

Republic of the Philippines
Benguet State University
COLLEGE OF TEACHER
EDUCATION
La Trinidad, Benguet

COURSE SYLLABUS

I. COURSE CATALOGUE

Course Code:	PCK 120
Course Title:	Facilitating Learner-Centred Teaching
Course Description:	This course is designed to explore and equip pre-service teachers with the fundamental principles, processes and practices anchored on learner-centeredness and other educational psychologies supportive of learning environments as these apply to facilitate various teaching-learning delivery modes to enhance learning. It also includes the demonstration of knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests, and experiences. Further, the pre-service teachers will be trained to implement teaching strategies that are responsive to learners' linguistic, cultural, socio-economic and religious backgrounds.
Pre-requisite:	None
Period covered:	First Term 2024-2025
Credit:	3 Units
Total No. of Hours:	54 Hours (Lecture)

II. UNIVERSITY VISION, MISSION, AND CORE VALUES

Vision:	BSU as an International Smart University engendering graduates to walk the intergenerational highways.
Mission:	BSU cares to: Challenge innovation, Advance technology and facility, Revitalize administration, Engender partnership, and Serve intergenerational role.
Core Values:	CARING TEAM PRINCIPLES - Competence , Altruism , Resilience , Inclusivity , Network , Godliness , Transparency , Effectiveness and Efficiency , Accountability , Mentoring , Participatory Management/Phronetic Organizational Research , Result-oriented/Re-engineering Innovative , Indigenous Knowledge Management , Nurturing , Convergence , Contingency , Integrative Leadership , Path-Goal , Life-Coaching , Entrepreneurial Leadership , Student-First Policy/Spiritual Leadership

III. GOALS:

A. Institutional:

1. Challenge innovation in the four-fold functions of the University.
2. Advance technology and facility by shaping the university become responsive to modern needs.

3. Revitalize administration by harmonizing performance monitoring, information, and reporting systems.
 4. Engender partnership by proactively strengthening linkages.
 5. Serve intergenerational role by revitalizing the Spiritual, Physical, Economical, Cultural, Intellectual, Emotional, and Social (S.P.E.C.I.E.S.) state.
- B. College:** To provide quality education that emphasizes the development of relevant pedagogical and technical knowledge, skills, competencies, and values for good citizenship.
- C. Program:** The BSEd program aims to develop highly motivated and competent teachers specializing in the content and pedagogy for secondary education.
- *After finishing the **BSEd program**, the graduates should have the ability to:*
 1. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.
 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.
 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 local, national, and global realities
 - *After finishing the **BSEd Filipino program**, the graduates should have the ability to:*
 1. Nagpapamalas ng mataas na antas ng karanasan sa pagtuturo ng wika at panitikang Filipino.
 2. Nagpapakita ng malawak at malalim na pag-unawa at kaalaman sa ugnayan ng wika, kultura, at lipunan.
 3. Nakagagamit ng iba't ibang kasanayan at kaalaman sa proseso ng pagtuturo-pagkatuto,
 4. Nagtataglay ng kaalaman hinggil sa usapin ng kultural at linggwistikong deibersidad ng bansa.
 5. Nakapagdidisenyo ng malikhain, inobatibo, at integratibong mga alternatibong dulog sa pagtuturo at pagkatuto.
 6. Nakagagawa ng pananaliksik ukol sa ikauunlad ng wikang Filipino bilang wikang panturo.
 - *After finishing the **BSEd Math program**, the graduates should have the ability to:*
 1. Exhibit competence in mathematical concepts and procedures.
 2. Exhibit proficiency in relating mathematics to other curricular areas.
 3. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of mathematics.
 4. Demonstrate competence in designing, constructing and utilizing different forms of assessment in mathematics.
 5. Demonstrate proficiency in problem-solving by solving and creating routine and non-routine problems with different levels of complexity.
 6. Use effectively appropriate approaches, methods, and techniques in teaching mathematics including technological tools.
 7. Appreciate mathematics of enlightenment, discovery and gaining insights of the world.

- *After finishing the **BSEd Sciences program**, the graduates should have the ability to:*
 1. Demonstrate deep understanding of scientific concepts and principles.
 2. Apply scientific inquiry in teaching and learning.
 3. Utilize effective science teaching and assessment methods.
 4. Advocate Ethical and Responsible Use of Science and Technology (**SDG 9 – Industry, Innovation, and Infrastructure; SDG 11 – Sustainable Cities and Communities; SDG 13 – Climate Action; SDG 14 – Life Below Water; and SDG 15 – Life on Land**)
 5. Foster a Supportive and Inclusive Science Teaching Community (**SDG 10 – Reduced Inequalities**)
- *After finishing the **BSEd Social Studies program**, the graduates should have the ability to:*
 1. Utilize appropriate various sociocultural and historical materials in explaining current issues.
 2. Organize communities towards self-reliance and self-sufficiency.
 3. Demonstrate leadership skills that will help in teaching or training students who will empower their communities.
 4. Integrate local and global perspectives in teaching the principle of the common good.
 5. Employ principles of sustainable development in teaching and learning.
 6. Show scholarship in research and further learning.
 7. Display the qualities of an innovative teacher who has mastery of the subject matter.
- *After finishing the **BSEd English program**, the graduates should have the ability to:*
 1. Possess broad knowledge of language and literature for effective learning.
 2. Use English as a global language in a multicultural 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.
- *After finishing the **BSEd Values Education program**, the graduates should have the ability to:*
 1. demonstrate understanding of the Values Education Framework of K to 12
 2. demonstrate knowledge and understanding of various philosophical and theoretical underpinnings of teaching values education
 3. demonstrate understanding how psychological, moral, spiritual, and socio-cultural shape human values
 4. exhibit critical mindedness in analyzing local, regional, national, and global trends and issues relevant to values education
 5. show passion and commitment in becoming advocates of universal values of openness, peace, tolerance social justice and respect of human rights become an exemplar of Filipino values
 6. show understanding of the theories, principles and application of strategies for effective intra and interpersonal relations
 7. demonstrate commitment to student's development for personal renewal and social transformation
 8. demonstrate competence in employing various pedagogical approaches, methods and techniques for teaching values
 9. demonstrate competence in the conduct of research and utilization of results to improve values education
 10. demonstrate in depth knowledge in developing and using traditional and non-traditional strategies for assessing learner's performance in values education
 11. demonstrate competence in integrating context appropriate technology to optimize teaching and learning
 12. manifest commitment to community service as a means to promote social values; and
 13. show reflective skills in applying strong moral and ethical principles in their decisions and actions as a values education teacher
 - *After finishing the **BPEd program**, the graduates should have the ability to:*
 1. Articulate to the rootedness of education in philosophical, social-cultural, historical, psychological, and political contexts.
 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.
 5. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable education 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 local, national, and global realities.
 8. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

D. Course Outcomes: *At the end of the course, the students are expected to have:*

1. demonstrate understanding of the concepts and principles of learner-centered teaching based on educational philosophies and research and their application in actual teaching and learning process.
2. demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.
3. demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.
4. demonstrate understanding of supportive learning environment that nurture and inspire learner participation.
5. demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.
6. demonstrate knowledge of positive and non-violent discipline in the management of learner behaviour.
7. demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests, and experiences.
8. implement teaching strategies that are responsive to learners' linguistic, cultural, socio-economic, and religious backgrounds.
9. demonstrate understanding of the special educational needs of learners who have been displaced due to urban resettlement, calamities, and armed conflicts; and
10. demonstrate knowledge of laws and policy documents that promote learner-centered teaching.

IV. COURSE CONTENT:

TENTATIVE DATE	Desired Learning Outcomes (DLO)	Course Content/ Subject Matter	Time Allotment (Hours)	Activities	Resources/ Instructional Materials	Assessment Methods/ Tasks	REMARKS
	<p><i>At the end of the introductory session, the students must have:</i></p> <p>1) Clearly understood the ff:</p> <p>a) VMGO</p> <p>b) expected outcomes after completion of the course for the term and the degree; and</p> <p>c) the roles towards the accomplishment of the VMGO</p> <p>d) the ground rules and expectations between teacher and students</p>	<p>A. COURSE INTRODUCTION</p> <p>B. Orientation on the following:</p> <p>(1) VMGO</p> <p>(2) Institutional Outcomes</p> <p>(3) Program Outcomes</p> <p>(4) Course Outcomes</p> <p>(5) Course Coverage</p> <p>(6) Course Requirements & Timelines</p> <p>(7) Evaluation Measures/Rating System</p> <p>(8) Consultation Schedule</p> <p>(9) Policies on Class Attendance</p>	1.5 hrs	<ul style="list-style-type: none"> • Students can raise clarifications on how they could participate in class or on concerns that may be vague for them. • Students will share how VMGO's makes an impact in their lives as CTE students. • Presentation/Discussion of the syllabus • Discussion on course policies and requirements 	<ul style="list-style-type: none"> • VMGO Posted in Shamag newsletter. • Course Syllabus 	Oral recitation of the VMGO	
UNIT 1: LEARNER-CENTERED TEACHING: FOUNDATIONS AND CHARACTERISTICS							
	a. differentiate learner-centered teaching from other teaching approaches (e.g. teacher-centered approach) as applied in various teaching areas;	<p>A. Learner-centered teaching</p> <p>1. Definition</p> <p>2. Description/ Characteristics</p>	1.5 hours	Lecture using PowerPoint presentation	Laptop, LCD projector	Recitation	

	<p>b. discuss the need to shift from teaching-centered teaching to learner-centered teaching based on philosophical foundations, teaching principles and current research; and</p> <p>c. discuss the varied roles of the teacher in learner-centered teaching and learning.</p>	<p>3. Elements of Teaching and Learning (Nature of the Learner, Qualities of a Teacher, The Learning Environment)</p> <p>B. Paradigm shift from teacher-centered to learner-centered teaching</p> <p>1. <i>Philosophical perspectives</i></p> <ul style="list-style-type: none"> - <i>Teacher-centered philosophies</i> <ul style="list-style-type: none"> o <i>Essentialism</i> o <i>Perennialism</i> - <i>Learner-centered philosophies</i> <ul style="list-style-type: none"> o <i>Progressivism</i> o <i>Humanism</i> - <i>Constructivism</i> 	<p>3 hours</p>	<p>Group work (Three groups)</p> <p>Pair activity</p> <p>Brainstorming & Discussion of their answers</p>	<p>PowerPoint Presentation</p> <p>Strips of paper (elements)</p> <p>Philosophy notes from FTC 110</p>	<p>Group output</p> <p>Pair Activity – Graphic Organizer (Table)</p> <p>Recitation</p> <p>Unit test</p>	
UNIT 2 – LEARNER-CENTERED PSYCHOLOGICAL PRINCIPLES							
	<p>a. discuss the psychological principles of learner-centeredness as a basis for differentiated teaching to suit learner's gender, needs, strengths, interests and experiences.</p> <p>b. identify factors that promote learner-centeredness and motivate learners to work productively and be accountable for their own learning;</p> <p>c. reflect on how developmental and social factors can influence learning</p>	<p>A. Cognitive and Metacognitive Factors</p> <ol style="list-style-type: none"> 1. Nature of the learning 2. Goals of the learning 3. Construction of knowledge 4. Strategic thinking 5. Thinking about thinking 6. Context of learning <p>B. Motivational and Affective Factors</p> <ol style="list-style-type: none"> 1. Motivational and emotional influences 2. Intrinsic motivation to learn 3. Effects of motivation on effort <p>C. Developmental and Social Factors</p>	<p>6 hours</p>	<p>Lecture using PowerPoint presentation</p> <p>Group work</p>	<p>Laptop, LCD projector</p> <p>PowerPoint Presentation</p>	<p>Recitation</p> <p>Group output</p>	

	<p>environments to promote fairness, respect and care; and</p> <p>d. relate RA 10533 and the K-to12 framework to the principles of learner-centeredness</p>	<ol style="list-style-type: none"> 1. Developmental influences on learning 2. Social influences on learning <p>D. Individual Differences</p> <ol style="list-style-type: none"> 1. Individual differences in learning 2. Learning and diversity <p>E. Legal and Policy Frameworks and Learner-centered Teaching</p> <ol style="list-style-type: none"> 1. RA 10533 2. K-to-12 Framework 		<p>Lecture using PowerPoint Presentation</p>	<p>Laptop, LCD projector PowerPoint Presentation</p> <ul style="list-style-type: none"> ● Copy of RA 10533 and the picture of the K-to-12 Framework 	<p>Quiz - Essay</p> <p>Unit Test</p>	
UNIT 3 – ORGANIZATION AND MANAGEMENT OF LEARNER-CENTERED CLASSROOMS							
	<ol style="list-style-type: none"> a. identify various forms of learner-centered classroom organization based on learners' needs; b. formulate classroom procedures and routines that promote discipline, fairness, respect and care among learners and encourage learning; c. design, organize and explain the significance of the layout of the physical structure of the classroom for active engagement of learners, individually or in groups, in exploration, discovery, hands-on and self-learning activities; d. describe the roles and responsibilities of the teacher and the learners for a 	<p>A. Forms of learner-centered classroom organization, procedures and physical structure</p> <ol style="list-style-type: none"> 1. Management of Time 2. Management of Instruction 3. Management of Relationship 4. Management of the Physical Environment 5. Management of Discipline 6. Management of Routine <p>B. Approaches to Classroom Management</p> <ol style="list-style-type: none"> 1. Assertive Approach 2. Business-Academic Approach 3. Behavior-Modification Approach 4. Group Managerial Approach 5. Group Guidance Approach 6. Acceptance Approach 	<p>6 hours</p>	<p>Lecture-Discussion using PowerPoint Presentation</p>	<p>Laptop, LCD projector PowerPoint Presentation</p>	<p>Reflective Essay</p>	

	<p>gender, needs, strengths, interests and experiences;</p> <p>b. select appropriate learner-centered teaching modalities, structures, methods and strategies based on learners' diverse needs, learning styles and backgrounds (i.e. linguistic, cultural, socio-economic and religious); and</p> <p>c. draw on appropriate learner-centered teaching modalities and strategies to formulate teaching procedures that address the special educational needs of learners in difficult circumstances.</p>	<p>B. Structures for Facilitating Learner-centered Teaching</p> <ol style="list-style-type: none"> 1. Formal (Traditional) 2. Alternative Learning System (ALS) - Non-formal education (NFE) <ul style="list-style-type: none"> - Informal education (InfEd) - The Mobile Teacher 3. Alternative Delivery Modes (ADM) <ul style="list-style-type: none"> - Modified In-School Off-School Approach (MIMOSA) - Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) - Open High School Program (OHSP) <p>C. Flexible Learning and Teaching</p> <p>D. Differentiated Teaching</p>	3 hours		Handouts	Unit test	
UNIT 6: PLANNING FOR EFFECTIVE TEACHING							
	<p>a. discuss the nature of learner-centered teaching modalities, structures, methods and strategies that facilitate differentiated teaching to suit learners' gender, needs, strengths, interests and experiences;</p> <p>b. select appropriate learner-centered teaching modalities, structures,</p>	<p>A. Making Instructional Decisions</p> <p>B. Instructional Models</p> <p>C. Approaches of Teaching</p> <p>D. Methods and Strategies</p> <ol style="list-style-type: none"> 1. Methods <ul style="list-style-type: none"> - Active learning activities - Cooperative learning activities 	3 hours	Lecture-Discussion using PowerPoint Presentation	Laptop, LCD projector PowerPoint Presentation	Quiz	

	<p>methods and strategies based on learners' diverse needs, learning styles and backgrounds (i.e. linguistic, cultural, socio-economic and religious); and</p> <p>c. draw on appropriate learner-centered teaching modalities and strategies to formulate teaching procedures that address the special educational needs of learners in difficult circumstances.</p>	<ul style="list-style-type: none"> - Inquiry and inductive learning activities <p>2. Learner-centered Instructional Strategies</p> <ul style="list-style-type: none"> - Cooperative learning - Presentations - Panels/Experts - KWL (or KWHLAQ) - Brainstorming - Learner-created media - Discussion - Small group - Case studies - Jigsaw - Learning centers - Experiments - Role play - Simulation - Laboratory - Workshop - Demonstration - Index card - Inquiry-based - Mental models - Project-based learning - Problem-based learning - Discovery learning 		<p>Group Activity</p>	<ul style="list-style-type: none"> • Copy of the different strategies 	<p>Group presentation per strategy</p> <p>Unit test</p>	
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		- Q & A session - Social media - Games or gamification - Competitions - Debate					
UNIT 7 – LEARNER-CENTERED LESSON PLANS							
	a. identify the different parts, functions and characteristics of a learner-centered lesson plan; b. compare and contrast an exemplar learner-centered lesson plan with teacher- or content-centered lesson plans; c. craft a lesson plan chunk emphasizing the use of a selected strategy; and d. implement the designed lesson plan chunk and the appropriately chosen/selected strategy in response to learners' diverse needs, learning styles and backgrounds (i.e. linguistic, cultural, socio-economic, and religious).	A. The Learner-centered Lesson Plan 1. Detailed lesson vs. daily lesson log 2. Parts of the learner-centered lesson plan 3. DepEd-based lesson plan format B. Instructional Learning Processes	3 hours 12 hours	Lecture-Discussion using PowerPoint Presentation Viewing videoclips Making own detailed lesson plan	Laptop, LCD projector, PowerPoint Presentation, Handouts	Group Discussion Reflection Lesson plans Peer assessment	
FINAL EXAMINATION – 2hrs							
	TOTAL NUMBER OF HOURS		54 hrs				

V. COURSE REQUIREMENTS AND DEADLINES:

- A. End of chapter quizzes and infographics on specific topics
- B. Examinations: Midterm and Finals

VI. EVALUATION AND GRADING SYSTEM

A. Evaluation Measures and Weights

● **Class Standings (67%)**

Particulars:	Midterm	Finals
Long Quiz	60%	60%
Term Requirements	30%	30%
Activities	10%	10%

● **Term Examination (Midterm & Finals) (33%)**

TOTAL	100%	100%
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B. Formula for Computation of Grades

$$\text{MIDTERM GRADE (MG)} = \frac{(\text{Class Standing} \times 2) + \text{Midterm Exam Grade}}{3}$$

$$\text{TENTATIVE FINAL GRADE (TFG)} = \frac{(\text{Class Standing} \times 2) + \text{Final Exam Grade}}{3}$$

$$\text{FINAL GRADE (FG)} = \frac{(\text{Tentative Final Grade} \times 2) + \text{Midterm Grade}}{3}$$

VII. PROVISION FOR DIFFERENTIATED INSTRUCTION:

1. Design instructional plan considering students' learning styles.
2. Group students by shared interest, topic or ability to do tasks.
3. Utilize varied teaching techniques and strategies to accommodate diverse learners.
4. Manage classroom to create a meaningful and supportive teaching- learning environment.
5. Conduct individual student consultations for academic advising.
6. Have small group conferences on academic-related concerns.
7. Evaluate students' learning using varied assessment tools.

8. Assess and adjust lesson content to meet learners' needs.
9. Allow students to create outputs according to their skills and abilities.
10. Provide options for students to express their creativity in different forms.

VIII. REFERENCES:

A. Books

- Aquino, Avelina M. 2009. Facilitating Human Learning. Rex Book Store.
- Bansiong, A. 2022. Facilitating-Student Centered Teaching. Benguet State University.
- Bilbao, Purita P., et. al., 2018. The Teaching Profession. Fourth Edition. Lorimar Publishing, Inc. Quezon City, Manila, Philippines
- Bulusan, F. et al. 2019. Facilitating Learner-Centered Teaching. Rex Book Store.
- Classroom Management for Elementary Teachers, Seventh Edition, Carolyn M. Evertson, Edmund T. Emmer, and Murray E. Worsham, Pearson Education, Boston, 2006. Accessed in https://www.unco.edu/cebs/teacher-education/undergraduate-programs/classroom_management.aspx on August 30, 2022.
- Churchill, R. et al. 2016. Teaching: making a difference. Third Edition. John Wiley & Sons Australia, Ltd
- Guido, M. 2021. 20 Classroom Management Strategies and Techniques. Accessed in <https://www.prodigygame.com/main-en/blog/classroom-management-strategies/> on August 30, 2022.
- Ilanan, Celia M., et. al. 2020. Teaching Profession. First Edition. Rex Book Store Publishing Inc. Manila, Philippines. Manila, Philippines.
- Johnson, B. 2016. The 5 Priorities of Classroom Management. Accessed in <https://www.edutopia.org/blog/5-priorities-classroom-management-ben-johnson> on August 30, 2022.
- Lim, Lourdes S. et al. 2014. The Teaching Profession. Adriana Publishing Co., Inc. Manila, Philippines
- Lucas, M. & B. Corpuz. 2020. Facilitating Learner-centered Teaching 5th Edition. Lorimar Publishing Inc.
- Pawilen, Gregorio T. 2019. Teaching Profession: Passion and Mission. Second Edition. Rex Book Store Publishing Inc. Manila, Philippines.
- Rabadi, S. & B. Ray. 2017. 5 Principles of Outstanding Classroom Management. Accessed in <https://www.edutopia.org/article/5-principles-outstanding-classroom-management> on August 30, 2022.
- Tabbada-Rungduin, T. et al. 2021. Facilitating Learner-Centered Teaching. Rex Book Store.
- Tamayao, Antonio I. 2019. Embracing the Profession. Rex Book Store Publishing Inc. Manila, Philippines.
- Weimer, M. (2002). Learner-centered teaching: Five key changes to practice. San Francisco, CA: Jossey-Bass.

B. Online Resources:

- <https://www.elcomblus.com/guiding-principles-in-classroom-management/> (August 30, 2022)
- <https://www.engr.ncsu.edu/stem-resources/legacy-site/learner-centered/>
- <https://connect.springerpub.com/content/book/978-0-8261-7718-6/part/part01/chapter/ch01>
- <https://www.learnupon.com/blog/learner-centered/>

- <https://thisisgraeme.me/2017/03/06/approaches-what-is-learner-centred/>
- <http://varron.expertscolumn.com/article/elements-teaching-and-learning-process#:~:text=The%20elements%20of%20teaching%20and,how%20these%20elements%20works%20together.>
- <https://www.theedadvocate.org/philosophies-education-3-types-student-centered-philosophies/>
- <https://www.theedadvocate.org/philosophies-education-2-types-teacher-centered-philosophies/#:~:text=Teacher%2Dcentered%20philosophies%20are%20those,compassion%20for%20ot hers%2C%20and%20sensitivity.>
- <https://www.startheregoplaces.com/teacher/professional-development/tips-creating-more-student-centered-lesson-plans/>

IX. SUGGESTED READINGS:

- Classroom management practices in Higher Education: Endangered or engendered by Janet Lynn M. Balagtey, Imelda G. Parcasio, and Divina M Yango. (EducARI Journal, 2021).
- Level of reading proficiency of grade 7 Students by Sharon R. Contaoi, Gema G. Alicwas, Deborrah L. Bayanes, Marline O. Pagnas, and Dominador S. Garin. (EducARI Journal, 2021)
- Individual protective factors and academic achievement of junior high school learners in Benguet State University by Liza A. Ngiao and Judith B. Sacley. (EducARI Journal, 2021)
- Information Literacy (IL) of College Freshmen: Implications for an Information Literacy Program in Academic Libraries by Grace Quijano. (Library Philosophy and Practice, 2019)
- Mathematical problem-solving proficiency of Grade 7 student by Mark Neil B. Pageet, Danica Lorain R. Bateria, Melanie D. Calonia, Diona Rose M. Macaburas, Melecent B. Paran, and Janet Lynn S. Montemayor (EducARI Journal, 2021)
- Readability, content, and mechanical feature analysis of commercial science textbooks intended for third grade Filipino learners by Apler J. Bansiong (Cogent Education 2019)

X. COURSE POLICIES AND CLASS ATTENDANCE:

- **Course policies:**

1. Professional disposition and attitude is expected from each student in carrying oneself in the classroom and in the campus.
2. Students are required to wear their complete uniform on Mondays and Tuesdays, in appropriate attire on the other days of the week.
3. The ID card has to be worn at all times while in the campus.
4. Students who are not able to turn in requirements shall be given a final grade of **INC**. which has to be completed within the next two semesters.
5. Other policies of the CTE shall be observed.

- **Class attendance and attendance:**

1. Attendance is monitored every meeting. A student who has incurred three hours of absences will be issued by the course facilitator a referral slips and student is required to secure an admission slip from the Office of Student Services.
2. Students who have been absent from classes due to illness are required to secure medical certificate from the University Health Services.
3. Students who miss quizzes or exams due to valid reasons shall be given consideration to take the quiz or exam.
4. Accumulated unexcused absences of 10.8 hours (20%) of the total contact hours means being **dropped** from the roll if before the midterm examination or **failed** if after the midterm examination.

- **Timelines:**

1. Students are expected to turn in assignments and other requirements on agreed upon time.
2. Course requirement shall be turned in one week before the final exam's week.

XI. CONSULTATION HOURS/SCHEDULE:

FACULTY	Mondays, Wednesdays & Fridays	Tuesdays and Thursdays	ROOM
E.M. Cuevas	9:30am-10am 3pm-5pm		CTE 101
R.A.A. Rivera	4pm-5pm	4pm-5pm	CTE 102

Prepared and submitted by:

:

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Recommending approval:

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