

PREFACE

As a member of De La Salle Philippines, De La Salle-College of Saint Benilde distinguishes itself from its sister units by way of orientation. The attribute refers to the inclusive character of the institution, rooted in the recognition of the multidimensionality of human intelligence, and evidenced by the distinct manner by which it diagnoses students admitted into the institution. Such inclusiveness has brought into the College a diverse population – students and faculty of various inclinations and capabilities.

The attribute of inclusiveness almost instantaneously demands a particular philosophical orientation that veers from the traditional educational philosophy. This orientation is simply defined as learner-centered. Unlike the traditional view that looks at the student as a mere receptacle of the knowledge handed down by an all-knowing teacher, a learner-centered educational philosophy recognizes that the student is intrinsically motivated to learn and should therefore be actively engaged in the process of learning. To realize this, the teacher plays the role of a facilitator: guiding the student in employing the relevant strategies for learning, and coming to terms with the student in consensually defining learning outcomes and the ways by which the fulfillment of such objectives can be monitored and evaluated.

While the orientation may be defined in simple terms, the pursuit of greater learner-centeredness is undeniably challenging. It requires every member of the College to be continually conscious of how each contributes to setting up an environment that is conducive to learning. The task also demands from the College the establishment of institutional arrangements that would enable its key human resources—the academic faculty—to carry out their tasks. In this pursuit, the College must endeavor to assist the academic faculty in gaining an understanding of their functions, becoming motivated in fulfilling these, and obtaining the support necessary to facilitate their own professional growth.

This Faculty Manual endeavors to fulfill the objectives set forth above. As a product of discussions among representatives of the DLS-CSB administration and the academic faculty, this document encapsulates the commitment of the sectors concerned to progressively fulfill their roles as facilitators of learning and as stewards of the holistic formation of our most valuable constituents: the students.

ST. JOHN BAPTIST DE LA SALLE (1651-1719)

John Baptist de La Salle was born into a world very different from our own. He was the first son of wealthy parents living in France over 300 years ago. Born at Reims, John Baptist de La Salle received the tonsure at age eleven and was named Canon of the Reims Cathedral at sixteen. Though he had to assume the administration of family affairs after his parents died, he completed his theological studies and was ordained a priest on April 9, 1678. Two years later, he received a doctorate in theology. Meanwhile, he became tentatively involved with a group of rough and barely literate young men in order to establish schools for poor boys.

At that time, a few people lived in luxury; most of the people were extremely poor: peasants in the country and slum dwellers in the towns. Only a few could send their children to school; most children had little hope for the future. Moved by the plight of the poor who seemed so "far from salvation" either in this world or the next, he determined to put his own talents and advanced education at the service of the children "often left to themselves and badly brought up." To be more effective, he abandoned his family home, moved in with the teachers, renounced his position as Canon and his wealth, and so formed the community that became known as the Brothers of the Christian Schools.

His enterprise met opposition from the ecclesiastical authorities who resisted the creation of a new form of religious life, a community of consecrated laymen to conduct gratuitous schools "together and by association." The educational establishment resented his innovative methods and his insistence on gratuity for all, regardless of whether they could afford to pay. Nevertheless, De La Salle and his Brothers succeeded in creating a network of quality schools throughout France that featured instruction in the vernacular, students grouped according to ability and achievement, integration of religious instruction with secular subjects, well-prepared teachers with a sense of vocation and mission, and the involvement of parents. In addition, De La Salle pioneered in programs for training lay teachers, Sunday courses for working young men, and one of the first institutions in France for the care of delinquents. Worn out by austerities and exhausting labors, he died at Saint Yon near Rouen early in 1719 on Good Friday, only weeks before his sixty-eighth birthday.

John Baptist de La Salle was a pioneer in founding training colleges for teachers, reform schools for delinquents, technical schools, and secondary schools for modern languages, arts, and sciences. His work quickly spread through France and, after his death, continued to spread across the globe. In 1900, John Baptist de La Salle was declared a Saint. In 1950, because of his life and inspirational writings, he was made Patron Saint of all those who work in the field of education. John Baptist de La Salle inspired others how to teach and care for young people; how to meet failure and frailty with compassion; how to affirm, strengthen and heal. At the present time there are De La Salle schools in 80 different countries around the globe.

Born in Reims, France April 30, 1651

Ordained priest April 9, 1678

Died April 7, 1719

Beatified February 19, 1888

Canonized May 24, 1900

Proclaimed Patron of Christian Teachers May 15, 1950

DE LA SALLE PHILIPPINES

Preamble

Deeply moved, as St. John Baptist de La Salle was, by the plight of the poor and youth at risk, we, the members of the Lasallian schools in the Philippines, commit ourselves to the Lasallian Mission of providing a human and Christian education to the young, especially in schools, with the service of the poor as priority, in order to evangelize and catechize, to promote peace, justice, and integrity of creation, accomplishing these together in association. We draw strength from the many Lasallians committed to incarnating our charism in our country today to serve the needs of Filipino youth, especially those at risk.

Declaration

Inflamed by the Holy Spirit, God's own Fire, we declare our commitment to the following:

- We shall work together as a national network of Lasallian schools in the Philippines for the efficient and effective implementation of the Lasallian Mission, following the directives of the De La Salle Brothers and the Philippine Lasallian Family as set by the General Chapter, the District Chapter and the Philippine Lasallian Family Convocation.
- We shall ensure the integrity of the Lasallian Mission by setting directions and standards applicable to Philippine Lasallian schools and by monitoring their implementation.
- We shall promote the Lasallian Mission by fostering synergy, collaboration and sharing among the Lasallian schools.
- We shall uphold the Lasallian values of *faith, zeal in service* and *communion in mission*.

Prayer

In all these, we, together and by association, dedicate our life and work to God, Who alone guarantees the fulfillment of our Lasallian dream.

ST. BENILDE ROMANÇON (1805-1862)

Pierre Romançon was born to a poor peasant family in the village of Thuret in south-central France. He was so far ahead of his classmates in elementary school that, when he was only fourteen years old, the Brothers engaged him as a substitute teacher. He felt a strong desire to be a Lasallian Brother and despite the objection of his parents and the reluctance of the superiors, who thought he was too short of stature, he was admitted to the novitiate and assumed the name Benilde.

He loved teaching children and spent 40 years in the classroom. From 1821 to 1841, he taught successfully in the network of elementary schools conducted by the Brothers out of the administrative center at Clermont-Ferrand. In 1841, he was appointed Director of a school that was opening in Saugues, an isolated village on a barren plateau in southern France. For the next twenty years, he worked quietly and effectively as teacher and principal to educate the boys in the village and some from the neighboring farms, many of whom were in their teens and had never been to school before. In time, the little school became the center of the social and intellectual life of the village, with evening classes for the adults and tutoring for the less gifted students.

Brother Benilde's extraordinary religious sense was evident to everyone: at Mass with the students in the parish church, teaching catechism, preparing boys for first communion, visiting and praying with the sick, and rumors of near-miraculous cures. In his desire to allow a deaf boy to take his first Holy Communion, he endeavored to learn sign-language so that the boy can be taught catechism and be allowed to be a true Christian.

He was especially effective in attracting religious vocations. At his death, more than 200 Brothers and an impressive number of priests had been his students at Saugues.

In 1928, Benilde Romançon was declared a Saint. At his beatification, Pope Pius XI said, "Sanctity does not consist in doing extraordinary things, but in doing ordinary things extraordinarily well." His deep faith and zeal encouraged many young men to the priesthood and religious life, and he became known as the patron saint of vocations.

Born in Thuret, France June 14, 1805
Entered the novitiate February 10, 1820
Died August 13, 1862
Beatified April 4, 1948
Canonized October 29, 1967

LASALLIAN GUIDING PRINCIPLES

1. Foundational Principles of Lasallian Formation

- 1.1 THE SPIRIT OF FAITH. Sees, judges and acts from the perspective of Gospel values and convictions.
- 1.2 THE SPIRIT OF ZEAL. Participates wholeheartedly in activities oriented towards the integral salvation of persons, particularly the poor.
- 1.3 COMMUNION IN MISSION. Work together and by association for the common mission and core values of the institution.

2. Principles of Lasallian Education in the Philippines

2.1 The Lasallian School

- 2.1.1 Participates in the church's mission and is committed in easing the plight of the vulnerable and marginalized sectors of Philippine society.
- 2.1.2 Is committed to continuous renewal and transformation in collaboration with others to accomplish their common mission. The stakeholders work in association with one another in a strong spirit of fraternal solidarity.
- 2.1.3 Further develops the Christian learner and is attentive to the diverse learning/ developmental needs of students.

2.2. Lasallian Students

- 2.2.1 Express concern and compassion, and respond to the needs of the vulnerable and marginalized sectors of society.
- 2.2.2 Integrate Gospel perspectives and values in the conduct of their daily lives. They work together creatively, constructively and enthusiastically to realize the common mission of our schools.
- 2.2.3 Are committed to excellence in order to be of greater service to God and society. They take progressive responsibility for their own learning.

2.3. Lasallian Educators

- 2.3.1 Work creatively, constructively and enthusiastically to realize the Lasallian Mission. They genuinely commit to the integral human and Christian development of types of learners through personal witness and service. They serve as resources for the renewal of the Church and for the integral development of society.
- 2.3.2 Are highly competent professionals committed to life-long learning and professional improvement and service.
- 2.3.3 Are attentive to their students and seek to build appropriate relationships that promote effective learning.

2.4. Lasallian Educational Experiences

- 2.4.1 Encourage synergy, collaboration and dialogue in an environment that is warm, hospitable, and laden with mutual respect.
- 2.4.2 Prepare learners for participation in the world of work, the family, the community, the wider society and the local church. Linkages with companies that can employ students are established.
- 2.4.3 Bring Christian perspectives and values on human knowledge and culture and impel learners to translate their knowledge into actual practice for the betterment of society.

3. Principles of Lasallian Social Development

- 3.1 Develop greater recognition of the realities of human suffering and the stewardship role that each shares in preserving the integrity of God's creation and creating a humane and just society.
- 3.2 Acts to eliminate forms of human suffering that contradict God's plan of fullness of life.
- 3.3 Works in solidarity with peoples and institutions that share the conviction in denouncing and working towards the elimination of unjust practices and social structures that deal death on the suffering majorities; promoting the participation of the underrepresented; and implementing other life-giving interventions.

A BRIEF HISTORY OF DE LA SALLE–COLLEGE OF SAINT BENILDE

De La Salle–College of Saint Benilde (DLS-CSB) started as the College for Career Development of De La Salle University in 1980. It was renamed Community College in 1984 and became known as the College of Saint Benilde in 1988. Because of the need to expand, the College moved to its new location at 2544 Taft Avenue, Manila in January 1989; and became an autonomous college in 1994.

De La Salle–College of Saint Benilde recognizes the uniqueness and multidimensionality of human intelligence. As such, it offers distinctly relevant and innovative degree and non-degree programs designed for the development of professionals in the arts, design, management, service industries, computer applications in business, and special fields of study. Upholding the value of individual talents and personal learning styles, the College is an animation of the concept of the multiversity which complements the thrust of the other District Schools under De La Salle Philippines by stressing on excellence in educational innovation and Christian value formation.

To date, DLS-CSB is one of the District Schools of De La Salle Philippines, together with De La Salle Andres Soriano Memorial College (DLSASMC), De La Salle Araneta University (DLSAU), De La Salle Canlubang (DLSC), De La Salle Lipa (DLSL), De La Salle Santiago Zobel School (DLSZ), De La Salle University-Dasmariñas (DLSU-D), De La Salle University-Manila (DLSU-M), De La Salle-Health Sciences Campus (DLS-HSC), De La Salle-John Bosco Colleges (DLS-JBC), Jaime Hilario Integrated School-La Salle (JHIS-LS), La Salle Academy (LSA), La Salle College Antipolo (LSCA), La Salle Green Hills (LSGH), La Salle University (LSU), St. Joseph School-La Salle (SJS-LS), and University of St. La Salle (USLS).

VISION STATEMENT

De La Salle-College of Saint Benilde, a member of the De La Salle Philippines, is a Catholic, dynamic, and innovative learning community. Guided by the Lasallian principles of Faith, Zeal in Service, and Communion in Mission, it recognizes the uniqueness of every individual and responds to the diverse needs of all learners.

PAGPAPAHAYAG NG BISYON

Ang De La Salle-College of Saint Benilde, kasapi ng De La Salle Philippines ay isang pamayanang katoliko, daynamiko at makabago na humuhubog sa katalinuhan ng bawat isa. Sa patnubay ng mga Panuntunang Lasalyano tungo sa Pananampalataya, Pagkamasigasig sa Paglilingkod at Pakikiisa sa Misyong, pinahalagahan ng Kolehiyo ang namumukod na katangian ng bawat isa sa pamamagitan ng pagtugon sa iba't ibang pangangailangan ng lahat.

MISSION STATEMENT

At De La Salle-College of Saint Benilde, we believe that it is in community that we create and nurture a learning climate promoting success through mutual support and respect for all learners. As a learner-centered institution, we recognize diversity by addressing various needs, interests, and cultures.

As a community of students, faculty, staff, and administrators, we strengthen our relationships through transformational experiences guided by appreciation of individual worth, creativity, professional competence, social responsibility, a sense of nationhood, and our faith.

We actively anticipate and respond to individual, industry, and societal needs by offering innovative and relevant programs that foster holistic human development.

PAGPAPAHAYAG NG MISYON

Sa De La Salle-College of Saint Benilde, naniniwala kami na ang nagkakaisang pamayanan ang makalilikha at makapagpapaunlad ng kapaligiran ng pagkatuto na siyang pinagmumulan ng tagumpay sa pamamagitan ng pagdadamayan at paggalang sa lahat ng mga mag-aaral. Bilang isang institusyong Learner-Centered, kinikilala ng Kolehiyo ang namumukod na katangian ng bawat isa sa pamamagitan ng pagtugon sa iba't ibang pangangailangan, interes at kultura.

Bilang nagkakaisang pamayanan ng mga mag-aaral, guro, kawani at pamunuan, pinatatatag namin ang aming ugnayan sa pamamagitan ng mga karanasang humuhubog ng katauhan na pinapatnubayan ng pagpapahalagang pantao, pagkamalikhain, pagkadalubhasa, tungkuling panlipunan, diwang makabayan, at ang ating pananampalataya.

Nagkakaisa ang aming layuning paghandaan at tugunan ang anumang pangangailangan ng bawat nilikha, industriya at lipunan, sa pamamagitan ng pagtataguyod ng makabago, at maugnaying mga programang nakapagpapalaganap ng mapagbuong pagpapaunlad ng isang nilikha.

LEARNER-CENTERED EDUCATION AT DE LA SALLE-COLLEGE OF SAINT BENILDE

Lasallian education is geared towards the integral human and Christian development of diverse types of learners, and prepares them for responsible participation in the world of work, the family, the community, the wider society, and the local Church. It stresses the importance of synergy, collaboration, and dialogue; and encourages critical and creative thinking, self-knowledge and self-mastery. The learning environment is founded on the belief that each learner is uniquely endowed with God-given talents and gifts that need to be understood, appreciated, and nurtured. As a Lasallian school, the De La Salle-College of Saint Benilde espouses and promotes a culture that puts the learners at its core.

A learner-centered school is committed to seeking answers to the following questions: "What is best for learners? How will learning be most effectively facilitated?" Learner-centered education operates according to what is known about individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) and the learning process (the best available knowledge about learning and how it occurs, including effective teaching practices that promote the highest levels of motivation, learning, and achievement for all learners); and applying this knowledge to improve practice.

In a learner-centered school, education is both a shared mission and a collaborative effort among students, faculty, staff, administrators, alumni, and parents. There is a deep-seated respect for each and every member of this learning community. College students are certainly learners. Faculty are learners, too, as they inquire into the content of their disciplines, and as they develop their instructional, technical, and research skills. Administrators are learners as they enhance their leadership abilities, spearhead curricular directions, and ensure a conducive learning environment. Staff are learners as they seek ways to do their jobs more effectively and efficiently, and as they advance their knowledge through continuing education and training. Alumni are learners as they build on the foundation established in their college education and as they continually develop their expertise. Parents are learners as they engage with the College community in promoting the best interest of the students.

As a Lasallian, learner-centered institution, we accompany students in their journeys of faith development and personal transformation, and share with them meaningful learning encounters that will enable them to become among others, creative thinkers, competent professionals and socially responsible citizens. We believe that this kind of educational experience will lead to more sustained and more powerful learning from which students can draw insights and lessons beyond their formal education.

It is our strong belief that in order to optimize learning and effect positive learning outcomes, classes, services, and other relevant activities must reflect the goals of the College. To this end, we are committed to creating learning environments and experiences that allow students to discover and construct knowledge for themselves, with as many options for learning as possible; and providing quality teaching through a pool of faculty who are adequately trained in facilitating learner-centered instruction.

To guide us in our pursuit of this vision, the DLS-CSB adheres to the following principles about learners, the learning process, and the learning environment:

To be learner-centered means to **learn continuously**. A learner has a willful desire to continuously improve and shows an enduring interest to learn. He believes that learning is a lifelong endeavor.

To be learner-centered means to **evaluate learning experiences**. Reflection and evaluation of learning experiences engender further learning.

To be learner-centered means to **advance synergy and collaboration**. A learner knows that learning is a shared mission.

To be learner-centered means to **respect diversity**. A learning environment is supportive if it treats its members equitably and recognizes each individual's unique gifts.

To be learner-centered means to **nurture relationships**. Sound and positive relationships promote successful attainment of learning goals.

FACULTY CODE OF PROFESSIONAL ETHICS

De La Salle-College of Saint Benilde, a member of De La Salle Philippines, is a Catholic school committed to authentic Lasallian education. As such, the faculty agree to conduct themselves with integrity, competence, commitment, faith and zeal, inspired by the teachings and examples of our founder, Saint John Baptist de La Salle, and our patron saint, Saint Benilde Romançon. In the conviction that the fulfillment of the College's Vision-Mission depends on faculty members who manifest professionalism, sound character and values, respect for the learner, and commitment to the community and society, the College hereby adopts this Code of Professional Ethics for their guidance:

1. The Faculty Member as a Professional
 - 1.1. Faculty members are role models. They are discreet in all of their personal relationships.
 - 1.2. Faculty members manifest in their daily lives the highest standards of integrity and morality called for by the teaching profession.
 - 1.3. Faculty members are life-long learners who continually strive to improve their professional qualifications and teaching performance.
 - 1.4. Faculty members settle their differences with others amicably and peacefully in the spirit of justice, fraternity, and Christian love.
 - 1.5. Faculty members are intellectually honest. They do not claim credit for the achievement/work of others.
 - 1.6. Faculty members observe proper decorum at all times and zealously keep themselves from being involved in any case of sexual harassment.

2. The Faculty Member and the Students
 - 2.1. Faculty members shall provide a learner-centered environment where courtesy, mutual respect, trust, and consideration prevail.
 - 2.2. Faculty members keep and maintain complete and accurate records of students for whom they have responsibility (e.g., student attendance, grades, projects, term papers)
 - 2.3. As facilitators of learning and advisers of students, faculty members are expected to maintain professional relationships with them at all times.
 - 2.4. Faculty members never use their position to seek or accept personal, material, or financial gain from their students.
 - 2.5. Faculty members neither initiate nor reciprocate romantic or intimate relationships with any student in the College.

3. The Faculty Member and Colleagues
 - 3.1. Faculty members relate harmoniously and professionally with colleagues. They treat them with fairness and objectivity and accord them the respect, trust, and dignity befitting their profession.
 - 3.2. Faculty members shall not cause misunderstandings, factions, or rifts among colleagues. Their relationship with them is founded on mutual respect and cooperation for the best interest of the students and the College.
 - 3.3. Faculty members are willing to share their time, expertise, and experience with colleagues for the improvement of the instructional and curricular programs, and services of the College. They especially assist and support new teachers through congenial mentoring relationships.
 - 3.4. Faculty members welcome and respect peers' constructive criticisms of their own work and teaching performance.
 - 3.5. Faculty members boost the morale and confidence of their colleagues whenever the opportunity presents itself.

- 3.6. Faculty members do not harm their colleagues in any way, whether physically or verbally.
4. The Faculty Member and Supervisors
 - 4.1. Faculty members and supervisors shall, at all times, work cooperatively and in unity to advance the best interests of the students, of the College, and of the teaching profession.
 - 4.2. Faculty members inform the appropriate officials of conditions that may be damaging to the College and its operations, or restrictive of organizational effectiveness.
 - 4.3. Faculty members observe proper channels in official communications (oral or written) within the College and De La Salle Philippines.
 - 4.4. Faculty members substantiate and own up to any complaint or charge they may have against a supervisor.
5. The Faculty Member and the College
 - 5.1. Faculty members live up to the College Vision-Mission and selflessly share their time and efforts toward its realization.
 - 5.2. Faculty members conduct themselves in a manner that will bring honor and respect to the College and to the teaching profession.
 - 5.3. Faculty members shall continuously improve themselves spiritually, professionally, and personally so that they may be of greater and better service to the students and the College.
 - 5.4. Faculty members conscientiously abide by the policies of the College and the Administration, and adhere to the terms and conditions of their contract with the College and De La Salle Philippines.
 - 5.5. Faculty members give the Administration reasonable time to look for a replacement when they decide to go on leave or terminate their relationship with the College.
 - 5.6. Faculty members acknowledge their accountability to the students and their parents, and to the College. They responsibly perform their duties effectively and efficiently to the best of their abilities.
 - 5.7. Faculty members fully devote their official time to the accomplishment and continued improvement of their service to the College.
 - 5.8. Faculty members respond to criticisms of the College from members of the community with tact, and relay these to appropriate persons of authority in the College.
 - 5.9. Faculty members hold inviolate all confidential information concerning colleagues and the College.
 - 5.10. Faculty members transact all official business through proper channels.
 - 5.11. Faculty members willingly share their knowledge, skills, training, and experience with the community.
6. The Faculty Member and the Parents
 - 6.1. Faculty members exercise utmost tact and appropriate concern in communicating with parents, especially on matters concerning their sons' and daughters' academic and personal problems. They seek the parents' cooperation for the proper guidance and improvement of the children.
 - 6.2. Faculty members conduct themselves in manners which merit the confidence and respect of parents.
 - 6.3. Faculty members listen to parents' complaints objectively and tactfully. They try, as much as possible, to amicably settle the problem at their level, guided by College principles, before elevating it to their immediate supervisors or to the appropriate person of authority in the College.
7. The Faculty Member and the Country

- 7.1. Faculty members contribute to nation-building by educating their students for effective citizenship. They educate students about their basic rights, develop their moral character and personal discipline, and foster their love of others. To this end, they promote the welfare of the country by inculcating patriotism and nationalism.
- 7.2. Faculty members respond to society's needs, problems, and aspirations and contribute to community and national progress and development.