

BACHELOR OF PHYSICAL EDUCATION

Program Description

The Bachelor of Physical Education aims to equip future Lasallian "Movement Educators" with the necessary knowledge, skills and attitude in teaching Physical Education in basic secondary education. The program also includes courses that will enhance their knowledge for learning advanced skills in Physical Education to meet the demands of the society, with emphasis on the newer concept, "education through physical."

Program Educational Objectives:

Within three to five years after obtaining a bachelor's degree in Physical Education graduates are expected to:

1. Demonstrate mastery of content and research-based knowledge and its application within and across curriculum areas along with a sound and critical understanding of the application of theories and principles of teaching and learning and the ability to translate curriculum content into relevant learning activities.
2. Display proficiency in Mother Tongue, Filipino and English in the teaching and learning process and needed skills in the use of communication strategies, teaching strategies, assessment tools and strategies, and ICT to promote high quality learning outcomes.
3. Establish learning environments that are safe, secure, fair, and supportive to engage learners in meaningful activities, and responsive to learner diversity.
4. Manifest life-long commitment to improve practice through active participation in professional networks, engagement in research and extension, and postgraduate studies.
5. Uphold professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, colleagues, superiors, and the wider community as well as manifest understanding and application of the Lasallian principles of education in their practice.

Program Outcomes

By the time of graduation, the students of the program shall have develop the ability to:

1. Display skills and abilities to be a reflective and research-oriented life-long learner capable of articulating and synthesizing new knowledge in the specific field of practice
2. Articulate thoughts and ideas effectively and responsibly, in English and in Filipino, in both spoken and written modes, for various purposes and audiences
3. Work effectively and collaboratively with colleagues in a multicultural environment by maintaining respect of individual differences to sustain a Christian working relationship, realizing the Lasallian mission
4. Act in recognition of professional, social, and ethical re-sponsibility in a Lasallian way, through establishing smooth interpersonal relationships with others by taking responsibility and accountability for actions, a positive attitude towards learning, and the concern for the preservation and protection of the environment
5. Engage collaboratively to preserve and promote Filipino historical and cultural heritage and to respect cultural diversity to contribute in the transformation of the community's situation for the better

6. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, political, and Lasallian context in order to gain deeper understanding and wider perspectives of educational issues that have implications to students, society, environment, and Church
 7. Facilitate learning using a wide range of teaching methodologies including the responsible use of ICT in various delivery modes appropriate to specific learners and their environment
 8. Manifest mastery of subject matter/discipline and continued discovery of new knowledge by applying appropriate and relevant multidisciplinary approaches to problem solving tasks through technology and innovative methods
 9. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners done through investigative skills alongside self-reflection
 10. Apply innovative skills in the development and utilization of ICT to promote quality, relevant, and sustainable Christian educational practices significant to the society
 11. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes for the improvement of teaching-learning activities
 12. Apply provisions of the Code of Ethics for Teachers vis-à-vis Lasallian Guiding Principles to come up with education-ally sound decisions and solutions that benefit the self, community, country and world
 13. Pursue Continuing Professional Education (CPE) and deepen personal development to enrich the profession and make it useful to the church and society
 14. Critically apply scientific and evidence based practices using appropriate and relevant multidisciplinary approaches ,technology and innovate methods critical to Physical Education learning processes
 15. Effectively and confidently demonstrate skillful performance in a variety of physical activities and for various audiences
 16. Collaboratively adapt performance to variety of physical setting (formal, recreational and competitive) to arrive at well-discerned decisions that have implications to self, family, society, environment and the Church
 17. With a deeper sense of responsibility and accountability, critically examine curriculum (e.g. content, pedagogy and assessments) and program and enhance (e.g. innovate) them necessarily in order to maintain a positive attitude to-ward learning
 18. Appropriately plan and implement safe and effective physical activity program to address the needs of individual and group in school and/ or non-school setting anchored on Christian perspectives and Gospel values
 19. Reflectively monitor and evaluate physical activity programs in school and/ or non-school setting through various investigative skills
 20. Manifest mastery in utilizing appropriate assessment tool in as and for student or client learning through applying multi-disciplinary approaches, technology and innovative methods
 21. Proficiently use information, media and technology in pedagogy and for lifelong learning rooted in Christian values
 22. Display professional ethics in adapting volatile, uncertain, complex and ambiguous words of work and life
 23. Collaboratively work and deal with others by respecting cultural diversity grounded on the collective values of the community
 24. Conscientiously promote professional advancement and uplift cultural heritage in transforming the community's situa-tion for the better
 25. Use deftly oral, written, electronic and other forms of communication and communicate effectively with PE practitioners, other professionals and stakeholders
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**SUMMARY OF REQUIRED COURSES
in PHYSICAL EDUCATION**

	No. of Courses	Unit Equivalent	Total Units
General Education Courses			
Core Courses			
Understanding the Self	1	3	
Readings in Philippine History	1	3	
The Contemporary World	1	3	
Mathematics in the Modern World	1	3	
Purposive Communication	1	3	
Art Appreciation	1	3	
Science, Technology, and Society	1	3	
Ethics	1	3	24
Elective Courses			
Religions, Religious Experiences and Spirituality	1	3	3
Mandated Courses			
Life and Works of Rizal	1	3	
Physical Education	4	8	
National Service Training Program	2	6	17
Institutional Courses			
Religious Studies	2	6	
Group Guidance	1	1.5	
Public Speaking in the Discipline	1	3	
Logic	1	3	13.5
Professional Education Courses			
Foundation/Theories and Concepts			
The Child and Adolescent Learners and Learning Principles	1	3	
The Teaching Profession	1	3	
The Teacher and the Community, School Culture & Organizational Leadership	1	3	
Foundation of Special and Inclusive Education	1	3	12
Pedagogical Content Knowledge			
Facilitating Learner-Centered Teaching and Learning	1	3	
Assessment in Learning 1	1	3	
Assessment in Learning 2	1	3	
Technology for Teaching and Learning 1	1	3	
The Teacher and the School Curriculum Building and Enhancing New Literacies Across the Curriculum	1	3	18
Experiential Learning			
Field Study 1 (Observations Teaching-Learning in Actual School Environment)	1	3	
Field Study 2 (Participation and Teaching Assistantship)	1	3	
Teaching Internship	1	6	12
LET Preparatory Courses			
Intensive LET Preparatory Course 1 (General Education & Professional Education Courses)	1	3	
Intensive LET Preparatory Course 2 (Specialization)	1	3	6
Major Courses			
Foundation/Theory and Concepts in PE			
Philosophical and Socioanthropological Foundations of Physical Education and Sports	1	3	
Anatomy and Physiology of Human Movement	1	3	
Physiology of Exercise and Physical Activity	1	3	

Principles of Motor Control and Learning of Exercise, Sports and Dance	1	3	
Research	1	3	
Sports and Exercise Psychology	1	3	18
Contextualized Courses in PE			
Curriculum and Assessment for Physical Education and Health Education	1	3	
Process of Teaching PE and Health Education	1	3	
Technology for Teaching and Learning 2 (Technology Application in Teaching PE and Health Education)	1	3	
Applied Motor Control and Learning of Exercise, Sports and Dance	1	3	12
Content-Performance Courses in PE			
Philippine Traditional Dances	1	3	
International Dance and other Forms	1	3	
Individual and Dual Sports	1	3	
Team Sports	1	3	
Philippine Traditional Games	1	3	
Swimming and Aquatics	1	3	
Coordinated School Health Program	1	3	
Personal, Community and Environmental Health	1	3	
Emergency Preparedness and Safety Management	1	3	
Drug Education, Consumer Health Education and Healthy Eating	1	3	30
Elective Courses			
Music in the K-12 Curriculum	1	3	
Arts in the K-12 Curriculum	1	3	6
Total Units			173.5

BACHELOR OF PHYSICAL EDUCATION

FIRST YEAR

First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
ARTAP	Art Appreciation	3	3	0	0	3	3
EDCN101	The Child and Adolescent Learner and Learning Principles	3	3	0	0	3	3
EDCN102	Facilitating Learner-Centered	3	3	0	0	3	3
IRS1	Lasallian Sprituality	3	3	0	0	3	3
NSTP1	National Service Training	3	3	0	0	3	3
PCOM	Purposive Communication	3	3	0	0	3	3
PED1	Physical Education 1 (Wellness and Fitness)	2	2	0	0	2	2
RHIST	Readings in Philippine History	3	3	0	0	3	3
USELF	Understanding the Self	3	3	0	0	3	3
Total		26	26	0	0	26	26

Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN103	The Teaching Profession	3	3	0	0	3	3
EDCN104	Technology for Teaching and Learning 1	3	3	0	0	3	3
IGG	Group Guidance	1.5	1.5	0	0	1.5	1.5
IRS2	Lasallian Formation on Christian Morality	3	3	0	0	3	3
MATHMW	Mathematics in the Modern World	3	3	0	0	3	3
NSTP2	National Service Training Program 2	3	3	0	0	3	3
PED2	Physical Education 2 (Team Sports and Rhythmic Activities)	2	2	0	0	2	2
RIZAL	Life and Works of Rizal	3	3	0	0	3	3
STS	Science, Technology, and Society	3	3	0	0	3	3
Total		24.5	24.5	0	0	24.5	24.5

SECOND YEAR

First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN105	Assessment in Learning 1	3	3	0	0	3	3
EDCN106	The Teacher and the School Curriculum	3	3	0	0	3	3
PED3	Physical Education 3 (Swimming and Recreation)	2	2	0	0	2	2
PHED201	Philosophical and Socio-Anthropological Foundation of Physical Education and Sports	3	3	0	0	3	3
PHED202	Anatomy and Physiology of Movement	3	3	0	0	3	3
PHED203	Physiology of Exercise and Activity	3	3	0	0	3	3
PHED204	Principles of Motor Control and Learning of Exercise, Sports and Dance	3	3	0	0	3	3
PSPEAK	Public Speaking in the	3	3	0	0	3	3
Total		26	26	0	0	26	26

Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
CWRLD	The Contemporary World	3	3	0	0	3	3
EDCN107	Assessment in Learning 2	3	3	0	0	3	3
EDCN108	The Teacher and the Community, School Culture & Organizational Leadership	3	3	0	0	3	3
ETHICS	Ethics	3	3	0	0	3	3
IRS3E	Religions, Religious Experiences and Spirituality	3	3	0	0	3	3
LOGIC	Logic	3	3	0	0	3	3
PED4	Physical Education 4 (Individual and Dual Sports)	2	2	0	0	2	2
PHED205	Sports and Exercise	3	3	0	0	3	3
PHED206	Applied Motor Control and Learning of Exercise, Sports and Dance						
PHED207	Curriculum and Assessment for Physical Education and Health Education	3	3	0	0	3	3
	Total	26	26	0	0	26	26

THIRD YEAR

First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN109	Foundation of Special and Education	3	3	0	0	3	3
EDCN110	Building and Enhancing New Across the Curriculum	3	3	0	0	3	3
PHED208	Process of Teaching PE and Education	3	3	0	0	3	3
PHED209	Technology for Teaching and Learning 2	3	3	0	0	3	3
PHED210	Movement Education	3	3	0	0	3	3
PHED211	Philippine Traditional Dances	3	3	0	0	3	3
PHED212	International Dance and other	3	3	0	0	3	3
PHED213	Individual and Dual Sports	3	3	0	0	3	3
PHED214	Team Sports	3	3	0	0	3	3
	Total	27	27	0	0	27	27

Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
PHED215	Philippine Traditional Games &	3	3	0	0	3	3
PHED216	Swimming and Aquatics	3	3	0	0	3	3
PHED217	Coordinated School Health Program	3	3	0	0	3	3
PHED218	Personal, Community and Environmental Health	3	3	0	0	3	3
PHED219	Emergency Preparedness and Management	3	3	0	0	3	3
PHED220	Drug Education, Consumer Education and Healthy Eating	3	3	0	0	3	3
PHED221	Music in the K-12 Curriculum	3	3	0	0	3	3
PHED222	Arts in the K-12 Curriculum	3	3	0	0	3	3
PHED223	Research	3	3	0	0	3	3
	Total	27	27	0	0	27	27

**FOURTH YEAR
First Semester**

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN111	Field Study 1 (Observations -Learning in Actual School	3	3	0	0	3	3
EDCN112	Field Study 2 (Participation and Teaching Assistantship)	3	3	0	0	3	3
EDCN114	Intensive LET Preparatory Course (General Education & Professional Education Courses)	3	14	0	0	3	3
	Total	9	20	0	0	9	9

Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN113	Teaching Internship	6	30	0	0	6	6
EDCN115	Intensive LET Preparatory Course 2 (Specialization)	3	7	0	0	3	3
	Total	9	37	0	0	9	9

MAJOR COURSE DESCRIPTIONS

Bachelor of Physical Education

PHED201 **3 units**
PHILOSOPHY AND
SOCIO- ANTHROPOLOGICAL
FOUNDATIONS OF PHYSICAL
EDUCATION AND SPORTS

The course is a study of the diverse justification on the educational value of PE and an examination how the various structure, patterns, organizations and institutions in culture and society create, relate to and influence physical education and sports; discussion of the historic tradition of the mind/body and theoretical/practical knowledge dualism; conceptual analysis of the issues of sports as a human activity; and the distinction and relationship of physical education and sports.

The course provides opportunities to challenge learners to realize their full potential. Because the interest and abilities of students vary considerably, offering in Physical Education much be diversified enough to allow students to pursue lifelong learning for personal and professional growth through varied experiential and field- based opportunities. Likewise, learners will plan and implement safe and effective physical activity programs to address the needs of individual and groups in school and/or school settings. Critical thinking, problem solving, communication and collaboration skills support the Lasallian physical educators' teaching-learning undertakings to come up with group demonstration teaching as their final output.

PHED202 **3**
units ANATOMY AND PHYSIOLOGY OF
HUMAN MOVEMENT

The 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 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. Educational exposures ensure differentiation in learning that is fraternal, caring and respectful. Learning engagements provide Lasallian physical educators opportunities to collaboratively immerse in a community as they effectively communicate and critically apply scientific and evidence based practices in performing appropriate daily physical activities.

The course will culminate with a showcase

of various physical and rhythmic presentations to promote productive, responsible and active healthy lifestyle

PHED203 **3**
units PHYSIOLOGY OF EXERCISE AND
PHYSICAL ACTIVITY

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 adaptation that result from these.

Students are expected to (1) define the physiological responses and adaptation to exercise and training of different types, intensities, and duration; (2) report and interpret physiological data and refute the fallacies usually associated with exercise performance; and (3) discuss the mechanisms and effects of exercise and physical activity on pathology. Relevant learning engagements will train students to translate knowledge into something useful for the Church and society. A gym/fitness exposure provides Lasallian physical educators the learning opportunity to critically apply scientific and evidence based practices in adapting performance to variety of physical setting (formal, recreational and competitive) effectively and confidently. At the end of the course, a comprehensive training program will be drafted to promote active physical involvement for every Filipino learner.

PHED204 **3 units**
PRINCIPLES OF MOTOR CONTROL
AND LEARNING OF EXERCISE,
SPORTS AND DANCE

The course covers human information processing in relation to the development of motor skills. The students should be able to apply structure, present and evaluate effective learning situations when teaching human movement. In preparation for responsible participation in the world of work, family, nation and church, Lasallian physical educators are equipped to collaboratively adapt performance to variety of physical setting (formal, recreational and competitive) through a community exposure.

The course will culminate with a 3-minute presentation depicting the importance of properly designed series of movements in exercise, sport and dance performance.

PHED205 **3**
units
SPORTS AND EXERCISE
PSYCHOLOGY

The course provides an understanding of the social, psychological and environmental factors that influence behavior, sport participation and performance through observation and analysis of sports and exercise settings. Translating knowledge into something useful for the Church and society, Lasallian physical educators are trained to use appropriate assessment in, as, and for student or client learning to reflectively monitor and evaluate physical activity program in school and/or non-

school setting through investigative skills. The course ends with a group presentation illustrating the social, psychological and environmental benefits of active sports and exercise participation

PHED206 **3 units**
APPLIED MOTOR CONTROL AND
LEARNING EXERCISE, SPORTS AND
DANCE

The course covers the application of motor control and learning concepts and principles to exercise, sports and dance. The students would 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 students' movement competencies to progress into more complex activities.

Ensuring differentiation in learning that is fraternal, caring and respectful, Lasallian physical educators are prepared to demonstrate skillful performance by applying scientific and evidence based practices and appropriate assessment tool for in as and for student or client learning. A mini performance shall be conducted showcasing scientific mechanism and processes by which movements are learned and controlled through exercise, sports and dance activities.

PHED207 **3 units**
CURRICULUM AND ASSESSMENT IN
PHYSICAL EDUCATION AND
HEALTH EDUCATION FOR

K-12

The course covers the basic understanding of K to 12 PE and Health curriculum. It covers analysis of K to 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. Educational engagements such as seminar workshops prepare students to ensure differentiation in learning that is fraternal, caring and respectful.

Lasallian physical educators are required to plan and implement safe and effective physical activity programs to address the needs of individual and groups in school and/or school settings. They are expected to critically examine the curriculum (content, pedagogy and assessment) and program, and enhance (innovate) them necessarily as well as use appropriate assessment in, as and for students or client learning. Students take personal responsibility and accountability as they come up with a collaborative presentation of technological- aided assessment strategies to shape instruction. Curriculum and assessment analysis in the K-12 PE and Health is expected at the end of the course.

PHED208 **3**
units

PROCESS OF TEACHING PE AND
HEALTH

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 the various processes in teaching PE and Health. It also deals with concepts, principles and theories for the proper identification of the different types of disabling conditions. 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 the students with disabilities.

With this, Lasallian physical educators are prepared for responsible participation in the world of work, family, nation and Church. To pursue lifelong personal and professional development, students are trained on program planning, implementation and evaluation of PE and Health. As critical thinkers and effective communicators, they are required to take part in at least two teaching demonstrations employing various instructional strategies and methodologies as expected in the course.

PHED209 3 units
TECHNOLOGY FOR TEACHING AND LEARNING 2 (TECHNOLOGY APPLICATION IN TEACHING PHYSICAL EDUCATION AND HEALTH EDUCATION)

The 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.

Bringing Christian perspectives to bear on human understanding, skills and values of learning, Lasallian physical educators are expected to examine curriculum and program and enhance them necessarily using appropriate assessment tool in as and for student or client learning. They are trained to plan and implement safe and effective physical education activity to address the needs of individual and group in school and/ or non school setting .Utilizing technology as a teaching-learning tool, they are tasked to work productively with others ,express effectively and confidently in different setting and for various audiences as they demonstrate initiative to advance skill levels towards a professional level. A teaching demonstration is expected at the end of the course.

PHED210 3 units
MOVEMENT EDUCATION

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.

This course aims to develop Lasallian physical educators to critically apply scientific and evidence based practices in various movement exploration undertakings using appropriate and relevant multidisciplinary approaches, technology and innovate methods. Learning experiences will equip students to

effectively and confidently demonstrate skillful performance in a variety of physical activities. Community immersion prepare students to ensure differentiation in learning that is fraternal, caring and respectful.The course will culminate with a rendition of rhythmical presentations depicting the essence of movement as a lifelong fitness endeavors.

PHED 211 **3**
units
PHILIPPINE TRADITIONAL
DANCES

The course is an application of practical skills and understanding the rudiments of folk dancing from the raw materials of published and unpublished dances. Analysis of dance instruction and technical interpretations from the written materials are 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.

Preparing learners for responsible participation in the world of work, family, nation and church, Lasallian physical educators are equipped to effectively and confidently demonstrate skillful performance and communicate with PE practitioners, other professional and stakeholders to promote professional advancement and development. The course will culminate with a collaborative seminar-workshop showcasing variety of Philippine Folk dances.

PHED 212 **3 units**
INTERNATIONAL DANCE AND
OTHER FORMS

The course focuses on dance skill and techniques of other dances of the regions such as the Asians and western-originated dances from Europe and America. Other dance forms shall be introduced like ballet, jazz and social dances of South American culture. Challenging learners to realize their full potential,

Lasallian physical educators are required to display firm/work and professional ethics as they demonstrate skillful performance and communicate effectively with others in different settings and for various audiences. Learning engagement such as seminar workshop strengthens students' professional preparation as they come up with a dance festival as a course requirement using integrated teaching approaches.

PHED213 **3 units**
INDIVIDUAL AND DUAL SPORTS
(RACKET SPORTS AND ATHLETICS)

The 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. Bringing Christian perspectives to bear on human understanding, skills and values, Lasallian physical educators are equipped to demonstrate skillful

performance in a variety of physical activities based on scientific and evidence based practices. Appropriate learning engagements allow them to effectively communicate with PE practitioners, other professionals and stakeholders as they engage in sports coaching /officiating certification/ accreditation for professional advancement. The course ends with collaborative presentation of technology aided games-sport tournament strategies to effect transfer of learning.

PHED214 **3 units**
**TEAM SPORTS (SOCCER,
BASKETBALL, VOLLEYBALL,
SOFTBALL,
ULTIMATE HANDBALL,
FLOORBALL, FUTSAL)**

The course 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.

Bringing Christian perspectives to bear on human understanding, skills and values, Lasallian physical educators are equipped to demonstrate skillful performance in a variety of physical activities based on scientific and evidence based practices. Appropriate learning engagements allow them to effectively communicate with PE practitioners, other professionals and stakeholders as they engage in sport coaching/officiating certification/ accreditation for professional advancement. The course ends with collaborative presentation of technology aided games-sport tournament strategies to effect transfer of learning.

PHED215 **3 units**
**PHILIPPINE TRADITIONAL GAMES
AND SPORTS**

The course reintroduces Philippine games and sports as a form of physical activity in conjunction with the rules and cultural contexts (Laro ng Lahi, Arnis, Sipa). Purposeful play and improvisation constitute the activities of the said course.

Lasallian physical educators will be trained to display skillful performance in various physical activities and effectively communicate with others. Community engagements would prepare students to transfer knowledge into something useful for the Church and society. To assess how these traditional games and sports can enhance students' appreciation of the Philippine cultural heritage, an indigenous Laro ng Lahi manual/ video is required.

PHED216 **3**
units
SWIMMING AND
AQUATICS

The course requires scientific acquisition of knowledge and skills in managing the body in water. Basic and developmental skills for scientific swimming are introduced as well as games and other activities done. Life-saving skills is likewise, encouraged in the course.

The Lasallian physical educators are required to plan and implement safe and effective physical activity

programs to address the needs of individual and groups in school and/ or non school settings; demonstrates skillful performance in a variety of physical activities and adapt performance to variety of physical activity settings: formal classes, recreational and competitive. Coaching and officiating exposures enhance students' professional advancement through community engagements as they transfer knowledge into something useful for the Church and society. The course will culminate with a teaching demonstration.

PHED217 **3 units**
COORDINATED SCHOOL
HEALTH
EDUCATION PROGRAM

The course deals with the activities and services designed to promote the students' 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 service services, nutrition services, counseling and psychological social services, healthy school environment and school site, and health promotion for staff.

The Lasallian physical educators are expected to demonstrate skillful performance in a variety of physical activities as they utilize acquired skills with ease and confidence in implementing health theories and principles to maintain the well-being of young people. Learning engagements challenge learners to realize their full potential towards professional advancement where students are tasked to effectively communicate and collaboratively create appropriate health education learning-teaching experiences in promoting high level of wellness. The course will culminate with a mini exhibition of technologically aided health promotion undertakings.

PHED218 **3**
units
PERSONAL AND COMMUNITY
HEALTH

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.

The Lasallian physical educators are trained to demonstrate skillful performance in a variety of physical activities as they employ acquired knowledge and skills in applying health theories and principles to maintain the over all well-being. Community immersions strengthen students' teaching skills to translate knowledge into something useful for the Church and society as to promote professional advancement. Collaboratively working with barangay or health center provides the completion of the experiences in health practices and application for instruction, dissemination and assistance on various health activities. A video production showcasing impacts of health issues and practices is required.

PHED219 **3 units**
EMERGENCY PREPAREDNESS
RESPONSE MANAGEMENT

The course deals with the theory and practice of preparing for and responding to emergencies in the workplace.

Bringing Christian perspectives to bear on human understanding, skills and values of learners, Lasallian physical educators are expected to demonstrate skillful performance in a variety of physical activities by applying acquired skills

towards prevention of physical illness and accidents. They are trained to apply first aid measures in cases of emergencies in simulated activity, safety consciousness and habits in home, in school and in the community. Partnership with other related agencies such as Red Cross, Department of Interior and Local Government, and other private institutions provides appropriate educational experiences for students to utilize information, media and technology for lifelong learning as they effectively communicate and harmoniously work with other professionals. Seminar workshop certification and portfolio are required at the end of the course.

PHED220 **3 units**
DRUG EDUCATION,
CONSUMER
PREPAREDNESS

The course covers the different contents of Drug Education, Consumer Health and Nutrition. It deals with the understanding of the health related issues and concerns about drug education, consume health and nutrition. Practical activities concerning drugs, consumerism, and nutrition are required in the course.

Lasallian physical educators are trained to demonstrate skillful performance in a variety of physical activities with ease and confidence in the prevention and control of the use and abuse of substances; their identification causes; and effects on the person, the family, society and the nation. They are expected to communicate effectively with other professionals in using information, media and technology in pedagogy and/ for lifelong learning as they analyze quality and quantity of food intake, practice proper eating habits to prevent diseases by applying consumer skills in the wise evaluation, selection and use of health information, products, and services. Community exposures challenge learners to realize their full potential as they cultivate solidarity by working and dealing with others. The course ends with a creation of various technological aided health promotion endeavors.

PHED221 **3**
units
MUSIC IN THE K-12
CURRICULUM

The course covers the fundamental elements, principles and techniques of Music in facilitating learning opportunities in the K-12 Curriculum. It deals with the knowledge, skills, and values necessary for artistic expression and cultural literacy. Educational activities ensure differentiation in learning that is fraternal, caring and respectful.

Lasallian physical educators are required to actively involve in various musical processes such reading/analyzing, listening/observing, performing (singing, using musical instruments, movement, acting, and playing), responding, composing, and creating. As they critically examine music curriculum and program and enhance them necessarily, students will be trained to pursue lifelong learning for personal and professional growth through varied experiential and field-

based opportunities through interdisciplinary approaches. The course ends with a mini concert or music exhibit showcasing various styles and genres with great musicians/artists in history.

PHED222 **3**

units
ARTS IN K-12
CURRICULUM

The course equips students with the fundamental elements, principles and techniques of Art in facilitating relevant learning engagements in the K-12 Curriculum. It deals with the knowledge, skills, and values necessary for artistic expression and cultural literacy. Preparing learners for responsible participation in the world of work, family, nation and Church, learning experiences will train Lasallian physical educators to critically examine curriculum and program and enhance them necessarily to address the needs of individual and group in school and/or non school setting.

Through active participation in Art seminar workshop, students will effectively correlate art to the development of his/her own cultural identity and expand his/her vision of the world. Lasallian physical educators will come up with a mini gallery or an art exhibit that showcases different artworks/genres with great artist in history creatively and productively, seeing the connection of art to other areas of study and exposure to various art-related activities and careers.

PHED223 **3**

units
RESEARCH
H

The course deals with general concepts and methods of research focused on the physical and health education specialization. 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.

Lasallian physical educators are trained to communicate effectively, collaborative with others as they apply scientific and evidence based practices critical to the educational and learning process. Translating this knowledge into something useful for the Church and society, Lasallian students will conduct a research paper as a requirement in the course providing solution to any existing any problem or issue in teaching and learning Physical Education.

PROFESSIONAL EDUCATION COURSE DESCRIPTIONS

EDCN101 3 units THE CHILD AND ADOLESCENT LEARNER AND LEARNING PRINCIPLES

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. It also presents various theories of human development and their significance to education. Developmental stages from toddler to young adults are given emphasis to identify learning strategies and principles appropriate for the specific learners.

Future teachers will develop their communication skills through topic presentations, collaborative learning group discussions, and other learning activities. A portfolio on assigned developmental stage will be required to reinforce critical thinkers among learners and develop their social awareness towards their role as future teachers in the education of various learners. Students will be exposed to a poster-making output to summarize the important developmental stages as reflected in the different learning principles.

EDCN102 3 units FACILITATING LEARNER CENTERED TEACHING

The 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. It further aims to assist future Lasallian teachers to acquire deeper understanding of the learners in the light of their knowledge acquisition, cognitive, metacognitive, motivational, developmental and socio-cultural factors affecting learning.

The course provides opportunities to deepen their perspective of a holistic and value-oriented education responsive to the local and global needs through literature review of recent developments in the field of learner-centered approaches in education. Thus, this may develop their acceptance of learner's differences with greater sense of flexibility, sensitivity and adaptability without compromising one's uphold Christian Gospel values.

EDCN103 3 units THE TEACHING PROFESSION

The course deals with the profession of the teacher focusing on personal and professional competencies. The

conditions governing the professionalization of teaching are also emphasized for future teacher to appreciate his/ her significant role and to meet the challenges as an individual, as a classroom, community and global teacher. It emphasizes the formation of values, the development of professionalism and the love of the teaching profession as exemplified by St. John Baptist de La Salle.

The course concludes with a case study which articulates the rootedness of education in philosophical, socio-cultural, historical, psychological, political, and Lasallian context in order to gain deeper understanding and wider perspectives of educational issues that have implications to students, society, environment, and church.

EDCN104 **3**
units TECHNOLOGY FOR TEACHING
AND LEARNING 1

This is an introductory course that explores basic knowledge, skills and values. It intends to familiarize with ICT in education. It also includes ICT policies and safety issues, media and technology in various areas. The Production of technology-based learning resources and teacher support material that can be used in the real world will be a major output of the course.

Students are expected to acquire skills in integrating educational technology in various subject areas. Students will be asked to design and implement ICT based instructional unit plans. Also, the students will be asked to demonstrate individually in front of the class with much focus on the use of technology in the teaching-learning process.

EDCN105 **3**
units
ASSESSMENT IN
LEARNING 1

It focuses on the development and utilization of varied assessment tools to improve instruction and student learning. The study covers the basic concepts in classroom assessment, planning of assessment, and utilization of test data. It emphasizes the use of assessment of, as, and for measuring varied learning outcomes of knowledge, skills, values and attitudes.

The Lasallian education students will experience constructing and trying out traditional assessment tools appropriate for teaching-learning activities in community schools that would help them develop critical thinking, effective communication and sense of social responsibility. In addition, the Lasallian education students will also be provided opportunities to use assessment data to plan and revise teaching learning. They will also be given experience to integrate assessment procedures in the plan and implementation of teaching-learning activities.

EDCN106 **3**
units THE TEACHER AND THE SCHOOL
CURRICULUM

The course introduces prospective teachers as curricularist to effective curriculum design and assessment. The course includes curriculum models, principles and approaches in designing, delivering and addressing the curriculum. This will also provide future curricularist opportunities to make choices and decisions with regards

to curriculum arrangement, organization, implementation and evaluation vis-à-vis various context of teaching-learning and curricular reforms.

The course is geared towards the designing of an innovative curriculum as an enrichment or remediation program of a selected group from the community through investigative skills alongside self-reflection

EDCN107 **3**
units
ASSESSMENT IN
LEARNING 2

The course focuses on the development and utilization of alternative form of classroom assessment to improve instruction and student learning. The study covers emphasis on the assessment of process and product-oriented learning targets including dispositional outcomes. Methods of interpretation of student's performance with relevant features in grading and legal issues are also included. Some basic statistical concepts and skills helpful in analyzing and interpreting performances will also be covered.

The learning experiences in this course should promote critical and creative thinking, values, and deep appreciation of the subject matter using practical and research-oriented approaches through real life educational problems or classroom situations. The teaching-learning activities will also provide opportunities to encourage collaboration and dialogue relating to the advancement of the new K-12 curriculum in an environment that is fraternal, hospitable and laden with mutual respect as Christians.
Prerequisite:
EDCN105

EDCN108 **3**
units THE TEACHER AND THE
COMMUNITY, SCHOOL CULTURE AND
ORGANIZATIONAL LEADERSHIP

The 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.

This course brings the students to a deeper reflection of the roles of education in the society, the teachers in the classroom, and of social institutions in education, how they view education from different sociological perspectives, and how an understanding of one's and of global culture, communication, and cultural changes

have affected education. These insights are to be reflected in written learning journals, research critiques and related readings.

EDCN109 **3**
units FOUNDATION OF SPECIAL AND
INCLUSIVE EDUCATION

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, other categories where inclusive education is applied, and practices in the continuum of special inclusive education.

The course will bring students to deeper insights through reflection journal applying the learned philosophy. Students will create an awareness and campaign exhibit on inclusive education and a showcase of talents and skills will be presented to give emphasis on "inclusion"

EDCN110 3
units 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, (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.

EDCN111 3
units FIELD STUDY 1 (OBSERVATIONS
OF TEACHING-LEARNING IN ACTUAL
SCHOOL ENVIRONMENT)

This course immerses the future to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on the 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. Prerequisite: EDCN105- Assessment in Learning 1

EDCN112 3
units FIELD STUDY 2 (PARTICIPATION
AND TEACHING ASSISTANTSHIP)

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, preparation of instructional materials, preparation of bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson or learning 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.

EDCN113 6
units
TEACHING
INTERNSHIP

This course is a one semester full time teaching internship in basic education schools using a clinical approach under the mentorship of a cooperating teacher. Teaching internship shall be done. A teaching portfolio shall be required and the completion of the action research. Prerequisite: All EDCN courses

EDCN114
3 units IET REVIEW 1 {GENERAL
EDUCATION AND PROFESSIONAL
EDUCATION COURSES)

EDCN115
3 units
IET REVIEW 2
(SPECIALIZATION)