



St. Paul University Manila

(St. Paul University System)

680 Pedro Gil St., Malate, 1004 Manila, Philippines



CMO 75, SERIES 2017

TEACHER EDUCATION PROGRAM COLLEGE OF EDUCATION

PROGRAM: BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH WITH MACDDS (BSED-ENGLISH)
LEVEL: 6
TRACK: Academic

Program Description:

The BSED is an undergraduate teacher education program designed to equip learners with adequate and relevant competencies to teach in their chosen area of specialization/ major in the secondary level.

Program Goals

The BSEd degree program aims to develop highly motivated and competent teachers specializing in the content and pedagogy for secondary education.

Program Outcomes:

At the end of the program, the education student is able to:

1. establish excellence in the educational profession by effectively contributing to the professional work environment putting into practice approaches, theoretical frameworks, concepts and strategies learned in the classroom and applied to schools and in other educational and community settings and demonstrating a high level of content and pedagogical knowledge (CMO.76 s.2017) (*LPO 4. Reliable, Productive Experts & Implementers, EPO 4.1 Continuously set and diligently pursue high-performance standards and improvement goals for themselves and for their organization and EPE 4.2 Accurately describe the knowledge and skills that adept career professionals in their field consistently demonstrate, and evaluate whether theirs compare favorably*)
2. assume successful roles in schools through self-directed research-based skills needed in the challenging landscape of education along with the sharing authentic service to the community; Develop Innovative Curricula, instructional plans, teaching approaches, and resources for diverse learners. (CMO 76 s. 2017) (*LPO 2. Cutting-Edge, Resilient, VISIONARIES & INNOVATORS, EPO 2.2 Gather information on emerging trends in their field and propose noble ways they could incorporate them into their work*)



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3. achieve advanced knowledge in skills in the interdisciplinary and multidisciplinary field of academic and educational practice (*LPO 4. Reliable, Productive Experts & Implementers, EPO 4.1 Continuously set and diligently pursue high performance standards and improvement goals for themselves and for their organization*)
4. Integrate all learnings from the program into practical projects that would demonstrate expertise in the discipline and would attempt to address the needs, values and preferences of the client/s served in innovative and creative ways. (*LPO 2. Cutting-Edge, Resilient, VISIONARIES & INNOVATORS, EPO 2.4 Look beyond conventional approaches to challenges in their field and identify creative ways these could be addressed and LPO 5. Dedicated, Transformative SUPPORTERS & STEWARDS of ALL CREATION; EPO 5.3 Devote their time, talents, and resources to improving and maintaining the well-being and health of peoples, especially the less privileged and underserved*)
5. practice life long learning with a substantial degree of independence that involves individual work or teams of interdisciplinary or multidisciplinary experts. (*LPO 4. Reliable, Productive Experts & Implementers, EPO 4.5 Develop and regularly update a performance portfolio of their advancements in knowledge, techniques, and tangible accomplishments; LPO 3. Engaging, Trustworthy TEAM BUILDERS & MENTORS, EPO 3.4 Initiate and develop jointly beneficial projects with colleagues in which plans and responsibilities are equitably shared, reliably carried out, and honestly evaluated by all*)
6. live and share the Paulinian charism in his/her workplace (*LPO 1 Ethical, Paulinian LEADERS & PROFESSIONALS, EPO 1.4 Articulate, advocate, and exemplify Paulinian ideals and values in their private and professional lives nurtured by prayer and a deep relationship with God*)
7. make a beginning leadership contribution to one's organization, community and nation. (*LPO 1 Ethical, Paulinian LEADERS & PROFESSIONALS, EPO 1.1 Consistently adhere to acknowledged moral standards of decision making and behavior in their personal, professional and organizational affairs and LPO 5. Dedicated, Transformative SUPPORTERS & STEWARDS of ALL CREATION, EPO 5.3 Devote their time, talents, and resources to improving and maintaining the well-being and health of peoples, especially the less privileged and underserved*)

PROGRAM GRADUATE OUTCOMES (Common to the discipline- Teacher Education, CMO # 76 S. 2017)

1. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political context
2. Demonstrate mastery of subject matter/ discipline.
3. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.
4. Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.



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5. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.
6. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes
7. Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.
8. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

SPECIFIC TO BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH (CMO#76 S. 2017)

1. Possess broad knowledge of language and literature for effective learning
2. Use English as a global language in a multilingual context as it applies to the teaching of language and literature
3. Acquire extensive reading background in language, literature, and allied fields
4. Demonstrate proficiency in oral and written communication.
5. Shows competence in employing innovative language and literature teaching approaches, methodologies and strategies
6. Use technology in facilitating language learning and teaching
7. Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature
8. Display skills and abilities to be a reflective and research-oriented language and literature teacher.

Total Number of Units : BSEd - 185

BSEd with MACDDS - 212

Major Requirement and Student Output:

- Teaching Demonstrations
- Prepared Lesson Plans
- Instructional Materials
- Self-made video presentations
- Creative Presentations
- Workbooks
- Compilations of Different Assessment Forms
- Undergraduate Thesis
- FS 1&2 Portfolio and Practice Teaching



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CURRICULUM OUTLINE

GENERAL EDUCATION COURSES (36 UNITS)

GEC 101	UNDERSTANDING THE SELF
GEC 102	READINGS IN PHILIPPINE HISTORY
GEC 103	THE CONTEMPORARY WORLD
GEC 104	MATHEMATICS IN THE MODERN WORLD
GEC 105	PURPOSIVE COMMUNICATION
GEC 106	ART APPRECIATION
GEC 107	SCIENCE, TECHNOLOGY AND SOCIETY
GEC 108	ETHICS
GEC 109	LIFE AND WORKS OF RIZAL
GEC 110.1	GE ELECTIVE 1 (ENVIRONMENTAL SCIENCE)
GEC 111	GE ELECTIVE 2 (LIVING IN THE IT ERA)
GEC 112.4	GE ELECTIVE 3 (PHILIPPINE POPULAR CULTURE)

MANDATED COURSES: 14 UNITS

PE 101	GYMNASTICS
PE 102	DANCING
PE 103	SPORTS
PE 104	SWIMMING
NSTP 101	NATIONAL SERVICE TRAINING PROGRAM 1
NSTP 102	NATIONAL SERVICE TRAINING PROGRAM 2

PROFESSIONAL EDUCATION COURSES: 42 UNITS

PED 101	THE TEACHING PROFESSION
PED 102	THE TEACHER AND THE COMMUNITY, SCHOOL CULTURE AND ORGANIZATIONAL LEADERSHIP
PED 103	FOUNDATION OF SPECIAL AND INCLUSIVE EDUCATION
PED 104	THE CHILD AND ADOLESCENT LEARNERS AND LEARNING PRINCIPLES
PED 105	FACILITATING LEARNER-CENTERED LEARNING
PED 106	ASSESSMENT IN LEARNING 1
PED 107	ASSESSMENT IN LEARNING 2
PED 108	TECHNOLOGY FOR TEACHING AND LEARNING 1
PED 109	THE TEACHER AND THE SCHOOL CURRICULUM
PED 110	BUILDING AND ENHANCING NEW LITERACIES ACROSS THE CURRICULUM
PED 111	FIELD STUDY 1
PED 112	FIELD STUDY 2
PED 113	TEACHING INTERNSHIP



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COURES DESCRIPTIONS OF PROFESSIONAL EDUCATION SUBJECTS

PED 101 THE TEACHING PROFESSION

This course deals with a teacher as a person and a as 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.

PED 102 THE TEACHER AND THE COMMUNITY, SCHOOL CULTURE AND 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.

PED 103 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 need (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 with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.

PED 104 THE CHILD AND ADOLESCENT LEARNERS 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. Further, this includes factors that affect the progress of development of the learners and shall include appropriate pedagogical principles applicable for each developmental level.

PED 105 FACILITATING LEARNER-CENTERED LEARNING

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

PED 106 ASSESSMENT IN LEARNING 1

This is a course that focuses on 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 thinking skills in the cognitive, psychomotor or affective domains. It allows student to go through the standard steps in test construction and development and the application in grading system.

PED 107 ASSESSMENT IN LEARNING 2



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This is a course that focuses on the principles, development and utilization of alternative forms of assessment in measuring authentic learning. It emphasizes on how to assess process- and product oriented learning outcomes as well as affective learning. Students will experience how to develop rubrics and other assessment tools for performance-based assessment.

PED 108 TECHNOLOGY FOR TEACHING AND LEARNING 1

This is an introductory course that explores basic knowledge, skills and values in the use of technology for teaching and learning. It includes ICT policies and safety issues, media and technology in various content areas, learning theories and principles in the use and designs of learning lessons, teaching-learning experiences an assessment task that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.

PED 109 THE TEACHER AND THE SCHOOL CURRICULUM

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-à-vis various context of teaching-learning and curricular reforms shall be given emphasis.

PED 110 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) 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.

PED 111 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 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 other shall be given emphasis. A portfolio shall be required in the course.

PED 112 FIELD STUDY 2 Participation and Teaching Assistantship

This course is a continuation of Field Study 1. It is school based and allows 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 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.

PED 113 TEACHING INTERNSHIP



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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 both in the in-campus or off campus if possible. No academic courses shall be taken together with Teacher Internship. A teaching portfolio shall be required and the completion of the Action Research.

SPECIALIZATION/ MAJOR COURSES : 63 UNITS

Linguistics	Introduction to Linguistics
Linguistics	Language , Culture and Society
Linguistics	Structure of English
ELT	Principles and Theories of Language Acquisition and Learning
ELT	Language Programs and Policies in Multilingual Societies
ELT	Language Learning Materials Development
ELT	Teaching and Assessment of Literature Studies
ELT	Teaching and Assessment of Macroskills
ELT	Teaching and Assessment of Grammar
ELT	Speech and Theatre Arts
ELT	Language Education Research
Literature	Children and Adolescent Literature
Literature	Mythology and Folklore
Literature	Survey of Philippine Literature in English
Literature	Survey of Afro- Asian Literature
Literature	Survey of English and American Literature
Literature	Contemporary, Popular ,and Emergent Literature
Literature	Literary Criticism
ELT	Technical Writing
Allied	Campus Journalism
Allied	Technology for Teaching and Learning 2* (Technology in Language Education)

COURSE DESCRIPTIONS

Linguistics Introduction to Linguistics

Provides an overview of linguistics as a discipline, its development, levels of structure, and its significance to English language teaching. (EK1, ES1)

Linguistics Language , Culture and Society

Explores the inextricable link between and among languages, 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. (EK 1, EA2)

Linguistics Structure of English



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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

ELT Principles and Theories of Language Acquisition and Learning

Examines principles, factors, and contexts of language acquisition and learning based on theories and research findings. (EK1, EA2)

ELT Language Programs and Policies in Multilingual Societies

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. (EK1, ES2, EA2).

ELT Language Learning Materials Development

Develops the application of the principles, methods, and approaches of translation and adaptation of various texts. (EK2, EK3, ES1, ES2, EA2)

ELT Teaching and Assessment of Literature Studies

Develops the application of the principles, methods, and approaches of translation and adaptation of various texts. (EK2, EK3, ES1, EA2)

ELT Teaching and Assessment of Macroskills

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. (ES2-)

ELT Teaching and Assessment of Grammar

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 roles of grammar in achieving communicative competence

ELT Speech and Theatre Arts

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. (EK-2)

ELT Language Education Research

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. (EK-2)

Literature Children and Adolescent Literature

Provides a survey of the categories and types of the world's literature for children and adolescents. (EK-3)



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Literature Mythology and Folklore

Explores mythology and folklore from different countries to gain insights into people's origin, desires, fears, instincts, and needs. (EK-3)

Literature Survey of Philippine Literature in English

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. (EK03)

Literature Survey of Afro- Asian Literature

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. (EK-3)

Literature Survey of English and American Literature

Engages students in a historical survey of selected literary works produced by understanding English and American literatures from its beginnings to the 21st Century. (EK-3)

Literature Contemporary, Popular ,and Emergent Literature

Focuses on critical issues in contemporary and popular literature and genres. (EK-3)

Literature Literary Criticism

Provides students with opportunities to study the basic approaches to literary theory and criticism and their application to selected literary works. (EK-1)

ELT Technical Writing

Develops technical and scientific writing skills across disciplines.

Allied Campus Journalism

Develops skills and applies principles and strategies in writing for traditional and new media. (EK1, EK2, EK3, ES1, ES3, EA1, EA2)

Allied Technology for Teaching and Learning 2* (Technology in Language Education)

TTL 2 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-teaching developed Learning Plan.

ELECTIVES / COGNATES 6 UNITS

English for Specific Purposes

Creative Writing



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RELIGIOUS EDUCATION COURSES: 24 UNITS

RED 101	REVELATION AND FAITH IN THE OLD TESTAMENT
RED 102	REVELATION AND FAITH IN THE NEW TESTAMENT
RED 103	CHURCH
RED 104	LITURGY AND SACRAMENTS
RED 105	CHRISTIAN MORALITY : GENERAL MORALS
RED 106	CHRISTIAN MORALITY : SPECIFIC MORALS
RED 107	CHRISTIAN VOCATION AND MISSION
RED 108	CATHOLIC SOCIAL TEACHING

MACDDS COURSES: 27 UNITS

MACDDS 201.1	METHODS OF RESEARCH WITH EDUCATIONAL STATISTICS
MACDDS 203	CURRICULUM DEVELOPMENT: THEORY AND PROCESS
MACDDS 204.1	TEACHING AND LEARNING THEORIES, MODELS AND METHODOLOGIES
MACDDS 205	CURRICULUM IMPLEMENTATION AND SUPERVISION
MACDDS 207	ASSESSMENT AND EVALUATION OF LEARNING
MACDDS 208	DESIGNING AND DEVELOPING THE CURRICULUM AND INSTRUCTION
MACDDS 210.1	THINKING SKILLS FOR TEACHERS
MACDDS 211	CURRICULUM DOCUMENTS AND MATERIALS DEVELOPMENT
MACDDS-ENG 200	READING AND WRITING SKILLS

TOTAL: 36+ 14 + 42 + 63 + 6 + 24 + 27 = 212 UNITS (starting 2021 Research 2 will be added to the curriculum) 215



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PROGRAM MAP

FIRST YEAR

1st Semester – 29 units

RED 101	REVELATION AND FAITH IN THE OLD TESTAMENT
GEC 101	UNDERSTANDING THE SELF
GEC 105	PURPOSIVE COMMUNICATION
GEC 108	ETHICS
PED 101	THE TEACHING PROFESSION
PED 102	THE TEACHER AND THE COMMUNITY, SCHOOL CULTURE AND ORGANIZATIONAL LEADERSHIP
PED 103	FOUNDATION OF SPECIAL AND INCLUSIVE EDUCATION
PE 101	GYMNASTICS
NSTP 101	NATIONAL SERVICE TRAINING PROGRAM 1
EL 100	INTRODUCTION TO LINGUISTICS

2nd Semester – 26 units

RED 102	REVELATION AND FAITH IN THE NEW TESTAMENT
GEC 104	MATHEMATICS IN THE MODERN WORLD
GEC 106	ART APPRECIATION
GEC 107	SCIENCE, TECHNOLOGY AND SOCIETY
PE 102	DANCING
NSTP 102	NATIONAL SERVICE TRAINING PROGRAM 2
PED 104	THE CHILD AND ADOLESCENT LEARNERS AND LEARNING PRINCIPLES
PED 109	THE TEACHER AND THE SCHOOL CURRICULUM
EL 101	LANGUAGE, CULTURE AND SOCIETY

SECOND YEAR

1st Semester - 23 Units

RED 103	CHURCH
GEC 103	THE CONTEMPORARY WORLD
GEC 102	READINGS IN PHILIPPINE HISTORY
PE 103	SPORTS
PED 105	FACILITATING LEARNER-CENTERED LEARNING
EL 102	STRUCTURES OF ENGLISH
EL 103	PRINCIPLES AND THEORIES OF LANGUAGE ACQUISITION AND LEARNING
EL 104	LANGUAGE PROGRAMS AND POLICIES IN MULTILINGUAL SOCIETIES



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2nd Semester – 29 units

RED 104	LITURGY AND SACRAMENTS
GEC 109	LIFE AND WORKS OF RIZAL
GEC 110.1	GE ELECTIVE 1 (ENVIRONMENTAL SCIENCE)
PE 104	SWIMMING
PED 108	TECHNOLOGY FOR TEACHING AND LEARNING 1
PED 110	BUILDING AND ENHANCING NEW LITERACIES ACROSS THE CURRICULUM
EL 109	SPEECH AND THEATRE ARTS
EL 111	CHILDREN AND ADOLESCENT LITERATURE
EL 116	CONTEMPORARY, POPULAR AND EMERGENT LITERATURE
MACDDS 203	CURRICULUM DEVELOPMENT: THEORY AND PROCESS

Special Term – 9 Units

MACDDS 210.1	THINKING SKILLS FOR TEACHERS
PED 106	ASSESSMENT IN LEARNING 1
RED 105	CHRISTIAN MORALITY : GENERAL MORALS

THIRD-YEAR

1st Semester - 27 Units

GEC 111	GE ELECTIVE 2 (LIVING IN THE IT ERA)
PED 107	ASSESSMENT IN LEARNING 2
PED 111	FIELD STUDY 1
EL 108	TEACHING AND ASSESSMENT OF GRAMMAR
EL 113	SURVEY OF PHILIPPINE LITERATURE IN ENGLISH
EL 112	MYTHOLOGY AND FOLKLORE
EL 118	TECHNICAL WRITING
EL 105	TEACHING AND ASSESSMENT OF LITERATURE STUDIES
MACDDS 204.1	TEACHING AND LEARNING THEORIES, MODELS AND METHODOLOGIES

2nd Semester – 27 units

GEC 112.4	GE ELECTIVE 3 (PHILIPPINE POPULAR CULTURE)
RED 106	CHRISTIAN MORALITY : SPECIFIC MORALS
PED 112	FIELD STUDY 2
EL 107	TEACHING AND ASSESSMENT OF MACROSKILLS
EL 115	SURVEY OF ENGLISH AND AMERICAN LITERATURE
EL 117	LITERARY CRITICISM
EL 119	CAMPUS JOURNALISM
ENG 128	ENGLISH FOR SPECIFIC PURPOSES
ENG 116	CREATIVE WRITING



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FOURTH-YEAR

1st Semester - 30 units

RED 107 CHRISTIAN VOCATION AND MISSION
EL 105 LANGUAGE LEARNING MATERIALS DEVELOPMENT
EL 110 LANGUAGE EDUCATION RESEARCH 1
EL 114 SURVEY OF AFRO-ASIAN LITERATURE
EL 120 TECHNOLOGY FOR TEACHING AND LEARNING 2 (TECHNOLOGY IN LANGUAGE EDUCATION)
MACDDS 201.1 METHODS OF RESEARCH WITH EDUCATIONAL STATISTICS
MACDDS 207 ASSESSMENT AND EVALUATION OF LEARNING
MACDDS 208 DESIGNING AND DEVELOPING THE CURRICULUM AND INSTRUCTION
MACDDS 211 CURRICULUM DOCUMENTS AND MATERIALS DEVELOPMENT
MACDDS-ENG 200 READING AND WRITING SKILLS

2nd Semester – 15 units

PED 113 TEACHING INTERNSHIP
RED 108 CATHOLIC SOCIAL TEACHING
LANGUAGE EDUCATION RESEARCH 2
MACDDS 205 CURRICULUM IMPLEMENTATION AND SUPERVISION

PREPARED BY:

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