ADMINISTRATIVE MANUAL

2021 Edition

Recoletos School of Theology
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(Edition 2021)

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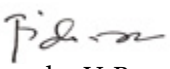
Preface to the 2021st Edition

The 2021st edition of RST's Administrative Manual is an adaptation to the demands of ecclesiastical recognition and accreditation via Pope Frances encyclical Veritatis Gaudium and the succeeding Norms of Application of the same encyclical. Likewise considered are the requirement of RST being a CHEd recognized higher educational institution (HEI).

It's been five years since the previous edition. The past five-year experience has manifest areas needing improvements and developments. Thus, this edition articulates the developments of the institution.

May this edition serve best the interest of the institution as it continues to innovate in the service of the Province of St. Ezekiel Moreno, the local church, as well as the orders, congregations, and pious organizations that show confidence with the Recoletos School of Theology.

With God's blessings,



Fr. Leander V. Barrot, OAR
Rector

Recoletos School of Theology (RST) through the Years

The Recoletos School of Theology, located at 81 Alondras Street, Mira-Nila Homes, Congressional Avenue Extension, Quezon City, is the theological formative arm of Recoletos Formation Center. As a theological center it offers a rigorous ecclesiastical curriculum in Bachelor of Arts in Sacred Theology affiliated with the University of Santo Tomas (UST) and a civil degree of Master of Arts in Theology (MAT) recognized by the Commission on Higher Education (CHED). It is owned and operated by the friars of the Order of Augustinian Recollects, Province of St. Ezekiel Moreno.

Both RFC and RST trace their beginnings from the early eighties following an increase in the number of Augustinian Recollect vocations in the Philippines. These, after finishing college degree and novitiate were sent to Marcilla, Spain for theological studies. The desire to form Augustinian Recollect religious and priests within the cultural context in which they would exercise their apostolate increased; and this lead to the erection of a theological house in the Philippines dedicated to the formation of Filipino Recollects. This was given a go signal by Most Rev. Javier Ruiz Pascual OAR the Augustinian Recollect Prior General. Initially, the theological seminary would be patterned after the experience of the Mother Province—the Province of San Nicolas de Tolentino. The seminary, which was eventually named as Recoletos Formation Center, was solemnly blessed and inaugurated by Fr. Jose Antonio Calvo, OAR on December 5, 1985. The first rector—Fr. Emeterio Buñao, OAR

together with Fr. Hubert Decena, OAR as Dean of Studies and other members of the community--administered the formation program and theological training of future Recollect religious and priests. The same seminary housed the Novitiate program from 1985-1987.

Due to an insufficient number of professors, RFC entered into partnership with St. Vincent School of Theology (SVST) an affiliate of Adamson University for the degree of Master of Arts in Theology. Two years after, in 1987, the school entered into a partnership with the Institute of Graduate Studies (IGS) of San Sebastian College Recoletos of Manila. In 1995, with the gradual increase of recollect and non-recollect theology professors, the seminary became an affiliate of the Royal and Pontifical University of Santo Tomas, Manila for the Bachelor of Arts degree in Sacred Theology program (SThB). In 2001, the academic program of RFC adopted Recoletos School of Theology (RST) as its official name; and by June of 2011, the Graduate School of Theology started processing requirements with the Commission on Higher Education (CHEd) towards the establishment of the Recoletos Graduate School of Theology offering Master of Arts in Theology major in Systematic Theology and Church History.

Following the curriculum design of the Ecclesiastical Faculty of UST, to which RST is affiliated, RST shifted to a three-year curriculum program beginning school year 2011-2012 to achieve the Bachelor and Masters of Arts degrees in Theology. In May 2015, the school witnessed her first batch of graduates who underwent the three-year academic program. In 2014, the school also gained permission from CHED to admit students from other nationalities.

Today, RST is committed to be a comprehensive ecclesiastical and a civil institution of higher learning. The school continues to be the center for theological and religious formation of the Order of Augustinian Recollects of the Province of St. Ezekiel Moreno in the Philippines. The school is served by the Bulwagang Recoletos, a two-storey building, housing the St. Augustine Library, Audio Visual Room with 120 sitting capacity, Museo Recoleto, Archivo Recoleto, Conservation Laboratory and function halls. It also boasts of a pool of professors from different religious congregations and dioceses, added to its regular team of Recollect professors.

Through the years the school also accepted different Orders/ Congregations such as the, Congregation of the Sons of the Immaculate Conception (CFIC), Emmanuel Servants of the Holy Trinity (ESHT), Congregation of the Servants of Charity (SC), Order of St. Augustine, (OSA) (The Vicariate of the Orient), The Oblates of the Virgin Mary (OMV), Priests of the Sacred Heart (SCJ), the Dominican Missionaries for the Deaf Apostolate (OP Miss.) and the PACEM missionaries.

Fr. Maximillian Omen, OAR

Vision

A theological center for communion, research,
and faith experience.

Mission

To foster theological dialogue,
academic excellence, and social involvement

Core Values

Caritas, Scientia, et Sapientia

Article I:
Administrative Board

Sec 1. As CHEd Recognized Higher Educational Institution (HEI)

1. The Board of Trustees

Term of Office: four- Year Membership

Officers: President, Vice President, Secretary, Treasurer, Auditor

Membership: Ten (10) Members of the Board of Trustees from the Offices of the Province of St. Ezekiel Moreno (a) Prior Provincial, (b) President of the Secretariat of Formation and Spirituality, (c) Provincial Procurator.

The remaining members are those who would be elected to the following offices of RST: (d) President of RST, (e) Director For Finance and Property, (f) Dean of Studies and Welfare, (g) Director for Records, and (h) Director for Social Services, (i) Director of Research, Planning and Development (j) Director for Recollect Spirituality and Heritage.

2. School Board

Term of Office: Four Years

Offices: (a) Rector, (b) Dean of Studies and Student Welfare, (c) Director for Research and Development, (d) Director for Records

and Promotion, (e) Director for St. Augustine Library, (f) Director for Finance and Property, (g) Director for Information Technology, (h) Director for Social Services

3. Academic Council

Membership: Faculty members whose expertise represent the different branches of theology: Dogma and Systematic Theology, Scriptures, Morals, Spirituality, Missiology, Canon Law, Patristics and Augustinology, Pastoral Theology.

Sec 2. As an Affiliate of the Ecclesiastical Faculty of the University of Santo Tomas (UST)

4. Moderator

The Prior Provincial is the Moderator of RST

5. Director

Term of Office: Four-Year Term

6. Academic Council

Membership: Faculty members whose expertise represent the different branches of theology: Dogma and Systematic Theology, Scriptures, Morals, Spirituality, Missiology, Canon Law, Patristics and Augustinology, Pastoral Theology.

7. School Board

Term of Office: Four-Year Term,

Assistant Director for Studies and Student Welfare, Assistant Director for Records and Promotion, Assistant Director for Research and Publication, Assistant Director for Library, Assistant Director for Social Services, Assistant Director for Finance and Property, Assistant Director for Information and Technology.

Article II: Administrative Duties and Responsibilities

Sec 1. The Board of Trustees

The Board of Trustees as the highest administrative body of the incorporation performs the following duties and responsibilities:

- Determines the fundamental policies of RST,
- Oversees and approves the immediate and long term plans for the improvement of the institution, (academic programs, organizational structure, physical developments, extension programs, among others),
- Receives and evaluates the annual report from the officers of the School Chapter,
- Approves the annual budget of the institution,
- Ensures the implementation of the Vision-Mission, Goals and Objectives of the institution,
- Discharges such other functions and responsibilities that are deemed necessary in consonance to the by-laws of the Corporation.

1. President of the BOT (UST Affiliation: Moderator)

The Prior Provincial by virtue of his office is the President of the Board of Trustees of RST, Inc. As president of the corporation he performs the following functions:

- Presides the annual BOT meetings,
- Receives reports from the President of RST,
- Approves the five-year development plans and programs,
- Evaluates and approves the the annual operations plans and projects,
- Approves the Annual operational budget of the institution,
- Determines and confirms the officers for the operation of RST.

2. Vice President of the BOT

The Provincial Councillor for the Secretariat of spirituality and Formation is the Vice President of the BOT. This allows him to align all programs of the RST with other stages of formation of the Province. Likewise, in the absence of the President, he conducts the annual BOT meeting.

3. Secretary of the BOT

The secretary of the BOT takes minutes of the BOT meetings, reports to the president the major decisions and discussions of the meeting, and prepares the annual reportorial requirements for submission to SEC and CHEd.

4. Treasurer of the BOT

The Provincial Procurator is the Treasurer of the BOT. He examines the annual operational budget makes comments, revisions, and recommendations prior to its approval and implementation.

Sec. 2. Academic Council

The academic council is composed of faculty members representing the different branches of theology: Dogma and Systematic Theology, Scriptures, Morals, Spirituality, Missiology, Canon Law, Patristics and Augustinology, Pastoral Theology. This council assists the Dean of Studies or the Assistant Director for Studies and other academic related office in the following areas of responsibilities:

- To update of the theological curricular offerings of RST aligned with recent developments in their specific area of expertise,
- To review the syllabi securing the fundamental theological knowledge and competencies of student of SThB program,
- To suggest innovations to processes, procedures and conduct relative to Comprehensive Examinations coverages, and questionnaires,
- To form part of the panels in the conduct of comprehensive examinations,
- To be the primary advisers to students of the MAT program doing thesis writing.

Sec 3. School Board

The School Board is the implementing body of the Board of Trustees. It manages the day-to-day operations of RST. It is composed of the officers of RST to make sure that programs are consistently updated and innovated, processes and procedures are continuously reviewed, and standards of excellence are generally achieved. The School chapter performs the following functions:

- Creates and implements the development programs and plans (five-year development program and annual projects and plans, and the annual performance evaluation and gap analysis) for RST,
- Constantly reviews the major policies and administrative matters to improve institutional services,

- Addresses day-to-day concerns related to operation and services of RST,
- Conducts regular meetings to evaluate and address problems arising from institutional services,
- Ensures camaraderie and cooperation among personnel, staff, students, and administration,
- Creates committees when necessary to address issues and concerns pertaining to institutional services.

5. Rector of RST (UST Affiliation: Director)

The Rector, elected by the members of the Board of Trustees, assumes the administrative and Human Resource functions and responsibilities:

Administrative Responsibilities:

- Conducts a regular meeting of the school chapter to address pressing operational concerns of RST,
- Ascertains, together with the School Board, the five-year developmental goals and objectives and the annual plans projects of the institution, promotion of professors, proposed salary increase among others, for the approval of the RST BOT,
- Monitors the implementation of the different plans and projects of the institution,
- Animates the members of the RST community and ensures coordination from all officers and members of the RST community (cf. OAR Const. 166),
- Receives updates and reports from the various officers of RST,
- Approves the annual calendar of activities of RST,
- Approves local and international linkages the institution engages in,
- Reports to the Board of Trustees developments of the institution regarding the implementation of programs and plans including

recent developments related to administration of theological schools,

- Implements programs and policies laid down by the RST BOT,
- Reviews for final approval by the BOT the annual operational budget of the institution,
- Creates a faculty developmental program for the institution, and sees through its implementation,
- Represents the institution in social and community functions and promotes good relations with other theological associations, accreditation agencies, and different congregations.

Human Resource Administration:

- Updates and implement the Ranking Instrument making is adoptive to the demands of the institution,
- Initiates the process of hiring and acceptance of professors and personnel for the institution,
- Keeps the 201 file of professors who taught, are teaching and probable professors of the institution,
- Revise and update the faculty and personnel manual as needed,
- Revise, in collaboration with the Dean of Studies and Welfare, the professor's classroom evaluation instrument, implements it on a semester basis; and creates a feedback mechanism,
- Implements personnel evaluation and creates a feedback mechanism for personnel services monitoring and improvements,
- Proposes, after the ranking evaluation results, a proposal for salary increase of professors and personnel.

Planning and Development

- Reviews and updates the institutional planning and development manuals,
- Heads in the conduct of the institutional planning (five-year and annual plans), and evaluation activities,

- Preserves the files for the five-year and annual plans of the institution,
- Publish the planning results,
- Monitors the programs and plans of the different offices of the institution,
- Posts planning and evaluation results at rst.edu.ph.

6. Dean of Studies and Welfare (UST Affiliation: Assistant Director for Studies and Student Welfare)

Included in the functions and responsibilities of the Dean are matters pertaining to curricular and extra-curricular welfare of students. This office practically is hands-on to the daily activities of the student theologians. The Dean performs the following functions:

Academic Administration:

- Crafts and implements guidelines for curriculum management and development,
- Implements the curricular program of the institution,
- Implements and maintains academic excellence and professionalism among theology students and professors,
- Reviews annually the syllabi of the theological course offerings,
- Monitors the classroom implementation of the syllabi,
- Prepares the semestral course offerings,
- Approves student course loads,
- Initiates seminars, congresses, and theological fora related to pressing concerns and issues of the local and universal church,
- Conducts regular meetings of the academic council (curriculum review and development, Foundation Day),
- Keeps an updated report related to academic offerings and programs for purposes of submission to affiliated institutions (UST, CHEd),
- Signs clearance for faculty, students and staffs,

- Represents the school in meetings and conferences called by CHEd, UST, and other organizations,
- Endorses to the Library Director books recommended by Professors for acquisition,
- Prepares and consolidates the annual calendar of activities both curricular and extra curricular of the institution,
- Presides over faculty meetings, student formators' assembly pertaining to academic and student welfare operations,
- Contacts possible professors for course offerings, special seminars, and forum,
- Initiates the regular curriculum and syllabi review for improvements of course offerings.
- Keeps tract with the theological development of students and conducts intervention programs for students challenged by the theological and intellectual demands of the institution,
- Recommends to the school board the purchase of instructional materials, facilities and equipments for institutional use,
- Coordinates with the budget and finance officer regarding Professor's teaching loads for proper budget allocation and immediate distribution of stipends and salaries,
- Performs others tasks delegated by the school board.

Student Welfare Services:

- Prepares extra curricular programs and activities to enhance social, ministerial, and spiritual competencies of the theology students,
- Approves the accreditation of student organizations and monitors the implementation of their programs and activities,
- Organizes the activities for intramurals and foundation day celebration of the institution,
- Maintain the student discipline within the institution,
- Is the moderator for Communio and Restless Heart Publication,

- Moderates the programs and activities of the RST Formands Forum (RFF),
- Resolves grievance complains against student,
- Resolves cases of discipline committed by students,
- Heads the deliberation of the committee for non-academic awards,
- Is the primary adviser of the RST Student Council; and monitors their programs, plans, and activities.

7. Director for Records and Promotion (UST Affiliation: Asst. Director for Records and Promotion)

Generally, this office is equivalent to that of the Registrar's; however, its functions include among others, alumni organization, and the promotion of the institution to other possible dioceses, religious congregations, pious groups, lay faculty teaching religion and theology in educational institutions and catechists of dioceses.

Registrar

- Administers the entrance examinations and selection of students for RST,
- Evaluates the theological studies of transferees and determines the courses as credited to the RST curricular offerings,
- Conducts the enrollment proceedings,
- Distributes to professors official student list for their subjects,
- Keeps and monitors the academic records of the students,
- Releases the academic records of students (certificates, grades, transfer credentials, clearance, diploma) only to the proper authorities,
- Heads the evaluation of graduating students,
- Prepares the program graduation and is responsible for the conduct of the graduation rites,

- Is the official liaison officer of the institution with CHEd and other accrediting bodies,
- Prepares documents, in collaboration with other offices of RST, for submission to CHEd and UST.
- Prepares, in collaboration with the Dean of Studies, the annual calendar of RST for submission to CHEd
- Keeps posted with recent developments from CHEd and UST regarding recognition and affiliation.

Organizing Alumni

- Creates a profile list and records of the alumni of RST,
- Establishes linkages with alumni members,
- Plans and organizes activities for the alumni associations (i.e. Home-coming activities),
- Performs other functions delegated by the School Chapter.

Promotion

- Formulates brochures and promotional materials for the propagation of the academic program of RST,
- Creates linkages with other dioceses both local, Asean, and International to promote RST's theological program,
- Is responsible for the update of rst.edu.ph website.

8. Director for Research and Publication (UST Affiliation: Asst. Director for Research and Publication

This office performs three related functions: Consolidates all research endeavors, is the official publication arm of RST, and helps in the conduct of planning and development of the institution. The office performs the following functions:

Research

- Reviews the Research manual and guidelines,

- Monitors the implementation of the research program so as to achieve the desired goals and objective of the institution,
- Moderates the conduct of research defense,
- Maintains excellence in research publications,
- Conducts research exchange to enhance library journal collections,
- Promotes and maintains Quaerens as a refereed institutional journal publication,
- Collaborates with the Director of St. Augustine Library relative to theological journal acquisition through the Journal Exchange program of Quaerens.

Publication

- Is the publishing arm of the institution,
- Performs lay-out of all official publications of RST,
- Publishes *Quaerens* as scheduled,
- Creates linkages with other publication outfits for RST,

9. Director for Finance and Property (UST Affiliate: Asst. Director for Finance and Property)

The office is responsible for the budget and finance of the Institution as well as the administration of institutional properties. It performs the following functions:

Finance

- Creates guidelines related to the collection of tuition and other fees,
- Implements the collection of the financial obligation of students,
- Consolidates all departmental annual plans and projects to determine and prepare the annual operational budget,
- Collaborates with the Human resource officer to determine the salary increase for professors and personnel,

- Studies and prepares, as need arises, tuition fee and other fee increases,
- Monitors and reports regularly to the School chapter the financial operations and performance status of the institution,

Property Administration

- Takes charge in the procurement of facilities, equipments and supplies needed by the various offices in the operation of the institution,
- Updates regularly property inventory of the institution,
- Takes responsibility in the discharge of institutional properties,
- Regularly monitors the upkeep of instructional equipment and facilities, including classroom upkeep,
- Facilitates the requests of the various offices of the institution.
- Performs other function delegated by the School Chapter.

Personnel Support (Administrative Office Assistant and Maintenance)

- Creates and implements a professional development programs for personnel,
- Facilitates social, cultural and spiritual upliftment,
- Supports innovate and creative endeavors of personnel.

10. Director for Information and Technology Services (UST Affiliate: Asst. Director for Information and Technology

- Updates and monitors the technological infrastructure of the institution related to student information, academic programs, and finances; and public postings,
- Manages the information technology infrastructure of the institution.

11. Director for Augustinian Recollect Spirituality and Cultural Heritage

As a center for Recollect Spirituality, RST likewise ventures into a study of the Augustinian Recollect Spirituality and Charism and their application to the various apostolates (education, ministerial, formation, and mission) of the Province of St. Ezekiel Moreno; as a center for Recollect Heritage, it is responsible for the study and dissemination of the contribution of the Recollects to society, culture, education and political landscape of the Philippine Society and beyond. The Director performs the following functions:

Recollect Spirituality Concerns

- Helps in the articulation of the Augustinian Recollect Spirituality and Charism for Formation, Education, Pastoral Ministry, and Missionary administration and program implementation,
- Updates theological reflection of the Augustinian Recollect Identity and Charism applying these to the contemporary Philippine socio-cultural context and issues e.g. matrimony and family, youth animation and accompaniment among others.
- Collaborates when asked to, in the drafting of programs related to continuing formation for new religious and priest, religious in crisis, renewal programs and spiritual exercises etc.

Augustinian Recollect Culture and Heritage

Archives

* Updates archival collections related to Recollect Heritage,
* Facilitates researchers interest in Recollect related studies,
* Incorporates in one OPAC system archival collections,
* Creates programs of activities for the promotion of recollect contribution to culture and heritage;

Museum

* Maintains and updates museum collections related to Recollect movement in the Philippines, Asia and World,

* Creates program of activities for education, parish and other establishments to promote the recollect history and heritage, Conservation
* Monitors developments and improvement related to the conservatory works,
* Manages transactions with external clients,

12. Director of St. Augustine Library (UST Affiliate: Asst. Director for St. Augustine Library)

The St. Augustine Library is a very important feature of the RST. Its primary concern is to keep its collection updated and its processes and procedures responsive to growing needs of the theology students and faculty members. The Director performs the following functions:

- Reviews and updates the policies for the use of the library facilities,
- Crafts, in collaboration with other offices and personnel, long term developmental programs,
- Implements the annual plans and project of the library,
- Updates the library collections (books, e-books, journals, magazines),
- Prepares the annual budget and monitors its implementation,
- Monitors the performance of the library personnel and staffs.
- Upgrades library services (OPAC, Xerox, binding)
- Conducts annual evaluation of personnel,
- Monitors the Library Journal Subscriptions (Local and International)
- Collaborates with the Research Office regarding the promotion of the Exchange Journal Program of Quaerens.

13. Director for Social Services (UST Affiliate: Asst. Director for Social Services

This office is dedicated to create programs and organize social response activities involving all members of the institution. The office performs the following responsibilities:

- Crafts a comprehensive outreach program aligned to the demands of accreditation for theology students and professors,
- Determines areas and places as loci for the outreach program of the institution,
- Monitors the implementation of the outreach program,
- Conducts evaluation as to the program effectiveness in the inculcation of spiritual, pastoral and social values,
- Issues certificates to participants and ensures documentation of the activities for reportorial purposes.

Sec 3: Committees

For the smooth operations of the school, certain committees are necessary to help in the preparation, planning, and implementation of non-academic activities. Committee decisions are recommendatory in nature. It is the School Chapter that gives the final approval for implementation of all resolutions emanating from the committee reports.

The following are the committees to be formed preferably at the beginning of the quadrennium.

14. Enrolment Committee

This is to be headed by the Director for Records and Promotion. The Committee is tasked to handle the requirements, the process and procedure of enrolment of new theology students.

15. Ranking Committee

The Rector as Human Resource officer of RST heads this Committee. The committee evaluates the credentials of the RST professors, personnel and staff applying the rubrics of the ranking

instrument so as to determine promotion of ranks among RST Professors and Personnel. Its findings are to be approved by the BOT. If approved, the ranking of faculty and personnel becomes one of the important basis for salary increase.

16. Graduation and Awards Committee

The Director for Records heads this committee. He works in close collaboration with the Dean of Studies and Welfare. Generally, this committee determines those who among the graduating students have complied all or in reasonable time will be able to comply all the requirements for graduation as determined by the manuals of RST. It also identifies students who are deserving of special recognitions during the commencement exercises.

17. Foundation Day Committee

The Dean for Studies and Student Welfare heads this committee. The committee is primarily tasked to prepare the program for the celebration of the foundation day festivities. The same committee may also implement the intramurals as part of the foundation day activities.

18. Grievance Committee

The office of the Rector performing the functions of Human Resource is the head of this committee. The composition of the membership of this committee is dependent on the involved parties. Generally, the heads of the involved parties form part of the committee.

Article III: Schedule and Conduct of the Annual RST BOT Meeting

Sec 1. Schedule of the Annual BOT Meetings

The annual meeting of the Board of Trustees is schedule within the nonths of July and August.

Sec 2. Conduct of the Annual BOT

The following is the conduct of the Annual BOT meeting:

- Opening Prayer
- Message from the President of the RST, Inc. BOT
- Annual Reports
  - * President of RST
  - * Director for Finance and Property
- Discussion and Deliberations
- Formulation of Resolutions for Upcoming Year of Operations
- Approvals of Projects and Plans (the Five Year Development Goals and Objectives and or Annual Operational Programs and Plans)
- Final Prayer

Sec 3. Quadrennium Transition BOT Meeting

The conduct of the BOT meeting takes on a different format when the BOT meeting is held between quadriennia i.e. a transition between old officers to newly elected and appointed administrators.

All members of both old and new BOTs participate in the quadrennium transition BOT meeting.

The conduct of the meeting maybe done according to the following procedures:

- Opening Prayer to be done by the ex Prior Provincial or President of the BOT,
- Thanksgiving message by the Outgoing President of the BOT,
- Handing over of responsibilities by the out-going President and acceptance of the office by the newly elected Prior Provincial,
- From this point onwards, the new Prior Provincial heads the BOT meeting. It is best advised that old members be present during the conduct of the meeting, not as mere spectators but active participatns of the the quarennial transition BOT meeting.
- Annual Reports of out-going officials
    * President of RST
    * Director for Finance and Property
- Discussion and Deliberations
- Formulation of Resolutions for Upcoming Year of Operations
- Final Prayer
- Agape

At the end of the meeting, it best advised that the transition of offices be conducted. The old officers orients the newly appointed or elected officers to the ins-and-outs of the office.

Article IV: RST Annual Planning, Evaluation and Implementation: Processes and Procedures

Sec 1. Nature and Purpose

The whole cycle of evaluation, planning and implementation of programs, plans, and projects for RST is an annual exercise for various purposes: (a) to continuously develop RST to be of best service to the Province of St. Ezekiel Moreno, the Local and Universal Church; (b) to keep RST abreast with the recent developments and make appropriate institutional innovative responses; (c) to empower the whole community to own and be committed to programs and projects.

Sec 2. Annual Performance Evaluation and Gap Analysis

The process begins with Annual Performance Evaluation and Gap Analysis of the previous academic year calendar. This process presupposes the existence of the following: five-year development program of RST and the previously conducted evaluation of the annual programs, plans, and projects by the different offices (cf. Annual Performance and Gap Analysis Form, App. 12).

1. Presentation of Performance Evaluation and Gap Analysis of the Previous Year by the different offices

Each office, in a plenary session, is to present in a very summarized form its performance of the recently concluded academic year. This summary may take the form of a statistical presentation of the implemented, not implemented and the on-going programs. The presentor is to highlight the implemented programs and give rationale for the non-implementation of some projects.

Presentation of Performance Evaluation

The presentation of the Performance Evaluation take the following sequence:

- Dean of Studies and Welfare
- Director for Records and Promotion
- Director for Research and Development
- Director of St. Augustine Library
- Director for Social Services
- Director for Finance and Property
- Director for Information and Technology
- Rector

Critique and Suggestions.

Members of the plenary session interpellate in a positive and respectful manner by presenting observations, comments, and suggestion to improve the services of the office. All suggestion are to be recorded by the department and are to be incorporated into their final report.

Sec 3. Annual Planning

The second phase after the evaluation is the formulation of projects and activities for the succeeding academic year, in the light of the five year developmental goals and objectives. The following are the stages in the planning:

2. Crafting of the Annual Programs Plans and Projects by the Different Offices

The various offices together with their administrative assistants craft their annual programs, plans and projects for the succeeding academic year. The annual operational goals and objectives are to be based on the Five-Year Development Program, the Goals and Objectives of RST, and the Vision Mission and Core Values (c.f. Departmental Annual Operational Projects and Plans, App. 13).

3. Presentation of the Crafted Annual Programs, Plans and Projects in Plenary Session

When all offices have made their annual programs, plans and projects, these are to be presented to all participants during a plenary session.

Priority of Presentation. The order of presentation of annual operational plans and projects come in the following sequence:

- Dean of Studies and Welfare
- Director for Records and Promotion
- Director for Research and Development
- Director of St. Augustine Library
- Director for Social Services
- Director for Finance and Property
- Director for Information and Technology
- Rector

Critique, Evaluation, and Suggestion. Participants are invited to present observations and suggestions in order to improve the services of the different offices.

4. Approval of the Annual Programs, Plans and Project of the Offices

- Collation of the Different Annual Plans and Projects. The office of Research and Development takes charge in the collation of

all the Annual Plans and Projects of the different offices. Takes also the responsibility of publishing the same for purposes of approval, implementation, and monitoring.

- Presentation of RST's Calendar of Activities. The same office is to plot out the yearlong activities of the different offices so that there will be no duplication, overlapping, redundancy and conflict of activities.
- Presentation of RST's Annual Operational Budget. The office of the Director for Finance and Property is to collate from the other offices budget proposal so as to come up with the annual operational budget requirements and ready for initial approval by the School chapter. The finance committee may confer with other offices on cases of over or under budgeting.
- Approvals by the School Chapter. It is the function of the School Chapter to scrutinized and validate the newly crafted annual operational programs and projects by the different offices, the annual operational budget of the institution, and the institutional calendar of activities.
- Approval by the BOT. The President of the RST representing the School of Theology, reports to the RST Board of Trustees significant elements drawn from this annual exercise of institutional evaluation, planning and implementation. The final approval of the programs, plans, projects and budget is the task of the BOT.

Sec 4. Implementation of Annual Operational Plans and Projects

The implementation phase of the Annual operational programs, plans and projects will be during the whole academic year. In this phase the role of the School Board is crucial. Through the institutional calendar, the School Board can always upraise, remind, and monitor the Directors and Dean regarding their plans and projects. The same board is the venue where implementation and innovations of programs and plans are presented, discussed and, if needed, approved.

Towards the end of the implementation period, the different offices are to make a summary evaluation of the performance and be

ready for the presentation in the up-coming scheduled institutional Performance Evaluation and Gap Analysis activities.

Sec 5. Calendar of RST's Annual Planning Activities

The Annual Planning activities of RST begins at the week after the scheduled commencement exercises of the second semester. This can, at its maximum, last for one week. It is the first activity of the summer season. For purposes of unification it is much advised that this planning and evaluation activity is coordinated with the same activity of RFC.

Article V: Five-Year Development Program: Formulation, Requirements, and Processes

Sec. 1. Revisit of the Documentary Requirements

A very important part of the crafting of the Five Year Development Plan of the institution is to take into considerations the important documents that are foundational to the identity of the RST. All plans and projects deemed for improvement and innovations are to be aligned to these foundational sources. The following are documents necessary to take into consideration in the fist act of planning:

- Updates from Congregatio de Institutione Catholica (De Studiorum Institutis)
- LaMP of the Order and Province
- The Previous Five-Year Development Plans and Programs of RST
- OAR Constitution, Studium Sapientiae, Directory
- Recent General Chapter Documents
- Recent Provincial Chapter Documents
- Recent Formation Documents from General Curia and Provincial Curia
- Recent Church documents and Pronouncements on Religious and Priestly Formation
- Related Documents of the Local Church

Sec 2. Formulation of the Five-Year Developmental Program

1. The School Board

The formulation of the five-year development program for the institution is a major task of the School Board. The school chapter, reviews all the necessary documents and looking forward to the needs and demands both of formation and theological trainings, discusses how the Recoletos School of theology can remain relevant, adaptive to the demands of theological training of priests and religious.

Significant areas for consideration in the formulation of the five-year development program, among others, are the following:

- Relevance of the vision-Mission and core values of the Institution and the special character of the institution distinct from other theological institutions,
- Improvement of Curricular Offerings to address local and universal church challenges;
- Updating improvement of facilities and equipments,
- Improvement of promotion and number of enrollees, in collaboration with dioceses, Congregations and Pious groups,
- Internal Quality Assurance and External Accreditations,
- Corporate and social responsibilities of the institution,
- Professor's Development Program and Sustainability,
- Improvement of Finances,
- Linkages with Dioceses on other partners in Asia,
- Alumni concerns.

2. Approval of the Five-Year Developmental Program

It is the obligation of the School Board to review the five-year development draft for further suggestions, improvements, and revisions. However, it is the competence of the RST Board of Trustees to approve the five-year development program. Only after the approval of the BOT will the five-year development program

become the basis for the crafting of the Annual Operational Plans and Projects. Thus, it is of primary importance that the President of RST present the five-year development programs and plan during the annual BOT meeting.

3. Yearly Revisit

The five-year development program of RST needs to be constantly revisited. The revisiting may be done in one of the regular meetings of School Board. This is to ensure that the five-year development program does not become dormant but is adaptive to the fast changing demands of formation of religious and priestly life and ministry. At the end of the five-years of implementation, the institution can decide if they would pursue a new five-year or a ten-year or more year developmental programs and plans.

4. Basis for Annual Operational Plans and Projects of the Offices

This articulated five-year developmental goals and objectives of RST become the basis for the formulation of the annual operational plans and projects of the various departments. Within the next five years, each office is to significantly contribute to the achievement of the five-year development program of the institution.

5. TimeLine

The crafting of the five-year development program is to be done after the completion of the previous five-year development program. The activity is to be conducted as the substitute of the fifth annual evaluation and planning activity of the community. Thus it is to take place within the week after the commencement exercises of the second semester. This activity will have the following format:

- Annual Performance Evaluation and Gap Analysis,
- Presentation of the Performance and Evaluation by Different Departments,
- Critique and Suggestion,

- Review of the Vision, Mission and Core Values,
- Review of the Goals and Objective of RFC
- Crafting of the New Five-Year Developmental Plans and Projects
- Approval of the New Five-Year Developmental Plans and Projects

Article VI:
Sustainability of Programs

Sec 1. Nature and Purpose

Stability and continuity of programs are vital to RST's apostolate. The long held tradition of Recoletos to respond to where the church calls demands changes in religious administration often at the end of quadrennium and sometimes within it. For RST, transition phases happen either at the end of a triennium where religious are transferred and new members are assigned to RST, or within the quadrennium. These movements are due to concerns of the Province and of communities.

In whichever form transition happens, established vision and agreed plans and projects of previous administration have to be sustained and continued until these are evaluated and changed during a scheduled evaluation and planning activities.

Transition phase is to be viewed as opportunity to the development of the institution rather than hindrance to its identity, operation, and service. It is an opportunities for revitalization, innovation, and growth.

Sec 2. RST's Continuity of Programs and Plans

1. Transition at the end of an Articulated and Approved Five-Year Development Program

When the transition phase happens at the end of the implementation of the Five-Year Development program of the

institution, the following are to be considered by the out-going community:

- Conduct the evaluation of the previous five-year development program,
- Propose a new five-year development program to be approved by the new members of the community within the year,
- Conduct a planning for the first year of operation for the new community, (This newly crafted annual programs and plans are proposals to be evaluated and approved by the newly formed community within the semester of the first years).

2. Transition within an Articulated and Approved Five-Year Development Program

When transition phase is within an approved five-year development program, the outgoing community is tasked to consider the following:

- Prepare an annual program and plan for the up-coming formation year. (This comes as a proposal of the out-going community to the new community for approval and implementation for the coming academic year),
- Present to the new community for evaluation and revision the annual programs and plans. (The new community, if it finds the annual operational programs and projects fitting, present it to the upcoming BOT meeting as its own, for approval.)

3. Process and Procedure for Transition at the End of a Quadrennium

BOT Meeting of the Old Members of the RST-BOT

The conduct of the BOT follows the normal procedure. However, all decisions of the BOT will be forwarded to the new BOT members for evaluation and final approval.

Quadrennium Transition Meeting

A quadrennium transition meeting is called either by the out-going president or the newly appointed Prior Provincial. The details of this quarennial transition meeting is in Art. III, sec 3.

BOT Meeting of the New BOT Members.

The new BOT members conduct a meeting, and be included in the agenda of the meeting, the election or ratification of the new officers of the School Board and the presentation of the decisions and suggestions of the old BOT (i.e. Five-Year Development Goals and Objectives, Annual Plans and Programs, Budget).

Conference of Out-going and In-coming officers

At an appropriate time, the out-going and incoming Rector conduct a dialogue to formally transmit the programs and plans of the previous triennium and to orient the in-coming Rector of the desired visions and goals of the previous community for the institution. During this conference or dialogue, the out-going rector submits to the incoming one, all other documents necessary for the smooth transition and continuity of programs, plans and projects of the institution.

Conference between the Old and New Office Heads.

After the new School Board has formally elected new officer heads, a schedule is to be set for a conference between and among the old and new officers. This is to ensure smooth transition of programs, plans and projects. Among the important documents for the transition are the following:

- Historical documentation of the office regarding:
- Five-Year Development Programs and Plans
- Annual Evaluation Performance Evaluation and Gap Analysis of the Office,
- Annual operational Projects and Plans
- Annual Budget allocations
- Manual on Process and Procedures within the Office functions

- Records and Inventory
- Facilities and equipments
- Computer passwords and codes
- Computer-based data
- Records on Office Operations
- rst office email adds and google drive

Community Mass

To formalize the smooth transition, a community mass may be organized to thank the Almighty for the gift of apostolate for both the outgoing members and the incoming community. Or this may also be done during the rite of the Installation of the new RFC Rector.

4. Process and Procedure for Transition of Office Heads within the Quadrennium

Transition of leadership may happen within the quadrennium or within any time of the year of operation. In any circumstance of transition, it is most advised that the process and procedure stated above be taken into consideration.

Sec 3. Religious Development Program

Religious assigned to RST as resident and permanent professors and/or administrators need continuing development program and aggiornamento to be pro-active, updated, and innovative in the service. The following is designed as a development program for religious assigned to RST.

5. Religious Professional Development Program

As per requirement of *Veritatis Gaudium,* permanent professors for theological institutions are required to have a doctoral degree, preferable of the canonical nature.[1] To meet the high standard set by

[1] "Norms of Application of the Congregation for Catholic Education

the Congregation for Catholic Education a professorial development program needs to be set in place and sustained by RST such that there will be no point in time, when the institution will be wanting of the required qualified professors set by the Church.

Licentiate Degree

The minimum requirement to teach at RST in the baccalaureate level is the ecclesiastical or canonical licentiate degree. This has to be achieved from an institution that is "canonically erected or approved by the Apostolic See, which foster and teach sacred doctrines and the sciences connected therewith, and which have the right to confer academic degrees by the authority of the Holy See."[2]

Selection of Candidates for the Licentiate Degree

There is a need to establish a concrete and doable process and procedure in the selection of the candidates for licentiate degree. This is assure that those sent for studies have the vocation to teach theology and strive for the higher standards set and demanded by the mother church relative to qualifications for theological teaching.

Evaluation of Candidates by RST's Academic Council and School Board

The RST academic council and the school board is the first level of evaluation and selection of candidates. Generally candidates for the licentiate degree program are those who achieved at least a cum laude honor or those who have excelled at a particular branch of theology. Having identified the probable candidates, the school board and the academic council are to perform the following, taking into consideration the branch of theology that is in need of candidate professors:

- Determine which branch of theology the candidates has excelled, this is for those candidates with cum laude honors

for Correct Implementation of the Apostolic Constitution *Veritatis Gaudium,*" Part I, sec. 3, art. 19, par. 1-2.

[2]Pope Francis, "Apostolic Constitution *Vertitatis Gaudium* on Ecclesiastical Universities and Faculties,"Part I, sec. 1, art. 2. Par 1.

- Look into the initial year of his priestly life to determine the continued desire for theological progress,
- Determine the level of desire to pursue theological higher learning,
- Establish the passion for research and teaching,
- Good behavior and attitude during the years of his priestly and religious life,
- Initially communicate to the religious as a possible candidate for theological training and being endorsed by the school board and academic council.

Endorsement of the Candidates to Prior Provincial

The school board and the academic council having established the validity of the candidate(s) for further theological training endorse these selected candidates to the Prior Provincial through the President of the Secretariat of Spirituality and Formation. The body may also decide to determine the endorsement by means of voting. The endorsement letter has to include the evaluation results based on the following criteria (among others)

- General academic performance in the specific field of theology recommended for further studies,
- Passion for teaching and research,
- Behavior and attitude during the initial years of priestly and religious life,
- Dedication and commitment to further theological renewal and expertise,
- Number of votes, and
- The branch of theology the candidate is to pursue.

Approval by the Prior Provincial and Council

The Prior Provincial together with his council, or by himself, decides on the endorsement of the school board and academic council. Decision is to be communicated to the school board and to the candidate. The communication seals the process of selection and

now proceeds to the necessary preparations for the sending of the religious for further theological training.

The Secretariat of Spirituality and formation, with the blessing of the Prior Provincial may assume the succeeding preparation for the sending of the religious for further studies.

Doctoral Degree

After a maximum of five (5) years of teaching at RFC, the professor is to take a doctoral program aligned to his licentiate degree. It is preferred that the study be at a Pontifical university or College accredited by Vatican. If he is on full-time studies, he is to finish the studies within 3-5 years. Requests for extensions are to be communicated to proper authorities. Those taking administrative services may prefer to pursue doctoral degrees related to their field of specialization.

Those who prefer to pursue doctoral studies in the Philippines may find the following procedures appropriate:

- Be freed them from pastoral activities and allow them to concentrate on their studies; or (if they choose), may continue in their assignment in the first two years of their studies or during the duration of taking course prior to dissertation writing,
- Freed from other apostolates to concentrate and finish dissertation writing within two (2) years, during the dissertation writing years,
- May choose to stay in the Philippines or elsewhere where one can finish and defend the dissertation after the second year,
- Placed under the care of the Prior Provincial during the period of dissertation writing, or may prefer to stay at RST,
- Receive the necessary financial support,
- Receive a "patente" from the Prior Provincial.

6. Other centers of theological learning may be pursued beyond Rome

The school board in collaboration with proper authorities may create linkages so as to have other possible centers for theological

updating and learning. These may be places like: Vienna, Bonn, Madrid, Germany, London, USA etc. through various means of linkages:

- Inter-Provincial Collaboration may be pursued. A program for inter-provincial collaboration for purposes of further theological studies and development of the religious may be crafted and presented to the Prior Provincials (St. Ezekiel Moreno) and the other Provinces of the Order.
- Collaboration and Linkages with Local Ordinaries in other Countries and Continents for purposes of Graduate and Post Graduate Theological Studies may also be initiated and pursued.

7. Sabbatical

After eight (8) to ten (10) years of teaching at RST or any other theology centers of the Order, after the doctoral program, a religious may avail of a sabbatical leave for any one of the following purposes.

- Post Doctoral Studies
- Research and Publication
- Mission or Pastoral Service
- Educational Apostolate
- The length of the sabbatical leave is dependent on the nature of the engagement the religious desires and is granted by proper authorities.

8. Seminars, Conferences and Membership in Professional Groups

RST professors are encouraged to continuously attend and give seminars and conferences and be members of professional groups related to their field of specialization.

9. Support for Religious under Development Program

The institution is to give its utmost support i.e. financially, morally, and spiritually to the religious under this program.

Likewise, it is recommended that the Rector of RST maintains an open communication with those who are sent for further studies. He is to encourage them to purse and finish their studies.

RST may also devise ways to create a professorial development fund to be used to cotritue to the financial requirments of those doing doctoral studies.

Sec 4: Curriculum and syllabi Review: Process and Procedure

10. Introduction

Rationale

The curriculum review is to proceed via a process and procedure approved by the institution. First in the list of the requirements for the process and procedure is the identification of the standards from which the curriculum review is based on and aims to conform with. Such standards are to set the goals, objectives and the intended learning outcomes. Likewise, an appropriate procedure is to be drawn so that participants of the curriculum review proceed, not only with caution, but in the spirit of innovation, enhancement and determination.

The curriculum review is to address some concerns particularly (a) feedbacks from ecclesiastical and congregational authorities relative to the academic standards of RST, (b) alignment of programs with Veritatis Gaudium and Latest Communications relative to NORM OF APPLICATION of the said documents, with Ratio Fundamentalis, and Ratio Nationalis and other Church Documents on Theological Formation of Priests and Religious and (c) ascertain the sound fundamental theological knowledge and competencies of the RST graduates.

Standards

Pope Francis' apostolic constitution Veritatis Gaudium, which is the guideline for ecclesiastical universities and faculties, is the primary standard. Likewise, various Norms of Application of the said apostolic constitution have been issued as implementing guidelines for the same document.

The following are important points from the document that are necessary for the conduct of curriculum revision:

- Four "fundamental criteria for a renewal and revival of the contribution of ecclesiastical studies to a Church of missionary outreach"
    * Contemplation and the presentation of a spiritual, intellectual and existential introduction to the heart of the kerygma … which continues to take flesh in the life of the Church and of humanity (4a),
    * Wide-ranging dialogue, not as a mere tactical approach, but as an intrinsic requirement for experiencing the joy of Truth and appreciating more fully its meaning and practical implications (4b),
    * Inter-disciplinary and cross-disciplinary knowledges and respect for its multiple, correlated, and convergent expressions(4c),
    * Networking between those institution worldwide that cultivate and promote ecclesiastical studies, in order to set up suitable channels of cooperation also with academic institutions in the different countries and with those inspired by different cultural and religious traditions (4d).x
- Scientific research to cultivate and promote their own discipline (I. sec 1, art 3, par. 1),
- To train students to a level of high qualification in their own discipline, according to Catholic doctrine (I. sec 1, art 3, par 2)
- Promote continuing permanent education of the ministry of the Church (I. sec 1, art 3, par 3),
- Up-to-date didactic and teaching methods … bringing about personal involvement of the students and their active participation in their studies, (I. sec vi, art 37),
- Harmonize the necessities of science with the pastoral needs of the people of God (I. sec vi, art 38, par 2),
- Suitable organization of the curriculum of studies in steps or cycles adapted to the material:

- general instruction and coordinated presentation of all disciplines,
- one section of discipline is studied more profoundly,
- progressive toward scientific maturity
- in all levels the progressive developmental research environment (I. sec vi, art. 39),

- Defined and determined examinations to determine the student's ability to continue the academic degree program.

Prospectus (latest edition)

The object of the curriculum revision is the SThB Program. This program is articulated in the presently designed curricular offering provided in the present Prospectus (edition 2016). This document is the source and object of the review.

11. Curriculum Review

Curriculum Review Processes and Procedures

The following is the conduct of the curriculum review: (a) It begins with the revisiting of the current and existing curricular offering, taking into consideration the sequencing of courses and scheduling of course offerings within the three-year SThB program, (b) It reviews the course contents of every subject to ensure no duplication of subject themes and overlapping of their treatment and that theological learning becomes progressive, developmental and integrative.

Individual Theological Discipline Level (ITDL)

ITD Course Sequencing

In this level the curriculum review sub-committee headed by the head of the Individual theological discipline (ITD) is to revisit the course offerings of each ITD and sequences the subjects to determine that fundamental and basic theological concepts and ideas within the ITD are covered and treated (see Appendix 6: ITD Course Sequence Matrix; see also "SThB Curriculum Design," Prospectus, p.5-7). To be indicated in the matrix is the segregation of the introductory courses

from the advanced or specialized courses. This distinction will be of help in the second stage which is the plotting of the course offerings within the three-year SThB program schedule.

ITD Course Schedule Plotting

After the ITD courses are properly sequenced, the sub-committee proceeds to the plotting of the courses within the three-year theology academic program of RST. The following are to be taken into consideration:

- Introductory courses are to be offered in the first year level (first and second semester),
- Advanced or specialized courses are to be scheduled from 2nd semester of first year until 3rd year,
- Take into consideration also that on the 3rd year second semester is the comprehensive examination (unless a new format for comprehensive examinations is made i.e. (a) 2 comprehensive exams for introductory courses, and for advance or specialized courses and (b) yearly comprehensive exams).
- Use the Course Schedule by ITD matric in the plotting of courses (Appendix 7: ITD Course Scheduling Format).

Plotting of the Institutional SThB Course Offering

With the submission of the documents (a) ITD Course Sequence and (b) ITD Course Schedule, the Academic Council headed by the Director in collaboration with the Assistant Director for Studies collates the suggested ITD course schedules and creates the institutional SThB program offering schedule. Taking into consideration the following:

- Introductory courses are offered in the first year level,
- Advanced or specialized courses are properly sequenced and offered after the introductory courses,
- Based on course scheduling, suggest the nature of the comprehensive examinations (a) on the third year, second semester [existing], (b) Yearly comprehensive exams, or (c) 2

Comprehensive examinations [1] for introductory courses and [2] for Advance courses,

- SThB program demands that graduates acquire a high level of knowledge and competencies relative to the fundamental and basics of theology making them capable for higher academic endeavors,
- Suggest when the courses proper for the MAT program be offered i.e. Thesis Writing or TPW.
- Determines the length of the theology program offering of RST (3 years, 4 years?).

Supplementary (Seminar) Courses Offering Review

The same council reviews the supplementary course offerings (seminars). These are evaluated to determine their validity and appropriateness of the list of seminar courses offered. The academic council may opt to add other possible supplementary courses listings based on recent theological developments and institutional directions.

12. Syllabi Review

Syllabi Review: A General Understanding (OBE)

The review or revisiting of the syllabi will proceed using the Outcomes Based Education (OBE) as the operative methodology. For purposes of leveling and common understanding, we get some insights from Bill Spady, considered as the father or OBE. Here are four characteristics of OBE according to the author:

- Clarity of focus (having specific outcomes gives a strong sense of purpose to everything teachers and students do).
- Design down, deliver up (when planning curriculum, educators start with the outcomes and work backwards; when planning instruction, teachers teach what students need to learn to demonstrate the outcomes).

- High expectations (OBE departs from traditional education in its assumption that all students can learn well—although not in the same way and not necessarily on the same day), and
- Expanded opportunities (students must be permitted to demonstrate their learning in different ways, and they must have numerous opportunities to demonstrate the outcomes, not just one. Spady calls this "grading in pencil").

Revising the Course Syllabus

Based on the present Prospectus, the revision of the course syllabus is to proceed in a step ladder manner. The revision is to consider the following items:

- Examine the Course Content Entries determine if there are duplications and overlapping with other courses in the same discipline,
- Identify and fill-up possible thematic and content gaps,
- Delete or change the obsolete and include new developments and recent issues and concerns,
- Revise, if needed the Course Description,
- Identify the Expected Course Learning Outcomes:
  - Knowledge,
  - Competencies,
  - Attitude
- Update resources for the courses. The listings will be the basis for Library Purchases for Books,
- Use Journal literature www.rst.edu.ph (Proquest, EBSCO, and OPAC).
- Plot the syllabi using the Course Syllabus Matrix (see. Appendix 8: Course Syllabus Matrix).

Plotting the Course Syllabi Matrix

There are 18 weeks per semester with a total of 54 hours. Each week is allotted 3 hours either contact (preferred) or non-contact

depending on the program design and other regulations. Thus course program needs to be designed taking into consideration the number of classes or course units. In the plotting of the course syllabi the following variables are to be considered:

- Identify Learning Outcome. Based on the identified lessons and topics, identify the Learning Outcomes. These expected learning outcomes will be the basis for the student's evaluation (examination: oral or written) to determine the level of knowledge, understanding, and competencies of the students.
- Lesson and Topics. These are the necessary themes students are to struggle with. These give the contents and meat to the desired learning outcomes. These also are the basis for student evaluation as to their learning and competencies acquired on the examinations days.
- Learning Resources and Materials. Although there will be a listing of resources and reading materials toward the end, it is necessary to identify in this section the primary reading resources that would be needed during the class delivery for every learning outcome. These materials give the students clear focus on the reading resources needed for the acquisition of the necessary knowledge as basis for increased competencies.
- Student Output. This allows the student theologians to demonstrate their understanding in an innovative and imaginative way. This is also an opportunity for student to find relevance of their theological learning and relate it with practical or pastoral life circumstances. The output may come in various forms: reflection paper, group works, terms papers, videos projects and the like. Moderation is a must since there are more than six (7) courses per semester for every student.
- Learning Outcomes Evaluation. This allows the teacher, as guide, to determine if the Intended Learning Outcomes (ILO) established at the very beginning are achieved. Promotion of student theologians to a new level will be dependent of his evaluation performance. There might be the need to determine or distinguish the basic and fundamental themes from the supplementary themes as basis for evaluation.

- Resources. Additional Reading Materials are to be listed in a bibliographical entry manner (see. Quaerens Manual on Style). This listing allows students the needed reading resources for further researches. The list likewise gives the St. Augustine Library personnel to determine books for purchasing. Likewise, professors may use the online resources Proquest and EBSCO; and OPAC these may be accessed in www.rst.edu.ph website.

13. Prospectus Revision

Revision of the Prospectus

It is the office of the Director or Rector through the office of the Research and Publication to publish the newly revise Academic Prospectus of the institution. The revised edition is to be posted in the RST website for availability purposes and easy access on the part of the professors and students.

14. Approval of the Revised Curriculum

Approval of the Revised Curriculum and Courses Syllabi

The approval of these documents i.e. Curriculum and Courses Syllabi will be given by the different levels of authority within the institution.

The School Board in collaboration with the Academic Council

These body reviews thoroughly the documents and votes on its validity. Their approval means that the same documents may now be forwarded to the Board of Trustees for final approval.

Board of Trustees Approval

The approval of the Board of trustees permit give the permission to the Director to transmit the same document to the Dean of the Ecclesiastical Faculty of UST for evaluation and submission to the Congregatio de Institutione Catholica (de Studiorum Institutis). It

is this latter office that gives the final and definitive approval to the revised curriculum and syllabi valid for implementation.

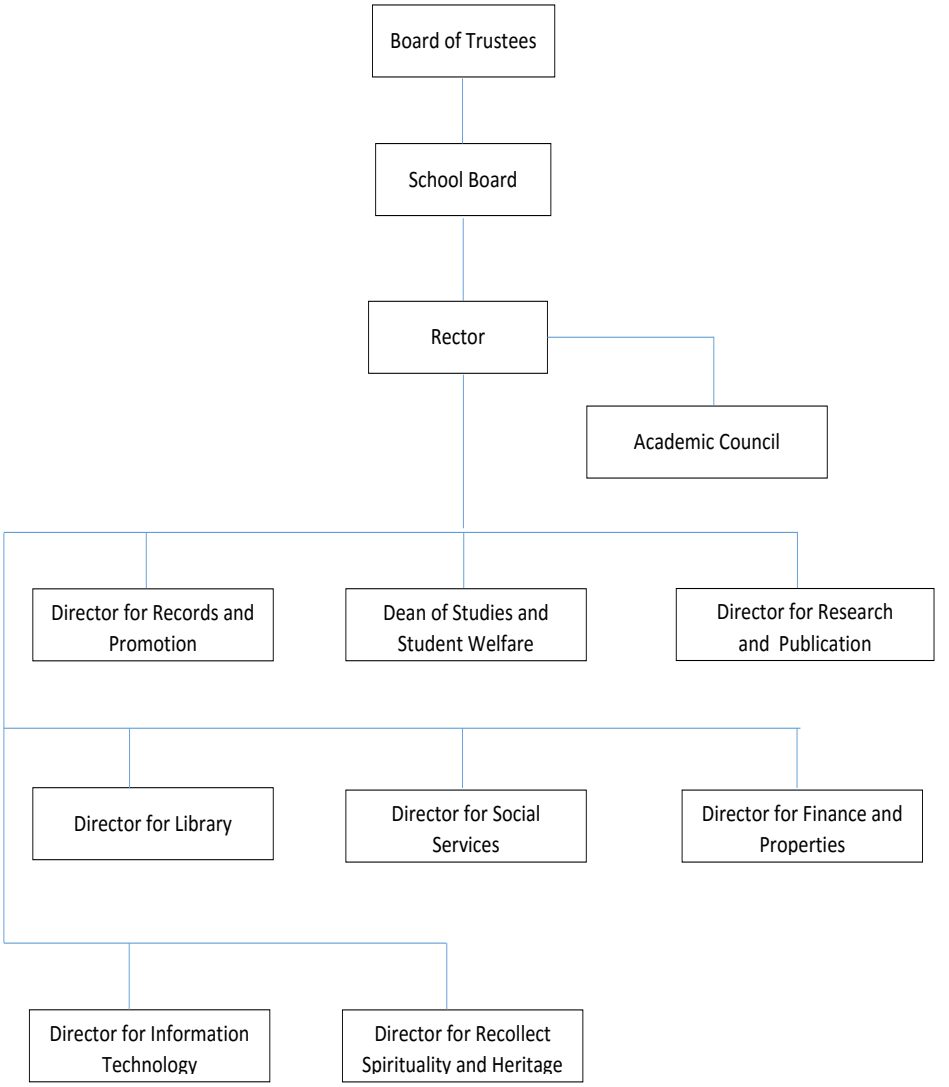
15. Other Corollary Concerns:

These other corollary concerns will be addressed as the review of the curriculum progresses. These concerns are the following:

- Midterm Examinations
  - * Nature and Coverage
- Final Examinations
  - * Conduct and Coverage
- Course Term Papers Concerns
  - * How many within the semester,
  - * which courses,
  - * number of pages,
  - * format and style
- Comprehensive Examinations
  - * Conduct, Number, and Coverage

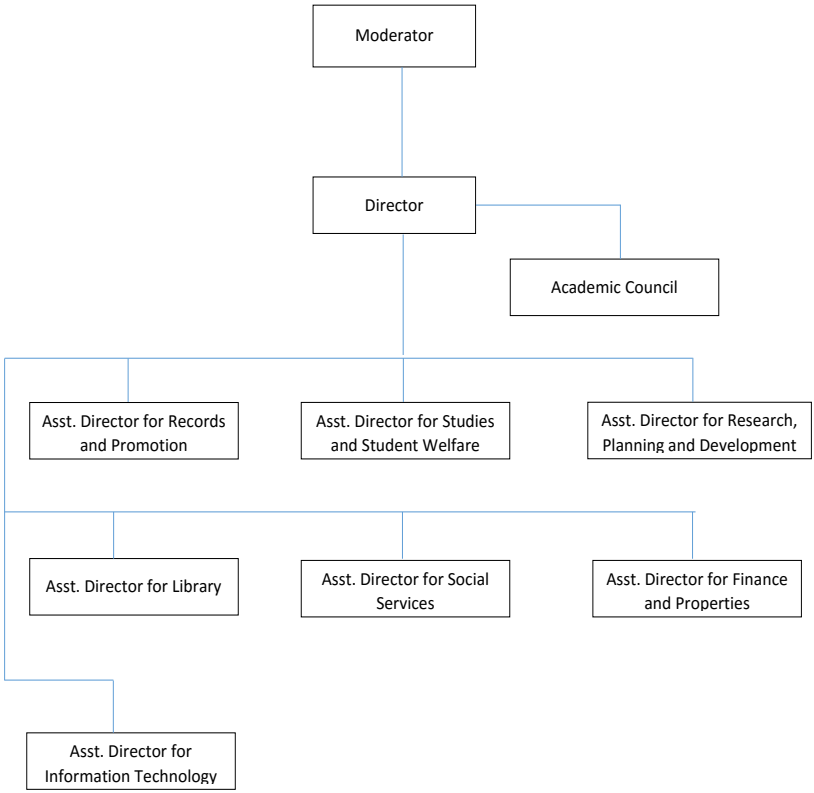
Appendix 1

Administrative Stucture
(As CHED Accredited HEI)



Appendix 2

Administrative Structure
(As UST Affiliate)



Appendix 3

Annual Performance Evaluation and Gap Analysis Form

Department: _____

PLANNED		**ACTUAL**	**Performance Category** (Implemented, partially Implemented, Not Implemented)	Performance Analysis (Reasons for the Discrepancy between planned and actual, if any)	Proposed Activities/ Strategies for S.Y. 20__-20__
Key Result Areas/Objectives	Activities/ Strategies	Output/ Accomplishment			

Appendix 4

Departmental Operational Plans and Program Form

Annual:

Operational Project and Plans (20__ - 20__)

Department: _____

Key Results Areas (KRAs)		Objectives	Activities / Strategies	Resources Needed		Sources of Funds	Time Frame
				Human	Financial		

Appendix 5: Faculty Contract

Recoletos School of Theology
81 Alcaraz St. Miranila Homes Subdivision, Congressional Avenue Extension,
1107 Quezon City Philippines
A CHED Recognized Graduate School of Theology

An Affiliate of the Royal and Pontifical
UNIVERSITY OF SANTO TOMAS (MANILA)

Faculty Member Teaching Contract

The Board of Trustees of the Recoletos School of Theology is grateful that you have accepted the invitation to teach _____ _____ for this school year _____, _____ semester. The BOT is confident of your expertise and your willingness to help form the minds and hearts of future servants of our Mother Church.

Based on the approved manuals, the BOT conveys to you your obligations as professor of RST:

To implement academic excellence and professionalism in the delivery of classroom responsibilities,

To implement the course syllabi and to constantly update the same and its reading resources,

To conduct assessment tests and examinations to validate learning improvements of the theology students,

To submit grades on schedules specified by the Dean,

To be updated with recent developments in your particular fields of expertise,

To be ready for consultations as requested by the student theologians,

To conduct research as may be needed for publication purposes.

With the Recoletos School of Theology you, based on the recent ranking exercise, are ranked as _____ ___, with the equivalent rate of _____ per hour. This stipend will be given to you on the last class meeting prior to the 30th of each month.

As to travelling needs to the RST, please check your preferred service: ( ) RST ferries you to and fro from your residence and to RST; or ( ) RST provides the amount of _____ as your monthly transportation allowance.

Thanking you much to be partner in the formation of future labors of the Lord.

Conforme

Name of Professor:

Rector

(4 copies: Professor, Human Resource Office, Finance Office & Dean of Studies and Student Welfare)

Appendix 6:

ITD Course Sequence

CODE	SUBJECT/COURSE	PRE-REQUISITE COURSE	UNITS/ CTS
Introductory			
Advanced Introductory			

Appendix 7:

Course Schedule by Individual Theologcal Dicipline

FIRST YEAR						
1ST SEMESTER				2ND DEMESTER		
Code	Course/ Subject	Units		Code	Course/Subject	Units

SECOND YEAR						
1ST SEMESTER				2ND DEMESTER		
Code	Course/Subject	Units		Code	Course/Subject	Units

THIRD YEAR						
1ST SEMESTER				2ND DEMESTER		
Code	Course/Subject	Units		Code	Course/Subject	Units

Appendix 8:

Course Syllabus Matrix

Course Syllabus Matrix

Course Title:
Course Code:
Number of Units:

Course Description:

Course Learning Outcomes:
Knowledge:
Skills:
Attitude:

Week	Learning Outcomes (LO)	Lesson or Topic	Learning Resources and Materials	Student Output	Learning Outcomes Evaluation
1					
2					
7					
8					
9	**Mid-Term Examinations**				
10					
11					
16					
17					
18	**Final Examinations**				

Resources:

Research and Publication Office (2021)