## Course Description

## Specialization (Early Childhood Education)

**ECEFOUN –** FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

This course is an introduction to the field of early childhood education: its fundamental concepts, historical, philosophical, theoretical roots and legal frameworks with focus on contemporary early childhood education programs in the Philippines. It highlights the importance of early childhood education and the role of early childhood professionals.

**ECECHDV –** CHILD DEVELOPMENT

This course focuses on an in-depth and critical study of the development of children ages 0-8 in the different domains and the multiple interacting influences. The implications of child development principles to teaching and learning are emphasized. Opportunities for observing and interacting with children in their home and school environment are included.

**ECEDAPP –** PLAY AND DEVELOPMENTALLY APPROPRIATE PRACTICES IN EARLY CHILDHOOD EDUCATION

The course focuses on the importance of play and other developmentally appropriate practices and methods that will that will address the physical, social, emotional, and cognitive needs of the young learners. Provide a nurturing and stimulating environment. An application of the knowledge of theories will be demonstrated through designing appropriate play-based learning activities.

**ECENDEV –** NUMERACY DEVELOPMENT

This course is designed to develop knowledge and skills necessary to support young children learning mathematics in way that fosters mathematical understanding, application, and enjoyment. The course also equips students with the ability to design and select mathematical tasks that promote an inquiry, problem solving learning environment.

**ECECAMM –** CREATIVE ARTS, MUSIC, AND MOVEMENTS IN EARLY CHILDHOOD EDUCATION

The course focuses on the content and strategies, methods and processes for teaching art, music and movement for K to Grade 3 learners, based on different theoretical frameworks and current researches.

**ECELITC –** LITERACY DEVELOPMENT

The course focuses on the discussion of literacy competencies and skills that should be

**ECETECH –** TECHNOLOGY FOR TEACHING & LEARNING 2 (UTILIZATION OF INSTRUCTIONAL TECHNOLOGY

This course focuses on conducting an action research through the investigation of a significant question or issue related to teaching in early childhood settings.

**THS2EAR –** ACTION RESEARCH 2 (RESEARCH IN EARLY CHILDHOOD EDUCATION)

This course focuses on the implementation, analysis and writing phase of the students¿ Action Research proposal presented during the proposal defense and approved by the Action Research Panel members in Research in Early Childhood Education 1.

## Professional Education

**PRLEARN -** THE CHILD AND ADOLESCENT LEARNERS AND LEARNING PRINCIPLES

The 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.

**PRFACIL –** FACILITATING LEARNER-CENTERED TEACHING

This course explores the fundamental principles, processes and practices anchored on the educational philosophy of learner-centeredness. Aside from providing a brief topical survey of the modern theories and research on learning, it is also designed to begin with or to culminate into field experiences that engage students in problematizing, prioritizing, and performing learner-centeredness teaching. The inter-connectedness of local, regional, national, and international contexts, challenges, and considerations in carrying out the goals of learner-centered teaching is likewise given emphasis.

**PRLITRC –** BUILDING AND ENHANCING NEW LITERACIES ACROSS THE CURRICULUM

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) cyberliteracy/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.

**PRFIEL1 –** FIELD STUDY 1 - OBSERVATIONS OF TEACHING-LEARNING IN ACTUAL SCHOOL ENVIRONMENT

This is the first experiential course, which will immerse a future teacher to actual classroom situation and learning environment where direct observation and teaching learning episodes focusing on the application of educational theories learned in content and pedagogy courses will be made. Observations of learners' behavior, motivation, teachers' strategies of teaching, classroom management, assessment in learning among others shall be given emphasis . A portfolio shall be required in the course.

**EDURSCH –** EDUCATIONAL RESEARCH

Educational research is a 3-unit course that deals with the fundamentals of research and research designs, data-gathering, analysis and interpretation, and report-writing. Both quantitative and qualitative designs will be studied. Commonly used statistical procedures for analyzing data will be reviewed within the context of actual quantitative studies. The course is designed in such a way that undergraduate students will learn concepts and theory of research and at the same time, apply them in research activities that could be done within an educational environment. Students will thus be guided in planning a research investigation, from the initial problem definition through selecting appropriate research designs and data-analysis techniques up to the mechanics of report-writing, using the APA format.

**PRTPROF –** THE TEACHING PROFESSION

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¿ roles in the society as a transformative agent of change.

**PRTCSOL –** THE TEACHER & THE COMMUNITY, SCHOOL CULTURE & ORGANIZATIONAL LEADERSHIP

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.

## Lasallian Core Curriculum (General Education Courses)

**GEPCOMM -** PURPOSIVE COMMUNICATION

Purposive Communication hones students' ability to ethically, effectively, and professionally communicate, through the strategic use of various communicative forms, with diverse audiences and for different purposes in various modes. This course specifically develops the students' ability to use their communication skills and technology for civic participation in support of the UN's Sustainable Development Goals (SDG) in the Philippines. The course adopts interdisciplinary, outcomes-based education (OBE), service-learning, and process-genre approaches to teaching purposive communication.

**GEMATMW –** MATHEMATICS IN THE MODERN WORLD

This course aims to discuss the nature of mathematics leading to appreciation of its practical, intellectual, social, and aesthetic dimensions. It includes the study of the nature of mathematics and how the perception of this leads to different tools for understanding and dealing with various aspects of present day living such as managing personal finances, making social choices, appreciating geometric designs, understanding codes used in data transmissions and security, and dividing limited resources fairly.

**GEUSELF -** UNDERSTANDING THE SELF

Understanding the Self will empower the student to explore the nature of self, and understand the factors and forces that affect the development of personal identity from the perspectives of philosophy, psychology, sociology, anthropology, and oriental. The Filipino socio-cultural context is also given emphasis in understanding the self. The directive to Know Oneself has inspired countless and varied ways to comply. Among the questions that everyone has had to grapple with at one time or other is "What, Why, Who am I?" At no other period in human development is this question asked more urgently than in adolescence or emerging adulthood, traditionally believed to be a time of vulnerability and great possibilities. Issues of the self and identity are among the most critical for the young person. This course is intended to facilitate the exploration of the issues and concerns regarding the conception of the self, the individual, the person, and one's identity to arrive at a better understanding of the 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 the student - making for better learning, generating a new appreciation for the learning process, and developing a more critical and reflective attitude while enabling the student to manage and improve oneself to experience happiness and attain well-being.

**GERPHIS –** READINGS IN PHILIPPINE HISTORY **(**MGA BABASAHIN SA KASAYSAYAN NG PILIPINAS)

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**NSTPCW2/LT2/RO2 -** CWTS COMMUNITY SERVICE PHASE

Actual community work through the implementation and completion of short term community development projects

## Lasallian Core Curriculum (Added by DLSU)

**LCENWRD -** ENCOUNTERING THE WORD IN THE WORLD

Lasallian formation is nurtured by the core values of faith, zeal for service and communion in mission, cultivating a vocation that affirms one's free collaboration with God in the work of building human communities that reflect the Gospel values of God's Reign. In this, Lasallian formation seeks to enable persons to acquire the vision, values, attitudes, and practices that reflect God's creative and redemptive action in the world. (Preamble, Foundational Principles of Lasallian Formation from DLSU website) Living a life inspired by Jesus of Nazareth, who embodies the expansive and inclusive spirit of the Reign of God, is a key important element of Lasallian formation. A life inspired by Christ is shaped by God's Word, as a revelatory text. Students engage the Scripture in order to deepen their spirituality and grow in their vocation wherever they may be especially in the context of Philippine realities. The Judeo-Christian biblical tradition offers us opportunities to understand and articulate evolving perspectives on the relationship between God and humankind as practices of wisdom. Using hermeneutical tools, we engage biblical narratives as exemplars of our ongoing quest for God's shalom (peace) in a world of exclusion and violence. We discern how God animated history through the Covenant and the reconciling love of God in Jesus, the Word-made-flesh towards the fullness of life for all.

**LCFAITH -** FAITH WORTH LIVING

The LCFAITH (Faith Worth Living) course aims to make sense of the relevance of faith in today's world. It introduces the students to different Faith expressions: Personal trust ; Believing and Praxis of liberation . It

**LCASEAN -** THE FILIPINO AND ASEAN

The course introduces students to the evolution of the Association of Southeast Asian Nations (ASEAN), highlighting ASEAN's development as a collective while acknowledging the diversity among its members. The course traces the progress and