

Republic of the Philippines

**TARLAC STATE UNIVERSITY**

**VISION**

Tarlac State University is envisioned to be a premier university in Asia and the Pacific.

**MISSION**

Tarlac State University commits to promote and sustain the offering of quality and programs in higher and advanced education ensuring equitable access to education for people empowerment,

professional development, and global competitiveness.

Towards this end, TSU shall:

1. Provide high quality instruction trough qualified, competent and adequately trained faculty members and support staff.
2. Be a premier research institution by enhancing research undertakings in the fields of technology and sciences and strengthening collaboration with local and international institutions.
3. Be a champion in community development by strengthening partnership with public and private organizations and individuals.

**CORE VALUES**

**E** - xcellence

**Q** – uality

**U** – nity

**I** - ntegrity

**T** – rust in God, Transparency & True Commitment

**Y** – earning for Global Competitiveness

**COLLEGE OF CRIMINAL JUSTICE EDUCATION**

**Criminology Department**

**Outcomes-Based Teaching and Learning Plan in**

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| --- | --- | --- | --- |
| **Course Title** | DISPUTE RESOLUTION AND CRISES/INCIDENTS MANAGEMENT | **Course Code** | Criminology 6 |
| **Credit Units** | 3 units | **Course Pre-/Co-requisites** | Criminology 5 |
| **Course Description** | This course deals with the study of the process of dealing and resolving conflicts/disputes resolution and crises management.  It includes the art of intervention through mediation and reconciliation of disagreements between stakeholder’s agencies. Likewise, the course includes handling of crises that the criminal justice personnel are commonly encountered. Moreover, the study significantly provides mechanisms on how to adopt strategies in dealing with potential and actual crises which are being addressed by concerned agencies and authorities from law enforcement, corrections and communities. | | |
| **Course Intended Learning Outcomes (CILO)** | After completing this course, STUDENTS MUST BE ABLE TO:   * Explain the concepts, nature and procedures governing dispute resolution; * Apply the Implementing Rules and Regulations governing Alternative Dispute Resolution (ADR); * Trace the origin of restorative justice system; * Know the basic concept of PD 1508 or Katarungang Pambarangay Law as a means of settling disputes; * Apply the procedures in handling hostage situation; and * Identify the role of crisis management units and understand the mandate of the country’s approach on Incident Command System. | | |

**PROGRAM MAPPING GRID**

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| **Courses** | **Cre** | | **PS** | **CT** | **DML** | **Com** | **Col** | **ICT** | **IL** | **Cit** | **LC** | **PSR** |
| CLJ 1: Introduction to Philippine Criminal Justice System | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CLJ 2: Human Rights Education | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CLJ 3: Criminal Law (Book 1) | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CLJ 4: Criminal Law (Book 2) | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CLJ 5: Evidence | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CLJ 6: Criminal Procedure and Court Testimony | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Criminology 1: Introduction to Criminology | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Criminology 2: Theories of Crime Causation | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Criminology 3: Human Behavior & Victimology | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Criminology 4: Professional Conduct and Ethical Standards | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Criminology 5: Juvenile Delinquency and Juvenile Justice System | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Criminology 6: Dispute Resolution and  Crises/Incidents Management | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Criminology 7: Criminological Research 1 (Research Methods with Applied Statistics) | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Criminology 8: Criminological Research 2 Thesis | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| LEA 1: Law Enforcement Administration (Inter-agency approach) | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| LEA 2: Comparative Models in Policing | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| LEA 3: Introduction to Industrial Security  Concepts | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| LEA 4: Law Enforcement Operations and Planning with Crime Mapping | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Forensic 1: Forensic Photography | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Forensic 2: Personal Identification Techniques | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Forensic 3: Forensic Chemistry and Toxicology | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Forensic 4: Questioned Documents Examination | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Forensic 5: Lie Detection Techniques | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| Forensic 6: Forensic Ballistics | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 1: Fundamentals of Criminal  Investigation and Intelligence | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 2: Specialized Crime Investigation 1 with Legal Medicine | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 3: Specialized Crime Investigation 2 with Simulation on Interrogation and Interview | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 4: Traffic Management and Accident Investigation with Driving | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 5: Technical English 1 (Investigative  Report Writing and Presentation) | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 6: Fire Protection and Arson Investigation | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 7: Vice and Drug Education and Control | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 8: Technical English 2 Legal Forms | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 9: Introduction to Cybercrime | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CDI 10: Environmental Laws and Protection | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CA 1: Institutional Corrections | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CA 2: Non-Institutional Corrections | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| CA 3: Therapeutic Modalities | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |
| OJT 1 & 2: Internship | | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** | **3** |

**Codes: 3 To a Large Extent 2=To Some Extent 1= To a little Extent**

***Legend:*** *(Note: Program Objectives as per CHED Memos shall be corresponded with the listed Graduate Attributes.)*

**Cre**  Creativity **PS** Problem Solving **CT** Critical Thinking **DML** Decision Making & Learning

**Com** Communication **Col** Collaboration **ICT**  Information and Communications Technology **IL** Information Literacy **Cit** Citizenship **LC** Life and Career

**PSR**  Personal and Social Responsibility

**COURSE MAPPING GRID**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIT** | **Cre** | | **PS** | **CT** | **DML** | **Com** | **Col** | **ICT** | **IL** | **Cit** | **LC** | **PSR** |
| Alternative Dispute Resolution Act | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 |
| Katarungang Pambarangay Law | | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 |
| Concept of Restorative Justice | | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| Phases of Crisis Management | | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 2 |
| Terrorism and Terrorist Tactics | | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| Negotiation Procedures | | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
| Incident Command System | | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 |

**Codes: 3 To a Large Extent 2=To Some Extent 1= To a little Extent**

***Legend:*** *(Note: Program Objectives as per CHED Memos shall be corresponded with the listed Graduate Attributes.)*

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**PSR**  Personal and Social Responsibility

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| Liminal Period (MIDTERM/FINAL TERM) | | **Unit 1:** | | | |  |
|  |  | ***Essential Learning*** | |  |  |  |
| **Week** | **Content Standards** | **Declarative Knowledge** | **Functional Knowledge** | **Intended Learning Outcomes (ILO)** | **Suggested Teaching/Learning Activities (TLAs)** | **Assessment Tasks (ATs)** |
| 1-3 | Introduce the basic concept of conflict | Concept of Conflict | * *What is Conflict?* * *What are Conflict Theories?* * *What are the Conflict Resolution Strategies?* | After successfully completing this module, you should be able to:  Explain the basic concept of Conflict and enumerate and apply the strategies of Conflict Resolution.  ELO- for the under-performing students will have to search old news paper for cut outs or online news papers to print out to compose/create a scrap book. Under-performers will be the one collecting and the well-performers will be with them as their leader and making sure that they have gathered enough cutouts. Leaders/well-performers will be the one to compose and finish the scrap book. Each group will have a particular area/s to cover. This is intended for them to actually compare what is theoretical and what is practical | Lectures;  Discussion;  Multi-media presentation  Group Activity:  May include one or both of the following activities depending on students performance;  a. A group maybe formed to test their ability to coordinate their talent to formulate a power-point presentation that contains their assumptions and expectations as well as their new knowledge about the topic content.  b. A group maybe formed to test their ability to coordinate their talent to search and compile news, articles, and videos that will be presented in class that will showcase their individuality that may contain their opinion, culture, and ideas.  Individual work output  A reaction paper will be assigned to each student of the class in response to all lectures, discussions, and other activities. | Group sharing appreciation  Multi-Media presentation  Reaction paper |
| 4-6 | Discuss the ADR Act and its Implementing Rules and Regulations | Alternative Dispute Resolution (ADR) Act | * RA 9285; * The Office for Alternative Dispute Resolution; * Mediation; * International Commercial Arbitration; * Recognition and Enforcement of Awards**;** * Domestic Arbitration; | Students will be able define the concepts of disputes’ resolution  (ELO) - The under-performing students will search the internet for different videos related to the International Declaration Treaties Governing Human Rights in which they think is the closest to that of the discussion. The well-performing will again lead the group and will be the presenter with the help of others of course. | Dynamic discussion  Instructor will give beforehand the International Declaration Treaties Governing Human Rights with its references that the class will be grouped into each major areas. This group will then uniquely convince other groups that their area is the most interesting by information dissemination.  Icon Making  Each student will be given an area through random means (id est; cast lot, randomizer, etc.) in which they will create an icon, simple and plain, that will represent their chosen/ assigned area. In class, they will be given a chance to explain briefly their icon that will represent their assigned area.  Quiz  To test their ability to recall the recent discussion, a written exam will be prepared for them formatted in board exam template so as to introduce them also what their future endeavor would be. | Discussion/recitation  Icon representation  Quiz |
| 7-9 | Introduce the Arbitration Law in the Philippines | Arbitration Law (Republic Act No. 876) | * **What is Republic Act No. 876?** * **What are the subject matters of Arbitration law?** * **Who are disqualified to arbitrate?** * **What are the controversies or cases not subject to RA No. 876?** * **What is the form of the Arbitration Agreement?** * **Discuss the Preliminary Procedure of Arbitration.** * **How** * **When may a civil action be stayed?** * **How are Arbitrators appointed?** * **May additional Arbitrators be appointed?** * **What must the Arbitrator do if, after appointment but before or during hearing, a person appointed to service as an arbitrator shall discover any circumstance likely to create a presumption of bias, or which he believes might disqualify him as an impartial Arbitrator?** * **Discuss the challenge to Arbitrators.** * **What is the procedure to be followed by the Arbitrator?** * **Are Arbitrators required to take an oath?** * **Do Arbitrators have the power to issue subpoena duces tecum and ad testificandum?** * **Do Arbitrators have the power to take measures to safeguard and/or conserve any matter subject of the dispute in Arbitration?** * **How is the hearing of Arbitration conducted?** * **When may the parties’ briefs be filed?** * **May a hearing be re-opened?** * **May parties submit their dispute to Arbitrator other than by oral hearing?** * **When is the proper time to render award?** * **What must be the form and contents of the award?** * **Is Arbitration a special proceeding?** * **When may the order of confirmation of award be made?** * **What are the grounds to vacate an award?** * **What are the grounds to modify or correct an award?** * **When should a notice of a motion to vacate, modify or correct the award be served?** * **When may the judgment be made?** * **What are the papers that must accompany the motion to confirm, modify, correct or vacate the award?** * **When may an appeal be taken?** * **What is the consequence if a party if a party dies after making a submission or a contract to arbitrate?** | Students may be able to know how to the subject matters of Arbitration law and the procedure on Arbitration Agreement.  (ELO) - to give chance to under-performers, they will need to research the full biography of the founding fathers of the different school of thoughts of criminology while the well-performers will be making a more comprehensive biography and try to find the connection of the founder's life with their works/ideas. | Lectures;  Discussion;  Multi-media presentation  Group Activities  Individual work output  Group Activity:  May include one or both of the following activities depending on students performance;  a. A group maybe formed to test their ability to coordinate their talent to formulate a power-point presentation that contains their assumptions and expectations as well as their new knowledge about the topic content.  b. A group maybe formed to test their ability to coordinate their talent to search and compile news, articles, and videos that will be presented in class that will showcase their individuality that may contain their opinion, culture, and ideas.  Individual work output  A reaction paper will be assigned to each student of the class in response to all lectures, discussions, and other activities. | Recitation  Quizzes  Reaction paper |
| 10-12 | Discuss the Concept of PD 1508 as a means of amicably settling disputes | Katarungang Pambarangay Law | * + - **What is PD 1508?** * **What is RA 7160?** * **What is Katarungang Pambarangay?** * **What is barangay? What is its role?** * **What is Lupong Tagapamayapa?** * **Who has the authority to constitute the Lupon?** * **What are the six (6) steps to constitute a Lupon?** * **When and how the Punong Barangay constitute the Lupon?** * **How many members should the Punong Barangay include in the list?** * **Who are qualified and disqualified members of Lupon?** * **After identifying the 10-20 members of the Lupon, what are the next steps?** * **The term of office of Lupon members and the manner of filling up vacancies:** * **Are the lupon members entitled to some compensation? Do they have benefits due to them?** * **What is Pangkat ng Tagapagkasundo. State its composition:** * **Are all disputes subject to Barangay Conciliation before filing a Complaint in Court or any government offices?** * **What are the cases under the Katarungang Pambarangay?** * **What Are the Rules to Be Considered In Determining The Venue In Settling Disputes?** * **What is the procedure to be followed for settlement of disputes at the barangay level?** * **Who shall issue Certification to File Action?** * **If the parties have reached a settlement of their dispute, in what form must the settlement be?** * **Define arbitration. How and when is it done?** * **In Katarungang Pambarangay proceedings, may the parties appear with the assistance of their counsel?** * **Aside from the stated positions in the Barangay level, there is Sangguniang Barangay, a very important organization. State its composition and authority.** | Students should be able to know the process of settling disputes in the barangay level, the steps on how constitute a Lupon, cases under Katarungay Pambarangay and rules to be considered in determining the venue in settling disputes. | Lectures;  Discussion;  Multi-media presentation  Role Playing  Quizzes.  Group Activities  Individual work output  Group Activity:  May include one or both of the following activities depending on students performance;  a. A group maybe formed to test their ability to coordinate their talent to formulate a power-point presentation that contains their assumptions and expectations as well as their new knowledge about the topic content.  b. A group maybe formed to test their ability to coordinate their talent to search and compile news, articles, and videos that will be presented in class that will showcase their individuality that may contain their opinion, culture, and ideas.  Individual work output  A reaction paper will be assigned to each student of the class in response to all lectures, discussions, and other activities. | Recitation  Quizzes  Reaction paper |
| 13-15 | Ensure offenders welfare and development for their re-integration in the community | Restorative Justice | * **Define Restorative Justice. State briefly the justification of introducing the Restorative Justice.** * **Aside form the Alternative Dispute Resolution System, the court may also conduct Judicial Dispute Resolution. What is the process to be observed in conducting Alternative Dispute Resolution?** * **One of the justifications of penalty is retribution. What are the distinctions between retributive justice and restorative justice?** | Students may be able to know functions the basic concept of restorative justice and difference between retributive and restorative justice. | Lectures;  Discussion;  Multi-media presentation  Group Activity:  May include one or both of the following activities depending on students performance;  a. A group maybe formed to test their ability to coordinate their talent to formulate a power-point presentation that contains their assumptions and expectations as well as their new knowledge about the topic content.  b. A group maybe formed to test their ability to coordinate their talent to search and compile news, articles, and videos that will be presented in class that will showcase their individuality that may contain their opinion, culture, and ideas.  Individual work output  A reaction paper will be assigned to each student of the class in response to all lectures, discussions, and other activities. | Recitation  Quizzes  Reaction paper |
| 16-18 | Discuss the concept of crises and incident management | Basic concept of crises and incident management | * Nature and types of crises; * Distinction of crises and incidents; * The concept and importance of crisis management * Composition and functions of crisis management; and * Crisis and incidents preventive measures. | Students should be able to differentiate crisis from incident management, identify the common incidents usually encountered by criminal justice personnel and can describe crisis management unit and their functions. | Lectures;  Discussion;  Multi-media presentation  Group Activity:  May include one or both of the following activities depending on students performance;  a. A group maybe formed to test their ability to coordinate their talent to formulate a power-point presentation that contains their assumptions and expectations as well as their new knowledge about the topic content.  b. A group maybe formed to test their ability to coordinate their talent to search and compile news, articles, and videos that will be presented in class that will showcase their individuality that may contain their opinion, culture, and ideas.  Individual work output  A reaction paper will be assigned to each student of the class in response to all lectures, discussions, and other activities. | Recitation  Quizzes  Reaction paper |

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| **Basic Readings** | **Books:**  Festin, G. (2016). The Alternative Dispute Resolution and the Arbitration Law. Rex Book Store.  **PNP Manuals:**  Manual on Crisis Management (1996)  Revised Philippine National Police Operational Procedures (2013)  Hostage Negotiators Handbook (2011)  **Laws:**  Philippine Congress (1953). Republic Act No. 876. AN ACT TO AUTHORIZE THE MAKING OF ARBITRATION AND SUBMISSION AGREEMENTS, TO PROVIDE FOR THE APPOINTMENT OF ARBITRATORS AND THE PROCEDURE FOR ARBITRATION IN CIVIL CONTROVERSIES, AND FOR OTHER PURPOSES. Official Gazette.  Philippine Congress (2004). Republic Act No. 9285. AN ACT TO INSTITUTIONALIZE THE USE OF AN ALTERNATIVE DISPUTE RESOLUTION SYSTEM IN THE PHILIPPINES AND TO ESTABLISH THE OFFICE FOR ALTERNATIVE DISPUTE RESOLUTION, AND FOR OTHER PURPOSES. Official Gazette.  Philippine Congress (1978). Presidential Decree No. 1508. ESTABLISHING A SYSTEM OF AMICABLY SETTLING DISPUTES AT THE BARANGAY LEVEL. Official Gazette.  Department Circular No. 98. Implementing Rules and Regulations of the Alternative Dispute Resolution Act of 2004. |
| **Extended Readings** |  |
| **Course Assessment** | * 1. **Mid-term Grade** (50%)   20% Class Standing + 30% Quizzes + 50% Periodic Examination   * 1. **Final Grade** (50%)   20% Class Standing + 30% Quizzes + 50% Periodic Examination   * 1. **General Average**   Midterm Grade (50%) + Final Grade (50%) = 100 |
| **Course Policies** | All students who are enrolled in this course should conform to the following class policies.  1. The university rule on a 54-hour attendance applies: 20% absence is considered failed or dropped, as the case may be.  2. Students are encouraged to use resources of other libraries, etc. in the absence of sufficient references in the University Library.  3. There will be no make-up arrangements for oral presentations, hence, the professor lectures in the absence of the discussant.  4. Those who cannot come on the examination day are advised to take the test on the day prior to the schedule.  5. Course requirements must be turned in following the scheduled due dates.  6. Incomplete grades have to be attended to within a year.  *Course Portfolio*  *Honor, Dress and Grooming Code* |
| **Committee Members** | Cluster Leader: Dr. Theodore m. Timpac  Members: Mr. Roel R. Alviar  Mr. Jan Vincent S. Carmen |
|  | Faculty Member : Jan Vincent S. Carmen  Email-address : [jvcarmen007@gmail.com](mailto:jvcarmen007@gmail.com)  Consultation Hours : by appointment  Time and Venue : 11:00am to 1:00pm Criminology Faculty Room |
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| Course Title  Criminology 6  Dispute Resolution and Crises/ Incidents Management | AY/Term of Effectivity  **AY 2020-2021 / 1st semester** | Prepared by:  **Jan Vincent S. Carmen, MS CJ**  Instructor | Recommending Approval  **DR. ROEL R. ALVIAR**  Department Chair  **DR. THEODORE M. TIMPAC**  Dean  Approved    **DR. ERWIN P. LACANLALE**  Vice President for Academic Affairs | Pages: |