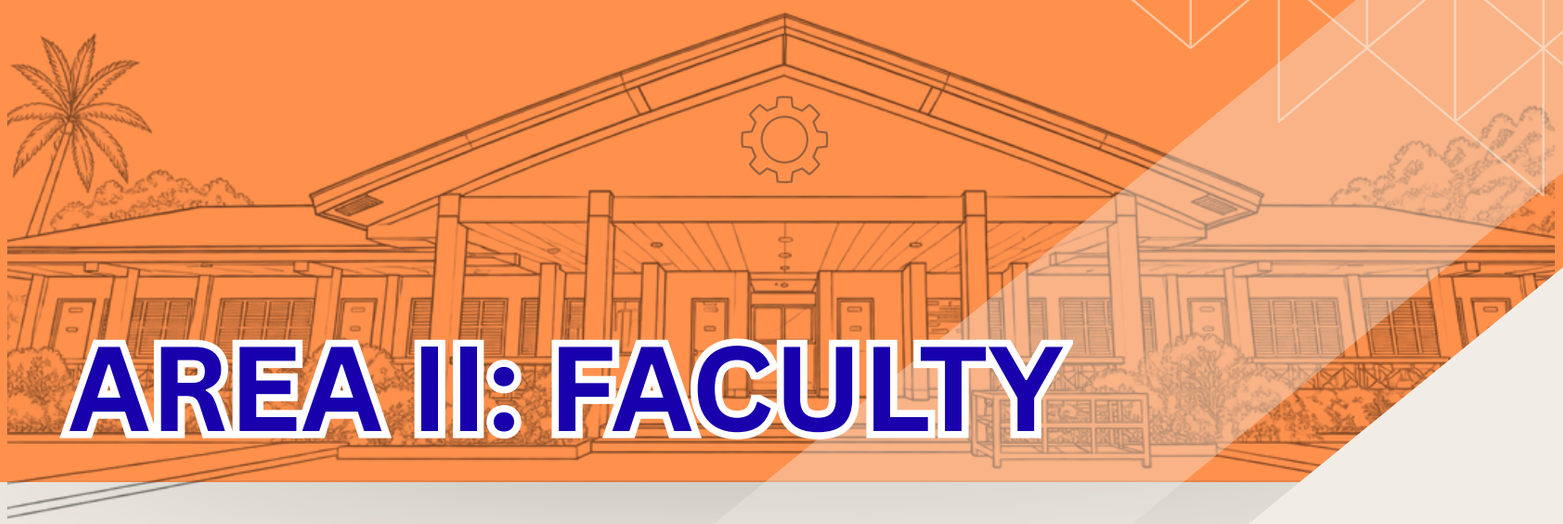
UNIVERSITY OF SOUTHERN MINDANAO
COLLEGE OF TRADES AND INDUSTRIES

AACCUP

LEVEL 1 SURVEY VISIT

BTVTED

BACHELOR OF
TECHNICAL - VOCATIONAL
TEACHER EDUCATION



AREA II: FACULTY

PARAMETER A:
ACADEMIC QUALIFICATIONS AND PROFESSIONAL EXPERIENCE

SYSTEM-INPUTS AND PROCESSES

S.2.4. technical skills and competence, and

n. Animal Production
o. Agricultural Crops Production
p. Fish Processing
q. Fish Capture

5.2. Nature of the Field of Study

The BTVTEd program is an undergraduate teacher education program that equips learners with adequate and relevant competencies in teaching specific area in Industrial Arts or Home Economics or ICT or Agri-Fishery Arts – the four areas of technical and vocational track in the K to 12 Curriculum.

5.3. Program Goals

The BTVTEd program aims to develop highly competent and motivated teachers in technical and vocational education in their area of specialization.

The technical and vocational teacher education curriculum shall impart a body of knowledge, skills, attitudes, values and experiences that will provide prospective Grade 9-10 TLE Teachers, Senior High School teachers for the Tech-Voc Livelihood track, TVET Trainers/Instructors, and faculty members in higher education institutions with the necessary competencies essential for effective teaching. Graduates of BTVTEd are considered to have satisfied the TESDA requirement for Trainers' Methodology.

5.3.1 The specified body of knowledge, skills, attitudes, values and experiences shall include the following:

A. A general education component, consistent with CMO No. 20, series of 2013.

B. A professional education component to include courses under three broad categories: 1) theory and concept courses, 2) pedagogical content knowledge, and 3) experiential learning courses.

The theory and concept courses provide the broad frameworks within which students can understand, rationalize, and reflect on the various methods, strategies, processes, issues and other matters related to the teaching profession.

C. The pedagogical content knowledge courses aim to develop in students a wide range of skills to facilitate and evaluate learning among diverse types of students in a variety of learning environments. ICT-integration in teaching is an essential part of the methods and strategies courses to equip the teacher with competencies on the use of technology in teaching-learning.

Legend: ***I – Introduced*** *(The students gets introduced to concepts/principles).*
P – Practiced *(The students practices the competencies with supervision).*
D – Demonstrated *(The students demonstrate the competencies across different settings with minimal supervision.)*

Section 11 Sample Means of Curriculum Delivery

- Lecture
- Laboratory Works
- Discussion
- Exercises/Demonstration
- Interactive Learning
- Collaborative Learning
- Problem-Based Learning
- Project-Based Learning
- Reporting
- Multimedia Presentation
- Reading and Writing
- Library Works
- Field Works
- Interview

Section 12 Sample Syllabi for Selected Core Courses
(Please see attached Annexes)

ARTICLE VI
REQUIRED RESOURCES

Section 13 Administration

Dean/Department Head

The Dean/Department Head of the college offering the degree shall be employed full-time and must possess the following qualifications:

1. Filipino Citizen
2. Holder of a doctoral degree preferably DTE or Ph. D. or Ed.D. in any of the areas of specialization in the program.
3. Holder of valid certificate of registration and Board Licensure Examination for Professional Teachers (BLEPT)
4. With at least three (3) years of very satisfactory teaching experience in a technology/teacher education institution
5. With at least three (2) years of very satisfactory supervisory experience.

Section 14 Faculty

Members of the faculty should have academic preparation and experience appropriate to teaching technical and vocational courses.

A. General Requirements

1. As a general rule, master's degree in education or in an allied discipline is required for teaching in the tertiary level.
2. Faculty teaching general education and major subjects should have appropriate master's degree in the field they are assigned to teach.
3. Have at least one (1) year of very satisfactory teaching experience in any technical-vocational or technological institution.

B. Qualifications of the Professional Education Faculty

Faculty teaching Professional Education courses should have the following qualifications:

1. Holder of valid certificate of registration and Board of Licensure Examination for Professional Teachers (BLEPT) as provided for in Section 11 of RA 8981.
2. Holder of Master's degree in Education or in any allied fields.

C. Qualifications of Technology Instructors/Professors

1. Holder of at least Masters Degree in Technology Education or its equivalent.
2. Must be compliant with the training regulations of TESDA.

B. Full-time faculty members of the college

The institution shall maintain 25% of the faculty members teaching in the teacher education program as full-time.

E. Faculty Development

The College of Education must have a system to support faculty development anchored on their institution's faculty development program. It should require the faculty members to:

1. complete doctoral degrees in education and other allied fields;
2. attend continuing education seminars, workshops, conferences, and others;
3. undertake research activities related to the teacher education program and to publish their research outputs in refereed publications; and
4. give lectures and present papers in national/international conferences, symposia and seminars.

Section 15 Library

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement

ANNEX B
DESCRIPTION OF PROFESSIONAL EDUCATION COURSES FOR THE BTVTEd PROGRAM

Course Title:	The Child and Adolescent Learners and Learning Principles
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 developmental level.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title:	The Teaching Profession
Course Description	This course deals with the teacher as a person and as a professional within the context of national teacher standards and other global teachers' standards, professional and ethical values, awareness of professional rights, privileges and responsibilities as well as their roles in the society.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title:	The Teacher and the Community, School Culture and Organizational Leadership with focus on the Philippine TVET System*
Course Description	This course focuses on the philosophical, technological and socio-economic foundation of the technical vocational education and training (TVET) in the Philippine. It also covers the principles underlying competency-based training, competency standards, program registration, assessment and certification. Discussions will also focus on TVET as a component of the Philippine Qualifications Framework and the effect of globalization.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title:	Foundation of Special and Inclusive Education
Course Description	Philosophies, theories and legal bases of special and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs and practices in the continuum of special inclusive education.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title:	The Andragogy of Learning including Principles of Trainers Methodology I
Course Description	This course is focused on the application of adult learning principles and learning styles in implementing training programs. The student teacher will be given opportunities to experience the role of a facilitator rather than a lecturer.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title:	The Learner-Centered Approaches with emphasis on Trainers Methodology I
Course Description	This course explores the fundamental principles, processes and practices anchored on the educational philosophy of learner-centeredness. It covers the knowledge, skills and attitudes in planning a training session which includes identifying learner's requirements, preparing session plan, preparing instructional materials and organizing learning and teaching and assessment resources. It also deals with the competencies in delivering competency-based training session which covers preparing training session, conducting pre-assessment, facilitating training session, conducting competency assessment and reviewing delivery of training session
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title:	Technology for Teaching and Learning
Course Description	This course is designed to engage students to utilize the theories and principles in designing, developing, utilizing and evaluating teaching and learning resources. It covers the knowledge and skills in developing training materials such as, print, mock-up/simulator and models. It will also provide the student experiences in utilizing electronic media in facilitating training and in developing learning materials for e-learning. Also part of this course is the competency in maintaining training facilities which includes developing and implementing a housekeeping program and maintaining training systems, equipment, tools, materials and documents. The prospective teacher/trainer will be exposed to other methods and strategies related to different modes of training delivery such as institution-based, community-based training specially for livelihood, as well as, enterprise-based learning
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title:	Assessment of Learning I
Course Description	This is a 3-unit 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 testing for measuring knowledge, comprehension and other thinking skills. It allows students to go through the standard steps in test construction for quality assessment.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title:	Assessment of Learning II with focus on Trainers Methodology I & II
Course Description	This is a 3-unit course that focuses on the principles, development and utilization of non-conventional forms of assessment in measuring authentic learning. This course covers the two important aspects of competency assessment: developing authentic assessment tools and conducting an authentic assessment process. The competency in developing authentic assessment tools details the requirements for determining evidence requirements, selecting appropriate assessment methods, preparing assessment tools, and validating assessment tools in accordance with the relevant Assessment Guidelines. The competency in conducting assessment includes the requirements for organizing assessment activities, preparing the candidate, gathering and evaluating evidence, making assessment decision, recording and providing feedback on assessment outcome.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	Assessment of Learning I

Course Title:	Curriculum Development and Evaluation with emphasis on Trainers Methodology II
Course Description	This course covers the outcomes required to facilitate the development of competency standards for particular work functions, work processes, work roles and work-related vocational outcomes. It also deals with the knowledge and skills required to undertake a training needs analysis to identify the training needs of individuals or organization. This course will also cover the competency in developing and evaluating the training curriculum design which includes establishing training requirements, identifying the learner and finalizing the training program.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title	Building and Enhancing Literacy Skills Across the Curriculum with emphasis on the 21st Century Skills
Course Description	This course covers the outcomes required to facilitate the development of competency standards for particular work functions, work processes, work roles and work-related vocational outcomes. It also deals with the knowledge and skills required to undertake a training needs analysis to identify the training needs of individuals or organization. This course will also cover the competency in developing and evaluating the training curriculum design which includes establishing training requirements, identifying the learner and finalizing the training program.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester

Course Title	Technology Research I
Course Description	The course provides with important concepts of the methods of research covering the design, data collection, statistical application and development of research instrument. This also requires the students to prepare a research proposal which includes the introduction, significance of the research, methodology and the timeline of the study. The proposal will serve as a basis for Technology Research II.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	

Course Title	Technology Research II
Course Description	The course is a continuation of Technology Research where the students are expected to complete the research proposal aligned to the areas of specialization. This includes the presentation, tabulation, analysis and interpretation of the data collected. An oral presentation of the output of research is required among the students.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester
Prerequisite	Technology Research I

Course Title	Work-Based Learning with emphasis on Trainers Methodology
Course Description	This course deals on the different modalities of work-based learning such as, dual training, apprenticeship, on-the-job training and others. It covers the knowledge and skills in establishing the training requirements for trainees, supervising and monitoring work-based training, and evaluating its effectiveness in the attainment of the training programs objectives.
Course Credits	3 units
Contact Hours	3 hours per meeting/ 54 hours in a semester

Course Title	Experiential Learning (Field Studies and Teaching Internship)
Course Description	This course is a year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through (a.) observation and (b) participation and will progress to (c) teaching assistantship and (d) guided/ mentored classroom teaching. The NCBTS domains shall be used as guideposts in developing the content, pedagogy and implementation scheme of this course.
Course Credits	12 units (FS 1 -3 units, FS 2- 3 unit, Practice Teaching 6 units)
Contact Hours	FS 1 & 2 (6 hrs per week for one semester taken with 2 or 3 academic subjects) Practice Teaching – 6 units (Fulltime 30-40 hrs per week) for one semester
Prerequisite	All required academic subjects for the degree should be taken before Practice Teaching.

Course Title	Field Study 1- Observations of Teaching-Learning in Actual School Environment
Course Description	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 others shall be given emphasis. A portfolio shall be required in the course.
Course Credit	3 units
Contact Hours	3 hours/Week
Pre-requisite	All professional and major/specialization subjects

Course Title	Fields Study 2- Participation and Teaching Assistantship
Course Description	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 that relate 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 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.
Course Credit	**3 units**
Contact Hours	**3 hours/Week**
Pre-requisite	**All professional subjects and major subjects**

Course Title	**Teaching Internship**
Course Description	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 Teaching Internship. A teaching portfolio shall be required and the completion of the Action Research.
Course Credit	**6 units**
Contact Hours	**40 hours per week full time (no academic units allowed)**
Pre-requisite	**Field Study 1 & 2**

Course Title	**Supervised Industry Training**
Course Description	The Supervised Industrial Training refers to a program that provides monitored training within a specific time frame in an industry setting. On the job training or OJT is the other name for this training modality. One method by which students is given a chance to apply the theories and skills that they have learned from the school. It also helps the students to acquire relevant knowledge and skills by performing in actual work setting.
Course Credits	**3 units**
Contact Hours	