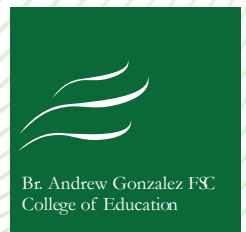
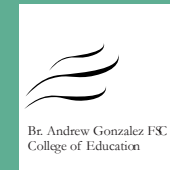


Br. Andrew Gonzalez FSC College of Education
Graduate Studies Programs



DE LA SALLE UNIVERSITY



Established in 1990, the Br. Andrew Gonzalez FSC College of Education (BAGCED) of De La Salle University is one of the top teacher education institutions in the country. It is recognized as a Center of Excellence in Teacher Education by the Commission on Higher Education (CHED) and a Top Performing Teacher Education Institution by the Professional Regulation Commission (PRC) and the Philippine Business for Education (PBEd).

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Awards and accreditations

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Vision

A leading learner-centered teaching and research institution for education professionals in the Asia-Pacific region.

Mission

To form Lasallian education professionals equipped with knowledge, competences, and skills essential for meaningful life, practice of profession, and service to Church and nation in a knowledge-driven society.

Strategic Goals

The strategic goals for the college are:

- Develop a distinctive learner-centered curriculum that integrates the Lasallian Guiding Principles with provisions for the link between theory and life;
- Increase visibility and influence in the region through leadership and/or active involvement in professional organizations and extensive engagement in research and consultancy projects;
- Ensure the quality of educational programs and services through adherence to total quality management principles;
- Define departmental research niche, form research laboratories or teams, and engage in collaborative research to improve research and publication productivity;
- Develop specific competencies and skills of faculty in areas relevant to departmental priorities in teaching and research;
- Enhance opportunities for staff to develop their competencies and skills for effective delivery of services;
- Provide equal opportunities for every student to excel and succeed in their endeavors;
- Promote professional yet cordial relationship between faculty and students to enhance academic, personal and career development; and
- Involve every member of the BAG CED community in the implementation of its community service program anchored on Lasallian values and charisma and BAG CED competencies and strengths.

Departments and Graduate Programs

Department of Counseling and Educational Psychology

Doctor of Philosophy in Counseling Psychology

The program aims to develop competent and effective academicians and practitioners in counseling psychology by: exposing the student to various theories, techniques, and applications of counseling psychology, with emphasis on their relevance to the Asia Pacific context in general and the Philippines in particular; providing an intensive and highly supervised practicum and internship experience in specialization areas; and developing skills for conducting scholarly and scientifically rigorous research which will contribute to the understanding, appreciation, and development of counseling in the Philippines and the Asia Pacific Region.

Doctor of Philosophy in Educational Psychology

The program is designed for individuals who wish to pursue advanced scholarship and professional practice in a specific area within the various areas of study and practice within educational psychology. In particular, the program is designed to develop knowledge and skills for advanced scholarship and professional practice that applies psychological approaches, theories, and methodologies to specific educational concerns. Students may choose to have a concentration in either "Learning and Development in Schools" or "Quantitative Methods".

The curriculum provides students with a strong theoretical base for a more solid foundation for the contemporary foci of educational psychology, and research-oriented seminars to allow the students to develop strong and updated theoretical understanding and research capacities in their specific areas of interest. There will be a strong research focus in the program, where graduate students will be encouraged to actively involve themselves in research projects during their graduate studies, with the view of presenting their research

in conferences and publishing these in professional journals in the field of educational psychology.

Graduates of the PhD program will be in a good position to undertake research on different types of psychology related problems in the school setting and qualified to do consultancy work in schools in their specific areas of concentration

Master of Arts in Counseling (thesis)

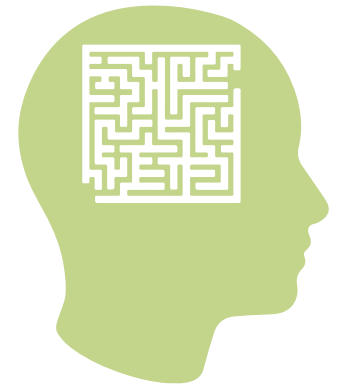
The program aims to train competent professional and research oriented counselors who are able to promote optimal human development and to apply scientific research methods to find improved ways of helping counselees.

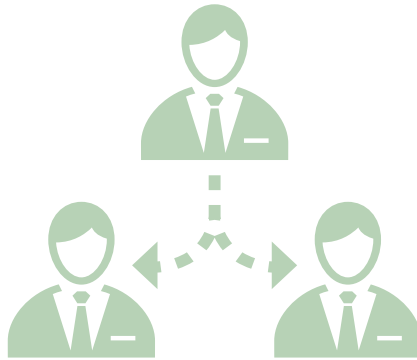
Master of Arts in Counseling (non-thesis)

The program aims to train generalists in guidance and counseling psychology. Students are expected to finish the program in 2 years. This is a terminal program. In order to move on to a PhD program, the student is required to complete courses in statistics, research, and thesis writing. Students may specialize in either one of two areas: community counseling or school counseling.

Master of Learning and Teaching (thesis and non-thesis)

The Master of Learning and Teaching program is designed for teachers and educational practitioners who already have adequate levels of content knowledge in their subjects/ courses, but would like to develop a deeper and more principled understanding of the learning and teaching processes. Graduates of this program will be in a very good position to become master teachers, curriculum developers, academic coordinators, learning specialists, and instructional leaders with a focus on learner-centered education.





Department of Educational and Leadership Management

Doctor of Philosophy in Education, major in Educational Leadership and Management

The program equips its graduates for professional leadership roles in teaching, administration, research, community engagement. They acquire a strong foundation in educational leadership and management through immersion to the classical, latest and emergent theories, concepts, and principles of the discipline.

The major courses are grounded in professional practice to enable students to strengthen their competencies in strategic planning and management; instructional leadership; organizational culture; human behavior; fiscal forecasting; and technology-mediated learning environment with an adaptive and innovative, local and international perspective. The integrating courses enable the students to meaningfully connect and integrate theory with practice by focusing on understanding one's self as a leader responsible for transforming educational organizations in a diverse and global society.

Doctor of Philosophy in Education, major in Educational Leadership and Management (Executive Program)

The Executive Program in Educational Leadership and Management is designed for experienced educational leaders and managers. Through the adoption of an innovative teaching-learning system that combines traditional classroom work with technology-enabled learning strategies, independent study and one-on-one faculty student consultation, the program enables the participants to complement their extant knowledge, competencies and skills with up-to-date theories, concepts and skills in the various areas of educational leadership and management.

This program prepares students to have a strong foundation in educational leadership and management. They are exposed to theories, concepts, and principles in educational leadership and management.

The enabling or major courses are grounded in professional practice to enable the students to develop competence and skills as an educational leader and manager in the area of research, strategic planning and management, curriculum and instruction, and other related areas.

The integrating courses enable the students to meaningfully connect and integrate theory with practice. These are also focused on understanding one's self as a leader responsible for transforming educational organizations in a diverse and global society.

The Master of Arts in Education, major in Early Childhood Education (thesis track)

The Master of Arts in Education, major in Early Childhood Education (thesis track) is designed for students interested in developing their competencies and skills in the teaching and learning of young children aged 0-8 years. Courses offered provide a grounding in the theoretical perspectives of educating very young children, actual practice and engagement in empirical research. The program includes a minimum of 180 hours of actual teaching experience in an early childhood education setting.

Master of Arts in Education, major in Educational Technology

The Master of Arts in Education major in Educational Technology (thesis track) provides students with knowledge, competencies, values, and skills in the study and practice in the analysis, design, development, utilization, management, monitoring and evaluation of technological processes and resources for learning, teaching and training. In addition, the program envisions an educational technology graduate who would be leaders in academic institutions, business organizations and related fields.

At the end of their course work, students are required to write and defend a thesis that would enhance the practice and contribute new knowledge in the field of educational technology.

**Master of Arts in Education, major in Educational Leadership and Management (thesis track)**

The Master of Arts in Education, major in Educational Leadership and Management (thesis track) provides students with knowledge, competencies, values, and skills required in leading and managing their schools effectively and efficiently and for the pursuit of further studies. At the end of their course work, students are required to write and defend a thesis that would enhance the practice of educational leadership and management and contribute to new knowledge in the field.

Master of Arts in Education, major in Special Education (thesis track)

The Master of Arts in Education, major in Special Education (thesis track) is designed to develop locally and globally competitive, ethical, and professional special education practitioners equipped with the necessary knowledge, competencies, and skills imbued with Lasallian values in delivering special education programs for learners with special needs in the community. The program aims to: Equip students with the fundamental to advanced principles in understanding concepts and practices in special education of learners with varying exceptionalities; Develop students who are grounded on ethical, theoretically-sound, and evidence-based practices in delivering special education programs and services in various placement settings (e.g. school-based, home-based, flexible learning environments, hospitals, and others); Train the students in the selection of relevant pedagogies and demonstration of appropriate strategies needed in the delivery and implementation of special education programs and services; Develop life-long learners who embrace the practice of research, evidence-based special education, and effective team collaboration in the education of learners with special needs; Hone students who demonstrate the expected Lasallian graduate attributes in their chosen special education area of practice.



Master of Education, major in Early Childhood Education (non-thesis track)

The Master of Education, major in Early Childhood Education (non-thesis track) is designed for practitioners in the field of early childhood education interested in developing their competencies and skills in the teaching and learning of young children aged 0-8 years. Courses offered provide a grounding in the theoretical perspectives of educating very young children, actual practice and engagement in empirical research. The program includes a minimum of 180 hours of actual teaching experience in an early childhood education setting. Students will also engage in a capstone project (action research) as partial fulfillment of the requirement for the NTMECED.

Master of Education, major in Educational Leadership and Management (non-thesis track)

The Master of Education, major in Educational Leadership and Management (non-thesis track) provides students with knowledge, competencies, values, and skills required in managing their schools effectively and efficiently and for the pursuit of further studies. It also prepares educators for leadership positions in the classroom and the school community. It is a practitioner-oriented program, applying practical knowledge and skills to improve leadership practices, teaching and learning.

At the end of their coursework, students will engage in a capstone project (action research) that would enhance classroom or school practice in an educational setting and contribute in the field of educational leadership and management.

Master of Education, major in Special Education, (non-thesis track)

The Master of Education, major in Special Education (non-thesis track) is designed to develop locally and globally competitive, ethical, and professional special education practitioners equipped with the necessary knowledge, competencies, and skills imbued with Lasallian values in delivering special education programs for learners with special needs in the community. Students will engage in a capstone project (action research) as partial fulfillment of the requirement for the NTMSPED.

The program aims to: Equip students with the fundamental to advanced principles in understanding concepts and practices in special education of learners with varying exceptionalities; Develop students who are grounded on ethical, theoretically-sound, and evidence-based practices in delivering special education programs and services in various placement settings (e.g. school-based, home-based, flexible learning environments, hospitals, and others); Train the students in the selection of relevant pedagogies and demonstration of appropriate strategies needed in the delivery and implementation of special education programs and services; Develop life-long learners who embrace the practice of research, evidence-based special education, and effective team collaboration in the education of learners with special needs; Hone students who demonstrate the expected Lasallian graduate attributes in their chosen special education area of practice.

Teacher Certificate Program (TCP)

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.

**Undergraduate Program:
Bachelor of Early Childhood Education**

This is a four-year preservice teacher education program that is rooted in the Lasallian vision and mission of education and aligned with the Philippine Professional Standards for Teachers (PPST), National Early Learning Framework and Expected Lasallian Graduate Attributes. It aims students to be competent early childhood educators, imbued with Lasallian Christian leadership values, who will morally and ethically work for the best interest and well-being of children aged 0 to 8 years old and their families.

This program provides students with a fundamental understanding and application of the pedagogical principles of early childhood care and education. They learn to critically reflect, evaluate, improve, and design pedagogical approaches, instructional resources including technology, and the learning environment that are appropriate for young children.

Central to the BECED is the students' exposure to various early childhood settings during field study experiences and their involvement in community-based outreach projects throughout their coursework. The program culminates in a practicum experience where students are placed in early childhood classrooms in varied school contexts and collaborate with and learn from experienced teachers in the field. An integral component of practicum is the students' conduct of an action research in the classroom.



Department of English and Applied Linguistics

Doctor of Philosophy in Applied Linguistics

The program is designed specifically for teachers of language, linguistics, and related fields. It provides a balance between theory and practice through a program of studies combining descriptive linguistics, English and Filipino language, pedagogy, and the hyphenated disciplines of linguistics. Research and independent study are emphasized. The understanding of issues as well as the creative solution to problems is stressed. To provide solid training in research and further in-depth knowledge in Applied Linguistics, the program features intensive readings and research seminars as advanced courses.

Master of Arts in English Language Education

This program aims to develop competence in the teaching of English at the secondary and tertiary levels. Specifically, the courses in the program are geared towards the development of competence in: the various methodological approaches to English instruction; curriculum design and materials development; and language testing and program evaluation.

It balances the technical and utilitarian thrust of teaching English under an ESL approach with courses in discourse analysis and other areas in Education, as well as a good grounding on the basics of research and the English Language.

Masters of Arts in Teaching English Language (non-thesis)

This non-thesis program aims to develop competence in the teaching of English at the secondary and tertiary levels. Specifically, the courses in the program are geared towards the development of competence in: the various methodological approaches to English instruction; curriculum design and materials development; and language testing and program evaluation.

As a pedagogically focused degree program, it intends to equip students with the necessary teaching skills in implementing English language programs. In addition, courses on literature teaching and action research are offered to develop competencies in effective classroom practice.

Master in Teaching English for Basic Education (non-thesis)

This non-thesis program aims to develop competence in the teaching of English at the secondary and tertiary levels. Specifically, the courses in the program are geared towards the development of competence in: the various methodological approaches to English instruction; curriculum design and materials development; and language testing and program evaluation.

As a pedagogically focused degree program, it intends to equip students with the necessary teaching skills in implementing English language programs. In addition, courses teaching macro skills are offered to develop competencies in effective classroom practice.



Department of Physical Education (Courses in the undergraduate level)

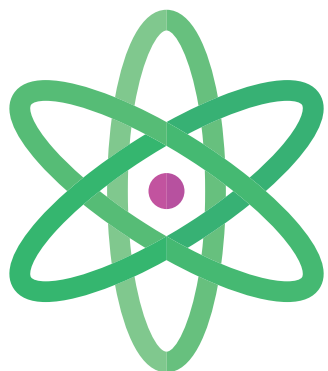
GEFTWEL This course is designed to provide students with the opportunity to understand, explore and perform as they discover their kinesthetic awareness through retro dance moves incorporated with basic aerobic techniques geared towards their optimum well – being.

GEDANCE The course covers choreographed and repetitive easy to advance dance steps infused with some K pop moves as popularized by a famous Korean boy-band group. Rhythmic by nature but geared towards the improvement of wellness and fitness of an individual.

GESPORT – ESPORT1 This course focuses on a Multiplayer Online Battle Arena (MOBA) combined with physical exercise. Students will learn to practice soft skills such as interpersonal communication, cooperation, integrity, self-discipline, leadership and problem-solving skills.

GETEAMS – ESPORTS 2 This course focuses on a Multiplayer Online Battle Arena (MOBA) particularly Mobile Legends (ML) combined with physical exercise. Students will learn to practice soft skills such as adaptability, communication, teamwork, leadership, critical thinking and openness to criticism.

Department of Science Education



Doctor of Philosophy in Science Education, major in Biology, Chemistry, Mathematics, Physics

The Ph.D. in Science Education degree program aims to prepare students to obtain leadership positions in science education as supervisors, teacher educators, and faculty members in colleges and universities. The program requires a minimum of 66 course units, with any of the four areas (Biology, Chemistry, Physics, or Mathematics) as field of specialization. The students are engaged in a broad range of experiences that provide a balanced, extensive, and personalized form of professional development. Moreover, the program is geared towards student development of expertise in key domains, which make up the knowledge base in science education, including deep and conceptual understandings of the disciplines of science, thoughtful exploration of the core science education areas of study, proficiencies in the professional education areas of study, educational research, and technology. The courses were designed to support students in developing robust understanding of science and mathematics content knowledge, contemporary educational scholarship and research, and the demands of educational settings and policies. It offers a unique setting for the construction of productive, comprehensive knowledge in the diverse field of science education, thus playing a vital role in the preparation of global science educators.

Master of Science in Teaching, major in Biology, Chemistry, Mathematics, or Physics

The MST programs are the thesis track master's programs offered by the Science Education Department. The aim of these programs is not only to enhance the student's content and technical knowledge but also improve his/her research skills as well. A graduate of any of these programs is able to apply the current accepted knowledge to particular education through research.

Master in Education, major in Biology, Chemistry, Mathematics, Physics, or General Science

These are non-thesis track master's programs that aim to update and enrich the student's content knowledge in a chosen discipline. The graduate of any of these programs will be able to improve his/her teaching effectiveness through the use of research-based, innovative and creative instructional instruments and programs. The proficient roster of faculty members from the Br. Andrew Gonzalez FSC College of Education handles the pedagogical aspect of the program while the specialists from the College of Science teach the major (biology, chemistry, mathematics, or physics) courses.

A photograph of the De La Salle University building, featuring a large, modern glass and steel structure with a curved facade, and a traditional white building with a portico and columns. The building is surrounded by a green lawn and a paved walkway.

Awards and accreditations

- The lone Philippine university in the field of Education in the 2022 Times Higher Education Rankings by Subject, belonging to the 201-250 bracket, and the sole Philippine private university in Social Sciences, belonging to the 601+ bracket
- Philippine National Research Center for Teacher Quality Outcome-based Pre-service Teacher Education Program: Curriculum Quality Audit (CQA), 2018
- CHED Center of Excellence In Teacher Education, April 2016 to December 2018



Contact Information

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www.facebook.com/DLSU.GradStudies



De La Salle University Graduate Studies

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