



The Continuing Teacher Education Program (CTEP): COVID19-Responsive Adult Education Platform

An Adult Education Program Developed in the Ontario Institute for Studies in Education (OISE) of the University of Toronto, Canada, sponsored by the Commission on Higher Education (CHED) in partnership with the Canadian Bureau for International Education (CBIE)

First Semester, AY 2020-2021

Program Rationale

“Quality education is first and foremost a function of instruction, because in the hands of uncommitted and ineffective teachers, the best designed curriculum is doomed to fail”¹(p.1).

The CTEP is primarily anchored on the above contention as it views the critical roles of teachers in honing the students’ character and abilities across curriculum levels amid the COVID-19 crisis. This is to say that regardless of the types and ages of learners, the same holds true of what is expected of teachers to do and to be. This 18-unit (one semester or five month-period) special program is thus designed to create not only self-directed but also self-determined teachers of modern learners out of the target participants who are non-teacher education professionals across disciplines. Participants are envisioned to acquire the knowledge and competencies necessary to transfer professional expertise to more mature learners, such as the Grade 11 and 12, or college and graduate students within their area of specialization. With the presumption that participants are adult professionals and they already have a certain degree of content mastery of their respective disciplines, the focus of the Program is on introducing them to the curricular and instructional approaches, methodologies and mentoring strategies responsive to current and future environmental and health conditions such as the COVID-19 onslaught.

This program is packed with the needed courses to qualify the professional student to take the PRC’s Licensure Examination for Teachers and values development and character building activities that seek to form the personhood and one’s sense of social responsibility on top of the academic formation.

The instructional model of the University will be the main platform of the CTEP. The UA Flexible Learning Experience (UA-FLEX) is the University’s proactive mechanism in delivering quality education while upholding safety and health among its learning community. The UA-FLEX System is a specialized online and offline Learning Management System (LMS) that facilitates teaching and learning on an almost unlimited terms and conditions while keeping the pandemic threats at bay. For the CTEP, the distance education component of the UA-FLEX will be utilized in which instructional processes will be carried out fully online. Instructional modalities include modular instruction, virtual meetings, online assessments, and individual project-based learning evaluation.

The UA-FLEX System for CTEP is a specialized Distance Learning Management System (DLMS) that facilitates teaching and learning guided by its three pillars: **Content Knowledge, Andragogy, and Technology**.

Content Knowledge. The UA-FLEX System is committed to support the faculty to succeed the program outcomes and minimum learning competencies through its instructional materials, learning resources, lessons, guides, tasks, modules, and other facilities resourced, developed, created, curated, and provided by the university faculty based on CHED, DepEd, and the University’s program policies, course curricula, standards, and guidelines. These will be provided to support, enhance, reinforce, and enrich the teaching and learning experiences remotely.

Andragogy. The UA-FLEX System engages the faculty and the adult learners to be self-directed, dynamic, creative and innovative in carrying out instruction through various means. Human interaction through lectures and discussions shall be conducted online through virtual meetings, webinars, teleconferences, and video chats.

Technology. UA partners with Google for Education to deliver content knowledge and implement dynamic andragogy. All teachers and students have their exclusive UA G-Suite Account using the domain @ua.edu.ph to access various applications and devices in undertaking the teaching and learning experiences such as Google Mail, Classroom, Meet, Docs, Sheets, Slides, Forms, Calendar, and a lot more.

¹Reyes, F. C. (2002). *Unveiling teaching expertise: A showcase of sixty-nine outstanding teachers in the Philippines*. Manila: De La Salle University Press.



In the general sense, the CTEP, like all other academic programs of the University, are operated in adherence to the UA Vision-Mission and Institutional outcomes.

UA Vision-Mission

Vision	The University of the Assumption, an Archdiocesan Catholic Educational Institution, envisions itself as the leading formator of academically competent, morally upright, and socially responsible Catholic leaders.
Mission	The University of the Assumption commits itself to the integral development of Catholic leaders through academic excellence, Christian formation, and community service.

Institutional Outcomes / Graduate Attributes

The ideal UA graduates are **BIASA** (academically competent), **MAGANACA** (morally upright), **MAYAP** (socially responsible).

UA graduates who are **BIASA** are able to:

1. effectively communicate orally and in writing using English and Filipino;
2. articulate broad coherent knowledge in their field of specialization;
3. demonstrate competencies required in their specific field of practice;
4. participate in the generation of new knowledge or in research and development projects;
5. apply lifelong learning skills in facing new challenges;
6. work effectively either independently or collaboratively in multi-disciplinary and multi-cultural teams;
7. manifest awareness of Filipino and Capampangan historical and cultural heritage.

UA graduates who are **MAGANACA** are able to:

8. manifest a living relationship with God through personal prayer, reception of sacraments and devotion to Mary;
9. live out and practice the teachings of the church in matters of faith and morals;
10. observe honesty, fairness and justice in all of one's undertakings;
11. assume responsibility and accountability for one's actions and decisions;
12. demonstrate willingness to work beyond what is expected by sharing gladly and generously one's time, talent and treasure;
13. prioritize others over personal needs despite some personal inconvenience;
14. observe professional ethics.

UA graduates who are **MAYAP** are able to:

15. share in the life and mission of the church;
16. practice corporal works of mercy;
17. utilize one's expertise and talent for the common good;
18. demonstrate in one's life a preferential option for the poor;
19. serve as an agent of social transformation;
20. participate actively in the discussion and peaceful resolution of national or local issues;
21. advocate and exercise environmental stewardship;
22. exercise responsible citizenship through law-abidance, vigilance and patriotism.

Core value to be incorporated: SOCIAL RESPONSIBILITY



COURSE GOALS

Course Goal <i>Specifically, the program seeks to provide meaningful and joyful opportunities for the students/ participants to:</i>	Duration/ Period	UA-CTEP Course <i>Parallel to the clusters of courses required by PRC to qualify one to take the LET</i>	Equivalent PRC's Course Requirement for LET / BLEPT
1. Acquire awareness on the nature, roles and traits of the adult learner, the value of social responsibility and character building	Weeks 1, 2, 3 August 24 – September 12, 2020	The Learner's Development, Social Responsibility and Character Building (3 units)	Cluster 1: Educational Psychology (3 units)
2. Be introduced to the philosophies and principles of expert teaching	Weeks 4, 5, 6 September 12 – October 3, 2020	Foundations of 21st Century Education and Philosophies of Expert Teaching (3 units)	Cluster 2: Principles of Education (3 units)
3. Develop skill in the use of the different expert teaching approaches, methodologies and strategies applicable to educating and mentoring adult learners	Weeks 7, 8, 9 October 3 – 24, 2020	Expert Teaching Approaches, Methodologies and Strategies for Educating and Mentoring Learners (3 units)	Cluster 3: Principles and Methods of Teaching and Educational Technology (3 units)
4. Manifest the skill in designing evaluation tools to gauge adult learners' learning outcomes	Weeks 10, 11, 12 October 24 – November 14, 2020	Assessment in Learning and Evaluating Learned Outcomes (3 units)	Cluster 4: Assessment, Measurement, and Evaluation of Teaching and Learning (3 units)
5. Develop socially adaptive curricular programs that are responsive to the ever-changing educational landscape	Weeks 13, 14, 15 November 14 – December 5, 2020	The Socially Adaptive School Curriculum (3 units)	Cluster 5: Curriculum Development
6. Design an educational platform that emphasizes on the development of values in the course of the teaching and learning processes	Weeks 16, 17, 18 December 5 – 23, 2020	Values Education and the Current and Emerging Teaching and Learning Standards (3 units)	Cluster 5: Values Education

Mapping the Target Competencies and Learning Outcomes with the CTEP Courses

Legend:

- I – Introduced (Establishing foundation knowledge, concepts, theories, principles and philosophies of education, teaching, and learning)
- D – Deepened (Applying self-directed learning in verifying and expounding the foundation knowledge)
- E – Extended (Practicing self-determined learning to validate the practicality of learned concepts, theories and principles in real-world conditions)
- A – Assimilated (Independently enriching understanding of the teaching and learning processes through a variety of means that CTEP students may see fit)



Target Competency <i>After the one-semester CTEP, the adult learner can:</i>	The Learner's Development, Social Responsibility and Character Building	Foundations of 21 st Century Education and Philosophies of Expert Teaching	Expert Teaching Approaches, Methodologies and Strategies for Educating and Mentoring Learners	Assessment of Learning and Evaluating Learned Outcomes	The Socially-Adaptive School Curriculum	Values Education and the Current and Emerging Teaching and Learning Standards
- PROVIDE theoretical and logical ideas in higher education instruction that support the very nature of learners and their diversity ;	I, D, E, A	D, E, A	D, E, A	D, E, A	D, E, A	E, A
- ILLUSTRATE how educational philosophies, theories, principles, and policies are applied in real-life teaching and learning experiences;	I, D	I, D, E, A	D, E, A	D, E, A	D, E, A	D, E, A
- CRAFT S.M.A.R.T. learning objectives and statement of outcomes about the concepts and skills to be learned from the content and practice of particular disciplines;	A	I, A	I, D, E, A	E, A	D, E, A	E, A
- COMMUNICATE well and transfer learning to young adult learners through the use of variety of pedagogies that match the learners' learning styles, interests, and needs;	I, D, A	I, A	I, D, E, A	D, E, A	D, E, A	D, E, A
- DESIGN instructional activities involving cognitive, affective, psychomotor, and combination of these aspects of learning in particular fields of specialization / professions;	A	A	I, D, E, A	D, E, A	D, E, A	D, E, A
- COMPOSE learning policies in education through web research and knowledge-based tasks and interventions;	A	A	E, A	E, A	I, D, E, A	D, E, A
- CONSTRUCT and USE competency-based and outcome-based assessment tools to evaluate teaching and learning;	I, A	I, A	I, A	I, D, E, A	D, E, A	E, A
- GENERATE innovative instructional tools, applications, activities, and techniques based on the learning outcomes in the various fields of specialization / professions;	I, A	D, A	I, D, E, A	D, E, A	D, E, A	E, A
- FORMULATE curricular designs suited to the standards and levels of learning based on the learning competencies to be developed; and,	I, A	D, A	I, D	D, E	I, D, E, A	D, E, A
- INTEGRATE ethics and values formation in the educational practices and instructional methodologies.	I, D	I, D	I, D	I, D	I, D, E, A	I, D, E, A



Mapping the Learning Outcomes with the CTEP Courses

Target Competency <i>After the one-semester CTEP, the adult learner CAN:</i>	The Learner's Development, Social Responsibility and Character Building	Foundations of 21 st Century Education and Philosophies of Expert Teaching	Expert Teaching Approaches, Methodologies and Strategies for Educating and Mentoring Learners	Assessment of Learning and Evaluating Learned Outcomes	The Socially-Adaptive School Curriculum	Values Education and the Current and Emerging Teaching and Learning Standards
- DETERMINE learning issues based on the nature and diversity of learners across ages but with emphasis on the development of the adolescent into adult;	I, D, E, A	I, D	I, D, E, A	D, E, A	D, E, A	D, E, A
- DELIBERATE educational philosophies, theories, principles, and policies to establish the significance of the teaching profession in the context of expert college teaching;	I, D	I, D, E, A	D, E, A	D, E, A	D, E, A	D, E, A
- ARTICULATE and DISCUSS how the concepts and skills be learned from the content and practice of particular disciplines with respect to analytical and critical thinking and constructivism;	I, D, E	I, D, E	I, D, E	I, D, E	I, D, E	I, D, E
- SPEARHEAD communicative learning tasks that are demonstrative of adaptive pedagogies;	E, A	E, A	E, A	E, A	E, A	E, A
- INDEPENDENTLY DEMONSTRATE teacher competencies that involve cognitive, affective, and psychomotor aspects of learning in particular fields of specialization / professions;	A	A	I, D, E, A	D, E, A	D, E, A	D, E, A
- GET INVOLVED in online research and knowledge-based tasks and interventions that aim to promote and update instruction amid local and global transitions;	E, A	E, A	E, A	E, A	E, A	E, A
- EVALUATE teaching and learning by creating and using outcome-based assessment tools administered online and offline;	I, A	I, A	I, A	I, D, E, A	D, E, A	E, A
- GENERATE innovative instructional tools, applications, activities, and techniques based on the learning outcomes in the various fields of specialization / professions;	A	A	I, D, E, A	D, E, A	D, E, A	D, E, A
- DESIGN acceptable and refereed macro, medium-scale, and micro curricular programs corresponding to the learning competencies to be developed;	A	A	I, D, E, A	D, E, A	I, D, E, A	D, E, A
- PROVIDE novel approaches, methods, strategies, techniques, theories, and knowledge about teaching and learning relevant to the ever-changing human and economic demands; and,	E, A	E, A	D, E, A	D, E, A	D, E, A	E, A
- DEMONSTRATE ethical behaviors and social responsibility in performing all individual and collaborative tasks, research, and other learning activities.	I, D	I, D	I, D	I, D	I, D, E, A	I, D, E, A



COURSE INFORMATION

I. THE LEARNER'S DEVELOPMENT, SOCIAL RESPONSIBILITY AND CHARACTER BUILDING

- a. **Course Code** : CTEP1
- b. **PRC Course Equivalent** : Educational Psychology / Facilitating Human Learning
- c. **No. of Credits** : Three (3) Units
- d. **Total Credit Hours** : Fifty four (54) hours
- e. **Course Description** : This is a core course in examining the diverse issues about learners' development grounded on child and adolescent development focusing on current research and theories on the biological, psychological, linguistic, cognitive, social, and emotional dimensions of development and the factors that affect these phases of growth and maturity. It is also aimed at enabling students acquire awareness on the nature, roles and traits of the adult learner, the value of social responsibility and character building that influence the quality of the curriculum and instruction in the 21st century schools.

II. FOUNDATIONS OF 21st CENTURY EDUCATION AND PHILOSOPHIES OF EXPERT TEACHING

- a. **Course Code** : CTEP2
- b. **PRC Course Equivalent** : Principles of Education / The Teaching Profession
- c. **No. of Credits** : Three (3) Units
- d. **Total Credit Hours** : Fifty four (54) hours
- e. **Course Description** : This course primarily chronicles the rich foundations of education and teaching in the whole world that have caused the evolution of philosophies and created the 21st century standards in education. The professional rights, roles, and responsibilities of teachers and school leaders are given premium based on such philosophies and standards. Globalization of Philippine education shall also be emphasized making the school as the grassroots of economic development in the country.

III. EXPERT TEACHING APPROACHES, METHODOLOGIES AND STRATEGIES FOR EDUCATING AND MENTORING LEARNERS

- a. **Course Code** : CTEP3
- b. **PRC Course Equivalent** : Principles and Techniques of Teaching
- c. **No. of Credits** : Three (3) Units
- d. **Total Credit Hours** : Fifty four (54) hours
- e. **Course Description** : Pedagogy and instructional technology are the main disciplines in this course. It deals specifically with the principles of effective instruction and concomitant processes involved, instructional planning and demonstration of effective teaching. Likewise, this course guides the practicing professionals in the design, development, implementation and evaluation of instruction leading to expert teaching.



IV. ASSESSMENT IN LEARNING AND EVALUATING LEARNED OUTCOMES

- a. **Course Code** : **CTEP4**
- b. **PRC Course Equivalent** : **Assessment, Measurement, Evaluation in Education**
- c. **No. of Credits** : **Three (3) Units**
- d. **Total Credit Hours** : **Fifty four (54) hours**
- e. **Course Description** : This course provides a solid foundation on the systematic and ethical integration of assessment and evaluation in teaching. It gives emphasis on the assessment of learning, before, during and after instruction, based on the desired learning outcomes. The students are enjoined in the formulation of assessment instruments be they objective-type or authentic. Statistical procedures and analysis through rubrics are given premium in evaluating learning as well as teaching effectiveness.

V. THE SOCIALLY ADAPTIVE SCHOOL CURRICULUM

- a. **Course Code** : **CTEP5**
- b. **PRC Course Equivalent** : **Cognate Courses (Curriculum Development)**
- c. **No. of Credits** : **Three (3) Units**
- d. **Total Credit Hours** : **Fifty four (54) hours**
- e. **Course Description** : This course includes the fundamental concepts and principles in curriculum and curriculum development as a foundation to engage prospective teachers as curriculum designers. 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 socially-adaptive teaching-learning and curricular reforms shall be given emphasis.

VI. VALUES EDUCATION AND THE CURRENT AND EMERGING TEACHING AND LEARNING STANDARDS

- a. **Course Code** : **CTEP6**
- b. **PRC Course Equivalent** : **Cognate Courses (Values Education)**
- c. **No. of Credits** : **Three (3) Units**
- d. **Total Credit Hours** : **Fifty four (54) hours**
- e. **Course Description** : This course primarily intends to provide learning opportunities and meaningful experiences for the students to advocate positive values and resiliency in the ever-changing educational landscape. It gives special emphasis to the strategies and techniques in integrating values formation in the teaching and learning process toward developing socially responsible citizens of the modern and post-modern world.



The UA-CTEP Faculty



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Guest Lecturers



ACADEMIC CALENDAR FOR CTEP FIRST SEMESTER OF THE AY 2020-2021

AUGUST 2020

Week No.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	10	11	12	13	14	15	16
	Application and Confirmation of Eligibility to Enroll (Online submission of Application Form and the Duly –Signed Distance Learning Contract, Emailing the soft copies of the Documentary Requirements, Issuing Certificates of Eligibility to Enroll and Student Numbers)					Virtual Enrollment Advisement	
	17	18	19	20	21	22	23
	Online Self-Enrollment Period					Virtual Orientation Program / Intro to CTEP1	
Week 1	24	25	26	27	28	29	30
	MODULE 1 (estimated to be completed in 2-3 flexible hours within only 3 days)			Submission Due Date for Module 1		One-Hour Webinar in CTEP1	
Week 2	31	Sept. 1	2	3	4	5	6
	MODULE 2 (estimated to be completed in 4-5 flexible hours within this period) <i>The student has the freedom to schedule his/her work time during this week. There are also supplementary learning resources in the Google Classroom® for further studies.</i>						

SEPTEMBER 2020

Week No.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Week 3	7	8	9	10	11	12	13
	Submission Due Date for Module 2				Online Exam for CTEP 1	Virtual Evaluative Meeting for CTEP1 / Intro to CTEP2 (1 hour)	
Week 4	14	15	16	17	18	19	20
	MODULE 3 (estimated to be completed in 4-5 flexible hours within this period) <i>The student has the freedom to schedule his/her work time during this week. There are also supplementary learning resources in the Google Classroom® for further studies.</i>						
Week 5	21	22	23	24	25	26	27
	MODULE 3 continued...		Submission Due Date for Module 3			One-Hour Webinar in CTEP 2	
Week 6	28	29	30	Oct. 1	2	3	4
					Online Exam for CTEP 2	Virtual Evaluative Meeting for CTEP2 / Intro to CTEP 3 (1 hour)	



OCTOBER 2020

Week No.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Week 7	5	6	7	8	9	10	11
	MODULE 4 (estimated to be completed in 4-5 flexible hours within this period) <i>The student has the freedom to schedule his/her work time during this week. There are also supplementary learning resources in the Google Classroom® for further studies.</i>						
Week 8	12	13	14	15	16	17	18
	MODULE 4 continued...		Submission Due Date for Module 4			One-Hour Webinar in CTEP3	
Week 9	19	20	21	22	23	24	25
					Online Exam for CTEP 3	Virtual Evaluative Meeting for CTEP3 / Intro to CTEP 4 (1 hour)	
Week 10	26	27	28	29	30	31	Nov. 1
	MODULE 5 (estimated to be completed in 5-6 flexible hours within this period) <i>The student has the freedom to schedule his/her work time during this week. There are also supplementary learning resources in the Google Classroom® for further studies.</i>						

NOVEMBER 2020

Week No.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Week 11	2	3	4	5	6	7	8
	MODULE 5 continued...		Submission Due Date for Module 5			One-Hour Webinar in CTEP4	
Week 12	9	10	11	12	13	14	15
					Online Exam for CTEP 4	Virtual Evaluative Meeting for CTEP4 / Intro to CTEP 5 (1 Hour)	
Week 13	16	17	18	19	20	21	22
	MODULE 6 (estimated to be completed in 5-6 flexible hours within this period) <i>The student has the freedom to schedule his/her work time during this week. There are also supplementary learning resources in the Google Classroom® for further studies.</i>						
Week 14	23	24	25	26	27	28	29
	Module 6		Submission Due Date for Module 6			One-Hour Webinar in CTEP 5	



DECEMBER 2020

Week No.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Week 15	Nov. 30	1	2	3	4	5	6
					Online Exam for CTEP 5	Virtual Evaluative Meeting for CTEP5 / Intro to CTEP 6 (1 Hour)	
Week 16	7	8	9	10	11	12	13
	MODULE 7 (estimated to be completed in 2-3 flexible hours within this period)				Submission Due Date for Module 7	One-Hour Webinar in CTEP 6	
Week 17	14	15	16	17	18	19	20
				Online Exam for CTEP 6	Virtual Evaluative Meeting for CTEP 6 (1 hour)	One-Hour Virtual Orientation for the FINAL EXAM	Independent Review
Week 18	21	22	23	24	25	26	27
	Independent Review	Online FINAL EXAM	2-hour VIRTUAL CULMINATING MEETING	COMPLETION OF FINAL REQUIREMENTS			

Guidelines and Must-Knows in Performing the Learning Tasks:

The foregoing academic calendar is an overview of how learning tasks in the program may be managed. The whole program is composed of a combination of synchronous and asynchronous learning activities.

Synchronous activities such as webinars, virtual meetings, and online examinations have fixed schedules because all students are required to participate in these activities simultaneously online, to wit:

Synchronous Instructional Task	Mechanism	Fixed Date	Fixed Time (PHT)
Virtual Enrollment Advisement*	Online demonstration of the self-enrollment procedure and payment	August 15 (Saturday)	2:00 – 4:00 PM
Virtual Orientation Program*	Online discussion of the CTEP overview: Clarifying the CTEP Curricular Structure based on the Distance Education Model, Managing learning tasks through the Google Classroom, Accomplishment of the Academic Requirements	August 22 (Saturday)	2:00 – 4:00 PM
One-Hour Course Webinars*	Webinars delivered by Expert Faculty on the most significant contents of the CTEP course (Purely listening and note-taking)	Aug 29, Sept 26, Oct 17, Nov 7, Nov 28, Dec 12 (Saturdays)	6:00 – 7:00 PM
One-Hour Evaluative Meetings*	Interactive virtual meetings facilitated by the Expert Faculty to clarify learning outcomes developed in the conduct of the modules and self-directed study	Sept 12, Oct 3, Oct 24, Nov 14, Dec 5 (Sat), Dec 18 (Friday)	6:00 – 7:00 PM

*** It is REQUIRED that CTEP faculty and students turn their webcams on, focused on their faces in the entire duration of the virtual meetings. Use of the audio system will be according to the advice of the faculty.**



Synchronous Instructional Task	Mechanism	Fixed Date	Fixed Time (PHT)
Online Submission of Modular Learning Requirements	Uploading and "TURNING IN" of the learning output in the 'Classwork' section of the CTEP Google Classroom® on or before the due date	Aug 27, Sept 7, 23, Oct 14, Nov 4, 25, Dec 11	All day (until 11:59 PM)
Online Exams	Post-course exams, 20-item multiple-choice LET-pattered online tests, accessed through the Google Classroom within one hour only	Sept 11, Oct 2, 23, Nov 13, Dec 4 (Fri), Dec 17 (Thursday)	6:00 – 7:00 PM Results will be turned in to the personal accounts the next day
One-Hour Virtual Orientation Meeting for the FINAL EXAM*	General Review Session of the whole program; Tips in undertaking multiple-choice type of tests (LET and Final Exam)	December 19 (Saturday)	6:00 – 7:00 PM
FINAL EXAM	Two-hour 50-item online FINAL EXAM patterned after the mechanics of the LET, accessed through the Google Classroom	December 22 (Tuesday)	9:00 – 11:00 AM Results will be turned in to the personal accounts in the afternoon
Two-Hour Virtual Culminating Meeting*	Panel webinar by all the CTEP Faculty to formally and joyfully send-off the CTEP completers; Virtual Christmas Party	December 23 (Wednesday)	6:00 – 8:00 PM

Asynchronous activities, such as performing the modules, self-directed access of learning resources in the Google Classroom®, and other individually initiated studies, on the other hand, are actually flexible where students may undertake them according to their personal schedule and pacing. Unmarked dates in the calendar indicate that students may use these days to do other related learning tasks, set an appointment with a professor for online consultation, and access the CTEP Google Classroom® for enhancement and enrichment undertakings.

Modular Learning:

Modular learning is a self-paced learning modality where faculty instruction is virtually conducted by the students themselves. Modules are instructional tools designed by the faculty using various techniques that are equipped with the course overview, desired learning outcomes, course content, learning resources and tools, and assessment tasks. Modules can be accessed and downloaded from the 'Classwork' section of the CTEP Google Classroom® as 'Assignments'. Each module requires the CTEP student to produce evidence of learning based on the corresponding mechanics and rubrics. These learning outputs should be digitized accordingly so that they can be uploaded in the CTEP Google Classroom® on or before the specified due date.

Virtual Academic Consultation:

When the synchronous webinars and virtual meetings are not enough to address more specific and personal questions about the lessons, the CTEP student may request a one-on-one academic consultation with the faculty. A small group of CTEP students may also request for an interactive and collaborative academic consultation with a faculty or a panel of faculty based on the latter's availability. Requesting for a virtual academic consultation schedule may be done by emailing the faculty concerned and dexter.balajadia@ua.edu.ph. Meanwhile, the students are highly encouraged to conduct their own group virtual meetings anytime they wish.

Special Webinars:

From time to time, webinar links and invitations are posted in the 'Class Stream' of the CTEP Google Classroom® as enrichment learning activities. Participation is optional but highly encouraged.

Supplementary Learning Resources:

Aside from the course modules, the faculty will constantly upload additional learning materials and resources as reinforcement, enhancement, and enrichment tasks in the 'Classwork' of the CTEP Google Classroom®. Access is optional but highly recommended.



Admission and Enrollment Process in 3 Easy Steps:

Step 1: Accomplish the Online Application Form

- Access and accomplish the online form here: <https://tinyurl.com/UA-CTEP-Apply>

Step 2: Email the following Scanned Documents to the corresponding addresses

- Transcript of Records from last school attended with date of graduation to: mariatheresa.angeles@ua.edu.ph (Registrar)
- Accomplished and signed CTEP Declaration of Commitment to the Program of Study (see page 14 of this document) to: dexter.balajadia@ua.edu.ph (for the CTEP Faculty)

Upon the favorable endorsement of the Registrar and the CTEP Faculty for your admission, the Guidance and Admissions Officer will send you a confirmation email with the following documents:

- Permit to Enroll with your Student Number
- CTEP Student Information Sheet
- Enrolment Undertaking/Agreement

Accomplish the indicated procedure in the said confirmation email and reply immediately. Send a CC to dexter.balajadia@ua.edu.ph. You will be automatically enlisted in the courses of the CTEP. You will receive an email confirmation again with your Enrollment Assessment Form (EAF) which you will present when paying for your tuition.

Step 3: Payment

You may pay at SM Pampanga & San Fernando Downtown and Savemore Sta. Ana, Apalit & Guagua Bills Payment Centers. In their Bills Payment Slip (BPS), write the following: Biller Company: University of the Assumption, Card/Account/Policy No.: Your Student Number, Account Name: Full name of the student. After you successfully transferred the amount, take a photo of the payment receipt then accomplish this Google Form: bit.ly/ua_payments. You may also pay directly at UA by booking for your appointment here:

<https://universityoftheassumption.setmore.com>.

SCHOOL FEES

Tuition			
	per unit	Total Units	Fee per student
Tuition <i>Based on Master's tuition per unit</i>	1,012.50	18	18,225.00

Miscellaneous	
Registration Fee	838.00
E-Learning Resources	596.50
UA-FLEX Technology Fee	358.00
Sub-total	1,792.50

Full payment by each CTEP student: P 20,017.50

Installment Option:

Initial Payment (Up to Aug. 21, 2020)	:	P 5,000.00
Periodic Payment 1 (Up to Sept. 16, 2020)	:	5,005.85
Periodic Payment 2 (Up to Oct. 27, 2020)	:	5,005.85
Periodic Payment 3 (Up to Dec. 12, 2020)	:	5,005.80



CONTINUING TEACHER EDUCATION PROGRAM (CTEP) First Semester, AY 2020-2021

DECLARATION OF COMMITMENT TO THE PROGRAM OF STUDY

Name of Applicant: _____

Email Address: _____ Mobile Number: _____

Read and internalize each requisite below and **sign** the box corresponding to every requisite.
ALL the items should be duly signed to qualify you for enrolment.

CTEP Specific Requisite	Signature
I hereby commit utmost compliance with the following academic requisites of the CTEP:	
1. Fully agree that the CTEP is UA's distance education program where 100% of the learning tasks and instructional activities are accomplished online and off-campus.	
2. Acquire / possess personal computer (laptop or desktop) equipped with Google Chrome Tools with reliable and dependable internet connection, audio devices (speaker & mic), and webcam.	
3. Consistently and punctually attend all scheduled online synchronous learning activities (virtual meetings, webinars, and online exams).	
4. Access the flexible asynchronous activities and learning resources in the CTEP Google Classroom® using the official UA G-Suite account at my own pace.	
5. Keep my UA G-Suite account private and exclusive and prevent disclosing login details and/or allowing access to another person on my behalf.	
6. Properly and ethically perform the modules and other learning tasks ON MY OWN and consider <u>only valid and reliable</u> references.	
7. Promptly and punctually submit well-prepared module outputs and other pertinent reports as required in the modular phase of each course.	
8. Honestly take the online exams myself ALONE without referring to any source of information, support applications, nor asking assistance from another person.	
9. Seek the consent of the professor concerned in case there is a need to make major modifications of the assigned tasks and outputs.	
10. Be a lifelong adult learner and contribute to the realization of the UA's vision as to be a globally competent, morally upright, and socially responsible Catholic leader.	

By enrolling in the Continuing Teacher Education Program (CTEP) of the University of the Assumption for the First Semester of AY 2020-2021, I hereby commit to accomplish all the above requisites.

Signature of CTEP Student Applicant

Date signed: _____

Print this page and sign accordingly. Scan or take a clear photo of the accomplished document and email to dexter.balajadia@ua.edu.ph.