

CHED MEMORANDUM ORDER

No. __

Series of ____

SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF ELEMENTARY EDUCATION (BEED) DEGREE PROGRAM

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the “*Higher Education Act of 1994*,” and in pursuance of an outcomes-based quality assurance system as advocated under CMO 46 s. 2012, the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

**ARTICLE I
INTRODUCTION**

Section 1 Rationale

Based on the *Guidelines for the Implementation of CMO 46 s 2012*, this PSG implements the “shift to learning competency-based standards/outcomes-based education” in response to the 21st century Philippine education framework. It specifies the ‘core competencies’ expected of **Bachelor of Elementary Education (BEED)** graduates “regardless of the type of HEI they graduate from.” However, in “recognition of the spirit of outcomes-based education and of the typology of HEIs,” this PSG also provides “ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions.”

**ARTICLE II
AUTHORITY TO OPERATE**

Section 2 Government Recognition

All private higher education institutions (PHEIs) intending to offer **Bachelor of Elementary Education (BEED)** must first secure proper authority from

the Commission in accordance with these PSGs. All PHEIs with an existing **BEEd** program are required to shift to an outcomes-based approach based on these PSGs and must secure approval for such a shift. State Universities and Colleges (SUCs), and Local Universities and Colleges (LUCs) should likewise strictly adhere to the provisions in these policies and standards.

ARTICLE III GENERAL PROVISIONS

Section 3 The Articles that follow give minimum standards and other requirements and prescriptions. The minimum standards are expressed as a minimum set of desired program outcomes which are given in Article IV Section 6. The Commission designed a curriculum to attain such outcomes. This curriculum is shown in Article V Section 8 as a **sample** curriculum. The number of units of this curriculum is hereby prescribed as the “minimum unit requirement” under Section 13 of RA 7722. In designing the curriculum the Technical Committee employed a curriculum map which is shown in Article V Section 10 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach the Commission also determined appropriate curriculum delivery methods shown in Article V Section 11. The sample course syllabi given in Article V Section 12 show some of these methods.

Based on the curriculum and the means of its delivery, the Technical Committee determined the physical resource requirements for the library, laboratories and other facilities and the human resource requirements in terms of administration and faculty. See Article VI.

Section 4 The HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and in terms of specification and deployment of human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives can be assured by the alternative means they propose.

The HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA)** as guide in making their submissions for Sections 18 to 23 of Article VII.

These PSGs are based on the enhanced basic education reform and the new GE curriculum. They reflect the reform towards outcomes-based education, and the K to 12 curriculum.

ARTICLE IV PROGRAM SPECIFICATION

Section 5 Degree Name

5.1 Degree Title

The degree/program shall be called **Bachelor of Elementary Education (BEEd)**.

5.2 Nature of the Field of Study

The **BEEd** is an undergraduate teacher education degree/program designed to prepare individuals intending to teach in Grades 4 - 6.

5.3 Degree/Program Goals

The BEEd degree/program aims to develop highly motivated and competent teachers specializing in the content and pedagogy for elementary education.

5.4 Specific Professions/Careers/Occupations for graduates

After successful completion of all academic requirements of the degree/program, graduates of BEEd should be able to practice the teaching profession in Grades 4 - 6.

5.5 Allied Fields

The BEEd degree/program draws from various allied disciplines like social sciences, science, math, technology, languages, and humanities to ensure that the graduates have a multi-disciplinary preparation in content and pedagogy.

Section 6 Program Outcomes

The minimum standards for the BEEd degree/program are expressed in the following set of learning outcomes:

6.1 Common to all programs in all types of schools

The graduates have the ability to:

- a. articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor)
- b. effectively communicate in English and Filipino, both orally and in writing
- c. work effectively and collaboratively with a substantial degree of independence in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
- d. act in recognition of professional, social, and ethical responsibility
- e. preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722)

6.2 Common to the discipline (Teacher Education)

- a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.
- b. Demonstrate mastery of subject matter/discipline.
- c. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.
- d. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.
- e. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.
- f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
- g. Practice professional and ethical teaching standards sensitive to the local, national, and global realities.
- h. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

6.3 Specific to a sub-discipline and major (Elementary Education)

- a. Demonstrate in-depth understanding of the diversity of learners in various learning areas.
- b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas.
- c. Utilize appropriate assessment and evaluation tools to measure learning outcomes.
- d. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching.
- e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional.
- f. Manifest a desire to continuously pursue personal and professional development

6.4 Outcomes Common to graduates of a horizontal type of institution as defined in CMO 46, 2012

- a. Graduates of professional institutions demonstrate service orientation in their respective professions
- b. Graduates of colleges are qualified for various types of employment and participate in development activities and public discourses, particularly in response to the needs of the communities they serve
- c. Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects

Moreover, graduates of State Universities and Colleges (SUCs) must have the competencies to support “national, regional and local development plans”

(RA7722).

All private higher education institutions (PHEI), may adopt mission-related program outcomes that are not included in the minimum set of learning outcomes.

Section 7 Sample Performance Indicators

BEED DEGREE/PROGRAM OUTCOMES	Performance Indicators
<p>a. Demonstrate in-depth understanding of the diversity of learners in various learning areas</p>	<ul style="list-style-type: none"> • Identify various types of learners and provide them with appropriate, culturally-relevant learning activities and experiences. • Develop and utilize relevant materials that match the learners' learning styles, goals and culture. • Select instructional strategies for the development of learners' critical and creative thinking skills. • Utilize developmentally appropriate activities in teaching the different learning areas. • Utilize appropriate technologies to achieve the learning outcomes. • Apply theories of learning in designing learning-teaching experiences.
<p>b. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas.</p>	<ul style="list-style-type: none"> • Explain subject matter content clearly, accurately and comprehensively. • Relate current content with past and future lessons. • Integrate recent developments in education and in the specific field to enrich learning. • Provide examples from real life to make learning meaningful. • Keep abreast with educational issues, trends and practices vis-a-vis local and global context to provide relevant learning experiences
<p>c. Utilize appropriate assessment and evaluation tools to measure learning outcomes.</p>	<ul style="list-style-type: none"> • Design authentic assessment, evaluation instruments and alternative assessment tools. • Interpret assessment results and use these to improve learning and teaching. • Keep accurate and updated records of the learners' performance using technology tools where feasible and appropriate. • Provide timely feedback of assessment results to parents and other stakeholders.
<p>d. Manifest skills in communication, higher order thinking and use of</p>	<ul style="list-style-type: none"> • Demonstrate skills in creative and critical thinking, logical reasoning, problem solving, and decision making in various classroom situations

tools and technology to accelerate learning and teaching.	<ul style="list-style-type: none"> • Create learning experiences that develop the learners' higher order thinking skills • Provide opportunities that develop the learners' communication skills • Use tools and technology to enhance learning and teaching
e. Demonstrate positive attributes of a model teacher, both as an individual and as a professional.	<ul style="list-style-type: none"> • Act according to the norms of the teaching profession in dealing with students, parents, colleagues and other stakeholders • Manifest positive personal and professional qualities of a teacher • Observe integrity and professionalism in handling issues, conflicts, and controversies related to student welfare as well as parents' and community concerns
f. Manifest a desire to continuously pursue personal and professional development	<ul style="list-style-type: none"> • Pursue personal growth and professional development through attendance in seminar-workshops, participation in demo-fests, conducting action research, and other education-related activities • Participate actively in the school's community outreach activities

ARTICLE V CURRICULUM

Section 8 Curriculum Description

The **BEEd** program is composed of General Education Courses – 36 units, Professional Education Courses – 42 units, Major Courses – 57 units, Elective Courses – 6 units, and Mandated Courses – 14 units, for a total of 158 units.

Section 9 Sample Curriculum

Higher Education Institutions offering the BSSE program may exercise flexibility in their curricular offering. However, the following courses are prescribed as minimum requirements to be implemented.

9.1 Components

Bachelor of Elementary Education (BEEd)				
		Courses	Units	Total
		General Education Courses (CMO NO. 20, series of 2013)		36 units
		Professional Education Courses		42 units
		<i>Foundation Courses/Theories and Concepts</i>		

		The Child and Adolescent Learning Principles	3	
		The Teaching Profession	3	
		The Teacher and the Community, School Culture and Organizational Leadership (new)	3	
		Foundation of Special and Inclusive Education	3	
		<i>Pedagogical Content Knowledge</i>		
		Facilitating Learner-Centered Teaching and Learning	3	
		Assessment of Learning 1	3	
		Assessment of Learning 2	3	
		Technology for Teaching and Learning 1	3	
		The Teacher and the School Curriculum	3	
		Building and Enhancing Literacy Skills Across the Curriculum	3	
		<i>Experiential Learning Courses (Field Studies and Practice Teaching)</i>		
		Student Teaching (inclusive of Field Study 1-6)	12	
		Major Courses		51 units
Sci		Teaching Science in the Primary Grades	3	
Sci		Teaching Science in the Intermediate Grades	3	
SSC		Teaching Social Studies in Primary Grades – Philippine History and Government	3	
SSC		Teaching Social Studies in Intermediate Grades – Culture and Geography	3	
FIL		Pagtuturo and Filipino sa Elementarya (I) – Estructura at Gamit ng Wikang Filipino	3	
FIL		Pagtuturo and Filipino sa Elementarya (II) Panitikan ng Pilipinas	3	
MATH		Teaching Math in the Primary Grades	3	
MATH		Teaching Math in the Intermediate Grades	3	
TLE		Edukasyong Pantahan at Pangkabuhayan	3	
MUSIC		Teaching Music in the Elementary Grades	3	
ARTS		Teaching Arts in the Elementary Grades		
PEH		Teaching PE and Health in the Elementary Grades	3	
ENG		Teaching English in the Elementary Grades	3	
ENG		Teaching Literacy in the Elementary Grades	3	
MTB-MLE		Content and Pedagogy for the Mother-Tongue	3	
VED		Good Manners and Right Conduct	3	

		(Edukasyon sa Pagpapakatao)		
TTL2		Technology for Teaching and Learning 2	3	
RES		Research in Education	3	
		Electives (3 units)		
		Teaching Multi-grade Classes	3	
		Mandated Courses		
		Physical Education 1-4	8	
		NSTP 1& 2	6	
		SUMMARY OF UNITS		
		General Education Courses		36 units
		Professional Education Courses		42 units
		Major Courses		54 units
		Elective		3 units
		Physical Education		8 units
		NSTP		6 units
		TOTAL		149 units

9.2 Guidelines for Preparing a Program of Study

1. Offer the courses based on the availability of faculty and resources.
2. Not all General Education courses need to be completed in First Year or Second Year.
3. Ensure that sequential subjects are scheduled accordingly eg. Teaching English in the Elementary Grades 1 must come before Teaching English in the Elementary Grades 2.

Sample Program of Study

Distribution of Courses

1 st Semester	2 nd Semester
FIRST YEAR	
General Education 1	General Education 7
General Education 2	General Education 8
General Education 3	General Education 9
General Education 4	General Education 10
General Education 5	General Education 11
General Education 6	General Education 12
The Child and Adolescent Learning Principles	Building and Enhancing Literacy Skills Across the Curriculum
PE 1	PE 2
NSTP 1	NSTP 2

SECOND YEAR	
Technology for Teaching and Learning 1	The Teaching Profession
Facilitating Learner-Centered Teaching	Foundations of Special and Inclusive Education
Teaching Science in the Primary Grades	Teaching Science in the Intermediate Grades
Teaching Math in the Primary Grades	Teaching Math in the Intermediate Grades
Teaching Social Studies in Intermediate Grades –Culture and Geography	Content and Pedagogy for the Mother Tongue
Pagtuturo and Filipino sa Elementarya (I) – Estructura at Gamit ng Wikang Filipino	Teaching Social Studies in Primary Grades – Philippine History and Government
Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)	Edukasyong Pantahan at Pangkabuhayan
PE 3	PE 4
THIRD YEAR	
Teaching English in the Elementary Grades	Teaching Multi-Grade Classes
Teacher and the School Curriculum	Teacher and the Community, School Culture and Organizational Leadership
TTL2-Technology for Teaching and Learning in the Elementary	Assessment of Learning 2
Assessment of Learning 1	Teaching PE and Health in the Elementary Grades
Teaching Music in the Elementary Grades	Pagtuturo and Filipino sa Elementarya (II) Panitikan ng Pilipinas
Teaching Literacy in the Elementary Grades	Research in Education
Teaching Arts in the Elementary Grades	
FOURTH YEAR	
Field Study 1-6	Practice Teaching

Section 10 Sample Curriculum Map

COURSES	Program Outcomes for BEd Program					
	a	b	c	d	e	f
Professional Education Courses						
<i>Foundation Courses/Theories and Concepts</i>						
The Child and Adolescent Learning Principles	I	I	I	I	I	I
The Teaching Profession	I	I	I	I	I	I
The Teacher and the Community, School Culture and Organizational Leadership (new)	I	I	I	I	I	I
Foundation of Special and Inclusive Education	I	I	I	I	I	I
<i>Pedagogical Content Knowledge</i>						

Facilitating Learner-Centered Teaching and Learning	P	P	P	P	P	P
Assessment of Learning 1	P	P	P	P	P	I
Assessment of Learning 2	P	P	P	P	P	I
Technology for Teaching and Learning 1	P	P	P	P	P	P
The Teacher and the School Curriculum	I	I	I	I	I	I
Building and Enhancing Literacy Skills Across the Curriculum	I	I	I	I	I	I
<i>Experiential Learning Courses (Field Studies and Practice Teaching)</i>						
Student Teaching (inclusive of Field Study 1-6)	D	D	D	D	P	P
Major Courses						
Teaching Science in the Primary Grades	D	D	D	P	P	I
Teaching Science in the Intermediate Grades	D	D	D	P	P	I
Teaching Social Studies in Primary Grades - Philippine History and Government	D	D	D	P	P	I
Teaching Social Studies in Intermediate Grades -Culture and Geography	I	D	D	P	P	I
Pagtuturo and Filipino sa Elementarya (I) - Estructura at Gamit ng Wikang Filipino	I	D	D	P	I	I
Pagtuturo and Filipino sa Elementarya (II) Panitikan ng Pilipinas	I	D	D	P	I	I
Teaching Math in the Primary Grades	D	D	D	P	I	I
Teaching Math in the Intermediate Grades	D	D	D	P	I	I
Edukasyong Pantahan at Pangkabuhayan	D	D	D	P	I	I
Teaching Music in the Elementary Grades	D	D	D	P	I	I
Teaching Arts in the Elementary Grades	D	D	D	P	I	I
Teaching PE and Health in the Elementary Grades	D	D	D	P	I	I
Teaching English in the Elementary Grades	D	D	D	P	I	I
Teaching Literacy in the Elementary Grades	D	D	D	P	I	I
Content and Pedagogy for the Mother-Tongue	D	D	D	P	I	I
Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)	P	D	P	P	P	P
Research in Teaching	I	P	P	P	I	I
Technology for Teaching and Learning 2	P	P	P	P	I	I
Research in Teaching	I	P	P	P	I	I
Elective						
Teaching Multi-grade Classes	D	D	D	P	I	I

Legend: ***I- Introduced*** (the student gets introduced to concept/principles)
 P-Practiced (the student practices the competencies with supervision)

D-Demonstrated (the student practices the competencies across different settings with minimal supervision)

Section 11 Sample Means of Curriculum Delivery

- 11.1 Lecture
- 11.2 Discussion
- 11.3 Exercises/Demonstration
- 11.4 Interactive Learning
- 11.4 Collaborative Learning
- 11.5 Reporting
- 11.6 Multimedia Presentation
- 11.7 Reading and Writing
- 11.8 Library Work
- 11.9 Field Work
- 11.10 Interview

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

**ARTICLE VI
REQUIRED RESOURCES**

Section 13 Administration

A. Dean/Department Head

1. The Dean of the college offering the degree must possess the following qualifications:
 - a. Filipino Citizen
 - b. Holder of Doctorate degree in Education or related field
 - c. Holder of valid certificate of registration and professional teacher's license (LET).
 - d. A total of at least five (5) years of very satisfactory teaching experience, in both basic education and tertiary levels.
 - e. Preferably with at least two (2) years of managerial/administrative experience.
 - f. Should be employed full-time in the TEI and devote not less than 8 hours of work a day in school.
 - g. Teaching load should not exceed 9 units per term/semester

2. If the unit offering the education degree is not a College of Education, the Department Chair/Head of the unit must possess the following qualifications:

- a. Filipino Citizen
- b. Doctorate degree holder in Education or related field
- c. Holder of valid certificate of registration and professional teacher's license (LET).
- d. A total of at least three (3) years of very satisfactory teaching experience, in both basic education and tertiary levels.
- e. Should be employed full-time in the TEI and devote not less than 8 hours of work a day in school.
- f. Teaching load should not exceed 12 units per term/semester

Section 14 Faculty

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 an appropriate master's degree in the field they are assigned to teach.

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 professional licensure examination for teachers (LET) as provided for in Section 11 of RA 8981.
2. Holder of Master's degree in Education or in any allied fields.

C. Full-time faculty members of the college

1. The institution shall maintain 50% of the faculty members teaching in the teacher education program as full-time.

D. Teaching Load

1. Teaching load requirement for the teacher education program should be as follows:
 - a. A faculty should not be assigned more than four (4) different courses/subjects within a semester/term;
 - b. A faculty may be assigned an overload in accordance with existing rules, policies and appropriate laws;
 - c. In no instance should the aggregate workload of faculty exceed 30 units per semester/term (inclusive of regular teaching loads, overloads, and other assignments in other schools); and
 - d. Teaching load per day should not exceed more than six (6) hours.

E. Faculty Development

- a. 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.
- b. The institution must provide opportunities and incentives such as:
1. tuition subsidy for graduates
 2. study leave with pay
 3. deloading to finish a thesis or carry out research activities
 4. research grants
 5. travel grants for academic development activities such as special skills training and attendance in national/international conferences, symposia and seminars
 6. awards, recognition and other incentives
- c. A monitoring system should be designed to track the implementation of the faculty development program.

Section 15 Library

A. Library Staff

The library should have a Head Librarian and appropriate number of staff. The librarian should have:

1. Professional License in Library and Information Science
2. Master's degree in Library and Information Science, MA/MAED in Library Science, or related field.

B. Holdings

A core book collection of **5,000** titles for college libraries and **8,000** titles for university libraries is necessary to effectively support its educational programs. These titles shall be in print and electronic format, and include Filipiniana books equivalent to ten percent (10%) of the total collection. At least twenty percent (20%) of the core book collection must have been published within the last ten (10) years. The core book collection should be augmented as follows:

- 1.1 For each major field of an undergraduate program, the library shall provide 5 relevant book titles (in print and electronic format) per course. For Science, Technology, Engineering and Math (STEM) as well as Health-related programs, 20% must be published within the last five (5) years, and within the last ten

(10) years for the other disciplines. Book holdings should include more of professional and reference books.

- 1.2 For initial program offerings, the minimum number of book titles covering 1st to 3rd year courses are required to be found in the library. For program recognition, an HEI should have the number of book titles required in all year levels as specified above.
- 1.3 A core periodical collection composed of local and foreign print and electronic, current and relevant titles shall be maintained.

The minimum number of periodicals based on enrollment are as follows:

Total Enrollment	Number of Periodical Titles
Less than 1,000 students	50 titles
1001 – 3000 students	75 titles
Over 3000 students	100 titles

- 1.5 Every major field of specialization shall be covered by at least four (4) titles of professional journals for the undergraduate program. These titles shall be a mix of local and foreign publications that are scholarly and refereed.
- 1.6 Non-print materials and electronic/digital resources shall be made available through adequate facilities and equipment.
- 1.7 Special collections and relevant multimedia resources, in agreement with the Intellectual Property Code, may be included to meet the requirements of the various programs and courses offered by each institution.

C. Library Facilities

1. The academic library shall have an adequate space and appropriate facilities which are accessible to the students, faculty and other users. Whether occupying a building of its own or occupying only a part of the building. It shall be easily accessible to any point of activity in the campus. If possible, it shall be designed to allow for future re-arrangement and expansion.
2. The minimum requirements for library facilities are as follows:
 - a. There shall be adequate reading space for the student population. The reading room shall accommodate at one seating, at least 5% of the student population at 1.2 square meters per student.

- b. There shall be proper lighting and ventilation in all areas of the library.
 - c. Adequate space to house the growing collections, work area for staff, storage room, Head Librarian's office as well as areas for special services such as the electronic and audiovisual programs shall be provided.
3. Appropriate and functional furniture shall be furnished for the convenience of the users and, at the same time, encourages maximum use of the facilities.
 4. Facilities for persons with disabilities (PWDs) shall be provided (e.g., ramps, railings, comfort rooms, etc.)
 5. Emergency exits, fire extinguishers, built-in emergency lights and other measures deemed necessary and required by the National Building Code of the Philippines shall be provided.

D. Information Technology Resources and Services

1. The academic library shall have facilities for information and communication technology and services in adequate quantities and good working condition for the efficient and convenient retrieval or dissemination of local and remote information resources by the library staff and its users. This includes computers with Internet connectivity, printers, scanners, fax machines, and other electronic communication equipment.
2. The academic library shall establish and provide for an electronic library (e-Lib). A dedicated website shall be created to promote and access library resources. Qualified staff with the requisite skills shall manage the e-Lib.
3. Electronic resources shall be made accessible on site or remotely, in the main and off campus.
4. Policies and procedures in selecting, evaluating, and handling the content and use of e-resources shall be set.
5. The library shall provide continuous access to electronic resources, such as online databases (e.g., Philippine e-Lib), e-books, e-journals, and other e-learning resources to allow faculty members and students to undertake research and other academic activities.

Section 16 Laboratory and Physical Facilities

In addition to the required laboratories and facilities for general education, the following shall be provided:

A. Classroom requirements and class size

1. For lecture classes, the ideal size of 35 students or less per class, and the maximum should be 50.

2. For laboratory and research classes, the class size shall be specific to the discipline
3. Special lectures with a class size of more than 50 may be allowed as long as the attendant facilities are provided.

B. Laboratory requirements

There should be adequate and appropriate laboratory facilities and equipment for the specialization courses in Science, Technology, and Languages, such as:

1. Science Laboratory*
2. ICT Laboratory*
3. Speech Laboratory, if necessary*

**This can be shared with other departments within the college/university.*

C. Educational Technology Laboratory

The TEI should have access to an educational technology lab with appropriate equipment and software as indicated in the course specifications. The same laboratory shall serve to allow preparation, presentation and viewing of audio-visual materials to support instruction.

D. Laboratory School or Cooperating Schools

The TEI should maintain a facility within which the students can undertake their field study. This facility may be a laboratory school administered by the TEI. In cases when TEI has no laboratory school, the TEI must have a long-term memorandum of agreement with cooperating school or with a cluster of cooperating schools within which student can undertake their experiential learning.

Section 17 Admission and Retention Policy

The basic requirement for eligibility for admission of a student to the Teacher Education program shall be graduates from Senior High School level recognized by the Department of Education.

TEIs must have in place a selective admission policy for Teacher Education programs. This policy shall include passing an admission examination. For this purpose, TEIs may use either of the following admission examinations:

- a. an admission examination developed and validated by the TEI
- b. an admission examination developed and validated by another TEI and used by TEI under a consortium agreement;
- c. an admission examination developed and validated by private testing centers and used by TEI for a fee;
- d. some other standardized tests for teaching aptitude; or

- e. some other national qualifications examinations which may be developed in the future.

Students who do not meet the cut-off scores in the admission examination may be admitted under probation. However, they must meet certain minimum retention requirements to be set by the school before the student can proceed to the major/professional education courses.

ARTICLE VII COMPLIANCE OF HEIs

Using the *CHED Implementation Handbook for OBE and ISA* as reference, a HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program or the approval of the transformation of existing programs to outcomes-based framework:

- Section 18** The complete set of program outcomes, including its proposed additional program outcomes.
- Section 19** Its proposed **curriculum** and its justification including a curriculum map.
- Section 20** Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.
- Section 21** Proposed **outcomes-based syllabus** for each course.
- Section 22** Proposed system of program assessment and evaluation
- Section 23** Proposed system of program **Continuous Quality Improvement (CQI)**.

ARTICLE VIII TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

- Section 24 Transitory Provision**
HEIs that have been granted permit or recognition for the **Bachelor of Elementary Education (BEEd)** program are required to fully comply with all the requirements in this CMO within a non-extendable period of three (3) years after the date of its effectivity. State Universities and Colleges (SUCs) and Local Colleges and Universities (LCUs) shall also comply with the requirements herein set forth.

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, and the Manual of Regulations for Private Higher Education (MORPHE) per CMO No. 40, series of 2008, and

other related laws.

Section 25 Repealing Clause

Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

Section 26 Effectivity Clause

This Order shall take effect after its publication in the Official Gazette or Newspaper of General Circulation.

Quezon City, Philippines, _____

PATRICIA B. LICUANAN, Ph.D.
Chairperson

DRAFT

Sample Syllabus

Course Title	Teaching Social Studies in Intermediate Grades – Culture and Geography
Course Description	The course aims to equip the students in the BEED program a strong background in local history and culture. This background serves as an avenue for further inquiry of the available resources in the community for the localization and contextualization of teaching of elementary subjects. Areas to be studied include natural heritage of the locality, tangible and intangible culture that are of great significance to the socio-economic and political activities of the people in the place. In the end they are expected to come up with the profiling of available cultural resources in the community.
Course Credit	3 units
Contact Hours	54 hours
Pre-requisite	None
Course Outcomes	<ol style="list-style-type: none"> 1. Trace the origin of the place; 2. Describe the local identity of the people and other cultural resources found in the community; 3. Present a paper featuring the evolution of a local culture; 4. React on the issues of decolonization, recolonization and national cultural hegemony; 5. Make a cultural mapping of the tangible and intangible heritage in a place; 6. Present an exhibit of a vast collection of locally made/collected items from cuisine, beverages, memorabilia and others;
Course Outline	
Week	Topic
1	The Rise of Local Identity <ul style="list-style-type: none"> • Name of the place, origin and borders • Physical Features of the place
2	Natural Heritage in the Locality <ul style="list-style-type: none"> • Outstanding Characteristics of the Land and Water Formation of the Place • Statutes for the Conservation and Preservation of Natural Heritage • Stories About the Great Land and Water Formation in the Place • Plants and Animals Raised in the Community
3	Building Heritage <ul style="list-style-type: none"> • Origin

	<ul style="list-style-type: none"> • Outstanding Features • Architectural Design/s • Materials Used • Condition
4	Movable Heritage <ul style="list-style-type: none"> • Paintings • Artworks • Memorabilia • Photographs • Costumes • Weaponry • Religious Items • Other Valuable Items
5	Local Technology <ul style="list-style-type: none"> • Name • Materials • Features • Mechanics
6	Dance/Festival <ul style="list-style-type: none"> • Name/Title • Organizer/Choreographer • Features/Steps • Participants
7	Song/Music <ul style="list-style-type: none"> • Name/Title/Type • Composer/Lyricist • Score
8	Rituals/Ceremonies <ul style="list-style-type: none"> • Name • Leaders • Features/Beliefs

	<ul style="list-style-type: none"> • Process
9	<p>Language/Poetry/Literature/Documents</p> <ul style="list-style-type: none"> • Name/Title • Author/Speakers • Features • Publication/Literary Pieces
10	<p>Local Cuisine</p> <ul style="list-style-type: none"> • Name/Features • Ingredients • Recipe
11	<p>Beliefs/ Healing Arts/ Secret Knowledge</p> <ul style="list-style-type: none"> • Features/Process • Advocates/Proponents/Healers/Custodian • Narration
12	<p>Distinguished Personalities in the Locality</p> <ul style="list-style-type: none"> • Name • Birth-Death • Profession/Talent/Skill • Outstanding Contribution to the Community
13.	<p>Local History</p> <ul style="list-style-type: none"> • Early Inhabitants • Pre-Spanish Political Organization • Political transition
14-15	<p>National Cultural Hegemony Against Local Cultural Identity</p> <ul style="list-style-type: none"> • Decolonization or Recolonization <p>Local Issues and Concerns</p> <ul style="list-style-type: none"> • Political/Economic • Socio-Cultural • Environmental

	Local Initiatives/Movements National/Global Linkages
Required Reading	Local History Books (Every Town c/o Provincial Government, University of The Philippines, Cebuano Studies-USC)
Suggested Readings and References	<ul style="list-style-type: none"> • Cultural Mapping Guide-NCCA • Styles & Vickery, Gender, Taste & Material Culture • Local Studies Centers: Transforming History, Culture and Heritage in the Philippines by: M.Perez • The Philippines: Past Revisited by: Renato Constantino • Culture and History by: Nick Joaquin • 101 Filipino Icons by: Virgilio S. Almarion • History of the Philippines: From Indios Bravos to Filipinos by: Luis Francia • Barangay: Sixteenth Century Philippine Culture and Society by: William Henry Scott
Course Requirements	Historiographical Essay Portfolio (Cultural Mapping in the Barangay) Exhibit of Local Cultural Resources Socio-Drama Featuring the Evolution of the Local Community
Grading System	15 % Quizzes/PAPET 25% Portfolio 40% Exhibit <u>20% Group Activity</u> 100% Total
Classroom Policies	Students are expected to : <ul style="list-style-type: none"> • be collaborative, interactive • write a one paragraph summary of every material read/presented in the class • raise an argument or issue during topic presentation • attend classes ready with all the required materials for reading, viewing,listening and for other activities
Consultation Hours	MWF 12:30-1:30 TTh 4:30-5:30

DESCRIPTION OF PROFESSIONAL EDUCATION COURSES

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	
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	
Prerequisite	

Course Title	The Teacher and the Community, School Culture and Organizational Leadership
Course Description	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.
Course Credits	3 units
Contact Hours	
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	
Prerequisite	

Course Title	Facilitating Learner Centered Teaching
---------------------	---

Course Description	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 interconnectedness of local, regional, national and international contexts, challenges, and considerations in carrying out the goals of learner-centered teaching is likewise given emphasis.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Title	Assessment of Learning 1
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 constitution for quality assessment.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Title	Assessment of Learning 2
Course Description	This is a 3-unit 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 targets as well as affective learning. Students will experience how to develop rubrics for performance-based (e.g. portfolio) assessment.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Title	Technology for Teaching and Learning 1
Course Description	This course is designed to engage students to utilize the basic learning theories and principles for design, development, implementation and evaluation of instruction using educational technology. The course will provide opportunity for students to take innovative challenges in meeting information technology at the core of instruction. The prospective teacher will be exposed to both traditional and innovative technologies to facilitate and foster meaningful and effective learning. Practical experiences and actual classroom observations where application of technology in learning will constitute the major requirement of the course. Online and offline researches and field observation on the effectiveness of any supporting material in teaching will be used to enhance and facilitate the delivery of instruction in learning how to teach process.

Course Credits	3 units
Contact Hours	
Prerequisite	

Course Title	The Teacher and the School Culture Curriculum
Course Description	This course shall emphasize 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. Fundamental concepts and principles in curriculum and curriculum development shall provide the foundation to engage prospective teachers as curricularists.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Title	Building and Enhancing Literacy Skills Across the Curriculum
Course Description	This course introduces the concepts of literacy as a collection of shared cultural practices and an evolving social phenomena. The course will provide a series of field based and interdisciplinary explorations, which will lead students to characterize a literate person as having wide range of skills, competencies, abilities and attitudes that are transferrable across learning areas. As such learning opportunities shall focus on examining, problematizing and simulating the age-specific teaching of new literacies necessary in the 21st century.
Course Credits	3 units
Contact Hours	

Course Title	Experiential Learning (Field Studies and Practice Teaching)
Course Description	This course is a year-long engagement that supports authentic experiential learning form field of study and actual classroom immersion of the prospective teachers. It begins with observation and field study experiences and progress to teaching assistantship and independent classroom teaching. The seven (7) NCBTS domains shall be used as guideposts in developing the content and implementation scheme of this course.
Course Credits	12 units
Contact Hours	
Prerequisite	

DESCRIPTION OF MAJOR COURSES

Course Name	Content and Pedagogy in the Mother-tongue
Course Description	This course includes both the content and the pedagogy of the mother tongue. The subject matter content includes the structure of the mother tongue as a language, literature in the mother tongue, methods and techniques of teaching the language, development of instructional materials and assessment.
Course Credits	3 units
Contact Hours	
Prerequisite	
Course Outcomes	

Course Name	Pagtuturo ng Filipino sa Elementarya I-Estruktura at Gamit ng Wikang Filipino
Course Description	Pagsanay ng paggamit ng estruktura at gamit ng Wikang Filipino sa pagtuturo sa elementarya. Sumasaklaw sa dekrriptibong pag-aaral ng wikang Filipino sa lebel ng polohiya, morpolohiya, semantikas at sintaks.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Pagtuturo ng Filipino sa Elementarya II-Panitikan ng Pilipinas
Course Description	Paggamit ng mga ibat ibang anyo ng literatura ng Pilipinas galling sa sarili at ibat ibang rehiyon sa pagtuturo, produksyon at (assessment) na angkop sa elementarya.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Science in the Primary Grades (Biology and Chemistry)
Course Description	The course includes understanding of spiraling basic science concepts and application of science inquiry in Chemistry and Biology and the use of teaching strategies in elementary science, development of instructional materials and assessment. Content topics in Chemistry include Properties and Structure of Matter and Changes that Matter Undergo. In Biology content topics includes Parts and Functions of Animals and Plants, Heredity: Inheritance and Variation, Biodiversity and Evolution and Ecosystems.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Science in the Intermediate Grades (Physics, Earth and Space Science)
Course Description	This course includes understanding of spiraling basic science concepts and application of science inquiry in Physics and Earth and Space, strategies in teaching elementary science, development of instructional materials and assessment. Content topics in Physics include Force and Motion, and Energy while Earth and Space Science include Geology, Meteorology, and Astronomy.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Social Studies in Primary Grades - Philippine History and Government
Course Description	This course emphasizes the contents of Philippine History and Government that are necessary in teaching at the elementary level. Further, appropriate teaching strategies and assessment methods shall be included to prepare students to become elementary grades teachers.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Social Studies in Intermediate Grades - (Culture and Basic Geography)
Course Description	The course aims to equip the students in the BEED program a strong background in local history and culture. This background serves as an avenue for further inquiry of the available resources in the community for the localization and contextualization of teaching of elementary subjects. Areas to be studied include natural heritage of the locality, tangible and intangible culture that are of great significance to the socio-economic and political activities of the people in the place. In the end they are expected to come up with the profiling of available cultural resources in the community.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Math in the Primary Grades
Course Description	This course equips prospective teachers with pedagogical content knowledge for the teaching of basic contents in mathematics in the primary level. Understanding of key concepts and skills of whole numbers up to 10,000, fractions, measurement, simple geometric figures, pre-algebra concepts and data representation and analysis are applied using appropriate technology. Teaching strategies include problem solving, critical thinking, differentiated instruction, inquiry-based learning with the use of manipulatives based on cultural context will be emphasized
Course Credits	3 units
Contact Hours	

Prerequisite	
Course Name	Teaching Math in the Intermediate Grades
Course Description	As preparation for teaching in the intermediate grades, this course emphasizes the integration of technological pedagogical content knowledge that includes topics on rational numbers, measurement, geometric figures, pre-algebra concepts, application of simple probability and data analysis. This course is capped with microteaching that utilizes appropriate teaching strategies for the development of critical and problem solving, reasoning, communicating, making corrections, representations and decisions in real life situations.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Edukasyong Pantahanan at Pangkabuhayan
Course Description	This course shall include pedagogical content, knowledge and skills in technology, and livelihood education necessary in teaching and learning in the elementary level. Selected topics in home economics, technology and livelihood education shall form a major part of the course. Experiential learning approach shall be the focus of this course.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Music in the Elementary Grades
Course Description	This course deals with the educational foundations of Music as it apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphases in the course.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Arts in the Elementary Grades
Course Description	This course deals with the educational foundations of Art as these apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphases in the course.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching PE and Health in the Elementary Grades
Course Description	This course deals with the educational foundations of Physical Education as these apply to teaching and learning in the elementary grades. Various

	teaching strategies and assessment appropriate for each area shall be given emphases in the course.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching English in the Elementary Grades
Course Description	This course is designed for teaching in the primary level. It will emphasize English as a second language with main focus on language teaching methodologies to improve knowledge and fluency in the English language in listening, reading, writing, speaking, and viewing. Use of content in the structures of English and Children’s Literature in English will be included. Project-based, task-based learning activities shall be considered.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Literacy in the Elementary Grades
Course Description	This course is about the nature, theories and scope of the reading and other literacy skills in the 21 st century as tools for learning. Application of the 21 st century literacy skills shall be enhanced for teaching in the elementary grades.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Good Manners and Right Conduct (Edukayon sa Pagpapakatao)
Course Description	Anchored on the essential component of personhood that deals with intra/interpersonal relationships which allow harmony with oneself, with others and the environment, this course will highlight the fundamental rules of good manners and appropriate conduct or behavior of each learner which are necessary of the formation of character that embraces the core values of maka-Dios, Maka-Tao, Maka- Bansa and Maka-kalikasan.
Course Credits	3 units
Contact Hours	
Prerequisite	
Course Outcomes	

Course Name	Technology for Teaching and learning in the Elementary Grades
Course Description	This course is designed for prospective teachers to develop and use digital and non-digital teaching- learning resources using technology tools appropriate in various subject areas in the elementary level. Further, the course will provide opportunities for students to use technology tools to develop project-based collaborative activities and share resources among communities of practice.

Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Research in Teaching
Course Description	This is a practicum research course that will provide prospective teachers an avenue to conduct applied research that has great implications to teaching and allied fields.
Course Credits	3 units
Contact Hours	
Prerequisite	

DESCRIPTION OF ELECTIVE COURSE

Course Name	Teaching Multi-grade Classes
Course Description	This is a course in implementation of multi-grade course that deals with the theories, principles and concepts of multi-grade learners and classes. It includes pedagogical approaches and contextualized learning environments for the different grade and age levels are grouped for instructions in different school situations.
Course Credits	3 units
Contact Hours	
Prerequisite	