical exercises. However, due diligence and propriety are observed in exercising this privilege.

c. Procedures in filing a reclama.

1) The College shall give the students the chance to file reclama within 48 hours after the publication of grades to reconsider examination grades and check the reliability and validity of examination questions.

2) Upon receipt of the Reclama, the Head of the academic Department endorses the same to the corrector concerned through the Module Director in coded form together with the graded paper in question for review.

3) The corrector reviews the graded paper and answers the specific complaint/s of the student using the prescribed Reclama Action Sheet regardless of whether there are grade adjustments or none as a result.

4) The corrector must indicate clearly and encircle the number of points to be added to the original grade on the bottom part of the last page of the Reclama action sheet.

5) The Head, Academic Department reviews the Reclama action and upon his approval, directs amendment of the student's grades accordingly.

6) The Reclama Action Sheet is returned to the student concerned for his information. A copy of the Reclama and the Reclama Action Sheet are retained by the Academic Department for record purposes.



7) If the student is not satisfied with the action taken on his Reclama, he may appeal to the Superintendent, CASC through STL for reconsideration. Based on the appeal, the Superintendent may either reaffirm the earlier decision, or in case of reconsideration, shall elevate to the Academic Board to conduct a thorough study on the matter and come up with a recommendation for CGETDC's approval. All subsequent board actions on the Reclama shall be deemed final only upon approval of the Commander, CGETDC.

X. Failure in the Course

a. A student who failed to satisfy any of the following academic and non-academic requirements of the Course shall be considered failed or deferred to the next CGOSEC class:

- 1) A cumulative modular grade lower than 80% in any Module;
- 2) Superintendent's Paper;
- 3) PFT;
- 4) Conduct (demerits);
- 5) Attendance.

b. Students who have been deferred from graduation and who failed to comply with requirements after the prescribed number of days shall be deemed to have failed the course.

c. The Superintendent, based on the initial investigation board findings, shall recommend to the Commander, CGETDC via the Academic Board, the disposition of the students who failed the course.

XI. Deferment policy.

a. Students with no failing grades may be considered as deferred from schooling due to, but not limited to, the following:

- 1) prolonged incapacity due to illness/accidents;
- 2) circumstances sanctioned by higher Headquarters;
- 3) prolonged absence with justifiable cause.

b. A student under these circumstances, once recommended by his Unit Commander or any competent authority, may upon the approval of the Academic Board, join the next class. The following conditions are grounds for deferred graduation:

- 1) A student who fails in any module and is unable to comply with remedial requirements due to lack of material time; and,
- 2) A student who fails to comply with academic requirements due to authorized or justifiable reasons as determined by the Academic Board.

c. A student under these circumstances may, upon the approval of the Commander, CGETDC via Academic Board, graduate with the next class, immediately following his original class after satisfying the lacking requirement as indicated in paragraph "1" or "2" above.



XII. Failure in a particular Module

a. In the Academic Writing Program Module, students must submit an action research or master's thesis. If they fail the oral presentation and/or manuscript for their proposal defense (Chapters 1, 2, and 3), they can re-present and/or resubmit within 10 days. If they still fail this second attempt, the academic board will decide whether they can proceed to data gathering (Chapters 4, 5, and 6) to become eligible for the final defense, or if they must discontinue their participation in the AWP module. Students allowed to proceed with data gathering can then participate in the final proposal defense. If they fail this defense, they will have another chance to represent within the next 10 days or as scheduled by the panel. If they fail again, the academic board will evaluate their performance and may determine that they have failed the module.

b. Late Submission. If a student or group fails to meet the deadline for a mandatory submission, they will forfeit 0.791% of their grade for each hour that it is late. This calculation is based on eight working hours per day, which includes weekends and holidays. The final grade will be the score for the submission, minus any late deductions. The students may fail the module if the grade is reduced below 80% as a consequence of these deductions.

XII. Use of AI Tools in Graduate Studies.

The following guidelines are to be observed for faculty members and students regarding the use of AI tools, based on the ethical principles of Integrity, Accountability, and Transparency:

a. Original Content Creation. AI tools must NOT be used to create the content (e.g., results and discussion) of academic papers. Research papers, theses, and dissertations should be originally drafted by the student.

b. Language and Readability Enhancement. AI tools may be utilized ONLY for improving the readability and language of academic papers (e.g., grammar and style checking)

c. Declaration of AI Use. Any use of AI tools must be declared. Outputs generated by AI tools should be reviewed by the authors, who are accountable for their academic work. A sample declaration is as follows: "While preparing this work, the author(s) employed [NAME OF AI TOOL] for [REASON]. Following its use, the author(s) thoroughly reviewed and edited the content as necessary and assumes full responsibility for the final content of the publication."

d. Quality and Ethical Review. The academic department of CASC shall form a committee that is responsible for reviewing the manuscripts of graduate students to ensure quality, rigor, and adherence to ethical practices.

XIV. Similarity Index. All academic submissions (research papers, essays, reports, etc.) must adhere to the institution's integrity policy. The similarity index is measured using plagiarism detection software (e.g., Turnitin, Grammarly). A similarity index of 15% or below is required for a passing mark. Any paper exceeding 15% similarity will be automatically marked as failed, subject to review for intent and extent.



NON-ACADEMIC PROGRAMS AND POLICIES

I. GOALS

- a. To develop and maintain the physical well-being, fitness, camaraderie, and teamwork of student-officers through activities such as physical fitness tests, athletic competitions, and field leadership exercises.
- b. To instill discipline among the students while they are undergoing the course and rationalize the implementation of regulations.
- c. To enhance the desired character and interpersonal relationship skills of the Students.

II. OBJECTIVES

In the implementation of these non-academic programs and policies, the students must be able to:

- a. maintain good health and coordinated body kinetics;
- b. manage the rigors of doing simultaneously the academic and the non-academic requirements of the course.
- c. demonstrate stability under pressure when solving field leadership problems.
- d. demonstrate discipline in following the rules and regulations set by the college;
- e. develop team unity during field competitions, and;
- f. perform as a team player.

III. RESPONSIBILITY

The CASC, through the Non-Acad Department, is designated as the office of primary responsibility (OPR) in the implementation of the non-academic program.

IV. COMPONENTS

The Non-Academic portion of the curriculum includes the Physical Fitness Tests (PFT), conduct, attendance, the Field Leadership Enhancement Program (FLEP), and the SOAR.



NON-ACADEMIC PROGRAMS AND POLICIES

I. Physical Fitness Activity

- a. Attendance in organized physical fitness activities is mandatory for all students.
- b. Physical Fitness Tests (PFT) shall be conducted using the current PCG and CASC PFT Standards. PFT is a must-pass requirement and shall be conducted based on the schedule provided by the College. In case of failure, the case shall be referred to the Academic Board for proper disposition.
- c. Exemptions from any physical activity to include PFT shall be submitted in writing to the Superintendent, CASC (ATTN: H, SAD) as attested/recommended to by PCG Medical.
- d. Authorized Absence - Student shall get the actual grade and time record from the make-up PFT.
- e. Unauthorized Absence – For unauthorized absence, the student shall get a grade of zero.

II. Conduct

Conduct refers to the student's discipline while undergoing the course. The College will use the following guidelines to reinforce the students' conformity with the prescribed norms of behavior expected from an officer and a gentleman:

a. Student's Demerit System

1) General – The student's demerit system is used as part of evaluating the non-academic performance of the student. This aspires to check, if not, reinforce the student's conformity with the prescribed norms of behavior expected from an officer and a gentleman.

2) Purpose – This provides guidelines for the implementation of the student's demerit system. It aims to rationalize the institution of punishments to erring students and the corresponding point deduction in the non-academic evaluation.

3) Compliance - Students shall understand, internalize, strictly comply, and adhere to the provisions herein stated.

4) Definition of Terms.

Concerted action among students – Joint action to violate or evade any regulation, policies, order or instruction issued by competent authority or for the purpose of disapproval or censure of any organic personnel of the College or guest lecturers.

Delinquency – An act committed or omitted by a student in violation of the provisions of this regulation, articles of war and other policies and regulations governing the students of the CASC.

Delinquency report – A brief account of a delinquent act committed by a student either handwritten or typewritten in an official form.



Demerit – Negative mark in discipline and conduct which maybe the basis of punishment or separation from the course.

Discipline – Individual or group attitude that ensures prompt obedience to orders, regulations, policies and the performance of appropriate actions in the absence of orders.

Disorders and neglect – Acts or omission by a student prejudicial to good order and military discipline.

Punishment – Penalties meted out to the students commensurate to the offense or delinquent act/s committed.

Ungentlemanly conduct – This includes vicious, immoral and improper conduct of any student on any occasion or activity as a student of the College.

5) Classification of Delinquencies (see specific in Annex G).

5.1. Class I (Grave Delinquencies) – are offenses whose punishment is meted out by the Superintendent, CASC.

5.2. Class II (Serious Delinquencies) – offenses whose punishment are meted out by the Head, Student Affairs Department (SAD).

5.3. Class III (Less Serious Delinquencies) – offenses whose punishments are meted out by Head, SAD.

5.4. Class IV (Light Delinquencies) – are offenses whose punishment are meted out by Head, SAD.

6) Except for offenses whose prescriptions are defined in the Coast Guard Course Regulations Manual, delinquencies that are not immediately reported shall have a ninety (90) day prescription after the commission of the offense.

7) Punishments – Prescribed for each delinquency in accordance with their gravity and are meted out to students after considering the entire circumstances attendant to their commission.

b. Procedure on noted delinquencies

Delinquency	Minimum	Maximum	Awarding Officer
Class I	31 to 35 Demerits	Return to Unit and/or Reprimand	Supt., CASC
Class II	21 to 25 Demerits	26 to 30 Demerits/ Reprimand	Head, SAD
Class III	11 to 15 Demerits	16 to 20 Demerits	Head, SAD
Class IV	1 to 5 Demerits	6 to 10 Demerits	Head, SAD

1) Reporting Authority – All members of the CGETDC Faculty and Staff to include CO, Coast Guard Installation Service Support Group (CISSG).

2) All violations of regulations shall be reflected in writing by the reporting person to SAD.



3) Upon submission to the College, the Delinquency Report (DR) shall be forwarded to the student concerned for explanation.

4) The explanation shall be forwarded to the SAD.

5) The SAD shall determine the validity of the explanation and then recommend appropriate action.

6) The SAD forwards its recommendations to the Superintendent, CASC, who determines the awarding authority corresponding to the offense.

7) Upon approval, SCASC informs the concerned student of the actions taken by the College.

8) A student may accumulate up to a maximum of 350 demerits during the course. Exceeding this limit results in course failure and potential return to the unit (RTU), subject to the approval of the CGETDC through the Academic Board.

c. Reconsideration of Meted Punishment – If a student believes that the punishment awarded is not commensurate to the offense committed, he may submit a written request for reconsideration of the punishment within three (3) days after he has been formally notified of the punishment. The request shall be addressed to the SAD in accordance with the format prescribed for PCG correspondence. The reason for his request, the offense, and the corresponding punishment shall be specified by the student. Requests submitted after the deadline will be denied unless the awarding authority determines that the justification for the delay warrants further consideration. Students shall be duly informed in the event that the sanction for an infraction is modified in response to the petition for reconsideration.

III. Attendance

Except for those who are on official leave or authorized absence, students are required to join all academic, non-academic and other enhancement activities as scheduled.

a. Authorized Absence – those authorized under the following conditions:

1) Must be officially granted by the CASC as recommended by the SAD;

2) Absence due to accidents, emergencies or illness;

3) Other legitimate reasons as determined by the College

4) Students who went on authorized absence can take the special examination and will get the actual score for the activity.

b. Unauthorized Absence—absences from academic or non- academic period when the reason is not officially known and approved by the Superintendent or his duly authorized representative. For unauthorized absences, the student will receive a zero (0) grade for the missed activities and a Delinquency Report.

c. Late reporting for the course – same provisions shall apply.

IV. Field Leadership Enhancement Program (FLEP)



FLEP is a set of activities, that aim to provide a competitive environment and develop teamwork and team spirit among the students. These include the modified volleyball, tug-of-war, modified basketball, seminar run, seminar swim, golf, and other related activities.

Although a non-graded activity, results shall be used to determine athletic awards. Faculty members shall observe students concerning their interpersonal relations, personal development, followership, "take charge" attitude, volunteerism, resourcefulness, vision, leadership, initiative, decisiveness, inter-service ethos, etc. The observations shall form part of the accomplished periodic SOAR form.

- a. The SAD is designated as the OPR in prescribing the activities.
- b. Students must observe proper discipline and conduct during engagement on the above-mentioned programs.
- c. Delinquent acts committed thereon shall be dealt with accordingly under the provisions of existing rules, policies and regulations of the College.

V. Student Officer Appraisal Report (SOAR) (see Annex I)

Each student shall be evaluated regularly for the duration of the Course. The purpose of the SOAR is to appraise the student on his current performance to identify areas for improvement.

The final SOAR shall reflect the student's overall performance during the conduct of the course. It shall be used as basis for his Officer's Fitness Report (OFR).

The Course Director is designated as the Primary Evaluator in rating the students and submission of the SOAR. He may directly coordinate with the Training Staff or Module Directors to assist in the evaluation.

The SOARs shall be forwarded to the College, through the Assistant Superintendent, who in turn, endorses these to the Registrar for final disposition.



Annex 'A' – CASC History

THE CASC HISTORY

The implementation of the Admiral Staff Corps (ASC) and a redesigned Coast Guard Officer Senior Executive Course (CGOSEC) has significantly contributed to the enhancement of senior executives' professionalism and expertise within the Philippine Coast Guard (PCG). The endeavors' objective was to furnish PCG officers with the requisite expertise and skills to emerge as exceptionally proficient leaders in their specific domains via an executive career program. The recognition of the significance of strategic planning, operational expertise, and effective collaboration was acknowledged by the PCG in its pursuit to protect Philippine waters via the implementation of the ASC appellation to CGOSEC graduates. This notable accomplishment was reinforced by NHQ-PCG Circular No. 06-23, which was published on May 9, 2023. It functioned as a policy supplement to NHQ-PCG Circular No. 04-23, which was issued on April 4, 2023.

Notwithstanding the implementation of OSEC enhancements and the formation of the Corps of Admirals, this progress alone falls short in attaining a holistic maturation of strategic maritime law enforcement personnel capable of collaborative, critical, and planning-oriented reasoning. Such individuals should aspire to assume the role of commanders or serve as qualified advisors to the commanders. The establishment of the Command and Admiral Staff College (CASC) as the physical school is crucial in completing the strategic triumvirate namely the enhanced CGOSEC, the Corps (ASC), and the school. General Orders No. 719 NHQ, PCG, issued on October 19, 2023, directed the commissioning of the CASC on October 13, 2023.

Forty students attended the CGOSEC Class 03-2023 which was the inaugural executive course offered by the CASC on December 5, 2023. While initially presented as a stand-alone course, the enhanced curriculum was incorporated into a twinning initiative with the Master of Public Management in Development Security with a concentration in Maritime Safety and Security (MPM DevSec MSS) program of the Development Academy of the Philippines. The transitory purpose of the twinning program with DAP was to provide housing for senior executives who were well-versed in the field but lacked master's degrees. CGOSEC admissions criteria stipulate that candidates must hold a master's degree.

CG VADM RONNIE GIL L GAVAN, who was then the Chairman of the PCG's Education and Training Board (ETB), conceived of the strategic triad of the Course, the Corps, and the School regarding the development of competent strategic maritime law enforcement leaders for commandship and admiral's staff who are creative, collaborative, and critical thinkers. CG VADM GAVAN was called the "Father of the Admiral Staff Corps." Meanwhile, CG CDR ROWENE G COLITA was a pivotal figure in the formation of the triumvirate as he performed rigorous research and legwork to materialize the concept. Furthermore, CG CAPT DAN AUGUST A CARIÑO served as the inaugural Superintendent of the CASC.



On October 23, 2023, the CASC took possession of the Coast Guard Procurement Office's facilities at NHQ, 139 25th Street, Port Area, Manila. This space became the first home of the CASC. The inaugural personnel of the CASC consisted of educators who were part of the CGETDC.



Annex 'B' – CASC Seal

THE CASC SEAL



a. Symbolism

1. 20-point star. The Icosahedron 20-point star represents unity and interconnection, balance and harmony, as well as imagination and creativity. These characteristics represent the College's role in molding Senior Executives of the PCG as they establish and strengthen their foundation with the ultimate aim of attaining a Flag Rank, fueled by the desire for unity, the thirst for harmony, and the passion for innovation and creativity.

2. Eight rays of the sun. Symbolizes the first eight Philippine provinces to revolt against Spanish in the 16th century. The provinces' combined effort became a trivial representation of the College's trust of producing CGOSEC graduates who's strength is unity out of diversity.

3. The shield and the PCG emblem. Symbolizes the loyalty and commitment of a rising senior officer of the PCG organization in promoting the welfare of the organization and its personnel and defending the national interest through the Coast Guard's mandates.

4. The two-crossed sabers. Represents the excellence, mental fortitude, and transformation that each CGOSEC graduate embodies.

5. The circular manila rope. Represents a strong bond that encapsulates everything in the circle so the students will never go astray as the College's mold them and even as they practice their learnings in the field.

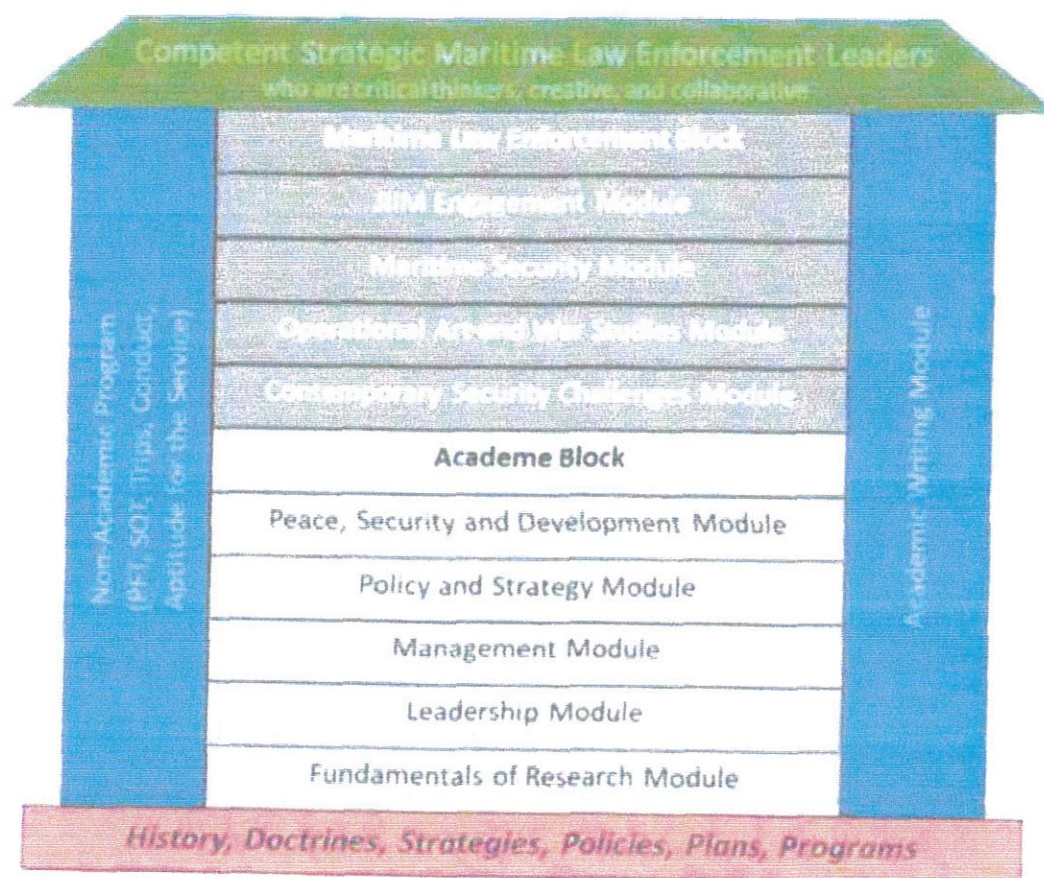


b. Colors

1. White – symbolizes purity not only in words but also in deeds
2. Gray – signifies maturity and wisdom which is associated with experience, learning, and empathy as CGOSEC graduates aged in the service.
3. Gold – symbolizes prestige, knowledge, and wisdom being a graduate of the highest career course in the PCG.
4. Black – symbolizes the highest level of learning may it be on the skill, knowledge, or on the attitude realm.



Annex 'C' – Course Design for CGOSEC Class 03-2023



Annex 'D' – Unit Allocation per Module and Program

UNIT ALLOCATION PER MODULE AND PROGRAM

Programs and Modules	Allocated Unit
Module 1 – Fundamentals of Research	2
Module 2 – Academic Writing Module	6
Module 3 – Leadership Module	4
Module 4 – Management Module	3
Module 5 – Contemporary Security Studies Module	3
Module 6 – Policy and Strategy Module	4
Module 7 – Maritime Security Module	6
Module 8 – Peace, Security, and Development Module	3
Module 9 – Operational Art and War Studies (OPART) Module	3
Module 10 – Joint, Interagency, Intergovernmental/Non-governmental, Multinational Engagements (JIIME) Module	6
Module 11 – Non Academic Module (PFT, SQT, Conduct, Aptitude for the Service)	4
TOTAL	44



Annex 'E' – Grading Standards

Criteria	Incomplete/ Inadequate/ Fail 0-79%	Satisfactory / Pass 80%-85%	Good / Credit 86%-90%	Superior / Distinction 91%-95%	Exceptional / High Distinction 96%-100%
Analysis	Does not address the question. Overly descriptive and no relevant analysis is provided. Little awareness or understanding of key issues debates. Little attempt to advance any line of argument. Evidence provided to support any arguments advanced is poor to non-existent.	Address the question but does not necessarily answer directly. A satisfactory level of analysis is displayed although the balance is on description over analysis. Evidence provided to support arguments is sufficient. A adequate awareness and understanding of key issues debates is demonstrated. A line of argument is attempted but not always in a particular clear and consistent fashion.	Address the question. Demonstrate a good level of analysis and a balance between description and analysis. Evidence provided to support arguments is reflective of a good understanding of the subject manner. A line of argument is clearly advanced.	Directly answer the question. Strikes a good balance between description an analysis. Arguments are backed up by sound evidence. Analysis is of a high order, but may not be entirely original. Display a thorough grasp of key Issue/debates and is well positioned relative to those. Demonstrates and advances a clear and consistent line of arguments.	Directly answers the question. Strikes an excellent balance between description and analysis. Arguments are backed up quality evidence. Acknowledges and refuses possible counter-arguments to the case advanced. Displays comprehensive awareness of key issues/debates and it superbly positioned relative to those Originally is a distinguishing characteristic.
Research	Unsatisfactory research effort. Limited consultation of sources listed in course material. Relies upon media sources and less than optional sources. Such as Wikipedia. Quantity of sources is unsatisfactory for the assignment task	Satisfactory evidence of research effort. Little attempt is made to go beyond sources and materials listed and the course materials. Relies to heavily upon media sources and/or less than optional sources if satisfactory for	Shows evidence of a good level of research. An attempt is made to go beyond sources and materials listed in the course material. Avoids over reliance upon media sources. Quantity of sources is good for the assignment task.	Draws upon an excellent number and range of sources. Research effort goes beyond sources and materials listed in the course materials. Avoids over reliance upon media sources. High quantity of sources appropriate to the assignment task.	Draws upon an outstanding numbers and range of sources. Sources selected are of uniformly high quality. Quantity of sources is highly appropriate to the assignment task. The research is up to date and shows an awareness of key text.



		the assignment task.			
Structure/ Expression	Very poor organization. Very limited structure to support the answer provided. Writing style is extremely weak and difficult to follow. Tone is inappropriate for formal academic work. Grammatical and/or spelling error are evident.	Weak organization. Evidence of inadequate structure that supports the answer provided. Writing style is satisfactory, but at times maybe difficult to follow. Tone is adequate throughout. Grammatical and spelling lapses are relatively frequent.	Well organized. A good structure is evident but may not be followed consistently. Writing styles is good. Well, the reader can follow the arguments although the meaning maybe obscured and places. Tone is formal. Grammar and spelling are good.	Highly organized. Follows a clear structure that supports the answer. Written in a superior, while assessable style that is easy for the reader to follow. Tone is appropriate for formal academic works. Grammatical or Spelling errors are minimal.	Exceptionally organized. Follows a clear and logical structure that supports the answer provided. Outstanding clarity written in a precise and accessible style that is always easy for the reader to follow. Excellent sentence structure. Contains pure if any grammatical or spelling errors.
Presentation/ Documentations	For presentation. Fails to adhere to the style guide in this area. Put noting and bibliography technique is either an acceptable or absent altogether. Formatting is either sloppy throughout or non-existence, suggesting and absence of attention to detail. Substantially fails to meet or grossly exceed word limit.	Satisfactory Presentation and Adherence to the styles guide requirement in this area. Out noting and bibliography technique are adequate throughout. Formatting is satisfactory but indicates a significant lack of attention to detail. Pushes the boundaries of the upper- or lower-word limits.	Good Presentation. Adherence to the style guide requirements in this area. Out noting and bibliography technique are sound but may be patchy and detail. Formatting is generally good. Pushes the boundaries of the upper- or lower-word limits.	Superior presentation. Adheres to the style guide requirements in this area. Put noting and bibliography technique are excellent containing few in any errors. Formatting lapses are minimal. Word limit is adhered to.	Exceptional Presentations. Strictly adheres to the style guide requirements in this area. Put noting and bibliography technique are impeccable with all sources consistently and fully documented. Formatting is excellent. Word limit is adhering to.
Content	Inadequate or inappropriate understanding of the topic. Lack of definition of key points, ideas or lessons. For	Satisfactory understanding of the topic. Key point, ideas and lessons adequately address. Logical sequencing of	Good level of understanding of the topic. Key points, ideas or lesson will be defined. Logical sequencing of	Thorough understanding the topic. Excellent ability to highlight and analyze key points, ideas and lesson. Logical sequencing of	Exceptional understanding the topic Outstanding ability to highlight and analyze key points, ideas and lesson. Highly logical sequencing



	sequencing or sign posting of ideas.	ideas. Ideas sign posted.	ideas. Ideas will sign posted.	ideas. Ideas very well sign posted.	of ideas. Ideas were excellently sign posted.
Presentation Skills	Ideas not explained clearly. Poorly preparation. Poorly communication skills. Poorly time management. Poorly structured. Poor or inappropriate use of learning and teaching aids.	Ideas adequately explained. Satisfactory preparation. Adequate communication skills. Adequate structure. Appropriate use of learning and teaching aids.	Ideas clearly explained. Good preparation high level communication skills. Good time management and structure. Good use of learning and teaching aids.	Ideas clearly explained. Excellent preparation. Excellent communication skills. Excellent time management and structured. Very good use of learning and teaching aids.	Ideas clearly explained. Outstanding preparation. Masterly communication skills. Excellent time management and structured. Excellent use of learning and teaching aids.
Management of Syndicate Question and Seminar Discussions	Question not answered adequately. Poorly prepared for question and discussion. Poor technique or tools for promoting question or discussion poorly directed.	Questions addressed. Adequately prepared for questions and discussion. Adequate technique or tools for promoting question discussion.	Questions well addresses. Well prepared for questions and discussion. Good techniques or tools for promoting questions or discussion.	Question addresses in a detailed and insightful manner. Excellently prepared for questions and discussion. Excellent technique or tools for promoting questions or discussion.	Questions address and demonstrate a comprehensive understanding of the topic. Exceptionally well prepared for questions and discussion excellent techniques or tools for promoting questions or discussion.



Additional Standards for WRITTEN WORKS

(77-79%) – Performance below that of a graduate. In general, the essay lacks one or more of the components. There may be ambiguity or ambiguity in the thesis statement, insufficient evidence, an incomplete analysis, or a deficient treatment of the counterargument.

(74-76%) The essay does not satisfy the requirements for graduate-level work. Although it may convey a viewpoint, it exhibits insufficient reliance on evidence, lacks coherence in its organization, is critically ambiguous, and fails to provide the level of insight considered adequate to thoroughly examine the matter at hand.

(70-73%) – Makes an effort to respond to the inquiry and approaches a responsible stance yet falls significantly short of graduate-level expectations in multiple aspects. The thesis may be inadequately articulated, lacking substantial evidence or support, and counterarguments might be disregarded. Additional deficiencies in construction and development undermine the overall intelligibility of the essay.

(56-69%) Examinee's essay fails to demonstrate comprehension and critical thinking at the graduate level. The provided response lacks a coherent thesis statement and fails to address the allocated question. It also fails to demonstrate effort or comprehension of the subject matter.

(0-55%) – Significantly falls short of meeting the requirements for a graduate-level program. The essay lacks a coherent thesis statement, exhibits substantial deficiencies in structure, grammar, and logic, and demonstrates a noticeable disregard for fulfilling the course prerequisites. Significant errors in both construction and development undermine the essay's intelligibility and potentially indicate instances of plagiarism or misrepresentation.

Additional Standards for SEMINAR DISCUSSIONS

(77-80%) – While the individual occasionally contributes of their own accord, they often require encouragement to engage in discussions. Enough to permit others to assume the initiative. Insufficient forethought regarding the seminar resulted in arguments that lacked the necessary structure or clarity to warrant graduate credit.

(74-76%) – The contribution is negligible. Make an occasional effort to present a plausible viewpoint. However, the insufficiency of evidence, the lack of coherence in the logical structure, and the profound ambiguity in the quality of insight render it unfit to analyze the matter at hand. Generally, at ease with excluding others from seminar discussions.

(70-73%) – Lack of contribution to seminar discussions reflects substandard preparation for sessions. Unable to articulate a responsible opinion. Sometimes displays a negative attitude.

(56-69%) – Infrequently engaged or prepared. Contributions are infrequent and demonstrate a comprehension of the course material that falls short of the minimum acceptable standard. Frequent fact-free discourse is employed.

(0% to 55%) – The student exhibits inadequate preparation and does not make a substantial contribution. Potentially disruptive or obstinate, with no prior seminar preparation.



Annex 'F' – Student's Oath of Undertaking



Philippine Coast Guard
Coast Guard Education, Training and Doctrine Command
COMMAND AND ADMIRAL STAFF COLLEGE
139 25th Street, Port Area, Manila

O/SAD

STUDENT OATH OF UNDERTAKING

THIS IS TO CERTIFY that I have read and fully understood the provisions of the CASC Student Academic Handbook (s-2016). In compliance thereof, I shall strictly abide and be bound by all the provisions being stated herein as student of the CGOSEC Class

(Signature)

(Date / Time)

Noted by:

(Course Director/SAD)



Annex 'G' – Classification of Offenses

Classification of Offenses

a. Class I (Grave Delinquencies) – are offenses whose punishment is meted out by the Superintendent. The commission of the following acts shall constitute grave delinquencies.

- 1) Possessing, trafficking, or using narcotics.
- 2) Bringing deadly weapons inside the classroom, athletic field/court and canteen/lounge and in facilities used as College venues outside of CASC or CGETDC.
- 3) Engaging in a fight with fellow student/s – committed by any student or students who actually engaged another student(s) in a fight.
- 4) Challenging a member of the faculty or staff to a fight – committed by any student who shall challenge to a fight any member of the faculty staff for any official action of the later in the execution of their duty.
- 5) Conduct Unbecoming of an Officer – this includes all vicious, immoral and improper conduct of any student on any occasion (Article of War 96).
- 6) Usurpation of authority or unlawful assumption of power resulting in the commission of any of the above-mentioned grave offenses.
- 7) Other grave offenses determined by their very nature.
- 8) Two (2) or more similar Class II offenses.

b. Class II (Serious Delinquencies) – offenses whose punishment are meted out by the Superintendent. Serious delinquencies include:

- 1) Disorders and Neglect – these are acts or omission by a student prejudicial to good order and military discipline; conduct of a nature that brings discredit upon the military and all crimes or offenses not capital in nature for which person(s) subject to military law may be guilty of.
- 2) Unauthorized absences.
- 3) Disobedience – failure to obey lawful orders or instructions from any officer or from another student who is performing an official duty.
- 4) Challenging and/or Accepting a Challenge – committed by a student who challenges or accepts challenge to fight another student.
- 5) Gambling within College premises.
- 6) Improper conduct reflecting on character such as disrespect to superior officer/instructor, faculty, referees, umpires, table officials and organic personnel of the college.



7) Destruction/Waste of/Damage to/loss of any government property with a current market value of P1,000.00 or more.

8) Concerted action prejudicial to the maintenance of good order and discipline. Joint action among students for the purpose of violating or evading any regulation, order, and instruction issued by competent authority, or for the purpose of expressing disapproval or censure of any persons in the military service.

9) Making unnecessary/uncalled for remarks, comments, or opinions prejudicial to the interest of the College and the PCG as a whole.

10) Drunkenness – attending duties or activities under the influence of intoxicating liquor and beverages.

11) Cutting classes – deliberate absence from scheduled classroom instruction.

12) Deliberately not taking an exam without any justifiable reason(s).

13) Usurpation of authority or unlawful assumption of authority resulting in the commission of any of the above - mentioned serious delinquencies.

14) Drinking intoxicating liquor and beverages inside the billeting facilities/quarters.

15) Other serious delinquencies as determined by their nature.

16) Two or more similar Class III offenses.

c. Class III (Less Serious Delinquencies) – offenses whose punishments are meted out by Head, SAD. Less serious delinquencies include:

1) Non-compliance to orders/ instructions/regulations tantamount to disobedience.

2) Dereliction that tend to incite unfavorable comments regarding discipline.

3) Indifference of any kind tantamount to disobedience.

4) Failure to maintain order or discipline as a responsible student and use of profane language.

5) Repeated failure to maintain standard of soldier appearance.

6) Destruction/Waste of/Damage to/Loss of any government property whose market value is less than P1,000.00.

7) Late from termination of authorized absence.

8) Sleeping during class instructions.

9) Leaving electrical appliance(s) unattended.

10) Failure to settle money and/or property accountability with the college.

11) Usurpation of authority or unlawful assumption of power resulting



in the commission of any delinquency.

12) Other less serious delinquencies determined by their nature.

13) Two or more similar Class IV offenses.

d. Class IV (Light Delinquencies) – are offenses whose punishment are meted out by Head, SAD. Light delinquencies include:

1) Failure to maintain standards in terms of appearance (e.g. non-prescribed haircut/long hair, and unauthorized uniform, shoes and buckles, etc.)

2) Unintentional failure to comply with instructions.

3) Violation of specific instructions concerning an area of study.

4) Failure to observe and/or non-conformance with the prescribed classroom instruction's conduct and procedure (i.e. not standing at attention while marcher is rendering report to instructor, etc.).

5) Non-submission, improper or incorrect entry on the Class Marcher's Report.

6) Violation of limits imposed by the College.

7) Late for classroom instructions.

8) Making/Causing to make unnecessary noise/disturbance during class hours, study periods and after taps.

9) Failure to render appropriate courtesies towards superiors (i.e. failure to salute).

10) Doing acts or things other than the activity authorized for a specific period or place.

11) Violation of proper maintenance and orderly arrangements of beddings, lockers, and unnecessary display of personal items like underwear, etc.

12) Use of unauthorized lights or leaving the room with lights on and/ or other electrical fixtures.

13) Violation of billeting and parking regulations and other light offenses similar to the foregoing.



Annex 'H' Student Academic Evaluation Performance Report

STUDENT'S ACADEMIC REPORT			
1. STUDENT NAME (Last, First, Middle Initial)	2. GRADE/RANK	3. SERIAL NR	4. FOS
5. MODULE TITLE	6. DURATION OF MODULE		
	a. FROM (YY/MM/DD)		b. TO (YY/MM/DD)
7. DID STUDENT COMPLETE MODULE? (Check One)			
YES <input type="checkbox"/> NO <input type="checkbox"/>			
8. STUDENT ACADEMIC EVALUATION			
a) RATING SCALE [1] EXCEPTIONAL (96% - 100%) [2] EXCELLENT (91% - 95%) [3] VERY SATISFACTORY (86% - 90%) [4] SATISFACTORY (80% - 85%) [5] UNSATISFACTORY (75% - 79%) [6] NOT OBSERVED	c. LANGUAGE PROFICIENCY	d. PERFORMANCE IN CLASS	
	1) COMPREHENSION <input type="checkbox"/>	ITEM	RATING
	2) SPEAKING <input type="checkbox"/>	1) ATTITUDE AND MOTIVATION	
		2) ATTENDANCE AND PUNCTUALITY	
		3) ABILITY TO GRASP INSTRUCTION	
	3) READING <input type="checkbox"/>	4) PERFORMANCE IN PRACTICAL EXERCISES	
	4) WRITING <input type="checkbox"/>	5) PARTICIPATION IN CLASS ACTIVITIES	
6) POTENTIAL AS:			
Instructor <input type="checkbox"/>			
	Staff <input type="checkbox"/>		
	Commander <input type="checkbox"/>		
b) REMARKS ON ACADEMIC PERFORMANCE (Use back if more space is required)			
c) REMARKS ON STUDENT'S APTITUDE (On and off training installation)			
d) TRAINING STAFF			
a. NAME (Last, First, Middle Initial)	b. GRADE	SIGNATURE	



Annex 'I' Student Officer Appraisal Report

1. LAST NAME	FIRST NAME	MIDDLE INITIAL	2. GRADE	3. SN	4. FOS
5. Parent Unit		6. Course Finish		7. Course Duration	
8. Period of detail with School			9. Graduated	Not Graduated (State Reason)	
10. School Record					
COURSE MODULES			Grade in Percent		
Module 1 (introduction to Research)					
Module 2 (operational Art and War Studies)					
Module 3 (Management)					
Module 4 (Tirad)					
Module 5 (Leadership)					
Module 6 (Peace Development and Conflict Management)					
Module 7 (Policy and Strategy)					
Module 8 (Tri-Service)					
Module 9 (Joint and Combined Operations)					
Module 10 (Interagency Operations)					
Module 11 (Introduction to Security Studies)					
Module 12 (Academic Writing Phase)					
Module 13 (Non-Academics)					
GENERAL WEIGHTED AVERAGE (GWA)					
11. Extra-Curricular Activities (Achievement)			Position Held	Remarks	
12. Honors & Awards Received			13. Graduation Standing Nr _____ in a Class of _____		
14. Potential Instructor			15. Recommended for Higher Schooling		
No	Yes	(Specify on what)	No	Yes	
16. Comments on the strength, weakness, behavior, personality, character and other attributes of the Officer which may be deemed necessary to be included in this report:					
17. Reporting Officer's Grade, Name, Serial Number, Br of Svc, Position and Organization					
18. Date Accomplish			19. Signature of Reporting Officer		
20. Date Entered in AGO Form Nr 66			20. Personnel Officer's Grade, Name, SN, Signature		
			Registrar		



Basis of Student Officers' Appraisal Report

TRAITS	INDICATIONS	
INTERPERSONAL RELATIONS Forming effective and harmonious working relationships at all levels.	Interpersonal skills were of the highest degree. Difficult to find fault.	
	Readily established and fostered very effective and harmonious working relationships with others.	
	Readily establishes harmonious working relationships with others	
	Cooperated well with others at work.	
	Interpersonal skills were of acceptable standard.	
PERSONAL DEVELOPMENT Demonstrated the capability to develop and improve individual character.	Work relationships were characterized by tension and strained cooperation.	
	Exhibited extraordinary effort towards personal development. Difficult to find fault.	
	Sought to attain further understanding towards developing his/her person.	
	Has taken efforts to pursue knowledge and skills and showed improvement in professional competence.	
	Took opportunities to expand knowledge and skills, and showed improvement in professional competence.	
FOLLOWERSHIP Despite various experiences as a leader, also has the ability to be a follower.	Self-development was of acceptable standard.	
	Made little or no effort to enhance professional competence by expansion of knowledge or skills.	
	Exhibits exceptional traits to follow procedures and instructions as set forth by recognized authority. Can transition easily from being a leader to a follower.	
	Has the ability and capability to follow procedures and instructions. Has the ability to transition from leader to follower easily.	
	Can follow instructions most of the time, has the ability to be a follower and always accepts authority.	
	Comprehends instructions and readily accepts authority.	
	Can understand and comprehend instructions and can accept authority.	
	Has demonstrated resistance to authority, established rules and authorized instructions.	



Basis of Student Officers' Appraisal Report (Con't)

TRIATS	INDICATOR
TAKE CHARGE' ATTITUDE Takes the lead in the performance of tasks when needs by the group.	Shown exceptional ability to be depended upon when tasks need to be carried out.
	Can be depended upon and readily accepts any tasks given without question.
	Has the ability to accept tasks given and performs these very well.
	Performs assigned tasks well.
	Accepts assigned tasks and satisfactorily performs them.
	Has marked resistance to accepting tasks for a group and when performing these tasks, it is usually just for compliance.
VOLUNTEERISM 'BEING COUNTED' Ability to volunteer for any task and activity.	Readily volunteers in any activity and makes a difference in its outcome.
	Performs well in activities outside normal as-signed tasks to advance group and individual performance.
	Can be depended upon to volunteer most of the time.
	Volunteers when no one else does and performs the tasks and responsibilities at hand.
	Performs assigned tasks in consonance to given directives.
	Cannot be expected to volunteer for any task and when assigned one, does not perform up to standards.
RESOURCE-FULNESS Look for additional inputs and resources within legal bounds but out-side the normal capabilities of the organizations.	Makes exceptional efforts to look for additional inputs and resources within legal bounds to accomplish a given task.
	Looks for innovative ways to augment a group or individual effort in accomplishing a given task.
	Contribute added inputs to a task outside what is expected.
	Has the ability to look for additional inputs and resources to the accomplishment of an assigned task.
	Contributes ideas that can readily be used to add inputs and resources to the accomplishment of any assigned task.
	Does not have the plan to add value to an individual or group activity and look for additional inputs and resources.



Basis of Student Officers' Appraisal Report (Con't)

TRAITS	INDICATORS	
VISIONARY Being able to project his/her ideas in order to come up with the projected desirable outcome(s).	Highly capable in providing vision for a group that impacts on its overall performance.	
	Able to influence and advice the group in achieving good results.	
	Can influence the outcome of an activity by being able to project the successful outcome of an endeavor.	
	Can provide enough vision for a group to accomplish an assigned task.	
	Can provide advice to the group to produce good results.	
	Has no vision for himself/herself and cannot project ideas.	
LEADERSHIP Leading peers to achieve a productive, efficient, skilled, motivated and cohesive workforce	Leadership achieved excellent results.	
	Leadership achieved results with a very good standard.	
	Leadership achieved results was of the desired standard.	
	Leadership was of a satisfactory standard.	
	Leadership did not result in a productive efficient, skilled, motivated or cohesive workforce.	
	Leadership achieved excellent results.	
INITIATIVE 'FINISH-IATIVE' Ability to perform without being told.	An exceptional student who demonstrates innate ability to act without being told to advance a group goal.	
	A perceptive student who demonstrates ability to act without being told to advance a group goal.	
	Has a good sense of responsibility and can act without being told to advance a group goal.	
	The student showed ability to act without being told to advance a group goal.	
	The student acted without being told to advance a group's goal(s) most of the time.	
	The student demonstrates no ability or attempt to act without being told.	



Basis of Student Officers' Appraisal Report (Con't)

TRAITS	INDICATORS	
PROVIDER <i>The ability to produce positive inputs to advance a goals and mission of the group.</i>	Student demonstrates excellent ability to provide creative and positive inputs to all activities.	
	A capable student who demonstrates the ability to provide creative and positive inputs to all activities.	
	The student can provide creative and positive inputs to all activities.	
	The student can provide creative inputs to all activities	
	A student can provide creative and positive inputs to all activities most of the time.	
	The student has not shown any ability or enthusiasm to provide creative and positive inputs to all activities..	
DECISIVENESS <i>Making decisions and taking action appropriate to the situation.</i>	Decision-making was impeccable. Difficult to fault.	
	Able to influence and advise the group in achieving good results.	
	Very decisive. The decisions and subsequent actions were well judged and very timely.	
	Made decisions. Decision and subsequent actions were appropriate to the situation and within a workable time frame.	
	Decision-making was adequate.	
	Decision-making was below the minimum acceptable standard. Unwilling or unable to make decision.	
INTER-SERVICE ETHOS <i>Behaving in a way that brings credit to the particular service as observed in a joint environment.</i>	An exceptional member whose regard for the other Services and their ability to learn in another environment could not be fault-ed.	
	Leadership achieved excellent results.	
	Member showed a strong regard for the other Services and their ability to learn in another environment.	
	Member whose knowledge, appearance and behavior indicated a conscientious regard for the other Services and their ability to learn in another environment.	
	Disciplined member who behaved ethically and conformed regard for the other services and their ability to learn in another environment.	
	Member showed disregard for the other Services and their ability to learn in another environment.	



100 Best Universities in the Philippines for 2025 according to EduRank:

Rank in Asia	Rank in the World	Rank in the Philippines	University	Location
366	1348	1	University of the Philippines - Diliman	Quezon City
504	1728	2	De La Salle University	Manila
565	1903	3	Ateneo de Manila University	Quezon City
834	2628	4	University of Santo Tomas	Manila
882	2774	5	University of the Philippines Los Baños	Los Baños
904	2843	6	University of the Philippines Manila	Manila
1414	4132	7	University of San Carlos	Cebu
1639	4626	8	Mapua University	Manila
1649	4657	9	Mindanao State University	Marawi
1669	4703	10	Asian Institute of Management	Makati
1977	5401	11	University of the Philippines in the Visayas	Iloilo
1986	5416	12	Visayas State University	Baybay
1988	5425	13	Silliman University	Dumaguete City
2022	5516	14	Polytechnic University of the Philippines	Manila
2070	5653	15	Adamson University	Manila
2129	5774	16	Central Luzon State University	Science City of Munoz
2131	5781	17	De La Salle - College of Saint Benilde	Manila
2153	5835	18	University of Asia and the Pacific	Pasig
2172	5892	19	Lyceum of the Philippines University	Manila
2213	5985	20	University of the East - Philippines	Manila
2223	6005	21	University of Mindanao	Davao
2304	6178	22	Bulacan State University	Malolos
2328	6227	23	Philippine Normal University	Manila
2354	6291	24	Ateneo de Davao University	Davao
2381	6334	25	Far Eastern University in Philippines	Manila
2411	6390	26	University of the City of Manila	Manila
2451	6470	27	Don Bosco Technical College	Mandaluyong
2460	6491	28	Mindanao State University - Iligan Institute of Technology	Iligan
2471	6518	29	University of the Philippines Baguio	Baguio
2473	6525	30	Xavier University - Ateneo de Cagayan	Cagayan de Oro
2490	6558	31	University of Perpetual Help System DALTA	Las Pinas
2510	6593	32	University of San Jose-Recoletos	Cebu
2560	6699	33	Technological Institute of the Philippines	Manila
2571	6727	34	Palawan State University	Puerto Princesa
2579	6741	35	Miriam College	Quezon City
2618	6810	36	Central Mindanao University	Maramag
2641	6853	37	Adventist International Institute of Advanced Studies	Silang
2642	6854	38	Angeles University Foundation	Angeles
2651	6871	39	Cebu Normal University	Cebu
2659	6884	40	West Visayas State University	Iloilo
2675	6927	41	San Beda University	Manila
2686	6950	42	University of Southern Mindanao	Kabacan
2730	7031	43	Benguet State University	La Trinidad
2752	7073	44	Laguna State Polytechnic University	Sta. Cruz
2783	7147	45	Ateneo de Naga University	Naga
2795	7181	46	Ateneo de Zamboanga University	Zamboanga
2797	7185	47	University of Bohol	Tagbilaran City
2806	7202	48	Caraga State University	Butuan
2838	7277	49	University of the Philippines Mindanao	Davao
2845	7284	50	University of Science and Technology of Southern Philippines	Cagayan de Oro
2848	7290	51	University of Southeastern Philippines	Davao
2856	7306	52	Isabela State University	Echague
2860	7314	53	Batangas State University	Batangas

2876	7357	54	Mariano Marcos State University	Batac
2927	7475	55	John B. Lacson Foundation Maritime University	Iloilo
2932	7489	56	Manuel S. Enverga University Foundation	Lucena
2934	7493	57	Samar State University	Catbalogan City
2951	7535	58	Adventist University of the Philippines	Silang
2953	7537	59	Assumption College San Lorenzo	Makati
2954	7543	60	Southern Luzon State University	Lucban
2961	7562	61	Emilio Aguinaldo College	Manila
2965	7573	62	Liceo de Cagayan University	Cagayan de Oro
2973	7596	63	Leyte Normal University	Tacloban
2991	7642	64	Southwestern University PHINMA	Cebu
3003	7662	65	University of Northern Philippines	Vigan City
3030	7715	66	Don Mariano Marcos Memorial State University	Bacnotan
3048	7757	67	Quirino State University	Diffun
3052	7769	68	Bohol Island State University	Bilar
3078	7819	69	University of the Immaculate Conception	Davao
3098	7870	70	New Era University	Quezon City
3195	8136	71	University of Rizal System	Tanay
3197	8146	72	Philippine Christian University	Manila
3203	8163	73	Surigao del Sur State University	Tandag
3228	8261	74	Nueva Vizcaya State University	Bayombong
3259	8354	75	Bukidnon State University	Malaybalay
3267	8376	76	University of Zamboanga	Zamboanga
3306	8492	77	Cebu Institute of Medicine	Cebu
3337	8557	78	University of Eastern Philippines	Catarman
3443	8807	79	Sacred Heart College	Lucena
3492	8900	80	Nueva Ecija University of Science and Technology	Cabanatuan
3564	9044	81	Sorsogon State College	Sorsogon
3573	9063	82	Central Philippine University	Iloilo
3580	9082	83	Centro Escolar University	Manila
3585	9099	84	Saint Mary's University of Bayombong	Bayombong
3604	9134	85	Saint Louis University, Baguio City	Baguio
3650	9220	86	Lorma Colleges	City of San Fernando
3667	9268	87	University of Pangasinan	Dagupan
3698	9328	88	Holy Angel University	Angeles
3708	9348	89	University of Iloilo - PHINMA	Iloilo
3776	9498	90	University of the East Ramon Magsaysay	Quezon City
3820	9593	91	St. Paul University Quezon City	Quezon City
3821	9600	92	Western Mindanao State University	Zamboanga
3826	9619	93	Philippine Women's University	Manila
3827	9627	94	Bicol University	Legazpi
3851	9671	95	National Defense College of the Philippines	Quezon City
3852	9673	96	De La Salle Medical and Health Sciences Institute	Dasmariñas
3854	9682	97	Our Lady of Fatima University	Valenzuela
3855	9685	98	University of the Visayas	Cebu
3861	9700	99	National University, Philippines	Manila
3891	9775	100	AMA Computer University	Quezon City

Sources: <https://www.thesummitexpress.com/2025/03/list-100-best-universities-philippines-2025.html>

<https://edurank.org/geo/ph/>

EduRank is an independent, metric-based organization that ranks higher education institutions worldwide by evaluating their academic reputation, research output, non-academic prominence, and alumni influence. It uses data from sources like [OpenAlex](#) and [Ahrefs](#) to analyze research citations, backlinks, and Wikipedia entries for notable alumni, assigning different weights to these factors to create its comprehensive rankings.



Philippine Coast Guard
HEADQUARTERS COAST GUARD LOGISTICS SYSTEMS COMMAND
COAST GUARD MOTORPOOL

Muelle dela Industria, Farola Compound
Binondo Manila

**TRAINING COURSE SYLLABUS FOR COAST GUARD
MOTORPOOL OPERATIONS AND SKILLS ENHANCEMENT SPECIALIZATION
COURSE**

I. COURSE BACKGROUND

The Coast Guard Motorpool Operations and Skills Enhancement Specialization Course (CGMOSESC) has been developed in response to the critical need for highly skilled personnel capable of managing and maintaining the land mobility assets essential to the operations of the Philippine Coast Guard (PCG). Given the increasing complexity and demands of modern operations, this course aims to equip mechanics, drivers, and other specialized personnel with the technical expertise and leadership skills necessary to ensure the reliability and efficiency of PCG's vehicular fleet. The course is meticulously structured to cover a wide range of topics, from basic vehicle operation and safety to advanced mechanical diagnostics and heavy equipment management.

This course has been tailored specifically for PCG personnel, including those who have been selected through specialized recruitment. The course addresses the dual functions of the PCG Motorpool unit: providing vehicle services to support operational requirements and overseeing the maintenance and operability of all land mobility assets. By integrating practical training with theoretical instruction, the course ensures that participants are not only proficient in their technical roles but also prepared to assume leadership positions within their teams.

The PCG Motorpool unit plays a vital role in ensuring that the Coast Guard's operational vehicles are always mission-ready. Given the unpredictable and often challenging environments in which the PCG operates, the ability to maintain and deploy vehicles swiftly and effectively is paramount. This course provides the foundational and advanced training needed to support these operational demands, preparing personnel to handle a variety of scenarios, from routine maintenance tasks to emergency repairs in the field.

As the PCG continues to modernize and expand its capabilities, the need for specialized training has never been more critical. This course represents a strategic investment in the professional development of Motorpool personnel, ensuring that they are well-equipped to support the evolving needs of the organization. By fostering technical excellence and leadership, the PCG Motorpool Specialization



Philippine Coast Guard
HEADQUARTERS COAST GUARD LOGISTICS SYSTEMS COMMAND
COAST GUARD MOTORPOOL
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Binondo Manila

**COURSE FRAMEWORK FOR
MOTORPOOL OPERATIONS AND SKILLS ENHANCEMENT SPECIALIZATION
COURSE**

I. TRAINING SCOPE

The Motorpool Operations and Skills Enhancement Specialization Course (MOSESC) is designed to produce competent and knowledgeable non-officer personnel including mechanics, drivers, and other personnel assigned at CG Motorpool from the rank of SN1 to PO3 with the necessary skills to effectively operate, maintain, and manage the organization's land mobility assets. This course covers the development of various competencies in Motorpool Operations including vehicle operation and safety, vehicle maintenance and repair fundamentals, advanced mechanical systems and diagnostics, heavy equipment operation, operational support, protective security services, and leadership and team management. The course aims to ensure that trainees develop both the technical skills and the leadership qualities necessary to support the operational readiness and mission success of the PCG Motorpool and the Philippine Coast Guard as a whole. Trainees will engage in both theoretical instruction and hands-on practical training, emphasizing real-world scenarios and problem-solving exercises.

The course spans seven hundred sixteen (716) hours and/or equivalent to eighteen (18) weeks of training divided into seven modules with a minimum entry of twenty (20) to a maximum of forty (40) students per class. To ensure the students is properly trained and assessed, adequate instructors, lecturers, and training staffs will be provided that there will be at least one is to twenty (1:20) and a maximum one is to forty (1:40) instructors to student ratio.

II. LEARNING OBJECTIVES

The learning objectives of the Motorpool Operations and Skills Enhancement Specialization Course outline the key competencies that trainees are expected to acquire by the end of the program. These objectives serve as a road map for the course, guiding both the instruction and the trainees' progress. Each objective is carefully designed to ensure that participants not only gain technical skills but also develop the leadership and operational abilities necessary to excel in their roles within the PCG Motorpool unit.

At the end of this course, the participants will be able to:

1. Determine the mandates of CG Motorpool in connection to PCG operations;
2. Demonstrate the vehicle maintenance and repair fundamentals of common PCG vehicles;
3. Describe the operational functions of different types of PCG vehicles and heavy equipment;
4. Operate the major PCG vehicles used in different PCG activity and mission;
5. Classify the various tools and equipment used in vehicle diagnostics and repairs;
6. Perform routine maintenance and basic repairs on PCG vehicles to ensure operational readiness;
7. Demonstrate proficiency in the operation and maintenance of heavy equipment essential for PCG operations;
8. Implement safety protocols and emergency procedures during vehicle operations;and
9. Utilize basic and advance diagnostic tools and equipment to maintain vehicle operability.
10. Gain the knowledge, skills, and attitude essential to performing their duties and responsibilities, such as the assessment and mitigation of potential security risks, creating security plans and strategies, and implementing measures to ensure the safety of the VIP.
11. Upon completion of the course, they will be deployed/returned to their respective unit assignment as skilled Driver & Mechanic.

III. ENTRY QUALIFICATIONS

1. Must be a member of the CG Motorpool, CGLSC or have been selected for specialized recruitment for drivers and mechanics.
2. Must have successfully completed the Coast Guard Logistics Non-Officer's Course (CGLNOC) or the Coast Guard Logistics Non-Officer's Fundamental Course.
3. Must have a basic understanding of vehicle operations or maintenance (prior work experience preferred but not required).
4. Must possess a valid Professional driver's license with restriction of 1,2 or 3; with a preference for those with experience in driving or operating heavy vehicles.
5. Must pass a physical fitness assessment and a basic mechanical aptitude test.
6. Must have a recommendation from a superior officer or unit commander.

IV. COURSE CERTIFICATE

1. Certificate

A "Certificate of Completion" will be awarded to the student who:

- a) Attended at least ninety percent (90%) of the prescribed training hours.
- b) Obtained a combined academic and non-academic average of at least eighty-five percent (85%).
- c) Complied and passed all non-academic qualifying tests and other requirements.

2. Regular Awards

- a) The **Commander, Coast Guard Logistics Systems Command "Award of Excellence"** will be awarded to the student who garners the overall highest average grade in both on academic and non-academic subjects.
- b) The **Deputy Commander, Coast Guard Logistics Systems Command "Award of Excellence"** will be awarded to the student who garners the second highest average grade on both academic and non-academic subjects.
- c) The **Commander, Motorpool "Award of Excellence"** will be awarded to the student who garners the third highest average grade in both academic and non-academic subjects.

3. Special Awards

- i. The **Commander, Coast Guard Logistics Systems Command "Best in Driving"** will be awarded to the student who garners the highest average grade in driving both light and heavy vehicles.
- b) The **Commander, Coast Guard Logistics Systems Command "Best Mechanic"** will be awarded to the student who garners the highest average grade in machine related modules.

V. INSTRUCTOR'S QUALIFICATIONS

1. Course Director

- a) Must be a PCG Officer assigned in CGLSC with the rank of at least CG LT (O-3). However, LTJG (O-2) to P/ENS shall be considered provided that they have the Coast Guard Logistics Badge or its equivalent;
- b) Preferable a Certificate of Completion holder of Training Assessors Course (IMO 3.12)/ Instructor's Development Course (IDC) and/or its equivalent;
- c) Must be assigned in CG Motorpool for at least one (1) year.

2. Assistant Course Director

- a) Must be a PCG Officer assigned in CGLSC with the rank of at least CG LTJG (O-2). However, ENS (O-1) to PO2 (E-5) shall be considered provided that they must have the Coast Guard Logistics Badge or be recognized as subject matter expert.
- b) Preferable a Certificate of Completion holder of Training Assessors Course (IMO 3.12)/ Instructor's Development Course (IDC) and/or its equivalent;
- c) Must be assigned in CG Motorpool for at least one (1) year.

3. Training Staff

- a) Non-Officer and/or Non-Uniformed personnel assigned at CG Motorpool for at least one (1) year and has experience in heavy vehicle driving and mechanic;
- b) With the rank of at least NO-2 (CG SN2-CG SW2); and
- c) Must have completed the Course Management Training.

4. Lecturers/Instructors

- a) Must be a PCG personnel or an experienced civilian with Subject Matter Expert (SME) on their respective field.
- b) Must possess advanced technical knowledge and hands-on experience in vehicle diagnostics, repair, and operation.
- c) Must have completed formal training in instructional methodologies and adult learning principles.
- d) Must have prior experience in training or mentoring junior personnel in a technical environment.
- e) Must demonstrate excellent communication and leadership skills.
- f) Must have a comprehensive understanding of PCG operational protocols and safety standards.

5. Assessors

- a) For assignments: lecturers who provided the assignment and/or training staffs has the authority and responsibility to check the student's submission.
- b) For module exams: The Course Director has the sole authority and responsibility to formulate and evaluate the module examination, provided the examination is aligned with the learning objectives of each module. Further, the training staff could check the exams of the students and will be reviewed by the Assistant Course Director and/or the Course Director.

VI. LEARNING ASSESSMENT

The learning assessments for the PCG Motorpool Operation Skills and Enhancement Specialization Course are designed to comprehensively evaluate trainees' understanding and application of the skills and knowledge acquired throughout the program.

Trainees will undergo **written examinations** that test their grasp of theoretical concepts covered in each module. These exams will assess their knowledge of vehicle operations, maintenance procedures, safety protocols, and leadership principles.

In addition to written assessments, **practical assessments** will play a crucial role in evaluating the trainees' hands-on abilities. These assessments will involve real-world tasks, such as performing vehicle maintenance, operating heavy equipment, and troubleshooting mechanical issues, to ensure that trainees can apply what they have learned in practical situations.

Trainees will also participate in **group exercises** designed to assess their teamwork, leadership, and problem-solving skills in collaborative settings, mirroring the dynamics of real PCG operations.

The course will culminate in a **final project**, where trainees will integrate their knowledge and skills across all modules to address a complex, realistic scenario.

This capstone project will serve as a demonstration of their overall competence and readiness to serve in the Motorpool unit.

Throughout the course, **continuous assessment** will be conducted, with regular quizzes, class participation, and engagement being monitored to provide ongoing feedback and support to the trainees. These multifaceted assessments ensure that all aspects of the trainees' abilities are thoroughly evaluated, preparing them for their roles within the PCG.

The **Course Director** has the sole authority and responsibility to formulate and evaluate the module examination, provided the examination is aligned with the learning objectives of each module. Further, the training staff could check the exams of the students and will be reviewed by the Assistant Course Director and/or the Course Director.

VII. COURSE REQUIREMENT

Students will participate in practical exercises, quizzes, a modular exam, and a comprehensive final exam. Their performance will be graded on a percentage basis, with a score below eighty-five percent (85%) resulting in failure. If a student fails any modular exam, they will be allowed to take a remedial exam, with the highest possible passing grade being 85%. Should they fail the remedial exam, the student's case will be reviewed by the Academic Board.

The students' overall performance in the course will be determined by both their academic and non-academic achievements, with grades weighted accordingly: Academic performance will account for 70% of the total grade, while Non-Academic performance will contribute 30%. Similarly, for any written and oral assessments, the grade weight is divided 70/30.

The following is the corresponding grade weight of the respective subjects by modules:

ACADEMIC PART (70%)	
Module Nr./Title	Percentage
Module 1: INDOCTRINATION TO COAST GUARD LOGISTICS SYSTEMS COMMAND & INTRODUCTION TO COAST GUARD MOTORPOOL	5%
Module 2: BASIC VEHICLE OPERATION AND SAFETY	10%
Module 3: VEHICLE MAINTENANCE AND REPAIR FUNDAMENTALS	20%
Module 4: ADVANCED MECHANICAL SYSTEMS AND DIAGNOSTICS	15%
Module 5: HEAVY EQUIPMENT OPERATION AND MAINTENANCE	20%
Module 6: OPERATIONAL SUPPORT AND LOGISTICS	10%
Module 7: VIP PROTECTION & SECURITY	10%

Module 8: FAMILIARIZATION/ FIELD TRAINING/ OJT	10%
TOTAL	100%

NON-ACADEMIC PART (30%)	
Module Nr./Title	Percentage
I. PHYSICAL DEVELOPMENT	20%
II. ACCOUNTABILITY TO THE SERVICE	80%
TOTAL	100%

VIII. TEACHING FACILITIES AND EQUIPMENT

This course shall be conducted in a training facility equipped with a large open area or wide ground suitable for practical vehicle operation exercises, including driving maneuvers, vehicle maintenance drills, and heavy equipment handling. The facility should also include a fully equipped motor pool with service bays, vehicle lifts, and diagnostic equipment to support hands-on training. Additionally, a garage or workshop area where trainees can perform real-time repairs and maintenance on PCG vehicles is essential.

There should be accommodations for up to forty (40) students, including a barracks and a mess hall. These facilities should provide a comfortable and secure environment for trainees, ensuring they are well-rested and nourished throughout the course.

At least two (2) well-ventilated and well-lit classrooms, each capable of handling forty (40) students, are required. These classrooms should be equipped with a whiteboard or blackboard, along with appropriate writing and erasing materials. Each classroom must also have a sufficient number of tables and chairs, a 55"-65" TV, and a sound amplification system to enhance learning during lectures and presentations.

Additionally, an LCD projector and a computer system should be available to facilitate multimedia presentations and digital instruction. The facility should also include a dedicated workroom for instructors, equipped with tables, chairs, and secure storage for instructional materials and exam papers.

IX. TEACHING AIDS AND METHODOLOGY

1. Teaching Aids

- MS Power point
- Multimedia presentations and videos for theoretical instruction.
- PCG related SOPs, Policies and Circulars
- Other government agency policies
- Vehicle and machine models and diagrams for hands-on learning.
- Manuals and technical documents for reference.

2. Methodology

The following methods of instruction will be used to best achieve the objective of the course:

- Lecture/discussion (LD)
- Practical Exercises (PE)
- Demonstration (D)
- Video Showing (VS)
- Written Examination (A)

X. REFERENCES

1. PCG Operational and Safety Manuals.
2. Manufacturer's Vehicle Maintenance Manuals.
3. Technical Reference Guides on Vehicle Systems and Diagnostics.
4. NHQ-PCG/CG-10 SOP Nr 19-19 "Guidelines on the Operation and Maintenance of All PCG Equipment"
5. NHQ-PCG/CGLSC/CG-4 SOP Nr 07-22 "Proper Utilization and Management of PCG Owned and Issued Land Motor Vehicle"
6. LTO Filipino Driver's Manual, Volume 1, 2nd Edition
7. Republic Act No. 4136 (Land Transportation and Traffic Code)
8. Metro Manila Traffic Code



Philippine Coast Guard
HEADQUARTERS COAST GUARD LOGISTICS SYSTEMS COMMAND
COAST GUARD MOTORPOOL
Muelle dela Industria, Farola Compound
Binondo Manila

**PROGRAM OF INSTRUCTION FOR MOTORPOOL OPERATIONS AND SKILLS
ENHANCEMENT SPECIALIZATION COURSE**

TOPICS TIME ALLOTMENT	TIME ALLOTMENT (in hours)		
	THEORETICAL (Classroom Discussion)	PRACTICAL (Lecture Demonstration)	ASSESSMENT (Evaluation)
Course Introduction			
Module 1: INDOCTRINATION TO COAST GUARD LOGISTICS SYSTEMS COMMAND & INTRODUCTION TO COAST GUARD MOTORPOOL			
Competency: Trainees will gain general understanding regarding of Logistical needs of PCG and basic familiarization in PCG Vehicles			
1. Code of Conduct	12 hrs		
2. Logistics Overview (30 mins)			
3. CGLSC Mission, Roles, Functions and Objective (1 Hour)			
4. Logistics Systems Command Structure (1 Hour)			
5. Policies of CGLSC (30 mins)			
6. Gender And Development Equality (1 Hour)			
7. Mental Health Awareness (1 Hour)			

8. Disability Awareness & Sensitive Orientation (3 Hours)	4 hrs		
9. Integrity, Transparency and Accountability in Public Service (4 Hours)	4 hrs		
10. CG Motorpool Service Overview (30 mins)	4 hrs		
11. CG Motorpool Mission, Roles, Function and Objectives (1 Hour)			
1. CG Motorpool Structure (1 Hour)			
13. Policies of CG Motorpool (30 mins)			
14. CG Motorpool Complete Staff Work (1 Hour)			
Module Examination			2 hrs
Module 2: BASIC VEHICLE OPERATION AND SAFETY (80 HOURS)			
Competency: Trainees will acquire the ability to operate various PCG vehicles safely and efficiently while adhering to established safety protocols and traffic regulations.			
1. Introduction to PCG Vehicle Types and Functions (8 hours)	4 hrs	4 hrs	
2. Basic Driving Techniques and Traffic Rules (8 hours)	4 hrs	4 hrs	
3. Safety Protocols and Emergency Procedures (8 hours)	8 hrs		
4. Defensive Driving and Off-Road Operations (8 hours)	4 hrs	4 hrs	
5. Vehicle Inspection and Pre-Trip Planning (8 hours)	6 hrs	2 hrs	
6. Communication and Coordination During Operations (8 hours)	8 hrs		

7. Universal Rules and Traffic Safety (10 Hours) a. Signaling (Hand and Light) b. Overtaking and Passing c. Speed Regulations d. Traffic Courtesy Code e. LTO Traffic Rules and Regulation	8 hrs	8 hrs	
8. Transportation Management (16 Hours) a. Loading Principles of Passenger, Cargo, Goods and Equipment b. Movement Troops (Drivers and Mechanics) c. Vehicle Dispatch Operations Procedures	8 hrs	8 hrs	
Module Examination			8 hrs
Module 3: VEHICLE MAINTENANCE AND REPAIR FUNDAMENTALS (140 HOURS)			
Competency: Trainees will gain the foundational skills necessary to perform routine maintenance and basic repairs on a variety of PCG vehicles, ensuring their operational readiness.			
1. Basic Automotive Hand Tools (8 Hours) a. Definition of Hand Tools b. Types of Hand Tools c. Step in Using Hand Tools d. Proper Care of Storage of Hand Tools	8 hrs		

e. Fabricating Tools f. Kind of Fabricating Tools g. Steps in Using Fabricating Tools h. Correct Usage of Fabricating Tools i. Proper Storage and Care of Fabricating Tools			
2. Routine Maintenance Procedures (8 hours) a. Basic Vehicle Preventive Maintenance System (PMS)	8 hrs		
3. Engine and Transmission Basics (8 hours)	8 hrs		
4. Brake System Maintenance and Repair (12 hours)	4 hrs	8 hrs	
5. Electrical Systems and Diagnostics (8 hours)	2 hrs	6 hrs	
6. Tire and Suspension System Maintenance (8 hours)	2 hrs	6 hrs	
7. Automotive Troubleshooting (12 hours) a. Definition b. Kinds c. Engine Troubleshoot d. Automotive Engine System Repair	4 hrs	8 hrs	
8. Engine Timing (12 Hours) a. Timing b. Ignition Components c. Valve Clearance Adjustment	4 hrs	8 hrs	
9. Basic Automotive Electrical System (16 hours) a. Definition b. Types c. Electrical Symbol d. Electrical Components	4 hrs	12 hrs	

e. Wiring Diagram			
10. CG Motorpool Maintenance Management (24 hours) a. Levels of Maintenance b. Maintenance Responsibilities c. Organization and Function of Maintenance	8 hrs	16 hrs	
11. Perform Shop Maintenance (24 hours) a. Inspect/ Clean tools and work area b. Store/Arrange tools and shop equipment c. Dispose waste/ used lubricants d. Report damaged tools and equipment	<u>8 hrs</u>	<u>16 hrs</u>	
Module Examination			8 hrs
Module 4: ADVANCED MECHANICAL SYSTEMS AND DIAGNOSTICS (148 HOURS)			
Competency: Trainees will develop advanced diagnostic and repair skills, enabling them to troubleshoot and address complex mechanical issues in PCG vehicles.			
1. Advanced Engine Diagnostics and Repair (16 hours)	8 hrs	8 hrs	
2. Transmission Systems – Troubleshooting and Repair (16 hours)	8 hrs	8 hrs	
3. Hydraulic and Pneumatic Systems (10 hours)	4 hrs	6 hrs	
4. Advanced Electrical Systems (12 hours)	4 hrs	8 hrs	
5. Vehicle Computer Systems and Electronic Control	4 hrs	8 hrs	

Units (ECUs) (12 hours)			
<p>6. Automotive Engine System (48 hours)</p> <ul style="list-style-type: none"> a. Types of Engine b. Different Parts of Engine c. Stationary Parts of Engine d. Moving Parts of Engine e. 2 Stroke f. 4 Stroke g. Internal Combustion Engine Cycle Operation h. Gasoline Engine i. Gasoline Fuel System j. Diesel Engine k. Diesel Fuel System l. Lubricating System m. Engine Oil n. Function of Engine Oil o. Types of Engine p. Cooling System q. Gauges and Sensors r. Engine Efficiency s. Air-Conditioning System t. Engine Parts Maintenance Data and Characteristics 	16 hrs	32 hrs	
<p>7. Automotive Power Transmission (15 hours)</p> <ul style="list-style-type: none"> a. Purpose, Types and Functions b. Clutch c. Transmission d. Propeller Shaft/Universal Joint e. Differential (Front and Rear Drive) f. Front and Rear Axle g. Gear Box h. Tires and Wheels 	5 hrs	10 hrs	
8. Automotive Chassis Systems (15 hours)			

a. Purpose, Parts and Components b. Suspension c. Steering Gear d. Breaks e. Automotive Chassis Unit Repair	5 hrs	10 hrs	
9. Steering Flywheel System (4 hours) a. Parts b. Types c. Functions	4 hrs		
Module Examination			8 hrs
Module 5: HEAVY EQUIPMENT OPERATION AND MAINTENANCE (144 HOURS)			
Competency: Trainees will become proficient in the operation and maintenance of heavy equipment, essential for supporting PCG operations in diverse environments.			
1. Introduction to PCG Heavy Equipment (24 hours)	8 hrs	16 hrs	
2. Operation of Bulldozers, Excavators, and Loaders (28 hours)	12 hrs	16 hrs	
3. Heavy Equipment Maintenance Procedures (28 hours)	12 hrs	16 hrs	
4. Fuel Systems and Heavy-Duty Engines (32 hours)	16 hrs	16 hrs	
5. Hydraulics and Powertrain Systems (32 hours)	16 hrs	16 hrs	
Module Examination			8 hrs
Module 6: OPERATIONAL SUPPORT AND LOGISTICS (20 HOURS)			
Competency:			

Trainees will acquire the skills to effectively manage fleet logistics and support operations, ensuring that the PCG's land mobility assets are deployed efficiently.			
1. Role of Motorpool in PCG Operations (4 hours)	4 hrs		
2. Fleet Management and Logistics Planning (4 hours)	4 hrs		
3. Coordination with Operational Units (4 hours)	4 hrs		
4. Supply Chain Management and Inventory Control (4 hours)	4 hrs		
5. Reporting and Documentation (4 hours)	4 hrs		
Module Examination			2 hrs
Module 7: VIP PROTECTION & SECURITY (40 HOURS)			
Competency: Trainees are able to gain the knowledge, skills, and attitude essential to performing their duties and responsibilities, such as the assessment and mitigation of potential security risks, creating security plans and strategies, and implementing measures to ensure the safety of the VIP.			
1. Introduction to VIP Protection and Security (8 hours)	<u>4 hrs</u>		
2. Roles and Responsibilities of Close Protection Officer (8 hours)	<u>4 hrs</u>		
3. Basic Statics on VIP Protection (8 hours)	<u>4 hrs</u>		
4. Security Management	<u>4 hrs</u>		

(8hour)			
5. Tactical Driving (8 hours)	<u>4 hrs</u>		
Module Examination			2 hrs
Module 8: FAMILIARIZATION/ FIELD TRAINING/ OJT			
Competency: Trainees are able to determine the areas to improve harmonious interoperability of different Motorpools.			
1. OJT/ IPV		<u>80 hrs</u>	
2. Module Evaluation			2 hrs
Subtotal	<u>296 hrs</u>	<u>360 hrs</u>	<u>60 hours</u>
Total	716 Hours		
Each module is designed to build specific competencies that will contribute to the overall effectiveness and professionalism of the personnel in your Motorpool unit.			



Philippine Coast Guard
HEADQUARTERS COAST GUARD LOGISTICS SYSTEMS COMMAND
COAST GUARD INFRASTRUCTURE DEVELOPMENT SERVICE

*CGBF, Muelle dela Industria, Farola Compound
Binondo, Manila 1006*

**TRAINING COURSE SYLLABUS FOR COAST GUARD INFRASTRUCTURE
DEVELOPMENT SPECIALIZATION COURSE**

I. COURSE BACKGROUND

The Coast Guard Infrastructure Development Specialization Course (CGIDSC) is one of the five specialization courses offered by the Coast Guard Logistics Systems Command (CGLSC) to Non-Officers with a rank of Coast Guard Seaman/Seawoman First Class (NO-3) to Petty Officer Third Class (NO-4) who opted to follow the logistics career path under the realms of infrastructure and bases development.

It is designed to prepare the students with enough information to prepare architectural and engineering designs, as well as to be equipped with profound understanding as to how a construction project is being handled and monitored.

CGIDSC intends to have a personnel rating system that categorizes their specific skills and expertise, such as drafting, carpentry, electrical work, plumbing, project monitoring, and other works with the same nature.

It is designed to equip the students with the desired knowledge, skills and attitude essential to become an efficient and effective rated Infrastructure Development Specialist.

II. TRAINING OUTCOMES

Upon completion of the specialization course, the students are expected to:

- Identify the importance of Coast Guard Infrastructure Development Service (CGIDS) to Coast Guard Logistics Systems Command (CGLSC) and to Philippine Coast Guard (PCG) as a whole;
- Apply the CGIDS Memorandum Circulars and/or guidelines in actual performance in the PCG engineering duties;
- Identify the first aid needed to various incidents or accidents during inspections or project constructions if there's any;
- Prepare the initial set of architectural and engineering documents of a certain project proposal as enumerated below; and
 - Plans
 - Estimates
 - Scope of Works
 - Technical Specifications

- Construction Schedule
- Categorized in one of the following personnel categories:
 - Engineering Aide (EA) – Drafting, Inspection, and Construction Planning
 - Builder (BU) – Carpentry, Masonry, and Concrete Construction
 - Steelworker (SW) – Metalwork, Welder, Steel Structure
 - Construction Electrician (CE) – Electrical Installation and Maintenance
 - Utilities Man (UT) – Plumbing, Heating, Air Conditioning Unit, and Other Utility Systems
 - Equipment Operator (EO) – Operator of Heavy Equipment, Bulldozer, Cranes, and Excavators
 - Project Monitoring-in-Charge (PMIC) – Project status reporting, project monitoring

III. PARTS

Part 1 – Course Framework (7 pages)

Part 2 – Program of Instruction (4 pages)



Philippine Coast Guard
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COAST GUARD INFRASTRUCTURE DEVELOPMENT SERVICE
CGBF, Muelle dela industria, Farola Compound
Binondo, Manila 1006

**COURSE FRAMEWORK FOR COAST GUARD INFRASTRUCTURE
DEVELOPMENT SPECIALIZATION COURSE**

I. TRAINING SCOPE

The Coast Guard Infrastructure Development Specialization Course (CGIDSC) spans a comprehensive training period designed to equip PCG personnel with essential skills in architecture and engineering fields.

A training course composed of five hundred ninety (590) Academic hours supplemented by forty-two (42) hours of Non-academic activities to ensure that PCG personnel receive a well-rounded and thorough training experience. It is designed to equip PCG personnel with specialized knowledge and skills essential for effective application to the activities in relation with the Coast Guard infrastructure projects.

The academic module of the course is divided into seven (7) modules with practical application which is evaluated through On-the-Job Training and an output of complete set of Architectural and Engineering Design and Case Study Analysis. CGIDSC prepares the non-officers to handle construction projects in compliance with national codes and standards/specifications, as well as to work in a safe environment; design plans and create estimates, scope of works, construction schedule, and other related engineering documents.

This requires a total of six hundred thirty-two (632) instructional hours for Academic and Non-Academic parts to cover the topics enumerated in Part 2, Program of Instruction.

II. LEARNING OBJECTIVES

Students who complete the course should be able to discharge the duties and responsibilities effectively and professionally as Infrastructure Development Specialist in various PCG Units.

The course aims to enable the students to:

1. Determine the function of CGIDS to CGLSC and PCG as a whole;
2. Apply the different published circulars and guidelines of CGIDS;
3. Identify the common hazards seen in construction sites;
4. Identify the first aid needed to the common accidents or incidents at project sites;

5. Perform duties and responsibilities in handling and monitoring infrastructure projects;
6. Prepare the initial set of architectural and engineering documents of a certain project proposal; and
7. Personnel will be categorized in one of the CGIDS personnel categorization

III. ENTRY QUALIFICATIONS

1. Must have a rank of Seaman/Seawoman First Class (SN1/SW1) to Petty Officer Third Class (PO3) (NO-3 – NO-4);
2. Must have no pending administrative or criminal case;
3. Must be physically and mentally fit to continue with the course;
4. Must be recommended by Unit Commander through LSC-12;
5. Must have undertaken the Coast Guard Logistics Non-Officers Course; and
6. Preferably knowledgeable in engineering and/or architecture.

IV. COURSE CERTIFICATE AND BADGE

The following requirements shall be fulfilled to successfully earned the Course and a corresponding Certificate of Completion:

1. Must obtain a general average of at least eighty-five percent (85%).
2. Must have completed at least ninety (90%) of the total instruction's hours.
3. Must be able to submit one (1) set of initial architectural and engineering documents and one (1) case study analysis.

In addition, the following certificates shall be awarded to students who will excel in the course:

CERTIFICATES

1. Regular Awards

- The **Commander, Coast Guard Logistics Systems Command** "**Award of Excellence**" shall be awarded to the student with the highest overall rating in all academic and non-academic subjects.
- The **Deputy Commander, Coast Guard Logistics Systems Command** "**Award of Excellence**" shall be awarded to the student who obtained the second highest overall rating in all academic and non-academic subjects.
- The **Chief of Staff, Coast Guard Logistics Systems Command** "**Award of Excellence**" shall be awarded to the student who obtained the third highest overall rating in all academic and non-academic subjects

2. Special Awards

- The **Commander, Coast Guard Logistics Systems Command** "**Certificate of Recognition**" shall be awarded to the student who obtained with the highest average in academic subjects.
- The **Deputy Commander, Coast Guard Logistics Systems** "**Certificate of Recognition**" shall be awarded to the student who obtained with the highest average in non-academic subjects.

- The **Superintendent, Coast Guard Logistics Training Institute** "**Certificate of Recognition**" shall be awarded to the student who have submitted the most notable documentary requirement that reflects the gained knowledge on the course.

BADGE

- The **Commander, Coast Guard Infrastructure Development Service** "**Coast Guard Infrastructure Development Specialization Badge**" shall be awarded to the student who have successfully completed the Coast Guard Infrastructure Development Specialization Course.

V. INSTRUCTOR'S QUALIFICATIONS

The course shall be handled by a Course Director, Assistant Course Director, Training Staff, Lecturers and Assessors with the corresponding qualifications:

1. Course Director

- a. Must be a PCG Officer assigned in CGLSC with the rank of at least Lieutenant (LT) (O-3). However, Lieutenant Junior Grade (LTJG) (O-2) to Probationary Ensign (P/ENS) shall be considered provided that they have the Coast Guard Logistics Badge or its equivalent or a Licensed Architect or a Licensed Engineer;
- b. Preferably a Licensed Professional Teacher (PLT) or Master's Degree Holder or a Registered Engineer or Registered Architect;
- c. Must be holding or held a logistics position or equivalent or assigned in CGIDS for at least one (1) year; and
- d. Preferably a Certificate of Completion holder of Training Assessors Course (IMO Model 3.12) or Instructor Development Course (IDC) or its equivalent.

2. Assistant Course Director

- a. Must be a PCG Officer assigned in CGIDS with the rank of at least Lieutenant Junior Grade (LTJG) (O-2). However, Petty Officer Second Class (NO-5) to Probationary Ensign (P/ENS) shall be considered provided that they have the Coast Guard Logistics Badge and be recognized as Subject Matter Expert;
- b. Must have completed the Course Management Training (CMT);
- c. Preferably a Certificate of Completion holder of Training Assessors Course (IMO Model 3.12) or Instructor Development Course (IDC) or its equivalent; and
- d. Must be assigned to CGIDS for at least one (1) year.

3. Training Staff

- a. A Non-Officer and/or Non-Uniformed Personnel assigned at CGIDS for at least one (1) year;
- b. Must have completed the Course Management Training (CMT); and
- c. Preferably a Certificate of Completion holder of Training Assessors Course (IMO 3.12) or Instructor Development Course (IDC) or its equivalent.

4. Lecturers

- a. Recognized as a Subject Matter Expert (SME) in the specific field that the lecturer will discuss;
- b. Must have at least one (1) year work experience relevant to the assigned subject area to be lectured;
- c. Preferably with background related to Architecture and Engineering; and
- d. Preferably a Certificate of Completion holder of Training Assessors Course (IMO Model 3.12) or Instructor Development Course (IDC) or its equivalent.

5. Assessors

- a. The lecturers shall be responsible for the conduct of assessment for quizzes, assignments, and individual/group recitations/reporting;
- b. The training board shall prepare and conduct the administration of module examination aligned with the learning objectives. Moreover, they shall also prepare for the practical assessments and recommendation and actual On-the-Job Training; and
- c. The training board shall compose the Course Director, Assistant Course Director, and Training Staff.

VI. LEARNING ASSESSMENT

A pre-examination and post-examination will be conducted at the beginning and the end of every module, respectively.

As the course progresses, one or more following assessment methods will be administered every module:

1. Assignments and quizzes
2. Written examinations such as Essay, Objective Type Examinations, and alike
3. Group presentations
4. Practical Application

These assessments shall form part of the diagnostic processes to identify students who might be experiencing difficulties in following and understanding the course.

Assessments and student performance shall also give the training staff the tool to objectively evaluate the effectiveness of the instructors and their techniques.

A quiz shall have at least 1 to 20 items, or equivalent 50 points score overall.

Module exams shall have at least 75 to 150 items, or equivalent to 200 points score overall.

After each formative assessment, the instructor must give immediate and accurate feedback, so the students are given chances to improve.

The program of Instruction appended herein also includes time allotted for quizzes and module examination. Instructors of each topic are to give quizzes, seatwork, or group works at the end of the topic to allow students to retain higher degree of information.

After the Module 4 of the Course (last month of the course), the students will be assessed for the identification of their CGIDS Personnel Rating reconsidering the unit needs, the student's educational attainment/background, and the student's personal reference. This will give the students a month of learnings and experience to the provided rating.

VII. COURSE REQUIREMENT

- a) For the completion of the course, students must meet the following requirements:
 1. Must have attended at least 90% of the total instructional hours (562 of 624 hours) of the course curriculum;
 2. Must have a general average of 85% or higher;
 3. Must have a grade of 85% or higher for both academic and non-academic modules;
 4. Must have a grade of 85% or higher for all the practical assessments; and
 5. Satisfactorily completed all academic and non-academic requirement
- b) The students shall be given practical classroom exercises, quizzes, assignments, and assessments. Their performances shall be graded by percentage with a passing grade of eighty-five percent (85%).
- c) In the event that the said student fails, shall then be subjected for a course drop off following the guidelines item c, para XIII, NHQ-PCG/CG12 Circular Nr 04-23 *"failure to meet minimum course requirements set at any period of the course such as failing grade in any module/program of the mandatory career course"*.
- d) The academic and non-academic performance of the students shall constitute their overall performance in the course.

SCOPE AND GRADE WEIGHT

ACADEMIC MODULE (70% OF COURSE GRADE)		
	MODULE	PERCENTAGE
I.	Fundamentals and Introduction to CGIDS	7.00 %
II.	PCG Correspondence and Complete Staff Work	6.00 %
III.	CGIDS Published Circulars/Policies/Guidelines and Other Philippine Law/Code	8.00 %
IV.	Preparation of Detailed Architectural and Engineering Design	31.00 %
V.	Construction Occupational Safety and Health	7.00 %
VI.	Informational Program Visit	14.00 %
VII.	OJT – CGIDS Personnel Categorization	27.00%

TOTAL		100%
NON-ACADEMIC MODULE (30% OF THE COURSE GRADE)		
I.	Physical Fitness Test	30.00 %
II.	Swimming Qualification Test	30.00 %
III.	Peer Rating	40.00 %
TOTAL		100%
Total Academic (70%) and Non-Academic (30%) Grade Weight = 100%		

Grade weight allocated for each module will be computed as follows:

Module exam	-	40%
Quiz	-	20%
Practical exam/Reporting	-	20%
Assignment	-	10%
Class participation	-	5%
Attendance	-	5%

VIII. TEACHING FACILITIES AND EQUIPMENT

The course will be conducted through a series of lectures and other related architectural and engineering activities. Consequently, the CGIDS will designate a Classroom Instruction to be used throughout the course. The classroom should accommodate forty (40) students with well-lit and well-ventilation ambiance. It is to be equipped with a WIFI systems, overhead projector, laptops, hard drive, clicker, microphone/lapel, speakers, whiteboard, wide screen, flat screen TV monitor, document camera, printer, photocopier, armchairs for the students, tables and chairs for students and staff members.

In terms of Non-Academic activities such as Physical Fitness Test (PFT) and Practical portion of the curriculum, the parade ground or gymnasium shall be utilized whichever is available, while CGETDC's Diving Training Facility (DTF) may be used for the conduct of Swimming Qualification Test (SQT).

Informational Visit Program (IVP) may be conducted to other government agencies such as TESDA and DPWH or to the AFP and Navy counterparts.

For the On-the-Job Training, the students may conduct actual performances at one of CGIDS offices – CGIDS' main office, NHQ-PCG and Taguig field offices, or other locations with projects being handled and/or monitored by CGIDS personnel within Manila-Cavite Area.

IX. TEACHING AIDS AND METHODOLOGY

The Coast Guard Infrastructure Development Specialization Course embodies a two-way learning wherein it focuses on the interaction between the lecture/s and the students, giving emphasis on the aspects and components of architecture and engineering matters. The teaching procedure highlights face to face learning associated with learning materials, depending on their availability and relevance to the learning objectives. In any case necessary, an online platform may be used in order to ensure the continuity of learning.

- Teaching Aids
 - Power Point Presentation
 - Instructional Aids
 - PCG Correspondence Manual
 - Computer or Laptop with Engineering Software such as AutoCAD, Sketch Up, and STAAD
 - Construction Materials and Tools such as nails, plywood, wire, hammer, and alike
- Methodology
 - **Lecture Discussion (LD)**
 - Interactive in nature with the students actively participating upon the instruction of the lecturer.
 - **Practical Exercise (PE)**
 - Students are given the opportunity to apply what they have learned during classroom instructions via practical examinations or hands-on exercises.
 - **Group Discussion (GD)**
 - Involves dividing the class into smaller groups to brainstorm a particular problem and present their resolutions.
 - **Written Examination**
 - A test administered to the students to assess their cognitive skills.
 - **Virtual Class**
 - An online learning and teaching environment where learners and teachers can remotely interact

Other Academic/Mainstreaming Activities

- On-the-Job Training (OJT)
 - Hands-on training in CGIDS different branches and project sites being monitored by CGIDS within Manila-Cavite Area
- Informational Program Visit (IPV)
 - Brief visit to other government agency (TESDA/DPWH/AFP/PN) to provide basic knowledge without hands-on activities

X. REFERENCES

- A. Course Framework Course Title: Coast Guard Infrastructure Development Specialist Course updated 30 August 2020
- B. Course Outline Course Title: Coast Guard Infrastructure Development Specialist Course updated 30 August 2020
- C. NHQ-PCG/CG-12 Circular Number 07-22 dtd 28 June 2022



Philippine Coast Guard
HEADQUARTERS COAST GUARD LOGISTICS SYSTEMS COMMAND
COAST GUARD INFRASTRUCTURE DEVELOPMENT SERVICE

CGBF, Muelle dela industria, Farola Compound
 Binondo, Manila 1006

**PROGRAM OF INSTRUCTION FOR COAST GUARD INFRASTRUCTURE
 DEVELOPMENT SPECIALIZATION COURSE**

TOPICS	TIME ALLOTMENT (in hours)		
	THEORETIC AL (Classroom Discussion)	PRACTICAL (Lecture Demonstrati on)	ASSESSMEN T HOURS
ACADEMIC MODULE			
Module 1 – Fundamentals and Introduction to CGIDS			
Competencies:			
a. Determine the CGIDS' mission and vision; b. Describe the different milestones and significant events on the history of CGIDS; c. Identify the key elements of CGIDS logo and the role of CGIDS in the organization; d. Enumerate the different personnel ratings and identify its differences; e. Define and differentiate the terms integrity, transparency, and accountability in public service; f. Differentiate and explain the concepts of gender, gender equality, and gender equity; and g. Discuss the impact of gender influence and mental health, and disability awareness to CGIDS.			
1. CGIDS Vision, Mission, History, and Logo	1	-	-
2. CGIDS Functions and Organizational Structure	2	-	-
3. CGIDS Personnel Categorization	4	-	-
4. Integrity, Transparency, and Accountability in Public Service	8	-	-
5. Gender and Development	8	-	-
6. Mental Health Awareness	8	-	-
7. Disability Awareness and Sensitivity Orientation	3	-	-
8. Code of Conduct	8	-	-
Module Examination	-	-	2
Module 1 Total Hours	42	0	2
Module 2 – Basic Communication			
Competencies:			
a. Use proper grammar;			

b. Enumerate and differentiate different types of correspondence; and			
c. Prepare complete staff work			
1. Basic Effective/Technical Writing	8	2	
2. PCG Correspondence	8	2	
3. Complete Staff Work	4	8	
Module Examination	-	-	2
Module 2 Total Hours	20	12	2
Module 3 – CGIDS Published Circulars/Policies/Guidelines and Other Philippine Law/Code			
Competencies:			
a. Define and explain the purpose of the memorandum circulars;			
b. Enumerate the various memorandum circulars; and			
c. Use the published policies and guidelines.			
CGIDS PUBLISHED CIRCULARS/POLICIES/GUIDELINES			
1. Preparation of Agency Estimates for PCG Infrastructure Projects	6	2	-
2. Procedures for the Issuance of Certificate of Completion and Certificate of Acceptance for the PCG Infrastructure Projects	3	1	-
3. Administrative Action on Contracts with Negative Slippage for PCG Infrastructure Projects	3	1	-
4. Preparation of the Engineering Documentation of a Proposed PCG Infrastructure Projects During Pre-Procurement Phase	6	2	-
5. Guidelines in the Preparation of Daily Activity Report (DAR), Weekly Accomplishment Report (WAR) And Statement of Work Accomplishment (SWA) for all PCG Infrastructure	4	1	-
6. Space Allocation Standards of the Philippine Coast Guard Buildings and Offices	2	-	-
7. Standard Color Scheme for Philippine Coast Guard Buildings and Signboard for PCG Offices and Other Facilities	1	-	-
OTHER PHILIPPINE LAW/CODE			
8. Presidential Decree (PD) 1096 – National Building Code	8	-	-
9. Batas Pambansa (BP) 344 – Accessibility Law	8	-	-
Module Examination	-	-	2
Module 3 Total Hours	41	7	2
Module 4 – Preparation Architectural and Engineering Design			
Competencies:			
a. Explain the importance of the detailed architectural and engineering design from concept to completion;			
b. Design Architectural, Civil, Electrical, and Sanitary/Plumbing plans; and			

c. Prepare an estimate based on the provided Architectural, Civil, Electrical, and Sanitary/Plumbing plans			
1. Procedures for Repair and Utilities Projects	8	2	-
2. Procedures for New Projects	8	2	-
3. Preparation of Design	40	40	-
4. Preparation of Estimates, Scope of Works, Technical Specifications, and Project Schedule	40	40	-
Module Examination	-	-	2
Module 4 Total Hours	96	84	2
Module 5 – Construction Occupational Safety and Health			
Competencies:			
a. Define Construction Occupational Safety and Health (COSH) and explain its significance to project construction sites;			
b. Identify common construction hazards; and			
c. Classify the first aid needed to various incidents or accidents			
1. Introduction to COSH	4	-	-
2. Pre-Construction Concerns	4	-	-
3. Common On-site Concerns	11	-	-
4. Special Concerns	8	-	-
5. Monitoring and Evaluating OSH Performance	9	-	-
6. Salient Points of Major Government Regulations	2	-	-
Module Examination	-	-	2
Module 5 Total Hours	38	0	2
Module 6 – Informational Program Visit (IPV)			
Competencies:			
a. Identify the unit/office practices from other government agencies or counterparts			
1. IPV (TESDA/DPWH/AFP/PN)	-	80	-
Module Examination	-	-	-
Module 6 Total Hours	-	80	-
Module 7 – OJT - CGIDS Personnel Categorization			
Competencies:			
a. Identify different personnel categories;			
b. Prepare detailed architecture and engineering design based on the assigned personnel categorization;			
c. Perform skills that are relevant to the construction project; and			
d. Apply the knowledge learned from the previous modules			
1. OJT on Architectural Field: Engineering Aide (EA) - Drafting, Inspection, and Construction Planning	-	160	-
2. OJT on Civil Engineering Field: Builder (BU) – Carpentry, Masonry, and Concrete Construction			-
3. OJT on Civil Engineering Field: Steelworker (SW) – Metalwork, Welder, Steel Structure			-

4. OJT on Electrical Engineering Field: Construction Electrician (CE) – Electrical Installation and Maintenance			-
5. OJT on Mechanical Engineering, Sanitary Engineering and Plumbing Field: Utilities Man (UT) – Plumbing, Heating, Air Conditioning Unit, and Other Utility Systems			-
6. OJT on Equipment Operator – Operator of Heavy Equipment, Bulldozer, Cranes, and Excavators			
7. OJT on Project Monitoring: Project Monitoring-in-Charge (PMIC) – Project status reporting, project monitoring			-
Module Examination	-	-	-
Module 7 Total Hours	0	160	0
Total:	237	343	10
NON-ACADEMIC MODULE			
I. PHYSICAL DEVELOPMENT			
Competencies:			
a. Determine the level of physical fitness of the students;			
b. Perform given physical fitness tasks to ensure physical readiness of students/participants to perform tasks as directed; and			
c. Conduct Swimming Qualification Test.			
1. Physical Fitness Test (PFT)	-	16	-
2. Swimming Qualification Test (SQT)	-	16	-
Subtotal	0	32	0
II. ACCOUNTABILITY TO THE SERVICE			
Competency:			
a. Rate the performance, discipline, and conduct of each classmate.			
1. Discipline and Conduct	-	2	-
2. Attendance	-	-	-
3. Peer Rating (Beginning and End of Course)	-	8	-
Subtotal	0	10	0
Total:		42	

	THEORITICAL	PRACTICAL	ASSESSMENT
Sub-Total	237	385	10

Total Instructional Hours	632 hours
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PAMBANSANG PUNONGHIMPILAN TANOD BAYBAYIN NG PILIPINAS
(National Headquarters Philippine Coast Guard)
139 25th Street, Port Area
1018 Manila

NHQ-PCG/CGLSC/CGIDS

00 Month 0000

**STANDING OPERATING PROCEDURE
NUMBER 000**

**AWARD OF THE COAST GUARD INFRASTRUCTURE DEVELOPMENT
SPECIALIST BADGE**

I. REFERENCE:

- a. HPCG Circular No. 06-10 dated 24 May 2010 "PCG Awards and Decorations"
- b. Approved Course Readiness Report of Coast Guard Logistics Systems Command Courses dated 11 June 2020

II. PURPOSE:

This SOP prescribes the authority, eligibility and manner of wearing of Coast Guard Infrastructure Development Specialist Badge.

III. OBJECTIVE:

- a. To give exceptional identification to Non-Officers who completed the specialization course.
- b. To give exceptional identification to Non-Officers and Non-Uniformed Personnel assigned at CGIDS.
- c. To provide policies, guidance, and procedures for recommending, processing, deliberating, and conferring CGIDSC Badge.



IV. SCOPE:

This Circular will provide authority and eligibility to all PCG Non-Officers and to CGIDS Non-Officers and CGIDS Non-Uniformed Personnel in using or wearing the Infrastructure Development Specialist Badge upon completion of the Coast Guard Infrastructure Development Specialization Course.

V. DEFINITION OF TERMS:

- a. **Infrastructure Development Specialist** – PCG Non-Officer personnel completed the Coast Guard Infrastructure Development Specialist Course
- b. **Coast Guard Infrastructure Development Specialization Course** – a specialization course offered by Coast Guard Logistics Systems Command through Coast Guard Infrastructure Development Service to non-officers with a rank of Seaman/Seawoman First Class (SN1/SW1) to Petty Officer Third Class (PO3) (NO-3 – NO-4)
- c. **Engineering Aide (EA)** – personnel categorized by their skill showing excellence in drafting, inspection, and construction planning
- d. **Builder (BU)** – personnel categorized by their skill showing excellence in carpentry, masonry, and concrete construction
- e. **Steelworker (SW)** – personnel categorized by their skill showing excellence in metalwork, welder, steel structure
- f. **Construction Electrician (CE)** – personnel categorized by their skill showing excellence in electrical installation and maintenance
- g. **Utilities Man (UT)** – personnel categorized by their skill showing excellence in plumbing, heating, air conditioning unit, and other utility systems
- h. **Equipment Operator (EO)** – personnel categorized by their skill showing excellence in operator of heavy equipment, bulldozer, cranes, and excavators
- i. **Project Monitoring-in-Charge (PMIC)** – personnel categorized by their skill showing excellence in project status reporting, project monitoring

VI. RULES AND REGULATIONS:



A. Coast Guard Personnel Authorized to Wear

PCG Non-Officers, CGIDS Non-Officers and CGIDS Non-Uniformed Personnel assigned provided they comply with the requirements as provided in this SOP.

B. Requirements

- a. Must have a rank of Seaman/Seawoman First Class (SN1/SW1) to Petty Officer Third Class (PO3) (NO-3 – NO-4); and
- b. Must complete the Coast Guard Infrastructure Development Specialization Course;

C. Other Provision

- a. CGIDS non-Officers who functioned on their respective field for five (5) years or more provided the following documentary evidence are presented and passed the qualifying exam;
 - i. Assignment/designation order
 - ii. Certification from CGIDS Staff for Personnel, IDS-1, that the non-Officer has performed or still performing his/her respective field for 5 or more years
- b. CGIDS Non-Uniformed Personnel who functioned on their respective field for five (5) years or more provided the following listed documentary evidence are presented and passed the qualifying exam; and
 - i. Certification from CGIDS Staff for Personnel, IDS-1, that the non-Officer has performed or still performing his/her respective field for 5 or more years
- c. CGIDS Staff for Personnel, IDS-1, should maintain records of all awards and decorations issued to include supporting documents

VII. THE INFRASTRUCTURE DEVELOPMENT SPECIALIST BADGE:

A. Infrastructure Development Specialist Badge Description

The design of the Development Infrastructure Specialist Badge represents the following common element:





Figure 1. Engineering Aide (EA) Badge



Figure 2. Builder (BU) Badge



Figure 3. Steel Worker



Figure 4. Construction Electrician (CE)



Figure 5. Utilities Man (UT)



Figure 6. Equipment Operator (EO)



Figure 7. PMIC Badge

- a. **DOLPHIN** - In the realm of infrastructure, a dolphin serves as a robust and resilient foundation, much like its marine counterpart in the ocean. Just as a dolphin in nature provides stability and support for marine life, in infrastructure it represents to stands firm against the forces of water, currents, and tides.
- b. **ANCHOR** - An anchor signifies stability, security, and steadfastness amidst the unpredictable forces of the sea. Crafted from sturdy metal, it symbolizes resilience and strength, grounding vessels in turbulent waters and ensuring safety during storms. As a timeless maritime emblem, the anchor embodies the commitment of the coast guard to protect and serve, anchoring ships to safety and guiding it through perilous waters. It represents a beacon of hope and assurance, standing as a testament to the unwavering dedication of those who safeguard the shores.
- c. **BUILDING** - a building is a bastion of safety, innovation, and resilience. Each structure represents a haven of operations, meticulously designed to withstand the rigors of coastal environments. From bustling command centers to sturdy lighthouses, these buildings serve as beacons of reliability and precision, guiding installation and infrastructure developments. Stand as testaments to the dedication and expertise of Coast Guard Engineers, who work tirelessly to ensure the functionality and endurance of these vital structures.
- d. **CIRCLE** - A circle symbolizes unity and teamwork, where each individual contributes to the mission, ensuring smooth operation and shared commitment in Infrastructure Development Services.
- e. **TRIANGLE** - A triangle symbolizes the core principles of innovation, integrity, and intelligence. Its stability reflects reliability in infrastructure development, while its shape emphasizes teamwork and collaboration. It serves as a reminder to approach challenges with balance and strive for excellence.
- f. **LEAF** - leaf symbolizes achievement, excellence, and recognition in Coast Guard Infrastructure Development Service. It represents the pursuit of high standards in building and maintaining resilient structures, honoring the dedication and success of those who contribute to the Coast Guard's mission.

- g. **GOLD** - The color gold symbolizes excellence, achievement, and dedication in Coast Guard Infrastructure Development Service. It represents the high standards of quality and craftsmanship in building and maintaining vital structures, reflecting the Coast Guard's commitment to ensuring safety and operational success.
- h. **BLUE** - The color blue represents stability, trust, and the vastness of the sea in Coast Guard Infrastructure Development Service. It symbolizes the Coast Guard's unwavering commitment to safeguarding coastal areas and ensuring the resilience and reliability of the infrastructure that supports its mission.
- i. **RED** - The color red represents urgency, strength, and vigilance in Coast Guard Infrastructure Development Service. It symbolizes the commitment to safety and readiness, reflecting the Coast Guard's dedication to maintaining and protecting vital infrastructure in service to national security and maritime safety.
- j. **GRAY** - The color gray represents strength, neutrality, and resilience in Coast Guard Infrastructure Development Service. It symbolizes the durability and practicality of infrastructure built to withstand challenging maritime conditions, reflecting the Coast Guard's steady commitment to maintaining operational readiness and safety.
- k. **BEARING POINT (EA Badge)** - The symbol of a bearing point represents precision, orientation, and accurate measurement in Coast Guard Infrastructure Development Service, particularly for Engineering Aides. It signifies the role of Engineering Aides in ensuring correct alignment and location of structures and systems, supporting the successful planning and execution of projects that enhance the Coast Guard's operational capabilities.
- l. **RULER (EA Badge)** - The symbol of a ruler represents accuracy, measurement, and planning in Coast Guard Infrastructure Development Service, particularly for Engineering Aides. It highlights the essential role of Engineering Aides in ensuring precise dimensions and alignment in the construction and development of infrastructure, contributing to the successful execution of projects that support the Coast Guard's mission.



- m. **HAMMER (BU Badge)** - A hammer symbolizes precision, strength, and craftsmanship in Coast Guard Infrastructure Development

Service. It represents the hands-on effort required to build, repair, and maintain essential structures, ensuring the durability and effectiveness of facilities.

- n. **HARDHAT (BU Badge)** - A hard hat symbolizes safety, protection, and professionalism in Coast Guard Infrastructure Development Service. It represents the commitment to maintaining a secure work environment while building, repairing, and maintaining vital structures that support the Coast Guard's operations.
- o. **STEEL BARS (SW Badge)** - The symbol of steel bars represents strength, durability, and structural integrity in Coast Guard Infrastructure Development Service, particularly for Steel Workers. It highlights the vital role of steel workers in constructing reinforced frameworks that ensure the stability and resilience of infrastructure critical to the Coast Guard's operations.
- p. **LIGHTNING (CE Badge)** - The lightning symbol represents energy, speed, and precision in Coast Guard Infrastructure Development Service, particularly for construction electricians. It signifies the vital role of electricians in providing reliable power and electrical systems, ensuring the efficient operation of infrastructure while supporting the Coast Guard's mission of safety and readiness.
- q. **VALVE (UT Badge)** - The symbol of a valve represents control, regulation, and safety in Coast Guard Infrastructure Development Service, particularly for Utilities Men. It highlights their role in managing essential systems, such as water, gas, and fuel, ensuring proper flow and functionality to maintain the safety and efficiency of Coast Guard facilities and operations.
- r. **BACKHOE (EO Badge)** - The symbol of a backhoe represents strength, versatility, and precision in Coast Guard Infrastructure Development Service, particularly for Equipment Operators. It highlights the crucial role of operators in excavation, site preparation, and construction tasks, ensuring the successful development and maintenance of infrastructure essential to the Coast Guard's operations.
- s. **BOOK (PMIC Badge)** - The symbol of a book represents knowledge, documentation, and continuous learning in Coast Guard



Infrastructure Development Service, particularly for Project Monitoring In-Charge. It signifies the importance of keeping detailed records, ensuring compliance, and applying expertise to effectively oversee projects, ensuring timely and successful completion of infrastructure that supports the Coast Guard's mission.

B. Types of Development Specialist Badge

Engineering Aide (EA) Badge – awarded to personnel who completed the CGIDSC and demonstrated excellence as Engineering Aide

Builder (BU) Badge – awarded to personnel who completed the CGIDSC and demonstrated excellence as Builder

Steelworker (SW) Badge – awarded to personnel who completed the CGIDSC and demonstrated excellence as Steelworker

Construction Electrician (CE) Badge – awarded to personnel who completed the CGIDSC and demonstrated excellence as Construction Electrician

Utilities Man (UT) Badge – awarded to personnel who completed the CGIDSC and demonstrated excellence as Utilities Man

Equipment Operator (EO) Badge – awarded to personnel who completed the CGIDSC and demonstrated excellence as Equipment Operator

Project Monitoring-in-Charge (PMIC) Badge – awarded to personnel who completed the CGIDSC and demonstrated excellence Project Monitoring-in-Charge

VIII. MANNER OF WEARING:

The Coast Guard Infrastructure Development Specialist Badge must be worn at the left breast pocket below the flap on every General Office Uniform (GOA, Bush Coat and Working Blue), Dress Blouse and White Docks.

IX. OCCASSIONS FOR WEARING THE TRAINING MANAGEMENT SPECIALIST BADGE:

- A. Mandatory:** Should be worn on all occasions as prescribed in PCG uniform of the day both local and abroad.

B. Optional: May also be worn at the option of the wearer on the following occasions provided it is not prohibited by any existing rules and regulations:

1. Private social occasions
2. On holidays or when not on duty

X. RESCISSION:

Other policies that are inconsistent with this circular are hereby rescinded upon approval and effectivity of this circular.

XI. EFFECTIVITY:

This SOP shall take effect immediately upon approval.

BY COMMAND OF ADMIRAL GAVAN PCG:

OFFICIAL:

GLIDE GENE MARY G SONTILLANOSA
COMMO **PCG**
Acting Chief of Coast Guard Staff

JAYSIEBELL B FERRER
CDR **PCG**
Coast Guard Adjutant

