



VISION

(BOR Resolution No. 25 s. 2016)

A premier state university with recognized excellence in engineering and technology education at par with leading universities in the ASEAN region.

MISSION

(Section 2 of P.D. No. 1518)

The University shall provide higher and advanced vocational, technical, industrial, technological and professional education and training in industries and technology and in practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, developmental studies in technical, industrial, and technological fields and production using indigenous materials; effect technology transfer in the countryside; and assist in the development of small-and-medium scale industries in identified growth centers.

DEPARTMENT OF INDUSTRIAL EDUCATION GOALS

1. To periodically review the curricular program to produce competent and committed teachers.
2. To undertake development and innovative researches in Industrial Education.
3. To facilitate transfer of technology in Industrial Education through expanded and effective linkages with industry and other sectors.
4. To produce teachers who understand and appreciate genuine human ideas and values.
5. To imbue prospective teachers with desirable characteristics.

OBJECTIVES

1. Offer relevant and responsive curricular programs.
2. Initiate the conduct of researches in pedagogy and related educational technology.
3. Intensify community involvement through extension programs and projects.
4. Develop attitude, personal discipline, moral, social and cultural values of the students.
5. Equip prospective teachers with desirable personal and social characteristics, qualities and traits.



Management System
ISO 9001:2015



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BTVTED

AREA III

CURRICULUM AND INSTRUCTION

B. Instructional Process, Methodologies and Learning Opportunities

SYSTEM – INPUTS AND PROCESSES



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S.1 There is an institutional outcomes-based
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course syllabi.

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COURSE CODE:
COURSE TITLE:

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II. Campus Goals

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

III. Quality Policy and Core Values

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
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IV. Department Objectives

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

V. Program Education Objectives

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

II. Course Contents

- a. Course Code :
- b. Course Title :
- c. Pre-requisite/Co-requisite :
- d. Course Description:
- e. Credit units :
- f. Class Schedule :

VI. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Articulate and discuss the latest developments in the specific field of practice.	✓		



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(b)	Effectively communicate orally and in writing using both English and Filipino.			
(c)	Work effectively and independently in multi-disciplinary and multi-cultural teams			
(d)	Act in recognition of professional, social, and ethical responsibility.			
(e)	Preserve and promote "Filipino historical and cultural heritage" (based on RA 7722).			

VII. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES				
	A	B	C	D	E
<i>After completing this course, the student must be able to:</i>					
1.					
2.					
3.					

I – Introductory course to an outcome (Formative course objective to an outcome)

E – Enabling course to an outcome (Course objective strengthening further an outcome)

D – Demonstrative to an outcome



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VIII. COURSE LEARNING PLAN

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
1							
2							
3							
4							
5							



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IX. Learning Resources/ Textbook(s)**X. COURSE REQUIREMENTS/ GRADING SYSTEM****Course Requirements**

1. Major Examinations
2. Summative Quizzes
3. Unit Outputs
4. Reflective Journals / Portfolios

Performance Standard (Grading System)

Criteria	Percentage
Unit Outputs/Portfolio	40
Major Examination	30
Summative Assessment	20
Attendance and Participation	10
Total	100

XI. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

Scholarly Expectations. All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

Academic Honesty. You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

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Late Compliance Policy. Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.

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					Prof. Maria Cecilia N. Reyes, Asst. Director for Academic Affairs

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VI. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Demonstrate the competencies required of the Philippines TVET Trainers-Assessors Qualifications Framework (PTTQF).			



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(b)	Demonstrate broad and coherent, meaningful knowledge and skills in any of the specific fields in technical and vocational education.			
(c)	Apply with minimal supervision specialized knowledge and skills in technical and vocational education.			
(d)	Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning.			
(e)	Manifest a deep principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students.			
(f)	Show a deep principled understanding of how educational processes relate to a larger historical, social, cultural, and political processes.			
(g)	Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches)			
(h)	Reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and other factors affecting the educational process in order to constantly improve their teaching knowledge, skills and practices.			

VII. Course Outcomes in Relation to Program Outcomes

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3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

II. Course Contents

- a. Course Code : PROF. ED. 1
- b. Course Title : CHILD AND ADOLESCENT DEVELOPMENT WITH PRINCIPLES OF TEACHING
- c. Pre-requisite/Co-requisite : NONE
- d. Course Description: 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 and shall include appropriate pedagogical principles applicable for each development level.
- e. Credit Units :
- f. Class Schedule :

VI. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES	PROGRAM EDUCATIONAL OBJECTIVES
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By the time of graduation, the students of the program shall have the ability to:				
(a)	Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	✓		
(b)	Demonstrate mastery of subject matter/discipline.			
(c)	Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.			
(d)	Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.			
(e)	Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.			
(f)	Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.			
(g)	Practice professional and ethical teaching standards sensitive to the local, national, and global realities.			
(h)	Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.			

VII. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES							
	A	B	C	D	E	F	G	H
<i>After completing this course, the student must be able to:</i>								
1.								
2.								
3.								

I – Introductory course to an outcome (Formative course objective to an outcome)
E – Enabling course to an outcome (Course objective strengthening further an outcome)
D – Demonstrative to an outcome



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VIII. COURSE LEARNING PLAN

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
1							
2							
3							
4							
5							



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6							
7							
8-9							
10							
11-13							
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15							



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IX. Learning Resources/ Textbook(s)

X. COURSE REQUIREMENTS/ GRADING SYSTEM

Course Requirements

1. Major Examinations
2. Summative Quizzes
3. Unit Outputs
4. Reflective Journals / Portfolios

Performance Standard (Grading System)

Criteria	Percentage
Unit Outputs/Portfolio	40
Major Examination	30
Summative Assessment	20
Attendance and Participation	10
Total	100

XI. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

Scholarly Expectations. All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

Academic Honesty. You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

Attendance Policy. You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.

Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.

Assignment Policy. All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted

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on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.

Late Compliance Policy. Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.

Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

Drop Policy. It is the student's responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as "DROPPED".

Important NOTE: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.

COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
					Prof. Maria Cecilia N. Reyes, Asst. Director for Academic Affairs