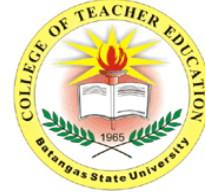




Republic of the Philippines
BATANGAS STATE UNIVERSITY
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CURRICULUM

Bachelor of Physical Education (BPEd)

Academic Year 2021 - 2022

Reference CMOs: CMO No. 20, s. 2013, CMO No. 80, s. 2017 and CMO No. 4, s. 2018

University Vision

A premier national university that develops leaders in the global knowledge economy

University Mission

A university committed to producing leaders by providing a 21st century learning environment through innovations in education, multidisciplinary research, and community and industry partnerships in order to nurture the spirit of nationhood, propel the national economy, and engage the world for sustainable development

University Core Values

Patriotism. This value extends from promoting love of country to taking pride in being a Filipino. The University advocates a strong sense of commitment to national ideals through its active promotion of the Philippine culture and heritage, as well as concern for the environment and the nation's natural biodiversity, all of which lead to the creation of a pool of professionals who are instrumental for nation building.

Integrity. This pertains to the University's steadfast adherence to morally-sound principles and ideals in the pursuit of institutional goals and objectives. It covers the values of accountability, honesty, righteousness, incorruptibility, and decency in the governance and implementation of academic, administrative, financial policies.

Excellence. This represents the drive of the University to pursue greatness. It includes the cultivation of a culture of excellence in the hearts and minds of the stakeholders, and the continuous improvement in the systems by which the University operates on. This value pushes the institution to go beyond the standard levels of performance and be in a position of leadership that would inspire the people and other institutions to serve the country in the highest degree.

Service. This refers to the genuine desire of the University to respond to the growing needs of the community. It encompasses the selfless performance of the University's mandates, and its duty to constantly meet the challenges of development in the country in the spirit of uplifting the lives of the Filipino people.

Resilience. This refers to the ability to conquer the different challenges, hardships, and tests of time. This value encompasses the commitment of the University to support the government in pursuing sustainable development, and foster disaster risk reduction and management by dedicating its efforts towards strengthening readiness and capacity of the community and its people.

Faith. The University's initiatives and activities are guided by a strong faith in a Supreme Being. These are anchored on high regard and respect for the beliefs and orientation of each member of the academic community for a productive and meaningful co-existence.

Philosophy or Rationale of the Program

The Bachelor of Physical Education (BPEd) is a four-year program aimed at equipping graduates with the competencies to meet the psychomotor, cognitive, and affective needs of learners. It is aimed at physical literacy, which serves as the foundation for confident, enjoyable, and sustained

participation in a wide range of physical activities. Thus, it consists of developmentally appropriate activities. PE also aims to optimize health through learning experiences aimed at the formation of physical activity and healthy eating habits, as well as dispositions. These learning experiences likewise extend beyond the classroom; hence, student learning must be reinforced through programs on school and community recreation, as well as organized, competitive sports.

Program Educational Objectives (PEO)

The BPEd program aims to produce secondary teachers who have the ability to:

PEO1 Specialist. Demonstrate comprehensive and up-to-date knowledge in a specific field of specialization in the physical education curriculum by engaging in scholarly and research activities and by maximizing opportunities for lifelong learning;

PEO2 Innovator. Provide meaningful learning experiences to secondary students by using emerging educational technologies for quality and effective teaching and by creating an environment that encourages positive social interaction, active engagement and self-motivation;

PEO3 Proficient. Demonstrate competence in teaching and testing through the design, adoption and utilization of teaching methods, instructional materials, and assessment tools that are appropriate to the cognitive, affective and psychomotor development of learners;

PEO4 Professional and Lifelong Learner. Observe the professional code of ethics for teachers and internalize the importance of continuous professional development, as well as the need to work cooperatively and harmoniously with all members of the academic community; and

PEO5 Extensionist. Establish sustainable partnerships and linkages with the professional community and provide assistance to the underserved, depressed, illiterate and less skilled members of society through extension activities and community service.

Career Opportunities

- Physical Education Teacher in Basic Education
- Dance and Sports Club Moderator
- School-based Sports Program and Events Moderator/Coordinator

Allied Programs

Physical Education is allied with the exercise and sports sciences and the social sciences (i.e., philosophy, anthropology, history, and education).

Graduate Attributes (IGAs)

The IGAs are the qualities, skills, and knowledge that the BatStateU community agrees its students should develop during the duration of their studies in Batangas State University. These graduate attributes outline the key competencies that will be developed by students.

IGA1: Knowledge Competence. Demonstrate a mastery of the fundamental knowledge and skills required for functioning effectively as a professional in the discipline, and an ability to integrate and apply them effectively to practice in the workplace.

IGA2: Creativity and Innovation. Experiment with new approaches, challenge existing knowledge boundaries and design novel solutions to solve problems.

IGA3: Critical and Systems Thinking. Identify, define, and deal with complex problems pertinent to the future professional practice or daily life through logical, analytical, and critical thinking.

IGA4: Communication. Communicate effectively (both orally and in writing) with a wide range of audiences, across a range of professional and personal contexts, in English and Pilipino.

IGA5: Lifelong Learning. Identify own learning needs for professional or personal development; demonstrate an eagerness to take up opportunities for learning new things as well as the ability to learn effectively on their own.

IGA6: Leadership, Teamwork, and Interpersonal Skills. Function effectively both as a leader and as a member of a team; motivate and lead a team to work towards goal; work collaboratively with other team members; as well as connect and interact socially and effectively with diverse culture.

IGA7: Global Outlook. Demonstrate an awareness and understanding of global issues and willingness to work, interact effectively and show sensitivity to cultural diversity.

IGA8: Social and National Responsibility. Demonstrate an awareness of their social and national responsibility; engage in activities that contribute to the betterment of the society; and behave ethically and responsibly in social, professional, and work environments.

Institutional Graduates Attributes will be assessed through the following tools: Major Requirements such as: Midterm Examination, Final Examination, Semestral Project, and Additional Requirements such as Chapter Tests, Assignments, Projects, Demonstration Teaching, Learning Plan Preparation Reports, Term Papers, Case Studies, Essays, Recitation, Attendance, Quizzes, Seatworks, and other assessment methods applicable to the course.

Sustainable Development Goals (SDGs)

SDG1: Envisioning. Establish a link between long-term goals and immediate actions, and motivate people to take action by harnessing their deep aspirations.

SDG2: Critical Thinking and Reflection. Examine economic, environmental, social and cultural structures in the context of sustainable development, and challenges people to examine and question the underlying assumptions that influence their world views by having them reflect on unsustainable practices.

SDG3: Systemic Thinking. Recognize that the whole is more than the sum of its parts, and it is a better way to understand and manage complex situations.

SDG4: Building Partnerships. Promote dialogue and negotiation, learning to work together, so as to strengthen ownership of and commitment to sustainable action through education and learning.

SDG5: Participation in Decision Making. Empower oneself and others through involvement in joint analysis, planning and control of local decisions.

Student Outcomes

The graduates of the program have the ability to:

SO1 Disciplinary Knowledge. Apply scientific and evidence-based practices critical to the educational processes

SO2 Movement Competency and Proficiency. Demonstrate skillful performance in a variety of physical activities and adapt performance to variety of physical activity settings: (e.g. formal classes, recreational, and competitive);

SO3 Program Planning, Implementation and Evaluation. Critically examine the curriculum (e.g. content, pedagogy, assessments) and program, and enhance (e.g. innovative) them necessarily and plan and implement safe and effective physical activity programs to address the needs of individual and groups in school and/or non-school settings.

SO4 Professional Accountability and Responsibility. Promote the advancement of the profession and pursue lifelong learning for personal and professional development.

SO5 Communication. Communicate effectively with PE practitioners, other professional and stakeholders and use oral, written and technology formats deftly.

Teaching, Learning, and Assessment Strategies

The BPEd program will use the combination of alternative/flexible mode of learning and the face to face learning modality as teaching and learning strategies.

To facilitate the alternative/flexible mode of learning, Google Meet, and/or phone calls will be considered for synchronous discussion of the lessons while Google Classroom, Messenger, and/or text messaging will be used for asynchronous learning. Using multiple type of instructional materials (online materials by providing the students the links, online discussion groups, home-grown teaching resources and test prep materials via google classroom, google meet, and or phone calls) will be considered as well in this time of pandemic.

In the case of face-to-face learning modality, differentiated instruction, and mix up group work styles, lecture, lecture-discussion, interactive learning, think-pair-share, collaborative approach, panel discussion, technology strategy will also be utilized to achieve the learning outcomes.

To assess students' learning and development, the following assessment strategies will be employed: Major Requirements such as Midterm Examination, Final Examination, and Semester Project; and Additional Requirements such as End-of-Topic/Chapter Tests, Quizzes, Group Activities, Assignments, Projects, Term Papers, Action Research, Demonstration Teaching, Learning Plan Preparation, Oral and Written Reports, Case Studies, Essays, Recitation/Class Participation, Seat works, and other assessment methods applicable to the course.

Curriculum Structure

BACHELOR OF PHYSICAL EDUCATION

FIRST YEAR							
FIRST SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
NSTP 111	National Service Training Program 1	3	3	-	-	-	Mandated Course
PE 101	Physical Fitness, Gymnastics and Aerobics	2	2	-	-	-	Mandated Course
GE 104	The Contemporary World	3	3	-	-	-	General Education Course
GE 105	Readings in the Philippine History	3	3	-	-	-	General Education Course
GE 106	Purposive Communication	3	3	-	-	-	General Education Course
Litr 101	Sosyedad at Literatura/Panitikang Panlipunan	3	3	-	-	-	General Education Course
Ed 102	The Teaching Profession	3	3	-	-	-	Professional Education Course
PEd 111	Philosophical and Socio-anthropological Foundations of Physical Education and Sports	3	3	-	-	-	Specialization Course
PEd 112	Anatomy and Physiology of Human Movement	3	3	-	-	-	Specialization Course
PEd 113	Principles of Motor Control and Learning of Exercise, Sports and Dance	3	3	-	-	-	Specialization Course
TOTAL		29	29	-	-	-	

FIRST YEAR							
SECOND SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
NSTP 121	National Service Training Program 2	3	3	-	NSTP 111	-	Mandated Course
PE 102	Rhythmic Activities	2	2	-	PE 101	-	Mandated Course
GEEd 101	Understanding the Self	3	3	-	-	-	General Education Course
GEEd 102	Mathematics in the Modern World	3	3	-	-	-	General Education Course
GEEd 103	Life and Works of Rizal	3	3	-	-	-	General Education Course
Fili 101	Kontekstwalisadong Komunikasyon sa Filipino	3	3	-	-	-	General Education Course
Ed 101	The Child and Adolescent Learners and Learning Principles	3	3	-	-	-	Professional Education Course
PEd 121	Applied Motor Control and Learning of Exercises, Sports and Dance	3	3	-	PEd 113	-	Major/ Specialization Course
PEd 122	Physiology of Exercise and Physical Activity	3	3	-	-	-	Major/ Specialization Course
PEd 123	Emergency Preparedness and Safety Management	3	3	-	-	-	Major/ Specialization Course
TOTAL		29	29	-	-	-	

SECOND YEAR							
FIRST SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
PE 103	Individual and Dual Sports	2	2	-	PE 101	-	Mandated Course
GEEd 109	Science, Technology and the Society	3	3	-	-	-	General Education Course
Fili 102	Filipino sa Iba't Ibang Disiplina	3	3	-	-	-	General Education Course
Ed 106	Foundation of Special and Inclusive Education	3	3	-	-	-	Professional Education Course
Ed 107	Technology for Teaching and Learning 1	3	3	-	-	-	Professional Education Course
Ed 108	The Teacher and the School Curriculum	3	3	-	-	-	Professional Education Course
PEd 211	Arts in the K to 12 Curriculum	3	3	-	-	-	Elective Course
PEd 212	Movement Education	3	3	-	PEd 112	-	Major/ Specialization Course

PEd 213	Philippine Traditional Dances	3	3	-	-	-	Major/ Specialization Course
TOTAL		26	26	-	-	-	

SECOND YEAR							
SECOND SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
PE 104	Team Sports	2	2	-	PE 101	-	Mandated Course
GEEd 107	Ethics	3	3	-	-	-	General Education Course
GEEd 108	Art Appreciation	3	3	-	-	-	General Education Course
Ed 103	The Teacher and the Community, School Culture and Organizational Leadership	3	3	-	Ed 102	-	Professional Education Course
Ed 104	Assessment in Learning 1	3	3	-	-	-	Professional Education Course
Ed 105	Facilitating Learner-Centered Teaching	3	3	-	Ed 101	-	Professional Education Course
PEd 221	Swimming and Aquatics	3	3	-	-	-	Major/ Specialization Course
PEd 222	International Dance and other Forms	3	3	-	-	-	Major/ Specialization Course
PEd 223	Individual and Dual Sports (Racket Sports, Athletics, Martial Arts)	3	3	-	-	-	Major/ Specialization Course
TOTAL		26	26	-	-	-	

THIRD YEAR							
FIRST SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
Litr 102	ASEAN Literature	3	3	-	-	-	General Education Course
PEd 311	Technology Application in Teaching PE and Health Education	3	3	-	Ed 107	-	Major/ Specialization Course
PEd 312	Philippine Traditional Games	3	3	-	-	-	Major/ Specialization Course
PEd 313	Coordinated School Health Program	3	3	-	-	-	Major/ Specialization Course
PEd 314	Personal, Community and Environmental Health	3	3	-	-	-	Major/ Specialization Course

PEd 315	Curriculum and Assessment for Physical Education and Health Education for K to 12	3	3	-	-	-	Major/ Specialization Course
PEd 316	Process of Teaching PE and Health Education	3	3	-	-	-	Major/ Specialization Course
PEd 317	Research in Physical Education 1	3	3	-	-	-	Major/ Specialization Course
TOTAL		24	24	-	-	-	

THIRD YEAR							
SECOND SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
Fili 103	Retorika – Masining na Pagpapahayag	3	3	-	Fili 101, Fili 102	-	General Education Course
Ed 109	Assessment in Learning 2	3	3	-	Ed 104	-	Professional Education Course
Ed 110	Building and Enhancing New Literacies Across the Curriculum	3	3	-	-	-	Professional Education Course
PEd 321	Team Sports (Soccer/Football, Basketball, Volleyball, Baseball, Softball, Non-Traditional: Ultimate Handball, Floorball, Futsal, Sepak Takraw)	3	3	-	-	-	Major/ Specialization Course
PEd 322	Sports and Exercise Psychology	3	3	-	-	-	Major/ Specialization Course
PEd 323	Drug Education, Consumer Health and Healthy Eating	3	3	-	-	-	Major/ Specialization Course
PEd 324	Music in K to 12 Curriculum	3	3	-	-	-	Elective Course
PEd 325	Administration and Management of Physical Education and Health Education Programs	3	3	-	-	-	Elective Course
PEd 326	Research in Physical Education 2	1	1	-	PEd 317	-	Institutional Prerogative Course
TOTAL		22	22	-	-	-	

FOURTH YEAR							
FIRST SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
Ed 111	Field Study 1	3	3	-	Ed 101 to 110; All EEd Courses	-	Professional Education Course
Ed 112	Field Study 2	3	3	-	Ed 101 to 110 All EEd Courses	-	Professional Education Course
Ed 113	Management of Students' Behavior and Wellness	3	3	-	-	-	Institutional Prerogative Course
Ed 114	Special Topics in Education	3	3	-	-	-	Institutional Prerogative Course
TOTAL		12	12	-	-	-	

FOURTH YEAR							
SECOND SEMESTER							
Code	Course Title	Units	Lec	Lab	Pre-requisite	Co-requisite	Category
Ed 115	Teaching Internship	6	6	-	Ed 111, 112	-	Professional Course
Ed 116	Comprehensive Examination	3	3	-	All Academic Courses	-	Institutional Prerogative Course
TOTAL		9	9	-	-	-	

*Corequisite course

Curriculum Mapping

Course Code	Course Title	Credit Units	SO1	SO2	SO3	SO4	SO5
A. General Education Courses							
Fili 101	Kontekstwalisadong Komunikasyon sa Filipino	3	I	I			R
Fili 102	Filipino sa Iba't ibang Disiplina	3	I			R	R
Fili 103	Retorika-Masining na Pagpapahayag	3	R	R			R
GEd 101	Understanding the Self	3	I	I			R
GEd 102	Mathematics in the Modern World	3	I	I/R			R
GEd 103	Life and Works of Rizal	3	I	I			R
GEd 104	The Contemporary World	3	I			R	R
GEd 105	Readings in the Philippine History	3	I	I			R
GEd 106	Purposive Communication	3	I				R
GEd 107	Ethics	3	R			R	R
GEd 108	Art Appreciation	3	I/R	D		D	R
GEd 109	Science, Technology and Society	3	I			R	R
Litr 101	Sosyedad at Literatura/Panitikang Panlipunan	3	I				R
Litr 102	ASEAN Literature	3	R		R		R

B. Professional Education Courses							
	<i>Foundation/Theories and Concepts</i>						
Ed 101	The Child and Adolescent Learners and Learning Principles	3	I	I			R
Ed 102	The Teaching Profession	3	I			I	R
Ed 103	The Teacher and the Community, School Culture and Organizational Leadership	3	R			I/R	R
Ed 106	Foundation of Special and Inclusive Education	3	I			R	R
	<i>Pedagogical Content Knowledge</i>						
Ed 105	Facilitating Learner-Centered Teaching	3	R	D	R	R	R
Ed 104	Assessment in Learning 1	3	R	D		D	R
Ed 109	Assessment in Learning 2	3	R	D		R	R
Ed 107	Technology for Teaching and Learning 1	3	I	D		R	R
Ed 108	The Teacher and the School Curriculum	3	I			R	R
Ed 110	Building and Enhancing New Literacies Across the Curriculum	3	R			R	R
	<i>Experiential Learning</i>						
Ed 111	Field Study 1	3	D		D	D	D
Ed 112	Field Study 2	3	D		D	D	D
Ed 115	Teaching Internship	6	D		D	D	D
C. Major/Specialization Courses							
PEd 111	Philosophical and Socio-anthropological Foundations of Physical Education and Sports	3	I	I	R	I/R	I/R
PEd 112	Anatomy and Physiology of Human Movement	3	I	D	D	R	R
PEd 113	Principles of Motor Control and Learning of Exercise, Sports and Dance	3	I	D	R	D	R
PEd 121	Applied Motor Control and Learning of Exercises, Sports and Dance	3	R	D	D	R	R
PEd 122	Physiology of Exercise and Physical Activity	3	R	D	R	D	R
PEd 123	Emergency Preparedness and Safety Management	3	I	R	R	R	R
PEd 212	Movement Education	3	I	R/D	D	D	R
PEd 213	Philippine Traditional Dances	3	R	R/D	D	D	R
PEd 221	Swimming and Aquatics	3	R	R/D	D	D	R
PEd 222	International Dance and other Forms	3	R	R/D	D	D	R
PEd 223	Individual and Dual Sports (Racket Sports, Athletics, Martial Arts)	3	R	R/D	D	D	R
PEd 311	Technology Application in Teaching PE and Health Education	3	R	D	R	R	R
PEd 312	Philippine Traditional Games	3	R	R/D	D	D	R
PEd 313	Coordinated School Health Program	3	R	R	R	R	R
PEd 314	Personal, Community and	3	R	R	R	R	R

	Environmental Health						
PEd 315	Curriculum and Assessment for Physical Education and Health Education for K to 12	3	R	D	R	D	R
PEd 316	Process of Teaching PE and Health Education	3	R	D	R	D	R
PEd 317	Research in Physical Education 1	3	R	R	R	R	R
PEd 321	Team Sports (Soccer/Football, Basketball, Volleyball, Baseball, Softball, Non-Traditional: Ultimate Handball, Floorball, Futsal, Sepak Takraw)	3	R	R/D	R	R	R
PEd 322	Sports and Exercise Psychology	3	R	R/D	D	D	D
PEd 323	Drug Education, Consumer Health and Healthy Eating	3	R	R	D	R	R
D. Elective							
PEd 211	Arts in the K to 12 Curriculum	3	I	D	D	D	R
PEd 324	Music in K to 12 Curriculum	3	R	D	D	R	R
PEd 325	Administration and Management of Physical Education and Health Education Programs	3	R	D	R	R	R
E. Mandated Courses							
NSTP 111	National Service Training Program 1	3	I	R	R	R	R
PE 101	Physical Fitness, Gymnastics and Aerobics	2	I	D	D	R	R
NSTP 121	National Service Training Program 2	3	R	R	R	R	R
PE 102	Rhythmic Activities	2	I	R	R	R	R
PE 103	Individual and Dual Sports	2	R	D	D	R	R
PE 104	Team Sports	2	R	R/D	D	R/D	R
F. Institutional Prerogative Courses							
Ed 113	Management of Students' Behaviour and Wellness	3	R	R	R	R	R
Ed 114	Special Topics in Education	3	R	R	R	R	R
Ed 116	Comprehensive Examination	3	D	D	D	D	D
PEd 326	Research in Physical Education 2	1	D	D	D	D	D

Course Description

Course Code	Course Title	Credit Units	Description
A. General Education Courses			
Fili 101	Kontekstwalisadong Komunikasyon sa Filipino	3	Ang Fili 101 ay isang praktikal na kursong nagpapalawak at nagpapalalim sa kontekstwalisadong komunikasyon sa wikang Filipino ng mga mamamayang Pilipino sa kani-kanilang mga komunidad sa partikular, at sa buong lipunang Pilipino sa pangkalahatan. Nakatuon ang kursong ito sa makro kasanayang pakikinig at pagsasalita, gayundin sa kasanayan sa paggamit ng iba'tibang tradisyonal at modernong midya na makabuluhan sa kontekstong Pilipino sa iba'tibang antas at

			larangan ng buhay (Adopted from CHED's prescribed course description).
Fili 102	Filipino sa Iba't ibang Disiplina	3	Ang FILDIS ay isang praktikal na kursong nagpapalawak at nagpapalalim sa kasanayan sa malalim at mapanuring pagbasa, pagsulat, at pananaliksik sa wikang Filipino sa iba't ibang larangan, sa konteksto ng kontemporaryong sitwasyon at mga pangangailangan ng bansa at ng mga mamamayang Pilipino. Nakatuon ang kursong ito sa makrong kasanayang pagbasa at pagsulat, gamit ang mga makabuluhang pananaliksik sa wikang Filipino, bilang lunsaran ng pagsasagawa ng pananaliksik (mula sa pangangalap ng datos at pagsulat ng borador ng pananaliksik hanggang sa publikasyon at/o presentasyon nito) na nakaugat sa mga suliranin at realidad ng mga komunidad ng mga mamamayan sa bansa at maging sa komunidad ng mga Pilipino sa iba pang bansa. Saklaw rin ng kursong ito ang paglinang sa kasanayang pagsasalita, partikular sa presentasyon ng pananaliksik sa iba't ibang porma at venue.
Fili 103	Retorika-Masining na Pagpapahayag	3	Ang Filipino 103 ay pag-aaral ng mga prinsipyo at proseso ng masining na pagpapahayag sa Filipino. Ang asignaturang ito ay nakatuon sa malayang pagtuklas at pagpapakita ng sariling kakayahan at talino sa pasalita at pasulat na pagpapahayag at pagbabahagi ng mga ito sa komunidad, bansa at daigdig.
GEEd 101	Understanding the Self	3	This course identifies the nature of identity including the factors and forces that affects the development and maintenance of personal identity. This is intended to facilitate the exploration of the issues and concerns regarding self and identity to arrive at a better understanding of one's self. It strives to meet this goal by stressing the integration of the personal with academic contextualizing matters discussed in the classroom and in the everyday experiences of the students-making for better learning, generating a new application for the learning process, and developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.
GEEd 102	Mathematics in the Modern World	3	This course deals with the nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life. This course begins with an introduction to the nature of mathematics as an exploration of patterns (in nature and environment) and as an application of inductive and deductive reasoning. By exploring these topics, students

			are encouraged to go beyond the typical understanding of mathematics as merely a set of formulas but as a source of aesthetics in patterns of nature and a rich language in itself (and of science) governed by logic and reasoning.
GEEd 103	Life and Works of Rizal	3	This course covers the life and works of the country's national hero, Jose Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels <i>Noli Me Tangere</i> and <i>El Filibusterismo</i> , some of his essays, and various correspondences.
GEEd 104	The Contemporary World	3	This course introduces the students to the contemporary world by examining the multifaceted phenomenon of globalization. Using various disciplines of the social sciences, it examines the economic, social, political, technological and other transformations that have created an increasing awareness of the interconnectedness of peoples and places around the globe. To this end, the course provides an overview of the various debates in the global governance, development and sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate a sense of global ethical responsibility.
GEEd 105	Readings in the Philippine History	3	This course analyzes Philippine history from multiple perspectives through the lens of selected primary sources. Students are expected to do content and context analysis such as author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the document. The discussion will tackle additional topics in history and other interdisciplinary themes that will deepen and broaden the students' understanding of Philippine political, economic, cultural, social, scientific and religious history. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broadminded, morally upright and responsible citizens.
GEEd 106	Purposive Communication	3	This course develops the students' communicative competence and enhances their cultural and intercultural awareness through multi-modal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly.

GEd 107	Ethics	3	This course deals with principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources. It also discusses the context and principles of ethical behavior in modern society at the level of individual, society, and in interaction with the environment and other shared resources.
GED 108	Art Appreciation	3	This course develops student's ability to appreciate, analyze, and critique works of art through interdisciplinary and multimodal approaches. This course equips student with a broad knowledge of the practical, historical, philosophical, and social relevance of the arts in order to hone student's ability to articulate their understanding of the arts.
GEd 109	Science, Technology and Society	3	This course is designed to appreciate in broad terms the social impact of developments in science and technology at the global and national level. This includes a review of the history of science and technology globally from the pre-historic era all the way to today's advances in science and technology and similarly in the Philippines, including science policy.
Litr 101	Sosyedad at Literatura/ Panitikang Panlipunan	3	Ang kursong ito ay gagamit ng pagtatasang pamamaraan tulad ng pagsusuri sa mga akda gamit ang iba't ibang pagdulog, pagsulat ng reaksyong papel, pagtatalakayan o pagbibigay ng opinyon at saloobin sa mga napapanahong isyung panlipunan, borador ng planong akademikong papel, patalatang buod ng mga pangyayari at/o mahahalagang kaisipan mula sa akdang binasa, at pagsulat ng maikling sanaysay hinggil sa mga binasang akda.
Litr 102	ASEAN Literature	3	This course introduces students to fundamental prose and poetry from across Asia. These literary works shape awareness and viewpoints among people in ASEAN. It orients the learners on the diverse culture the member states have which nurture and build their identities as states and identity as a region as the learners find commonality in the diversity. More so, this course opens awareness of being part of a region to embrace the ASEAN identity through literature.
B. Professional Education Courses			
<i>Foundation/Theories and Concepts</i>			
Ed 101	The Child and Adolescent Learners and Learning Principles	3	This course focuses on child and adolescent development with emphasis on current research and theory on biological, linguistic, cognitive, social and emotional dimensions of development. Further, this includes factors that

			affect the progress of development of the learners and shall include appropriate pedagogical principles applicable for each developmental level.
Ed 102	The Teaching Profession	3	This course deals with the teacher as a person and as a professional within the context of national and global teachers' standards and educational philosophies. It will include professional ethics, core values, awareness of professional rights, privileges and responsibilities as well as the teachers' role in the society as transformative agent of change.
Ed 103	The Teacher and the Community, School Culture and Organizational Leadership	3	This course focuses on society as a context upon which the schools have been established. Educational philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further principles and theories on school culture, and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.
Ed 106	Foundation of Special and Inclusive Education	3	This course shall deal with philosophies, theories and legal bases of special needs and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/ moving, learners with difficulty remembering and focusing learners, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.
<i>Pedagogical Content Knowledge</i>			
Ed 105	Facilitating Learner-Centered Teaching	3	This course explores the fundamental principles, processes and practices anchored on learner – centeredness and other educational psychologies as these apply to facilitate various teaching-learning delivery modes to enhance learning.
Ed 104	Assessment in Learning 1	3	This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching-learning process. It emphasizes in the use of assessment of, as, and for, in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in test construction and development and the application in grading systems.

Ed 109	Assessment in Learning 2	3	This is a course that focuses on the principles, development and utilization of alternative forms of assessment in measuring authentic learning. It emphasizes on how to assess process and product oriented learning outcomes as well as affective learning. Students will experience how to develop rubrics and other assessment tools for performance-based and product-based assessment.
Ed 107	Technology for Teaching and Learning 1	3	This is an introductory course that explores basic knowledge, skills and values in the use of technology for teaching and learning. It includes ICT policies and safety issues, media and technology in various content areas, learning theories, and policies in the use and design of learning lesson, teaching learning experiences and assessment task that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.
Ed 108	The Teacher and the School Curriculum	3	This course includes the fundamental concepts and principles in curriculum and curriculum development as a foundation to engage prospective teachers as curricularists. The more active role of the teacher in planning, implementing and evaluating school-curriculum as well as in managing school curriculum change vis-a-vis various context of teaching learning and curricular reforms shall be given emphasis.
Ed 110	Building and Enhancing New Literacies Across the Curriculum	3	This course introduces the concepts of new literacies in the 21st century as an evolving social phenomena and shared cultural practices across learning areas. The 21st century literacies shall include (a) globalization and multi-cultural literacy, (b) social literacy, (c) media literacy, (d) financial literacy, (e) cyber literacy/digital literacy, (f) eco-literacy, and (g) arts and creativity literacy. Field based-interdisciplinary explorations and other teaching strategies shall be used in this course.
<i>Experiential Learning</i>			
Ed 111	Field Study 1	3	This is the first experiential course which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on application of educational theories learned in content and pedagogy courses will be made. Observations on learners' behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A

			portfolio shall be required in the course.
Ed 112	Field Study 2	3	This course is a continuation of Field Study 1. It is school based and allows a pre-service student to participate and assist in a limited actual teaching-learning activity that relate to assessment of learning, preparation of instructional materials, preparation of the bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson plans and demonstration teaching of at least one subject content area will be required. An action research shall be encouraged to start in this course and conclude during the internship.
Ed 115	Teaching Internship	6	This course is a one semester full time teaching internship in basic education schools using a clinical approach under the mentorship of cooperating teacher. Teaching internship shall be done both in the in-campus or off-campus if possible. No academic courses shall be taken together with Teaching Internship. A teaching portfolio shall be required and the completion of the Action Research.
C. Major/Specialization Courses			
PEd 111	Philosophy and Socio-anthropological Foundations of Physical Education and Sports	3	This course deals with the study of the diverse justification on the educational value of PE and examination how the various structures, patterns, organizations, and institutions in culture and society create, relate to, and influence physical education and sports; discussion of the historic tradition of mind/body and theoretical/practical knowledge dualism; conceptual analysis of the issues of sport as a human activity and the distinction and relationship between PE and sports.
PEd 112	Anatomy and Physiology of Human Movement	3	This course provides an understanding of the structure of the body and how they operate as systems. Students use anatomical models and digital media to provide a basis for understanding the structure and function of the human body in terms of how it responds and adapts to physical activities in all its forms.
PEd 113	Principles of Motor Control and Learning of Exercise, Sports and Dance	3	This course covers human information processing in relation to the development of motor skills. The student should be able to apply structure, present and evaluate effective learning situations when teaching human movement.
PEd 121	Applied Motor Control and Learning of Exercises, Sports and Dance	3	This course covers the application of motor control and learning concepts and principles to exercise, sports and dance. The student should be able to skillfully break down various movement skills and devise relevant strategies to enhance the acquisition of motor learning for students. The learner of this course should be able to utilize their potential student's

			movement competencies to progress into more complex activities.
PEd 122	Physiology of Exercise and Physical Activity	3	The course provides an understanding of the physiological responses of the body to the acute and chronic stresses of exercise and training stimuli, and the adaptations that result from these. Students are expected to: (1) define the physiological responses and adaptations to exercise and training of different types, intensities, and duration; and (2) report and interpret physiological data and refute the fallacies usually associated with exercise performance; (3) discuss the mechanisms and effects of exercise and physical activity on pathology.
PEd 123	Emergency Preparedness and Safety Management	3	The course demonstrates theory and practice of preparing for and responding to emergencies in the workplace. Partnership to other related agencies is encouraged such as Red Cross, Department of Local Government, and other private institutions.
PEd 212	Movement Education	3	The course provides understanding of the movement concepts in terms of the body, space, effort, and relationship that will aid a student in making connection between physical movement, personal meaning and aesthetic expression.
PEd 213	Philippine Traditional Dances	3	The course applies practical skills and understanding the rudiments of folk dancing from the raw materials of published and unpublished dances. Analysis of dance instructions and technical interpretations from the written materials underscored. Emphasis is given to valuing the context of dance as basis for interpreting dance movements with underpinning of preserving the legacy of the Filipino heritage.
PEd 221	Swimming and Aquatics	3	This course requires scientific acquisition of knowledge and skills in managing the body in the water. Basic and developmental skill for scientific swimming are introduced as well as games and other activities done. Live saving skills is likewise encouraged in the course.
PEd 222	International Dance and other Forms	3	The course focuses on dance skill and techniques of other dances of the regions such as Asian and Western-originated dances from Europe and America. Other dance forms shall be introduced like ballet, jazz, and social dances of South American culture.
PEd 223	Individual and Dual Sports (Racket Sports and Athletics)	3	This course deals with the Acquisition of sports specific skills whereby the relevant rules are integrated in the instruction. Two different sports preferably any racket sports and athletics shall constitute this single course.

PEd 311	Technology Application in Teaching PE and Health Education	3	This course deals with the teaching and learning framework for integrating technology in the teaching of PE and Health. It includes material preparation and the use of technology as an aid for meaningful teaching and learning of PE and Health. A demonstration teaching applying technology is expected at the end of the course.
PEd 312	Philippine Traditional Games	3	The course reintroduces Philippine game and sports a form of physical activity in conjunction with the rules and cultural contexts. (Laro ng Lahi, Arnis, Sipa). Purposeful play and constitute the activities of the said course.
PEd 313	Coordinated School Health Program	3	The course deals with the activities and services designed to promote the student's optimum development. The eight health-related areas cover all aspects of the school environment. This includes family and community health involvement, comprehensive school health education, physical education, school health services, nutrition services, counseling and psychological social services, healthy school environment and school site, and health promotion for staff.
PEd 314	Personal, Community and Environmental Health	3	The course covers the different contents of Personal, Community, and Environmental Health. It deals with the understanding of health-related issues and concerns about personal, community, and environmental health. Practical activities concerning personal, community and environmental health are required in the course.
PEd 315	Curriculum and Assessment for Physical Education and Health Education for K to 12	3	This course covers the basic understanding of K-12 PE and Health curriculum. It covers the analysis of K-12 Physical Education and Health Education Curriculum and explores the different curriculum models in PE and Health. Assessment in the K-12 PE and Health is also tackled in the course. Curriculum and Assessment in the K-12 PE and Health is expected at the end of the course.
PEd 316	Process of Teaching PE and Health	3	The course provides students with opportunities to study, discuss, organize, and practice instructional methods for teaching PE and Health in the K-12 PE and Health curriculum. It explores various processes in teaching PE and Health. Demonstration teaching employing various instructional strategies and methodologies is expected in the course. The course deals with concepts, principles and theories for the proper identification of different types of disabling conditions. It includes competencies in the teaching of the physical and motor needs of students with disabilities. A 20-

			hour practicum includes observation of special education classes in any private or public schools and the preparation of modified physical education activities program address the physical, emotional, mental and social needs of students with disabilities.
PEd 317	Research in Physical Education 1	3	The course deals with the general concepts and methods of research focused on the physical and health education specializations. The emphasis is on the actual experience in the research process from the conceptualization of the problem to gathering of support literature and corresponding methodology. A research proposal is a requirement in the course.
PEd 321	Team Sports (Soccer/Football, Basketball, Volleyball, Baseball, Softball, Non Traditional: Ultimate handball, Floorball, Futsal, Sepak Takraw.	3	This is a course that deals with the acquisition of sports specific skills whereby the relevant rules are integrated in the instruction. Any three different sports shall constitute this single course
PEd 322	Sports and Exercise Psychology		This course provides and understanding of the social, psychological, and environmental factors that influence exercise behavior, sports participation and performance through observations and analysis of sport and exercise settings.
PEd 323	Drug Education, Consumer Health, and Nutrition	3	The course covers the different contents of Drug Education, Consumer Health, and Nutrition. It deals with the understanding of health-related issues and concerns about drug education, consumer health, and nutrition. Practical activities concerning drugs, consumerism, and nutrition are required in the course.
D. Electives			
PEd 211	Arts in the K to 12 Curriculum	3	This course will prepare the students for further elementary art experiences. The students will be introduced to skills and media that are utilized in the other art electives including drawing, painting, ceramics, the elements and principles of design, color theory, the critical process and keeping a sketchbook journal.
PEd 324	Music in the K to 12 Curriculum	3	The course will prepare the students in teaching music in basic education. It includes the basic concepts and processes in music and other concepts integrated in the K to 12 Music Curriculum.
PEd 325	Administration and Management of Physical Education and Health Education Programs	3	Prepares the students with the organization and management function as necessary for the implementation of various physical and health activities in the school setting. It tackles the different management functions as applied in various physical education and health education programs. Students are expected to organize and manage physical education and health education activities.
E. Mandated Courses			
NSTP111	National Service	3	The course mandated by Republic Act No. 9163,

	Training Program 1		<p>otherwise known as the National Service Training Act of 2001, aims to enhance the civic consciousness of the students “by developing the ethics of service and patriotism” while undergoing Reserved Officers Training Corps (ROTC) or Literacy Training Service (LTS).</p> <p>ROTC 1 is an NSTP program component designed to provide military training to college level students to motivate, train, organize and mobilize them for national defense preparedness. It intends to prepare and equip the students with knowledge, skills, and attitude in carrying out national service in the event of national emergencies and to assist the socio-economic development of the country.</p> <p>The LTS is another program component designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society. LTS I introduces students to the vision, mission, and core values of the university and the NSTP department in molding students to be first class citizens of their respective community and country. It orients students about: Legal Bases of NSTP, Philippines Constitution, Flag Heraldic Code of the Philippines, Values, Volunteer Act of 2007, Drug Education, Disaster Risk Reduction and Management, Environmental Protection, and National Security Concerns. It prepares the mind of the student for community service.</p>
NSTP 121	National Service Training Program 2	3	<p>This is the continuation of the ROTC 1 program, designed for thorough application of the theories and principles learned both in field and classroom discussions in the rudiments of the military service intended to produce capable armed forces of the Philippines reservist by developing the value of patriotism, leadership, discipline, camaraderie, obedience, and teamwork.</p> <p>This is the continuation of LTS 1 where students conduct tutorials on either numeracy or reading; assist in construction of visual aids/instructional aids; setting of reading room and other related activities.</p>
PE 101	Physical Fitness, Gymnastics and Aerobics	2	<p>This course builds upon the understanding of the meaning, components, benefits and scientific bases of physical fitness, as well as the administration of physical fitness tests. It also includes locomotors, non-locomotors, gymnastics, and aerobic activities intended to develop the fitness of the students.</p> <p>This will help the students adopt positive attitudes towards lifetime participation in physical activities and improvement of one’s health.</p> <p>To facilitate this mode, Google Meet, and/or phone calls will be considered for synchronous</p>

			discussion of the lessons while Google Classroom, Messenger, and/or text messaging will be used for asynchronous learning.
PE 102	Rhythmic Activities	2	<p>This course deals with folk dances, modern and interpretative dancing, theatrical and creative dancing. It highlights the application of the rhythmic bodily movements which emphasis on fundamental rhythm, basic dance steps.</p> <p>It also deals a thorough understanding of the concept of rhythm, time, space and movement in order to appreciate and perform the basic of rhythm and dance. Rhythmic Activities, dance and fitness emphasis on those activities respond physically and emotionally to music or any rhythmic accompaniment.</p> <p>To facilitate this mode, Google Meet, and/or phone calls will be considered for synchronous discussion of the lessons while Google Classroom, Messenger, and/or text messaging will be used for asynchronous learning.</p>
PE 103	Individual and Dual Sports	2	<p>The purpose of this course is to provide learning experiences that will lead to the development of basic skills in individual and dual sports. In addition to skill acquisition, the course will focus on how to plan and implement the four stages of skill development in games through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students.</p> <p>To facilitate this mode, Google Meet, and/or phone calls will be considered for synchronous discussion of the lessons while Google Classroom, Messenger, and/or text messaging will be used for asynchronous learning.</p>
PE 104	Team Sports	3	<p>This course introduces the art of team sports which are practiced between opposing teams, where the players generally interact directly and simultaneously between them to achieve an objective. The objective often involves teammates facilitating the movement of a ball or similar object in accordance with a set of rules, in order to score points.</p> <p>Students will improve and demonstrate their cardiovascular, flexibility and strength fitness levels by participating in the class activities. They will develop new insights and understanding about the physical body and the importance of fitness in their daily activities. They will also demonstrate knowledge of rules and officiating the various activities.</p> <p>To facilitate this mode, Google Meet, and/or phone calls will be considered for synchronous</p>

			discussion of the lessons while Google Classroom, Messenger, and/or text messaging will be used for asynchronous learning.
F. Institutional Prerogative Courses			
PEd 326	Research in Physical Education 2		The course aims to provide opportunities to Bachelor of Physical education students to undertake and complete a research project. It gives them the opportunity to conduct researches that address problems, issues and concerns in physical education teaching and learning. Students concentrate on collecting data, finishing their thesis write-up, orally presenting a defensible result of their research work/conducting final defense, and submitting a final copy of their thesis.
Ed 113	Management of Students' Behaviour and Wellness	3	This course is designed to provide pre-service elementary teachers with the opportunity to acquire advanced skills for effective planning, implementing, and evaluating instruction. This will also focus on strategies available for management, communication, and discipline at the introductory level. Furthermore, this emphasizes knowledge of wellness necessary to develop healthy lifestyle.
Ed 114	Special Topics in Education	3	This course will enable students to examine current issues affecting the local, national, and global educational system and their implications in providing quality and accessible education and in preparing prospective innovative, effective and efficient teachers. Specifically, students will gain knowledge, concepts, and promotes holistic learning environment and ascertain that every student's learning needs remain the central focus of instruction. This course in special topics in education likewise expands the horizon of teacher education students and broadens their view on teaching as a profession.
Ed 116	Comprehensive Examination	3	This course attempts to engage the students in a review that is focused on the board licensure examination. This assists the students in honing their comprehension, analytical and critical thinking skills deemed necessary for coping with the demands of various content areas.

Teacher Education Advisory Council (TEAC)

A Teacher Education Advisory Council for all Teacher Education programs is a team of external stakeholders for teacher education program. It consists of alumni, employers and representatives from an Accredited Professional Organization (APO). Alumni members are graduates of the program with at least supervisory position at the time of Council assignment while employers are school principals where a number of program alumni are employed. The Council shall also include two internal stakeholders from the program – one (1) faculty member and one (1) student.

Program Administration

Dean/Department Head. The Dean/Department Head offering the degree shall be employed fulltime and must possess the following qualifications:

1. Filipino citizen;
2. Holder of Doctorate degree in Education or related field;
3. Holder of valid certificate of registration and Board Licensure Examination for Professional Teachers (BLEPT);
4. With a total of at least three (3) years of a very satisfactory teaching experiences in basic education and/or tertiary level; and
5. Preferably with at least two (2) years of managerial/administrative experience

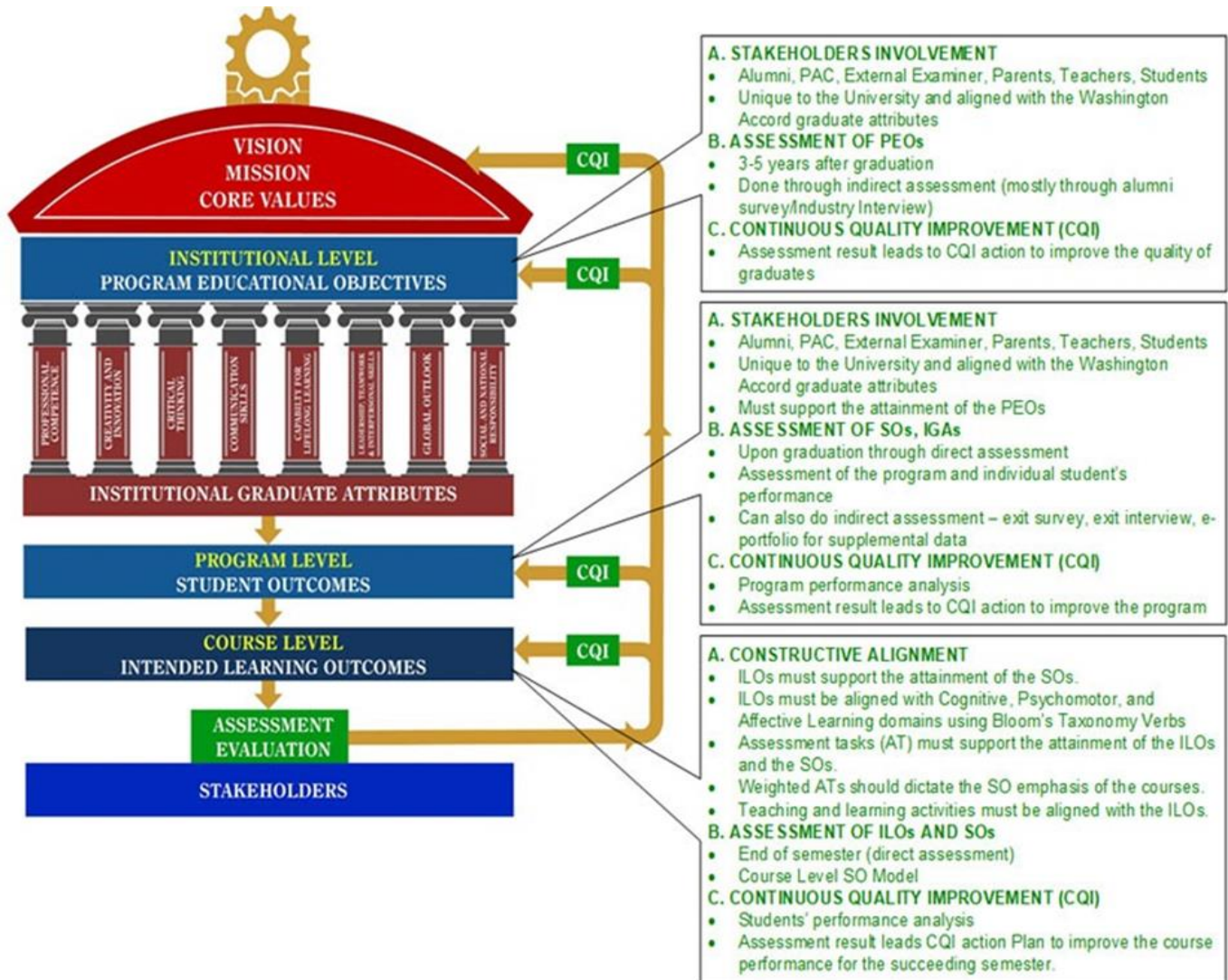
Outcomes Mapping

Rationale. The PEOs support the attainment of the university mission. Since the mission statement highlights four (4) focused areas for sustainable development, the alumni are expected to achieve all of the PEOs based on defined performance indicator (PI). The indicated mapping of the mission to PEOs will be used as basis for assessment of the PEOs, 1 year after graduation. The PEO assessment will be conducted through alumni and employers survey or interview to determine whether the graduates' cohort achieved the PI for each PEO. Each PEO has at least 3 PIs where an alumnus is expected to achieve at least 1 PI for each PEO. The PEOs are considered achieved if at least 95% of the graduates' cohort achieved all PEOs. Should the result be significantly lower than the benchmarked PI for a number of cohorts, a continues quality improvement (CQI) action has to be conducted at the program level.

PEO-MISSION STATEMENT, PEO-IGA, AND PEO-SDG MAPPING																		
PEO	University Mission					Institutional Graduates Attribute (IGA)								Sustainable Development Goals (SDG)				
	Innovation	Multidisciplinary Research	Community & Industry Partnerships	Sustainable Development	Sustainable Development	IGA 1	IGA 2	IGA 3	IGA 4	IGA 5	IGA 6	IGA 7	IGA 8	SDG 1	SDG 2	SDG 3	SDG 4	SDG 5
PEO1	x	x				x	x	x	x	x				x	x	x	x	x
PEO2	x	x					x	x	x		x	x	x	x	x	x	x	x
PEO3	x	x				x	x	x	x					x	x	x	x	x
PEO4				x	x					x	x	x	x	x	x	x	x	x
PEO5			x	x	x					x	x	x	x				x	x

STUDENT OUTCOMES-PROGRAM EDUCATIONAL OBJECTIVES MAPPING					
SO	PEO1	PEO2	PEO3	PEO4	PEO5
SO1	x	x	x	x	
SO2	X	x	x		
SO3	X	x	x	x	
SO4		x			x
SO5				x	x

Batangas State University OBE Framework



Performance Indicators (PI) for PEOs and SOs

Program Educational Objectives (PEOs)

PI: Program PEO is considered attained if at least 95% of graduates achieved at least one (1) PI for each PEO.

PEO1: Specialist

- PI1: Manifest advanced information on the prevailing trends in a field
- PI2: Show readiness to validate and clarify information from facts and data sources
- PI3: Uphold relevant information to sustain the program's goals and objectives

PEO2: Innovator

- PI1: Provide timely and relevant teaching pedagogies
- PI2: Ensure equal treatment and opportunity for students' learning and development
- PI3: Devise meaningful learning experiences for students

PEO3: Proficient

- PI1: Ensure appropriate teaching lessons and assessment tools for students
- PI2: Design teaching and learning strategies and assessment considering the students' level of intelligence and understanding
- PI3: Show creativity and resourcefulness in the lesson presentation

PEO4: Professional and Lifelong Learner

- PI1: Sustain and uphold excellence in the teaching profession
- PI2: Recognize the need to increase competence and qualification through pursuance of post graduate degrees, attendance to trainings and seminars and research involvement
- PI3: Establish open relationship between and among stakeholders to ensure collegial support and undertakings

PEO5: Extensionist

- PI1: Establish linkages and membership to relevant professional organization

PI2: Extend support to the needy individuals and reflect humanitarian consideration at all times

PI3: Share technical and manpower expertise to support the community

Performance Indicators (PI) for PEOs and SOs

Program Educational Objectives (PEOs)

PI Program PEO is considered attained if at least 95% of graduates achieved at least one (1) PI for each PEO

PEO1 Specialist

PI1 Manifest advanced information on the prevailing trends in a field

PI2 Show readiness to validate and clarify information from facts and data sources

PI3 Uphold relevant information to sustain the program's goals and objectives

PEO2 Innovator

PI1 Devise meaningful learning experiences for students

PI2 Ensure equal treatment and opportunity for students' learning and development

PI3 Provide timely and relevant teaching pedagogies

PEO3 Proficient

PI1 Ensure appropriate teaching lessons and assessment tools for students

PI2 Design teaching and learning strategies and assessment considering the students' level of intelligence and understanding

PI3 Show creativity and resourcefulness in the lesson presentation

PEO4 Professional and Lifelong Learner

PI1 Sustain and uphold excellence in the teaching profession

PI2 Recognize the need to increase competence and qualification through pursuance of post-graduate degrees, attendance to trainings and seminars and research involvement

PI3 Establish open relationship between and among stakeholders to ensure collegial support and undertakings

PEO5 Extensionist

PI1 Establish linkages and membership to relevant professional organization

PI2 Extend support to the needy individuals and reflect humanitarian consideration at all times

PI3 Share technical and manpower expertise to support the community

STUDENT OUTCOMES (SO)

PI1 An SO is considered attained if at least 60% of the students achieved at least 75% in the assessment of the particular

SO1 Discipline Knowledge

PI1 Discuss foundation of PE and Health, and the essentials of fitness and health and analyze scientifically the body parts and how it functions in various physical movement and activities

PI2 Use a concept map in explaining motor learning and development of learners based on their growth and maturation characteristics

PI3 Analyze mechanisms of non-contact injury and the role of fundamental movement skills in mitigating this.

PI4 Explain how the body responds, adjusts, and adapts to exercise.

PI5 Plan and organize developmentally appropriate physical education and health activities.

PI6 Conduct scientific research in physical education and health education.

SO2 Movement Competency and Proficiency

PI1 Demonstrate mastery of all fundamental movement patterns and adapt motor skills to a variety of physical activity settings.

PI2 Evaluate critical elements of motor skills and performance.

PI3 Maintain a health-enhancing level of fitness based on age- and se-specific criterion-referenced standards.

SO3 Program Planning, Implementation and Evaluation

- PI1 Analyze existing curriculum and programs of physical education and health education in the enhanced basic education program.
- PI2 Implemented planned developmentally appropriate and inclusive programs that address the diverse needs of all students/clients.
- PI3 Utilize assessment result to improve instruction.
- PI4 Engage in a reflective practice in setting one's goal and in monitoring one's progress

SO4 Professional Accountability and Responsibility

- PI1 Participate in activities that enhance professional collaboration and lead to personal growth and career development.
- PI2 Maintain professional integrity by adhering to ethical behaviors and discerning boundaries of competence.
- PI3 Keep abreast with current developments in physical education.

SO5 Communication

- PI1 Synthesize evidence from a variety of sources to shed light to current issues in the field.
- PI2 Develop evidence-based arguments.
- PI3 Justify a program proposal to diverse audiences.
- PI4 Use appropriate language in oral and written communication.