

## **Course Description**

### **Specialization (Early Childhood Education)**

#### **ECEFOUN – FOUNDATIONS OF EARLY CHILDHOOD EDUCATION**

This course is an introduction to the field of early childhood education: its fundamental concepts, historical, philosophical, theoretical roots and legal frameworks with focus on contemporary early childhood education programs in the Philippines. It highlights the importance of early childhood education and the role of early childhood professionals.

#### **ECECHDV – CHILD DEVELOPMENT**

This course focuses on an in-depth and critical study of the development of children ages 0-8 in the different domains and the multiple interacting influences. The implications of child development principles to teaching and learning are emphasized. Opportunities for observing and interacting with children in their home and school environment are included.

#### **ECEDAPP – PLAY AND DEVELOPMENTALLY APPROPRIATE PRACTICES IN EARLY CHILDHOOD EDUCATION**

The course focuses on the importance of play and other developmentally appropriate practices and methods that will address the physical, social, emotional, and cognitive needs of the young learners. Provide a nurturing and stimulating environment. An application of the knowledge of theories will be demonstrated through designing appropriate play-based learning activities.

#### **ECENDEV – NUMERACY DEVELOPMENT**

This course is designed to develop knowledge and skills necessary to support young children learning mathematics in way that fosters mathematical understanding, application, and enjoyment. The course also equips students with the ability to design and select mathematical tasks that promote an inquiry, problem solving learning environment.

#### **ECECAMM – CREATIVE ARTS, MUSIC, AND MOVEMENTS IN EARLY CHILDHOOD EDUCATION**

The course focuses on the content and strategies, methods and processes for teaching art, music and movement for K to Grade 3 learners, based on different theoretical frameworks and current researches.

## **ECELITC – LITERACY DEVELOPMENT**

The course focuses on the discussion of literacy competencies and skills that should be developed among beginning readers as well as the approaches and strategies for developing a multilingual and multiliterate learner. Preparation of appropriate lessons and instructional materials and microteachings activities are included.

## **ECEELEV - EARLY LEARNING ENVIRONMENT**

The course focuses on the planning, setting up and evaluating developmentally-appropriate and child-centered physical, interpersonal and temporal learning environments in diverse early childhood settings.

## **ECEMTPD – CONTENT & PEDAGOGY IN THE MOTHER TONGUE-BASED MULTILINGUAL EDU IN EARLY CHLDHD**

Comprehensive understanding of elements of mother tongue, appreciation of local literature, and utilization of developmentally appropriate language teaching strategies for the mother tongue. This course will focus on a comprehensive understanding of elements of mother tongue, appreciation of local children's literature and the utilization of developmentally appropriate language teaching strategies for the mother tongue.

## **ECEHNAS – HEALTH, NUTRITION AND SAFETY**

This course is designed to provide an overview of the health, safety and nutritional needs of children ages 0 to 8 years. Content covers: relevant policies and regulations, basic concepts, principles and practices of child health, food and nutrition, and child safety including ECCD in emergencies and child protection. Designing learning environment and opportunities that are responsive to the health, safety and nutritional needs of children from birth through grade three will be explored. Emphasis will be given on the importance of partnering with health professionals, families and communities to help young children establish healthy lifestyles and achieve their learning potential.

## **ECECHIL – CHILDREN'S LITERATURE**

The course focuses on the importance of children's literature for promoting lifelong love of reading among the young learners and its use as springboard for developing literacy skills. Strategies and approaches for using children's literature in the classroom will be discussed.

## **ECETECH – TECHNOLOGY FOR TEACHING & LEARNING 2 (UTILIZATION OF INSTRUCTIONAL TECHNOLOGY)**

This course is an introduction to the utilization of instructional technology and the application and integration of technology-based resources in the early childhood curriculum. It will introduce students on the role of media and technology to impact and affect young children. Students will identify, analyze and learn how to use children's software, promote children's inquiry and connect a variety of technologies into children's learning. The course will likewise emphasize developing computer skills to create instructional material, utilize different resources and integrate technology into the teaching and learning processes.

## **ECESOCS – SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION**

The course focuses on the discussion of the concepts in Social Studies as well as the developmentally appropriate strategies in teaching these concepts to young learners.

## **ECESCI – SCIENCE IN EARLY CHILDHOOD EDUCATION**

The course focuses on the discussion of science concepts and experiences that are relevant to different childhood ages and levels. Emphasis will be on the creation of science experiences, selection of appropriate materials, learning specific scientific techniques for working with young children, and knowing how to integrate science in other subject areas.

## **ECESPED – INCLUSIVE EDUCATION IN EARLY CHILDHOOD SETTINGS**

This course aims to provide the students with the knowledge, skills and dispositions to create, teach and assess child-centered, constructivist learning experiences for all children in inclusive and diverse classrooms. It includes an overview on nature young children based on knowledge of typical and atypical child development, educational psychology and diversity in our society.

## **ECEGUID – GUIDING CHILDREN'S BEHAVIOR & MORAL DEVELOPMENT**

The course focuses on the importance of fostering social, emotional and moral development in the early years. It presents an overview of the developmental, environmental and cultural factors that impact the behavior of young children. The developmentally appropriate strategies for cultivating moral values and guiding children's behavior in positive ways are highlighted.

## **ECEFAMI – FAMILY, SCHOOL & COMMUNITY PARTNERSHIP**

This course focuses on the diverse needs of the young child within the context of family, school and community anchored on Urie Bronfenbrenner's ecological framework. It examines the nature and scope of family-school-community partnerships including interdisciplinary relationships and their impact on learning and development of young children. It includes a review of principles, strategies, initiatives and programs to engage parents, families and communities. The role of early childhood educators in planning, implementing and assessing collaborative family, school and community partnerships is given emphasis.

## **ECECURR – EARLY CHILDHOOD EDUCATION CURRICULUM MODELS**

This course focuses on the principles in planning and developing developmentally-appropriate and child-centered curriculum. The course includes a thorough discussion of different curriculum models and program approaches for early childhood education.

## **ECEASES – ASSESSMENT OF CHILDREN'S DEVELOPMENT & LEARNING**

This course focuses on the various aspects of assessment of young children's development and learning. It likewise involves an understanding and application of the different types and uses of quantitative and qualitative assessment methods for determining children's development and learning. Students will experience how to develop rubrics for different forms of assessment.

## **ECEELMP- LEADERSHIP & MANAGEMENT OF EARLY CHILDHOOD EDUCATION**

The course focuses on the organization and management of early childhood education programs. Students will be exposed to planning, organizing, managing and evaluating programs and facilities for children, record keeping, budgeting , and licensing and accreditation procedures by the Department of Education and the Early Childhood Care and Development Council.

## **ECEITOD – INFANT & TODDLER PROGRAMS**

A study of appropriate infant and toddler programs, including an overview of development, quality routines, appropriate environments, materials and activities, teaching/guidance techniques.

## **THS1EAR – ACTION RESEARCH 1 (RESEARCH IN EARLY CHILDHOOD EDUCATION)**

This course focuses on conducting an action research through the investigation of a significant question or issue related to teaching in early childhood settings.

### **THS2EAR – ACTION RESEARCH 2 (RESEARCH IN EARLY CHILDHOOD EDUCATION)**

This course focuses on the implementation, analysis and writing phase of the students' Action Research proposal presented during the proposal defense and approved by the Action Research Panel members in Research in Early Childhood Education 1.

## **Professional Education**

### **PRLEARN - THE CHILD AND ADOLESCENT LEARNERS AND LEARNING PRINCIPLES**

The 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.

### **PRFACIL – FACILITATING LEARNER-CENTERED TEACHING**

This course explores the fundamental principles, processes and practices anchored on the educational philosophy of learner-centeredness. Aside from providing a brief topical survey of the modern theories and research on learning, it is also designed to begin with or to culminate into field experiences that engage students in problematizing, prioritizing, and performing learner-centeredness teaching. The inter-connectedness of local, regional, national, and international contexts, challenges, and considerations in carrying out the goals of learner-centered teaching is likewise given emphasis.

### **PRLITRC – 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) cyberliteracy/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.

### **PRASES1 – 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 students to go through the standard steps in test construction and development of and the application in the grading systems.

### **PRETECH – 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 design of learning lessons, teaching & learning experiences and assessment tasks that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.

### **PRASES2 – ASSESSMENT IN LEARNING 2**

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 and product-based assessment.

### **PRFSPED – FOUNDATION OF SPECIAL & INCLUSIVE EDUCATION**

This course shall deal with philosophies, theories and legal bases of special and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, 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.

### **PRTSCUR – 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.

## **PRFIEL1 – 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 and teaching learning episodes focusing on the application of educational theories learned in content and pedagogy courses will be made. Observations of learners' behavior, motivation, teachers' strategies of teaching, classroom management, assessment in learning among others shall be given emphasis . A portfolio shall be required in the course.

## **EDURSCH – EDUCATIONAL RESEARCH**

Educational research is a 3-unit course that deals with the fundamentals of research and research designs, data-gathering, analysis and interpretation, and report-writing. Both quantitative and qualitative designs will be studied. Commonly used statistical procedures for analyzing data will be reviewed within the context of actual quantitative studies. The course is designed in such a way that undergraduate students will learn concepts and theory of research and at the same time, apply them in research activities that could be done within an educational environment. Students will thus be guided in planning a research investigation, from the initial problem definition through selecting appropriate research designs and data-analysis techniques up to the mechanics of report-writing, using the APA format.

## **PRTPROF – THE TEACHING PROFESSION**

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

## **PRTC SOL – THE TEACHER & THE COMMUNITY, SCHOOL CULTURE & 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.

## **PRFIEL2 – FIELD STUDY 2 - PARTICIPATION AND TEACHING ASSISTANSHIP**

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 activities related to assessment of learning, preparation of instructional materials, preparation of the bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson or learning plans and demonstration of 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.

## **PRCEARD – TEACHING INTERNSHIP**

This course is a one term 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- campus or off campus if possible. No academic courses shall be taken together with Teaching Internship. A teaching portfolio shall be required and the completion of Action Research. Students in the Bachelor of Early Childhood Education Practicum Program are expected to complete 360 hours of teaching in an approved private and public early childhood center, and other professional development activities.

## **Special topics**

## **ENVIEDU – ENVIRONMENTAL EDUCATION**

This course deals with the general concepts and principles pertaining to the complex pattern of interaction between the physical environment and biological communities on Earth. Emphasis is given on current environmental issues and concerns such as: biodiversity, global warming, industrialization, urbanization, ozone depletion, and protection and conservation of natural resources, as well as disaster risk management techniques through mitigation and adaptation of geologic, hydrometeorological, and coastal hazards.



## **Lasallian Core Curriculum (General Education Courses)**

### **GEPCOMM - PURPOSIVE COMMUNICATION**

Purposive Communication hones students' ability to ethically, effectively, and professionally communicate, through the strategic use of various communicative forms, with diverse audiences and for different purposes in various modes. This course specifically develops the students' ability to use their communication skills and technology for civic participation in support of the UN's Sustainable Development Goals (SDG) in the Philippines. The course adopts interdisciplinary, outcomes-based education (OBE), service-learning, and process-genre approaches to teaching purposive communication.

### **GEMATMW – MATHEMATICS IN THE MODERN WORLD**

This course aims to discuss the nature of mathematics leading to appreciation of its practical, intellectual, social, and aesthetic dimensions. It includes the study of the nature of mathematics and how the perception of this leads to different tools for understanding and dealing with various aspects of present day living such as managing personal finances, making social choices, appreciating geometric designs, understanding codes used in data transmissions and security, and dividing limited resources fairly.

### **GEUSELF - UNDERSTANDING THE SELF**

Understanding the Self will empower the student to explore the nature of self, and understand the factors and forces that affect the development of personal identity from the perspectives of philosophy, psychology, sociology, anthropology, and oriental. The Filipino socio-cultural context is also given emphasis in understanding the self. The directive to Know Oneself has inspired countless and varied ways to comply. Among the questions that everyone has had to grapple with at one time or other is “What, Why, Who am I?” At no other period in human development is this question asked more urgently than in adolescence or emerging adulthood, traditionally believed to be a time of vulnerability and great possibilities. Issues of the self and identity are among the most critical for the young person. This course is intended to facilitate the exploration of the issues and concerns regarding the conception of the self, the individual, the person, and one's identity to arrive at a better understanding of the self. It strives to meet this goal by stressing the integration of the personal with the academic - contextualizing matters discussed in the classroom and in the everyday experiences of the student - making for better learning, generating a new appreciation for the learning process, and developing a more critical and reflective attitude while enabling the student to manage and improve oneself to experience happiness and attain well-being.

## **GERPHIS – READINGS IN PHILIPPINE HISTORY (MGA BABASAHIN SA KASAYSAYAN NG PILIPINAS)**

Sinusuri ng kurso ang kasaysayan ng Pilipinas mula sa lente ng mga piling primaryang batis gamit ang interdisiplinaryong lapit at perspektiba. Sa pamamagitan ng lapit na kronolohikal-tematiko-konseptuwal, susuriin ang pagkahubog, pagpapatuloy at pagbabago ng mga aspektong panlipunan, pampulitika, pang-ekonomiya at pang-kultura sa iba’t ibang yugto ng kasaysayan ng pagkabansa ng Pilipinas. Nakapaloob sa saklaw at pagkakasunod-sunod ang mga paksa ng Saligang-Batas, repormang agraryo, at sistema ng pagbubuwis. Sa pagtatapos, inaasahan na makalinang o makahubog ng mag-aaral na kritikal, malikhain, kolaborador (collaborator), at may kasanayan sa epektibong talastasan.

## **GERIZAL – LIFE AND WORKS OF RIZAL (ANG BUHAY AT MGA AKDA IN RIZAL)**

Ang GERIZAL (Ang Buhay at mga Akda ni Rizal) ay isang foundational course na nagbibigay-kakayahan sa mga mag-aaral na kritikal na suriin at mapahalagahan sa pamamagitan ng interdisiplinaryong lapit at perspektiba ang buhay, gawa at mga akda ni José Rizal. Partikular na bibigyang-pansin sa kurso ang ambag ng pambansang bayani sa pagkabuo at pag-unlad ng bansang Pilipinas sa iba’t-ibang yugto ng kanyang buhay at sa pamamagitan ng kanyang mga akda lalo na ng Noli Me Tangere at El Filibusterismo, sa konteksto ng mga kaganapan noong huling bahagi ng ika-19 na dantaon, ang panahong ginalawan ni Rizal. Ang kurso ay alinsunod sa itinatadhana at diwa ng Batas Republika 1425, s. 1956 o Batas Rizal na naglalayong matugunan ang pangangailangan ng mga kabataan sa kasalukuyang panahon na mapagtibay ang damdaming makabansa at pagpapahalaga sa kalayaan.

## **GEWORLD - THE CONTEMPORARY WORLD**

This course introduces students to the contemporary world by examining the global society and the multifaceted phenomenon of globalization. Using Global Society and other social sciences disciplines, it examines the economic, social, political, technological, and other transformations that have created an increasing awareness of the interconnectedness of peoples and places around the globe. The course also includes mandatory topics on population education in the context of population and demography. To this end, the course provides an overview of the various debates on the global society, global governance, development, and sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate a sense of global citizenship, cosmopolitanism, internationalism, and global ethical responsibility.

## **GESTSOC - SCIENCE, TECHNOLOGY, AND SOCIETY**

STS (Science, Technology and Society) is about the interactions between science and technology, and the sociological, political, economic, ethical, and theological/spiritual contexts that shape, and are shaped, by them. In this course, student reviews the history and philosophy of science and technology and examine how scientific ideas and technologies, and the scientific community itself, have influenced and are influenced by sociocultural, political, economic, ethical and theological/spiritual factors. Student examines how science and technology can be harnessed to address current development issues of the country and in doing so, anticipates possible futures.

## **GELITWO – LITERATURES OF THE WORLD**

World Literatures enhances students' ability to further appreciate, analyze, and critique different literary forms or genres [i.e. poetry, fiction, and drama] by studying selections of World Literature. This course enriches comparative imagination of students by looking into the convergences and divergences of literary forms, the cultures where these texts emerged and the various thematic issues of writing from authors across the globe. Through its interdisciplinary and multimodal approaches, it encourages students to cultivate the sense of being at home in the world by understanding the complex realities of globalization.

## **GEARTAP – ART APPRECIATION**

Art at its best invites persons to a transforming engagement with various aspects of human existence. By awakening persons to a deeper awareness and appreciation of human experience and the divine mystery that underlies it, art contributes to the spiritual quest for transcendence and wholeness. This course is an introduction to the elements and principles of art through a critical examination of the major artworks, different artistic movements and styles in the Philippines and the world. The course further introduces students to the concept of the “sacramental imagination” (which regards material reality as the medium of our relationship to divine mystery) and helps them to reflect on the meaning and human significance of these works in this light. This course interrogates the ways we create and consume art in the age of the digital humanities, strengthens our engagement with social and environmental justice, and deepens our relationship with life and with God.

## **GEETHIC - ETHICS**

This course introduces the students to the principles of moral reasoning and ethical behavior at the levels of the individual person, society, and ecological systems with the aim of promoting values and character formation. The course is divided into three major parts. The first looks into the meaning, scope, and value of ethics as a philosophical discipline, and clarifies the nature of moral personhood and conditions of accountability. The second examines the basic contentions of the normative ethical theories of consequentialism, deontology, and virtue ethics, and their various forms. The third critically analyzes ethical issues as they occur in various concrete contexts that include biomedicine, business, natural environment, computing, law and politics, arts, sports, and social media. Case studies in both national and international settings shall be used in the explication of the ethical theories and in the applications of these theories.

**GELECSP – GENERAL EDUCATION SOCIAL SCIENCE/PHILOSOPHY ELECTIVE**

This is the G.E. elective course on Social Science / Philosophy beginning AY 2020-2021.

**GELECAH – GENERAL EDUCATION ARTS AND HUMANITIES ELECTIVE**

This is the G.E. elective course on Arts and Humanities beginning AY 2020-2021

**GELECST – GENERAL EDUCATION SCIENCE AND TECHNOLOGY ELECTIVE**

This is the G.E. elective course on Science and Technology beginning AY 2020-2021

**Lasallian Core Curriculum (Mandated Courses – PE/NSTP)**

**GEFTWEL – PHYSICAL FITNESS AND WELLNESS**

This course provides them with holistic understanding about the concept of wellness and the over-all management of personal and healthy lifestyle since it focuses on the basic concepts, principles, and practices particularly on Health-Related Fitness. It also provides the students an opportunity to learn and study fitness as well as engaging themselves in various form of exercises or physical activities that ultimately would keep them aware regarding the importance of lifelong wellness thus sustaining a quality of life.

**GEDANCE – PHYSICAL FITNESS AND WELLNESS IN DANCE**

This course introduces the students to the fundamental step patterns of simple to intricate variations of classic ballroom dances and other contemporary classic pop dances. In this course, students can express their feelings through movements

disciplined by rhythm, dance etiquette, social protocol, and unique body mechanics of each dance genre.

### **GESPORT - PHYSICAL FITNESS AND WELLNESS IN INDIVIDUAL/DUAL SPORT**

This course is designed to familiarize essential understanding on the knowledge and basic skills of selected individual and dual sports which includes history, game rules, techniques and strategies and health and safety precautions. Emphasis will be placed on personal improvement of sport-specific skills, and work toward achievement of personal fitness levels. This will provide an opportunity for students to appreciate the sport and promote the concept of physical fitness for a lifetime.

### **GETEAMS - PHYSICAL FITNESS AND WELLNESS IN TEAM SPORTS**

The course is designed to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts, and appropriate social behaviors within a team setting. Students will acquire skills needed to make sound judgement, meet and overcome challenges, and develop positive behaviors in wellness and movement activity for life-long habits.

### **NSTP101 – NATIONAL SERVICE TRAINING PROGRAM- GENERAL ORIENTATION**

The course, which is jointly conducted by COSCA and ROTC under the supervision of the Dean of Student Affairs, serves as the orientation phase for all NSTP enrollees. The orientation will cover NSTP Law (9163) and overview of ROTC and CWTS courses. Upon completion of the course, the students then select between the two components namely, Reserved Officers Training Corps (ROTC) or Civic Welfare Training Service (CWTS).

### **NSTPCW1/LT1/RO1 – CWTS FORMATION PHASE**

Classroom sessions and field exposures to equip students with basic knowledge, skills and attitude in community service.

## **NSTPCW2/LT2/RO2 - CWTS COMMUNITY SERVICE PHASE**

Actual community work through the implementation and completion of short term community development projects

## **Lasallian Core Curriculum (Added by DLSU)**

### **LCENWRD - ENCOUNTERING THE WORD IN THE WORLD**

Lasallian formation is nurtured by the core values of faith, zeal for service and communion in mission, cultivating a vocation that affirms one's free collaboration with God in the work of building human communities that reflect the Gospel values of God's Reign. In this, Lasallian formation seeks to enable persons to acquire the vision, values, attitudes, and practices that reflect God's creative and redemptive action in the world. (Preamble, Foundational Principles of Lasallian Formation from DLSU website) Living a life inspired by Jesus of Nazareth, who embodies the expansive and inclusive spirit of the Reign of God, is a key important element of Lasallian formation. A life inspired by Christ is shaped by God's Word, as a revelatory text. Students engage the Scripture in order to deepen their spirituality and grow in their vocation wherever they may be especially in the context of Philippine realities. The Judeo-Christian biblical tradition offers us opportunities to understand and articulate evolving perspectives on the relationship between God and humankind as practices of wisdom. Using hermeneutical tools, we engage biblical narratives as exemplars of our ongoing quest for God's shalom (peace) in a world of exclusion and violence. We discern how God animated history through the Covenant and the reconciling love of God in Jesus, the Word-made-flesh towards the fullness of life for all.

### **LCFAITH - FAITH WORTH LIVING**

The LCFAITH (Faith Worth Living) course aims to make sense of the relevance of faith in today's world. It introduces the students to different Faith expressions: Personal trust (*Pagdama ng kagandahang loob*); Believing (*Makatuwirang pananampalataya*); and Praxis of liberation (*Mapagpalayang pananampalataya*). It underlines that all these are necessary for a holistic faith responsive to crucial life issues. The students will engage in different contexts (i.e., social, political, religious, cultural, philosophical), resulting in several faith expressions. As a synthesis, these dimensions of faith will be integrated into a discussion of dialogue with the "religious other" towards an active commitment worth living. The class concludes with a celebration of this holistic faith

## **LCASEAN - THE FILIPINO AND ASEAN**

The course introduces students to the evolution of the Association of Southeast Asian Nations (ASEAN), highlighting ASEAN's development as a collective while acknowledging the diversity among its members. The course traces the progress and challenges in the building of an ASEAN Community along the three pillars of politico-security, economic and socio-cultural, emphasizing the role of the Philippines in such community building project as well as the benefits that the country derives in being a member of the Association. The course shall emphasize a critical perspective in the examination of ASEAN, its development, and its performance.

## **LCFILIC - KULTURA, MEDIA AT TEKNOLOHIYA**

Ang kursong KULTURA, MEDIA AT TEKNOLOHIYA (LCFILIC) ay tumatalakay sa yaman ng ating kultura, mga isyung pang-midya, at diskursong panteknolohiya. Dulot ng mga kasalukuyang pangyayari at kalagayan ng ating bansa nilalayan ng kurso na lumikha ng inobatibong mga kaparaanan upang mabigyan ng tuon ang pangmadlang midya, social media, at teknolohiya kasabay ng kamalayan at kamulatan sa ating kultura. Tatalakayin din ang halaga ng teknolohiya at wika sa pagtuklas at pakikibagay sa bagong normal at kung papaano ito magagamit sa pagtataguyod ng kaalaman sa bawat larang ng mag-aaral. Pinagtutuunan ng kurso ang higit pang pagpapahalaga sa ating kultura sa pagtalakay ng mga paksang may kaugnayan sa etnisidad at ating pagkakakilanlan. Samantala, sa bahagi ng midya pagtutuunan ang gampanin ng multimedia sa pagpapalaganap ng impormasyon at kung ano ang halaga ng katotohanan laban sa mis/disimpormasyon at sa pamamagitan ng pakikibahagi at kritikal na pagkonsumo gamit ang new media (radyo, telebisyon, limbag, internet, pelikula). Gayundin, ang integrasyon sa kultura, midya, at teknolohiya ay makatutulong sa mga mag-aaral na magtamo ng praktikal na pag-unawa sa pakikibahagi sa isang multikultural at multilingguwal na globalisadong mundo.

## **LCLSONE - LASALLIAN STUDIES 1**

This course deals with the life story of St. John Baptist de la Salle. It focuses primarily on the Lasallian Core Values of Spirit of Faith, Zeal for Service, and Communion in Mission. The students will also be exposed to the 12 Virtues of a Lasallian as developed by Br. Agathon. These virtues will be the subject matter of the reflections and discussions of the students. Lastly, the course will give the students the opportunity to share their individual stories and let them discover how their stories are related to the life story of St. La Salle.

## **LCLSTWO - LASALLIAN STUDIES 2**

This course deepens the students' understanding of the Lasallian Guiding Principles (LGPs), with a particular focus on the Lasallian core value of Zeal for Service. It discusses the Principles of Lasallian Social Development and utilizes stories about how Lasallian saints have manifested the LGPs in their own lives. The course requires students to develop their Lasallian Service Plan, which will articulate concrete actions in response to social realities grounded on the LGPs and the Lasallian virtues. The Lasallian Reflection Framework (Masid-Danas, Suri-Nilay, Taya-Kilos) will also be used as a guide in the developing their Lasallian Service Plan.

## **LCLSTRI - LASALLIAN STUDIES 3**

The course gives the students the opportunity to reflect on their Lasallian journey and integrate what they have learned from the previous Lasallian Studies courses they have taken. It focuses on the relationships they have with God, with others and themselves. The course empowers the students, accompanied by the Lasallian alumni, to prayerfully discern their vocation and mission as Lasallians in a fast-changing society, especially as they are about to pursue their respective vocations and leadership roles. It highlights the Lasallian value of Communion in Mission focusing on the Lasallian virtues of Patience, Zeal, Generosity and Gentleness.

## **LASARE1 - LASALLIAN RECOLLECTION 1**

This one-day recollection for first year students focuses on the development of the Lasallian core values of faith, zeal for service and communion in mission among the participants. Using passages from the Sacred Scriptures and reference to the Lasallian founding story, LASARE1 invites each of the participants to 1) recognize and appreciate their inherent goodness and giftedness in the context of being created in the image and likeness of God 2) explore ways by which they can enhance and share their gifts to their respective communities and 3) identify a concrete community service project by which they can actualize the value of working together in a mission to serve those in need. The synthesizing point for all the activities of this one-day recollection is the call to be Ambassadors of God or to be visible signs of faith, hope and God's love in this world.

## **LASARE2 - LASALLIAN RECOLLECTION 2**

Lasallian Recollection 2 is a spiritual recollection offered to undergraduate students in their second year. It aims to introduce our students to the idea of Lasallian Belongingness. The retreat hopes to invite them to become persons of communion. The module is inspired by the post-Resurrection experience of the two disciples on the Road to Emmaus.



### **LASARE3 - LASALLIAN RECOLLECTION 3**

Lasallian Integrating Retreat is a spiritual retreat experience offered to undergraduate students either in their third year or terminal year. Through silence, prayer, listening, meditation, and contemplation, students are invited to reflect on the past two or three years of their stay in DLSU including the disruption brought by the pandemic, and gather insights from the many lessons and learnings university life has given them.