Republic of the Philippines
**BATANGAS STATE UNIVERSITY**
**ARASOF-Nasugbu**
R. Martinez St., Brgy. Bucana, Nasugbu, Batangas
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# CURRICULUM
**Bachelor of Secondary Education major in English**
Academic Year 2021-2022
Reference CMOs: CMO No. 20, s. 2013 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 in Secondary Education (BSEd) major in English is an undergraduate teacher education program designed to equip learners with adequate and relevant competencies to teach English courses at the secondary level. It aims to develop highly motivated and competent teachers specializing in the English courses content and pedagogy for secondary education. After successful completion of all academic requirements of the degree/program, graduates of BSEd major in English should be able to practice the teaching profession at the Secondary Level.

**Program Educational Objectives (PEO)**

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

**PEO1 Specialist**. Demonstrate comprehensive and up-to-date knowledge in various learning areas in the elementary education curriculum by engaging in scholarly and research activities and by maximizing opportunities for lifelong learning.

**PEO2 Innovator**. Provide meaningful learning experiences to elementary 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 elementary 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.

**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**

After successful completion of all academic requirements of the degree/program, graduates of BSEd Major in English should be able to practice teaching profession in the secondary level. He/She can be: a teacher in the secondary levels, English language education curriculum specialist, content developer for instructional websites, textbook/workbook author, home-based or center-based tutor/teacher, educational researcher, educational consultant, instructional material developer/designer, school director, module writer, and/or trainer/coach.

**Allied Programs**

The BSEd major in English is an applied discipline which draws from many of the basic disciplines in the social sciences (Psychology, Sociology, Anthropology, Economics, Political Science, Applied Linguistics, History, etc.), the Science and Technology Fields (Biology, Chemistry, Physics, Mathematics, Engineering, Information Technology, etc.), and the Humanities and related fields (Languages, Literature, Philosophy, Journalism, etc.).

**Graduate Attributes**

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, Reports, Term Papers, Case Studies, Esays, Recitation, Attendance, Quizzes, Seatworks, and other assessment methods applicable to the course.

**Student Outcomes (SO)**

The graduates of the BSEdmajor in English program have the ability to:

**SO1 Content Knowledge Competence.** Possess broad knowledge of language and literature for effective learning;

**SO2 Proficiency in English as a Global Language**. Use English as a global language in a multilingual context as it applies to the teaching of language and literature;

**SO3 Extensive Reading Background for Teaching**. Acquire an extensive reading background in language, literature, and allied fields;

**SO4 Communicative Competence**. Demonstrate proficiency in the oral and written communication;

**SO5 Pedagogical Competence**. Shows competence in employing innovative language and literature teaching approaches, methodologies, and strategies;

**SO6 Technological Pedagogical Knowledge Competence**. Use technology in facilitating language learning and teaching;

**SO7 Professional Leadership**. Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature; and

**SO8 Reflective and Research-Oriented Teaching Competence**. Display skills and abilities to be a reflective and research-oriented language and literature teacher.

**Teaching, Learning, and Assessment Pedagogies**

The BSEd English 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 SECONDARY EDUCATION MAJOR IN ENGLISH**

| 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 |
| GEd 101 | Understanding the Self | 3 | 3 | - | - | - | General Education Course |
| GEd 102 | Mathematics in the Modern World | 3 | 3 | - | - | - | General Education Course |
| GEd 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 |
| EEd 111 | Introduction to Linguistics | 3 | 3 | - | - | - | Specialization Course |
| EEd 112 | Language, Culture, and Society | 3 | 3 | - | EEd 111* | - | Specialization Course |
| EEd 113 | Structure of English | 3 | 3 | - | - | - | Specialization Course |
| TOTAL | | 29 | 29 | - | - | - | |

| | FIRST YEAR | | | | | | |
|---|---|---|---|---|---|---|---|
| | SECOND SEMESTER | | | | | | |
| Code | Course Title | Units | Lec | Lab | Pre-requisite | Co-requisite | Category |
| NSTP 112 | National Service Training Program 2 | 3 | 3 | - | NSTP 111 | - | Mandated Course |
| PE 102 | Rhythmic Activities | 2 | 2 | - | PE 101 | - | Mandated Course |
| GEd 104 | The Contemporary World | 3 | 3 | - | - | - | General Education Course |
| GEd 105 | Readings in the Philippine History | 3 | 3 | - | - | - | General Education Course |
| GEd 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 |
| EEd 121 | Principles and Theories of Language Acquisition and Learning | 3 | 3 | - | EEd 112 | - | Specialization Course |
| EEd 122 | Speech and Theater Arts | 3 | 3 | | EEd 113 | - | Specialization Course |
| EEd 123 | English for Specific Purposes | 3 | 3 | - | - | - | 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 |
| GEd 107 | Ethics | 3 | 3 | - | - | - | General Education Course |
| GEd 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 |

| Code | Course Title | Units | Lec | Lab | Pre-requisite | Co-requisite | Category |
|---|---|---|---|---|---|---|---|
| EEd 211 | Teaching and Assessment of the Macroskills | 3 | 3 | - | EEd 112 | - | Specialization Course |
| EEd 212 | Technical Writing | 3 | 3 | - | EEd 113 | - | Specialization Course |
| EEd 213 | Teaching and Assessment of Grammar | 3 | 3 | - | EEd 113 | - | 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 |
| GEd 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 |
| EEd 221 | Children and Adolescent Literature | 3 | 3 | - | EEd 121 | - | Specialization Course |
| EEd 222 | Mythology and Folklore | 3 | 3 | - | EEd 112 | - | Specialization Course |
| EEd 223 | Language Programs and Policies in Multilingual Societies | 3 | 3 | - | EEd 121 | - | Specialization Course |
| **TOTAL** | | **26** | **26** | **-** | **-** | **-** | |

**THIRD YEAR**

**FIRST SEMESTER**

| Code | Course Title | Units | Lec | Lab | Pre-requisite | Co-requisite | Category |
|---|---|---|---|---|---|---|---|
| Fili 103 | Retorika – Masining na Pagpapahayag | 3 | 3 | - | Fili 101,102 | - | 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 |
| EEd 311 | Survey of Philippine Literature in English | 3 | 3 | - | EEd 221 | - | Specialization Course |
| EEd 312 | Survey of Afro-Asian Literature | 3 | 3 | - | EEd 221 | - | Specialization Course |

| Code | Course Title | Units | Lec | Lab | Pre-requisite | Co-requisite | Category |
|------|-------------|-------|-----|-----|---------------|--------------|----------|
| EEd 313 | Survey of English and American Literature | 3 | 3 | - | EEd 221 | - | Specialization Course |
| EEd 314 | Language Learning Materials Development | 3 | 3 | - | EEd 121.Ed 107 | - | Specialization Course |
| EEd 315 | Research in English 1 | 3 | 3 | - | EEd 121 | - | Specialization Course |
| **TOTAL** | | **24** | **24** | **-** | - | - | |

| **THIRD YEAR** | | | | | | | |
|------|-------------|-------|-----|-----|---------------|--------------|----------|
| **SECOND SEMESTER** | | | | | | | |
| Code | Course Title | Units | Lec | Lab | Pre-requisite | Co-requisite | Category |
| Litr 102 | ASEAN Literature | 3 | 3 | - | - | - | General Education Course |
| EEd 321 | Technology Application in Language Teaching | 3 | 3 | - | Ed 107 | - | Specialization Course |
| EEd 322 | Literary Criticism | 3 | 3 | - | EEd 211, 222, 311, 313, 323* | - | Specialization Course |
| EEd 323 | Contemporary, Popular, and Emergent Literature | 3 | 3 | - | EEd 221 | - | Specialization Course |
| EEd 324 | Teaching and Assessment of Literature Studies | 3 | 3 | - | EEd 322* | - | Specialization Course |
| EEd 325 | Campus Journalism | 3 | 3 | - | EEd 212 | - | Specialization Course |
| EEd 326 | Stylistics and Discourse Analysis | 3 | 3 | - | - | - | Specialization Course |
| EEd 327 | Research in English 2 | 1 | 1 | - | EEd 315 | - | Specialization 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' Behaviour and Wellness | 3 | 3 | - | - | - | Professional Education Course |
| Ed 114 | Special Topics in Education | 3 | 3 | - | - | - | Professional Education 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 Education |

| Course Code | Course Title | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Ed 116 | Comprehensive Examination | 3 | 3 | - | All Academic Courses | - | Professional Education Course |
| **TOTAL** | | **9** | **9** | **-** | - | - | |

*Corequisite course*

## Curriculum Mapping

| Course Code | Course Title | Credit Units | SO1 | SO2 | SO3 | SO4 | SO5 | SO6 | SO7 | SO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| **A. General Education Courses** | | | | | | | | | | |
| Fili 101 | Kontekstwalisadong Komunikasyon sa Filipino | 3 | I | R | I | I | I | | | |
| Fili 102 | Filipino sa Iba't ibang Disiplina | 3 | R | I | R | R | I | | | |
| Fili 103 | Retorika-Masining na Pagpapahayag | 3 | R | I | R | R | I | | R | |
| GEd 101 | Understanding the Self | 3 | I | R | I | R | | | | |
| GEd 102 | Mathematics in the Modern World | 3 | I | R | I | R | | | | |
| GEd 103 | Life and Works of Rizal | 3 | I | R | I | R | | | | |
| GEd 104 | The Contemporary World | 3 | I | R | | | | | | |
| GEd 105 | Readings in the Philippine History | 3 | I | R | | | | | | |
| GEd 106 | Purposive Communication | 3 | I | R | | R | | | | |
| GEd 107 | Ethics | 3 | I | R | | | | | | |
| GEd 108 | Art Appreciation | 3 | I | R | | | | | | |
| GEd 109 | Science, Technology and Society | 3 | I | R | I | R | I | | | |
| Litr 101 | Sosyedad at Literatura/Panitikang Panlipunan | 3 | R | I | I | R | | | | |
| Litr 102 | ASEAN Literature | 3 | R | | R | R | | | | |
| **B. Professional Education Courses** | | | | | | | | | | |
| *Foundation/Theories and Concepts* | | | | | | | | | | |
| Ed 101 | The Child and Adolescent Learners and Learning Principles | 3 | I | I | I | R | R | R | R | R |
| Ed 102 | The Teaching Profession | 3 | I | I | R | I | I | I | I | |
| Ed 103 | The Teacher and the Community, School Culture and Organizational Leadership | 3 | I | I | R | R | I | I | I | |
| Ed 106 | Foundation of Special and Inclusive Education | 3 | I | I | R | I | I | I | I | I |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ***Pedagogical Content Knowledge*** | | | | | | | | | |
| Ed 105 | Facilitating Learner-Centered Teaching | 3 | R | I | R | R | R | R | R | I |
| Ed 104 | Assessment in Learning 1 | 3 | I | I | R | I | I | I | I | |
| Ed 109 | Assessment in Learning 2 | 3 | R | R | R | R | I | I | D | I |
| Ed 107 | Technology for Teaching and Learning 1 | 3 | I | D | I | R | I | I | I | I |
| Ed 108 | The Teacher and the School Curriculum | 3 | R | I | R | R | R | R | R | |
| Ed 110 | Building and Enhancing New Literacies Across the Curriculum | 3 | R | R | R | R | I | I | D | I |
| ***Experiential Learning*** | | | | | | | | | |
| Ed 111 | Field Study 1 | 3 | D | D | D | D | D | D | D | D |
| Ed 112 | Field Study 2 | 3 | D | D | D | D | D | D | D | D |
| Ed 115 | Teaching Internship | 6 | D | D | D | D | D | D | D | D |
| **C. Major/Specialization Courses** | | | | | | | | | |
| EEd 111 | Introduction to Linguistics | 3 | I | R | I | D | D | D | D | I |
| EEd 112 | Language, Culture, and Society | 3 | I | I | I | D | D | D | D | I |
| EEd 113 | Structure of English | 3 | I | I | R | I | D | D | D | I |
| EEd 121 | Principles and Theories of Language Acquisition and Learning | 3 | I | I | I | I | I | I | I | I |
| EEd 122 | Speech and Theater Arts | 3 | I | I | I | I | I | I | D | I |
| EEd 211 | Teaching and Assessment of the Macroskills | 3 | I | I | I | I | I | I | P | I |
| EEd 212 | Technical Writing | 3 | I | I | R | I | D | D | D | I |
| EEd 213 | Teaching and Assessment of Grammar | 3 | I | I | D | I | I | I | D | I |
| EEd 221 | Children and Adolescent Literature | 3 | R | R | D | D | | I | I | R |
| EEd 222 | Mythology and Folklore | 3 | I | I | I | R | R | R | D | R |
| EEd 223 | Language Programs and Policies in Multilingual Societies | 3 | I | I | R | R | R | D | R | I |
| EEd 311 | Survey of Philippine Literature in English | 3 | I | I | I | R | R | R | D | R |
| EEd 312 | Survey of Afro-Asian Literature | 3 | I | I | I | R | R | R | D | R |
| EEd 313 | Survey of English and American Literature | 3 | R | R | D | D | | I | I | P |
| EEd 314 | Language Learning Materials Development | 3 | I | I | R | I | I | I | I | I |
| EEd 315 | Research in English 1 | 3 | I | I | I | I | I | I | I | I |
| EEd 321 | Technology Application in Language Teaching | 3 | R | R | R | D | D | D | D | D |

| Course Code | Course Title | Units | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| EEd 322 | Literary Criticism | 3 | I | I | I | R | R | R | D | R |
| EEd 323 | Contemporary, Popular, and Emergent Literature | 3 | I | I | I | R | R | R | D | R |
| EEd 324 | Teaching and Assessment of Literature Studies | 3 | I | I | I | I | I | I | R | I |
| EEd 325 | Campus Journalism | 3 | I | R | R | I | D | I | I | I |
| **D. Elective** | | | | | | | | | | |
| EEd 123 | English for Specific Purposes | 3 | D | D | D | D | D | D | D | D |
| EEd 326 | Stylistics and Discourse Analysis | 3 | D | D | D | D | D | D | D | D |
| **E. Mandated Courses** | | | | | | | | | | |
| NSTP 111 | National Service Training Program 1 | 3 | I | R | R | R | R | | I | |
| PE 101 | Physical Fitness, Gymnastics and Aerobics | 2 | I | D | R | D/R | R | | R | R |
| NSTP 112 | National Service Training Program 2 | 3 | R | R | R | R | R | | R | |
| PE 102 | Rhythmic Activities | 2 | I | D | | D/R | R | | R | R |
| PE 103 | Individual and Dual Sports | 2 | R | D | | R | R | R | D | D |
| PE 104 | Team Sports | 2 | R | R/D | | R/D | R | R | R/D | D |
| **F. Institutional Prerogative** | | | | | | | | | | |
| Ed 113 | Management of Students' Behaviour and Wellness | 3 | R | R | R | R | R | R | R | R |
| Ed 114 | Special Topics in Education | 3 | R | R | R | R | R | R | R | R |
| Ed 116 | Comprehensive Examination | 3 | D | D | D | D | D | D | D | D |
| EEd 327 | Research in English 2 | 1 | D | D | D | 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. |
| 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. |
| GEd 101 | Understanding the Self | 3 | The course deals with the nature of identity, as well as the factors and forces that affect the development and maintenance of personal identity. This course 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 the academic- contextualizing matters discussed in the classroom and in the everyday experiences of students- making for better learning, generating a new appreciation 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. |
| GEd 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. |
| GEd 103 | Life and Works of Rizal | 3 | This course covers the life and works of the country's national hero, José Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels Noli me tangere and El Filibusterismo, some of his essays, and various correspondences. |
| GEd 104 | The Contemporary World | 3 | Ethics deals with principles of ethical behavior in modern society at the new level of the person, society, and in interaction with the environment and other shared resources (CMO 20 s 2013). Morality pertains to the standards of right and wrong that an |

| | | | | individual originally picks up from the community. The course 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. The course also teaches students to make moral decisions by using dominant moral frameworks and by applying a seven-step moral reasoning model to analyze and solve moral dilemmas. The course is organized according to the three (3) main elements of the moral experience: (a) agent, including context-cultural, communal, and environmental; (b) the act, and (c) reason or framework (for the act). This course includes the mandatory topic on taxation. |
|---|---|---|---|---|
| GEd 105 | Readings in the Philippine History | 3 | | This course analyzes Philippines 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 point of view, identify biases and examine the evidences presented in the document. The discussion will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden the students understanding of Philippines political, economic, cultural, social, scientific 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. |
| GEd 106 | Purposive Communication | 3 | | Purposive Communication develops students' communicative competence and enhances their cultural and intercultural awareness through multimodal tasks. These provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context, in a physical or virtual environment. 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. The knowledge, skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual and/or web-based output for various purposes. |
| GEd 107 | Ethics | 3 | | Ethics deals with principles of ethical behavior in modern society at the new level of the person, society, and in interaction with the environment and other shared resources (CMO 20 s 2013).

Morality pertains to the standards of right and wrong that an individual originally picks up from the community. The course dicusses the context and |

| | | | principles of ethical behavior in modern society at the elevel of individual, society, and in intercation with the environment and other shared respurces. The course also teaches students to make moral decisions by using dominant moral frameworks and by applying a seven-step moral reasoning model to analyze and solve moral dilemmas.

The course is organized according to the three (3) main elements of the moral experience: (a) agent, including context-cultural, communal, and environmental; (b) the act, and (c) reason or framework (for the act).

This course includes the mandatory topic on taxation. |
|---|---|---|---|
| GEd 108 | Art Appreciation | 3 | The course aims to provide students the opportunity to observe, participate in, or otherwise experience works of art in order to appreciate their role and purpose in life. Students will be exposed to various works of art, ranging from the classical art forms to modern art installations, performance art, indie films, enhanced e-books and multimedia aesthetics. These works of art will be examined from an aesthetic point of view and also as reflections or critique of the societies that produced them. The course will tvhus build upon and hone the skills of understanding, critical appreciation and expression of one's views. The course Art Appreciation (under the new GE Curriculum) is aimed at further strengthening the youth's awareness and deep appreciation for the arts. The course shall serve as a continuation of the Subject Contemporary Arts which was already taken in Senior High School. Apart from focusing on Philippine Arts, this course shall further try to situate the local arts in the global perspective and compare its status to standards of arts in the global arena. |
| Ed 109 | Science, Technology and the Society | 3 | The course deals with interactions between science and technology and social, cultural, political, and economic contexts that shape and are shaped by them. This interdisciplinary course engages students to confront the realities brought about by science and technology in society. Such realities pervade the personal, the public, and the global aspects of our living and are integral to human development. Scientific knowledge and technological development happen in the context of society with all its socio-political, cultural, economic, and philosophical underpinnings at play. This course seeks to instill reflective knowledge in the students that they are able to live the good life and display ethical decision making in the face of scientific and technological advancement. This course includes mandatory topics on climate change and environmental awareness. |

| 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 mahahalagangkaisipan mula sa akdang binasa, at pagsulat ng maikling sanaysay hinggil sa mga binasang akda. Ang lahat ng mga ito ay ia-upload sa Classwork ng Google Classroom na mamarkahan batay sa ibinigay na Rubrik. Eksaminasyon<br><br>Mayroong dalawang pangunahing pagsusulit sa isang semestre (midterms at finals) na maaaring nakalagay sa Google Forms o Uploaded file na Eksaminasyong Papel. Ito rin ay maaaring gawain na ibibigay ng guro para sa higit na pagkatuto ng mga estudyante. Lahat ng eksaminasyong ito ay ibibigay sa itinakdang petsa at oras na ibibigay ng kolehiyo maliban na lamang kung may ibang paalala. Hindi limitado sa napag-aralan lamang ang maaaring isama sa eksaminasyon sa halip maaari ring isama ang mga araling may kaugnayan sa paksa na napagtalakayan. |
| 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 members 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** | | | |
| Ed 101 | The Child and Adolescent Learners and Learning Principles | 3 | The course focuses on the current research and theory on the biological, linguistic, cognitive, social and emotional dimensions of development and the factors that affect the process of development.<br><br>The course is structured to cover the key dimensions of the development of children and adolescents with emphasis on factors that have positive or negative effects on the natural course of development processes. It also proves the future teachers with a broad yet fairly detailed understanding of the development process that students undergo. |
| 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, and awareness of professional rights, |

| | | | privileges and responsibilities as well as the teachers' roles in the society as a transformative agent of change.

The course will prepare students to become professional teachers who manifest global competitiveness, in-depth knowledge of multiculturalism, and profound understanding of the significant laws that are consequential to the ethical practice of the teaching profession. |
|---|---|---|---|
| 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.

The course will prepare the students to become professionals who manifest an in-depth knowledge of the relationship between and among teachers, the parents and the community that support the school. It will also provide a strong foundation for understanding the relationship between organizational leadership and school culture that are necessary for building positive school-community partnership. |
| 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.

Likewise, the course will orient the pre-service teachers with the different terminologies used in special education which they can later use in the proper identification and description of their students. Additionally, they will also be equipped with knowledge in basic assessment procedures which they can utilize before making the necessary referrals. Knowledge in different approaches on how to deal with learners with special needs, especially in a classroom setting are also expected to be developed to the students who will be taking the course |

| Ed 105 | Assessment in Learning 1 | 3 | This course introduces pre-service teachers to the principles, development and utilization of conventional assessment tools to improve the teaching-learning process. It emphasizes on the use of assessment of, as, and for, in measuring knowledge, comprehension and other higher thinking skills in the cognitive, psychomotor or affective domains. It allows pre-service teachers to go through the standard steps in test construction and development and the application in grading system. It also provides them training in scoring, organizing, analyzing, interpreting, and communicating assessment results and how they are used in improving teaching and learning.<br><br>The course provides engaging and varied learning opportunities with integration of technology that will allow them to meet the program outcomes and standards of a beginning teacher; develop the 21$^{st}$ century skills of collaboration, communication, critical thinking and problem solving, and creative thinking; and be healthy, safe, engaged, supported, and challenged. |
|---|---|---|---|
| Ed 104 | 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.<br><br>The course will prepare the students to become professionals who manifest an in-depth knowledge in the concepts and application of Learner Centered Psychological Principles, Metacognition, Cognitive Learning Theories, Behaviorism, Constructivism, Psychosocial, Psychoanalytic, and Humanism Theories and Students' Diversity. |
| Ed 109 | Technology for Teaching and Learning 1 | 3 | This course is designed for prospective teachers to develop and use digital and non-digital teaching-learning resources using technology tools appropriate in various subject areas in the elementary level. Further, the course will provide opportunities for students to use technology tools to develop project-based collaborative activities and share resources among communities of practice. |
| Ed 107 | 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.<br><br>This course is designed to examine the principles |

| | | | underlying the development of a K-12 school curriculum. Emphasis will be placed on methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns. The roles of state and local government, as well as diversity issues, will be examined. Application of curriculum, instruction, and assessment issues will be studied. An understanding of how curriculum design facilitates student-learning opportunities will be scrutinized. Included is an examination of standards and benchmarks, state and national influence, and curriculum assessments.<br><br>The course also prepares the teacher candidate to make decisions about best practices that should be implemented in the classroom as a part of the teaching and learning process. In addition, this course also explores researched based methods for implementing instruction based upon the work of theorists that have presented pedagogy according to strategies and methodologies proven to be effective. |
|---|---|---|---|
| Ed 108 | Assessment in Learning 2 | 3 | Assessment is an essential component of the teaching and learning process. Classroom teachers employ informal and formal assessments on an ongoing basis to make decisions about their students, evaluate the success of their instruction, and to monitor classroom climate. The role of assessment in the instructional process and the learning of students makes it necessary for pre-service teachers to gain skills and competencies about assessment and help them to become competent professional teachers.<br><br>This 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 for performance-and product-based assessment through learning opportunities that will allow them to meet the program outcomes and standards of a beginning teacher; develop the 21st century skills of collaboration, communication, critical thinking and problem solving, and creative thinking; and be healthy, safe, engaged, supported and challenged. |
| 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. Course content is informed by relevant concepts, theories, |

| | | | research, and practice pertaining to the 21$^{st}$literacies.<br>This course aims to expand pre-service teacher's knowledge relative to new 21$^{st}$literacies to enable them to apply knowledge gained in designing and delivering effective literacy instruction across the K-12 curriculum. |
|---|---|---|---|
| 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 activities 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 year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through a) observation and b) participation and will progress to c) teaching assistantship and d) guided/mentored classroom teaching. |
| **C. Major/Content Courses** | | | |
| EEd 111 | Introduction to Linguistics | 3 | An overview of linguistics as a discipline, its development, levels of structure, and its significance to English language teaching. |
| EEd 112 | Language, Culture and Society | 3 | Explores the inextricable link between and among language, culture, and society and its implications to the development of English as a global language and the ways by which it is learned and taught |
| EEd 113 | Structures of English | 3 | Develops the ability to use the phonological, lexical, syntactic, and semantic structures of English with ease and explain the form, meaning and use of their elements. |
| EEd 121 | Principles and Theories of Language Acquisition and Learning | 3 | Examines principles, factors, and contexts of language acquisition and learning based on theories and research findings. |

| EEd 223 | Language Programs and Policies in Multilingual Societies | 3 | Provides a survey of local and international basic education language programs and policies that account for issues and considerations relevant to the engagement of teachers in school settings. |
|---------|---------|---|---------|
| EEd 314 | Language Learning Materials Development | 3 | Develops the application of the principles, methods, and approaches of translation and adaptation of various texts |
| EEd 324 | Teaching and Assessment of Literature Studies | 3 | Develops the application of the principles, methods, and approaches of translation and adaptation of various texts |
| EEd 211 | Teaching and Assessment of the Macroskills | 3 | Explores the nature of reading and the theoretical bases, principles and methods and strategies in teaching and assessing reading. It aims to familiarize students with various strategies for pre-reading, during reading, and post reading. |
| EEd 213 | Teaching and Assessment of Grammar | 3 | The course engages learners in understanding the distinctions between and among four types of grammar: functional, descriptive, prescriptive, and pedagogic. Aside from the emphasis on how teaching and assessment vary considering the four types, the course also provides opportunities to discover the role of grammar in achieving communicative competence. |
| EEd 122 | Speech and Theatre Arts | 3 | Examines the process of oral communications and the various forms of speech arts from public speaking and group discussions to debate, oral interpretation and dramatics. |
| EEd 315 | Research in English 1 | 3 | Develops skills in applying principles and approaches in research to find answers to questions in language learning and teaching. |
| EEd 321 | Technology Application in Language Teaching | 3 | This is a 3-unit course which will focus on the application, design, production, utilization, and evaluation of Information and Communications Technology (ICT) materials for teaching and learning in Secondary Language (English and Filipino) Education Programs. The major requirement for this course is an ICT- integrated and Project-based Learning Plan aligned to the K to 12 curriculum. All the learning activities and course requirements will revolve around the student-teacher developed Learning Plan |
| EEd 221 | Children and Adolescent Literature | 3 | Provides a survey of the categories and types of the world's literature for children and adolescents. |
| EEd 222 | Mythology and Folklore | 3 | Explores mythology and folklore from different countries to gain insights into people's origin, desires, fears, instincts, and needs. |
| EEd 311 | Survey of Philippine Literature in English | 3 | Enables students to analyze the growth and development of Philippine Literature in English from 1900 to the present along socio-historical events as shown in representative works. |

| EEd 312 | Survey of Afro-Asian Literature | 3 | Surveys selected literary texts from Asia and Africa, particularly India, China, Japan, the countries in the southeast region in Asia, and the African nations south of the Sahara along socio-historical, philosophical and literary underpinnings. |
|---|---|---|---|
| EEd 313 | Survey of English and American Literature | 3 | Engages students in a historical survey of selected literary works produced by understanding English and American literatures from its beginnings to the 21st Century. |
| EEd 323 | Contemporary, Popular and Emergent Literature | 3 | Focuses on critical issues in contemporary and popular literatureand genres. |
| EEd 322 | Literary Criticism | 3 | Provides students with opportunities to study the basic approaches to literary theory and criticism and their application to selected literary works. |
| EEd 212 | Technical Writing | 3 | Develops technical and scientific writing skills across disciplines. |
| EEd 325 | Campus Journalism | 3 | This is a 3-unit course that focuses the ability and practice to write journalistic writings, know the procedures on how to edit and proofread these materials, be aware of the different positions and responsibilities of the editorial staff and the school publication advisers and finally create their own school publication. This subject will show the process that will lead to an output: the campus paper using MS Publisher. The course finds application in everyday life in giving news to the public. |
| **D. Electives** | | | |
| EEd 123 | English for Specific Purposes | 3 | This course introduces students to English for Specific Purposes (ESP), a learner-centered approach to teaching English as a foreign and second language. It explores methodologies that cater the needs of learners who need to learn a foreign or a second language for use in their specific fields such as Science, technology, medicine , leisure and academic learning. It also sharpens language skill through the use of discipline-based materials for the development of academic proficiency in academic studies of the teaching of English for academic or occupational purposes. |
| EEd 326 | Stylistics and Discourse Analysis | 3 | This course aims to provide some introduction to stylistics and discourse analysis, their major domains and their contribution in analyzing the language and literary texts. It also focuses on selecting and applying conceptual frameworks and scheme of linguistics and literature in understanding literary language. It exposes the students to the analysis of text and relationship between language and the contexts in which it is being used. |
| **E. Mandated Courses** | | | |
| NSTP 111 | National Service Training Program 1 | 3 | A program designed as a service component of the NSTP contributory to the general welfare and development of the community members particularly in terms of health education, safety, livelihood, recreation, environmental protection and the moral of the citizenry. The teaching learning |

| | | | activities is focused in the development of the students to become assets of the community, society and to the nation as a whole. Thus, making them aware of their responsibilities as individuals and integrate values education, transformational leadership and sustainable social mobilization for youth and family development, community building, national security, and global solidarity. |
|---|---|---|---|
| NSTP 121 | National Service Training Program 2 | 3 | The course mandated by Republic Act No. 9163, 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).<br><br>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.<br><br>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. |
| PE 101 | Physical Fitness, Gymnastics and Aerobics | 2 | This 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. It is believe that this subject will help the students adopt positive attitudes towards lifetime participation in physical activities and improvement of one's health. |
| PE 102 | Rhythmic Activities | 2 | 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.<br><br>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. |
|---|---|---|---|
| PE 103 | Individual and Dual Sports | 2 | 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. |
| PE 104 | Team Sports | 2 | 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.<br><br>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. |
| **F. Institutional Prerogative** | | | |
| Ed 113 | Management of Students' Behavior and Wellness | 3 | This course is designed to provide pre-service secondary teachers with the opportunity to acquire advanced skills foe 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 critical issues affecting the Philippine educational system and their implications in providing quality and accessible education and in preparing prospective teachers. Specifically, students will gain knowledge, concepts and context on issues that will help them to be innovative, effective and efficient future teachers. |
| Ed 116 | Comprehensive Examination | 3 | This course combines both theory and practice in order to teach students the necessary knowledge and skills secondary school teachers need. In addition, this serves as an avenue for students to share, communicate, recall and give feedback on their day to day experiences as pre-service teachers and prepare themselves in the comprehensive examination. Review sessions are conducted for |

| | | | general education and professional education courses; and current trends and issues. |
|---|---|---|---|
| EEd 327 | Research in English 2 | 3 | Effective and committed classroom teachers take into consideration the outcomes of their teaching efforts and conduct research to find solution in the teaching and learning process. Through this course, Research in English 2, pre-service secondary school teachers have a venue for completing their undergraduate thesis. Students concentrate on collecting data, finishing their thesis write-up, orally presenting a defensible result of their research work, and submitting a final copy of their thesis. Furthermore, the course will provide the opportunity to conduct research that address problems, issues and concerns regarding secondary education teaching and learning. It also showcases their research skills and writing skills through the application of the secondary education pedagogical content and processes they have learned previously. |

**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-SGD MAPPING | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PEO | University Mision | | | | | Institutional Graduates Attribute (IGA) | | | | | | | | Sustainable Development Golas (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 | x | x | x |
| PEO2 | x | x | x | x | 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 | x | x | x |
| PEO4 | | x | x | x | x | | x | x | | x | x | x | x | x | x | x | x | x |
| PEO5 | | | x | x | x | x | | | x | 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 |
| SO2 | x | x | x | x | |
| SO3 | | x | x | x | |
| SO4 | x | | x | | x |
| SO5 | | x | | x | x |
| SO6 | x | | x | x | x |
| SO7 | | x | x | x | x |
| SO8 | x | | | | x |

**Batangas State University OBE Framework**
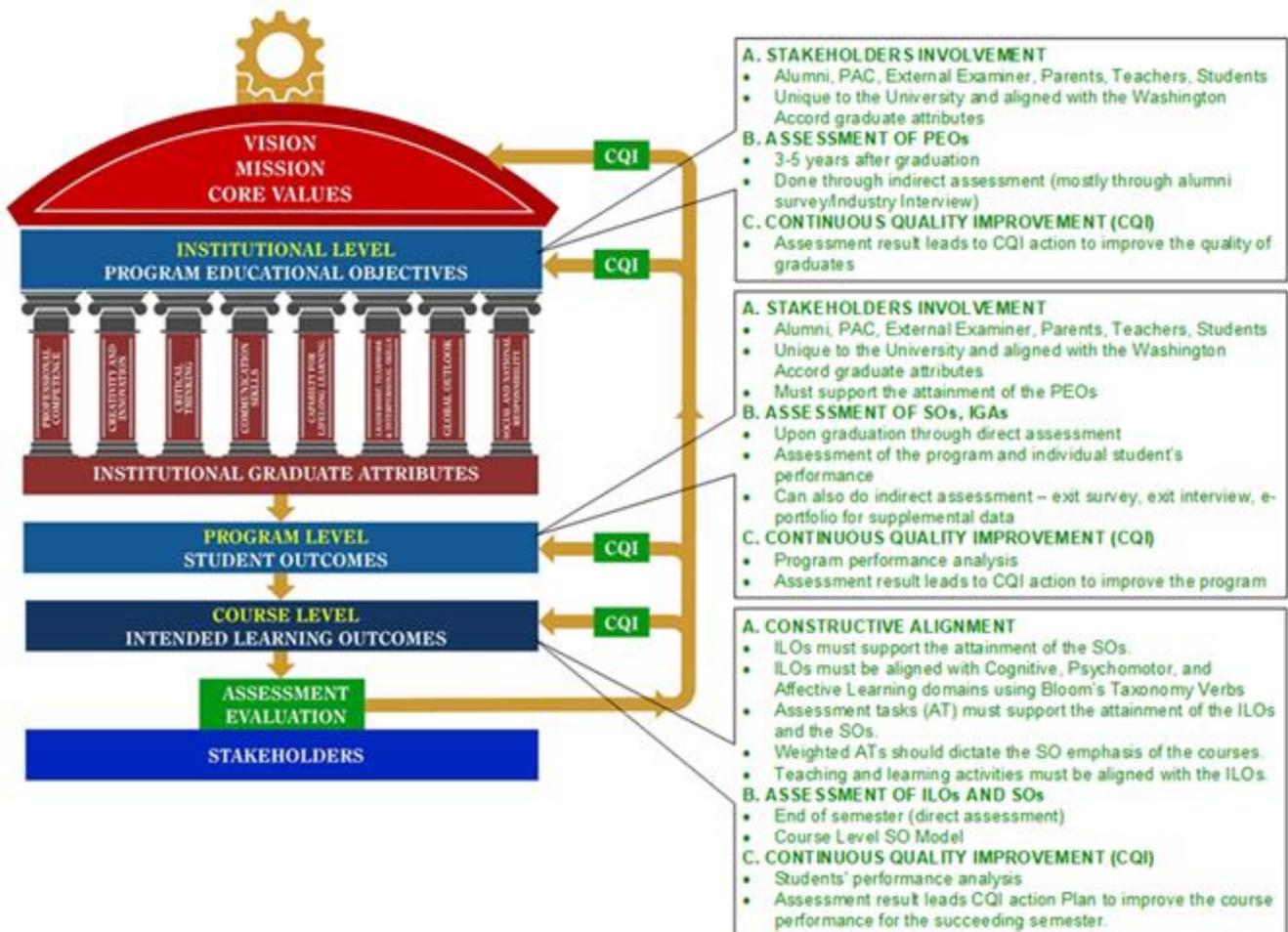
**Performance Indicators (PI) for PEOs and SOs**

### 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

## Student Outcomes (SO)
**PI:** An SO is considered attained if at least 60% of the students achieved at least 75% in the assessment of the particular SO.

### SO1: Content Knowledge Competence
PI1: Possess broad knowledge of language and literature for effective learning;
PI2: Develop and utilize relevant materials that match the learners' learning styles, goals and culture.
PI3: Select instructional strategies for the development of learners 'critical and creative thinking skills.
PI4: Utilize appropriate technologies to achieve the learning outcomes.

### SO2 Proficiency in English as a Global Language
PI1: Use English as a global language in a multilingual context as it applies to the teaching of language and literature.
PI2: Relate current content with past and future lessons.
PI3: Integrate global developments in education and in the specific field to enrich learning
PI4: Utilize appropriate teaching-learning methods and technology for specific subject matter content.
PI5: Keep abreast with educational issues, trends and practices vis-à-vis local and global context to provide relevant learning experiences.

**SO3 Extensive Reading Background for Teaching**

P11: Acquire an extensive reading background in language, literature, and allied fields

PI3: Select instructional strategies for the development of learners 'critical and creative thinking skills.

PI4: Utilize appropriate technologies to achieve the learning outcomes.

**SO4 Communicative Competence**

P11: Demonstrate proficiency in the oral and written communication

PI2: Demonstrate skills in creative and critical thinking, logical reasoning, problem solving, and decision making in various classroom situations.

PI3: Create learning experience experiences that develop the learners' higher order thinking skills.

PI4: Provide opportunities that develop the learners' communication skills.

**SO5 Pedagogical Competence**

P11: Shows competence in employing innovative language and literature teaching approaches, methodologies, and strategies

PI2: Explain subject matter content clearly, accurately and comprehensively.

PI3: Integrate recent developments in education and in the specific field to enrich learning.

**SO6 Technological Pedagogical Knowledge Competence**

P11: Use technology in facilitating language learning and teaching

PI2: Demonstrate skills in creative and critical thinking, logical reasoning, problem solving, and decision making in various classroom situations.

PI3: Create learning experience experiences that develop the learners' higher order thinking skills.

**SO7 Professional Leadership**

P11: Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature

PI2: Manifest positive personal and professional qualities of a teacher.

**SO8 Reflective and Research-Oriented Teaching Competence**

P11: Display skills and abilities to be a reflective and research-oriented language   and literature teacher.