

## TEACHER CERTIFICATE PROGRAM

The **Teacher Certificate Program (TCP)** provides non-education degree holders with an understanding of the nature, cognitive, socio-emotional, and physical characteristics of children who need appropriate general education programs. The program further equips students with appropriate educative delivery modes and approaches necessary in handling children in general education programs. TCP aims to develop among its students the necessary skills in teaching children in the regular schools and acquire basic skills in handling learners.

### ADMISSION REQUIREMENTS

The **Teacher Certificate Program (TCP)**, which offers education courses at the undergraduate level, has for its clientele (a) non-education bachelor's degree holders; and (b) DLSU undergraduate students who are about to finish a degree program in another college.

### COURSE DISTRIBUTION

<b>Theory and Concepts Courses</b>	6 units
<b>Methods and Strategies Courses</b>	12 units
<b>Experiential Learning Courses</b>	12 units
Field Study (6 units)	
*Practice Teaching (6 units)	
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	30 units

#### **Theory and Concepts Courses (6 units)**

##### ***The Teaching Profession (3 units)***

The course deals with the teacher as an individual, classroom teacher, community teacher and global teacher. It emphasizes professionalization to cover teacher's status and levels of professional rewards and professionalism to improve competencies and literacy development.

### ***Facilitating Learning (3 units)***

This course deals on contemporary theories and research on the cognitive, metacognitive, motivational, socio-cultural, and individual differences, which are factors in the acquisition of knowledge. The exploration and discussion of these theories and research will focus on how these apply to the Philippine, regional, local, and personal experiences. More importantly, the processing of the theories and research will emphasize how teachers may use the various ideas to better facilitate the learning processes among students.

## **Methods and Strategies Courses (12 units)**

### ***Principles of Teaching (3 units)***

The course introduces prospective elementary and secondary teachers with knowledge and understanding of the subject area which include foundation disciplines, structural components, models of teaching, and assessment strategies. These will provide the students with the theoretical underpinnings in teaching and develop concepts, skills, attitudes, and values related to subject area.

### ***Assessment of Learning (3 units)***

The course is designed to equip future educators with conceptual and technical skills that will enable them to effectively assess authentic students learning and properly evaluate educational outcomes. It focuses on the development and utilization of alternative forms of assessment to improve the teaching learning process. Moreover, it allows students to incorporate concepts, theories, and current researches discussed in class in their development and evaluation of classroom assessment tools and interpretation of assessment data.

### ***Educational Technology (3 units)***

The course is designed to introduce information and communication technologies to facilitate and foster meaningful and effective learning. Students are expected to demonstrate a sound understanding of the nature, application and production of the various types of educational technologies. The course will likewise focus both on developing teacher support materials and the production of technology-based outputs.

### ***Developmental Reading (3 units)***

The course is aimed at giving the students a chance to improve their reading abilities, with special focus on their ability to comprehend texts from various disciplines and content areas. Students will be guided on how they can become efficient and effective readers based on the nature of the reading process.

## **Experiential Learning Courses (12 units)**

### ***Field Study 1: Experiential Learning 1 (3 units)***

Field Study 1 is composed of: *The Learner's Development and Environment, Exploring the Curriculum, and Learning Assessment Strategies* . The course is designed to help the students verify the following: (1) the behavior of the child in the actual learning environment, and (2) the knowledge gained on curriculum development through exposure to the existing curriculum. This course allows the students to have hands-on experiences in selecting, constructing, and evaluating conventional, authentic, and alternative assessment tools used in the learning environment.

### ***Field Study 2: Experiential Learning 2 (3 units)***

Field Study 2 is composed of: *Experiencing the Teaching-Learning Process, Technology in the Learning Environment, and On Becoming a Teacher* . The course is designed to help the students verify the cognitive, meta-cognitive, individual differences, and motivational factors that influence the acquisition of knowledge. It shall also provide exposure and hands-on opportunities in the use of Information and Communications Technology (ICT) in teaching. It shall bring about life and vicarious experiences of a prospective teacher with emphasis on the characteristics of a teacher as a person and as a professional.

### ***Practice Teaching (6 units)***

Practice Teaching is a 6-unit course offered to those who have completed all Field Study courses. It is part of the Experiential Learning courses of the new teacher education curriculum which gives the prospective teachers the chance to experience the life in actual learning environment.