

**CHED MEMORANDUM ORDER**

No. \_\_

Series 2016

**SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF SECONDARY FILIPINO LANGUAGE EDUCATION (BSFLE) PROGRAM**

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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 21<sup>st</sup> century Philippine education framework. It specifies the ‘core competencies’ expected of **Bachelor of English Filipino Education (BSFLE)** 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 **BSFLE** must first secure proper authority from the Commission in accordance with these PSGs. All PHEIs with an existing **Bachelor of Secondary Education major in Filipino** 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 Technical Committee designed a curriculum to attain such outcomes. This curriculum is shown in Article V Section 9 as a **sample** curriculum. The number of units of this curriculum is here 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 Commission 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 a 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 Program Description**

#### **5.1 Degree Name**

The program shall be called **Bachelor of Secondary Filipino Language Education (BSFLE)**.

#### **5.2 Nature of the Field of Study**

The **BSFLE** program is an undergraduate teacher education program which focuses on the mastery of Filipino language and teaching and its relationship to culture and society.

#### **5.3 Program Goals**

The BSFLE program aims to develop highly motivated teachers specializing in Filipino language, teaching and research with appropriate mastery of the subject matter, in-depth understanding and knowledge in Filipino language teaching, and its relationship to culture and society particularly in the secondary level.

#### **5.4 Specific Professions/Careers/Occupations for graduates**

After completion of all academic requirements of the program, graduates of BSFLE should be able to practice a teaching profession in the field of Filipino Language Education. Graduates may also be a prolific writer, researcher, and translator,

#### **5.5 Allied Fields**

Filipino Language Education is an allied discipline which draws from many of the basic disciplines in the social sciences and humanities such as sociology, philosophy, cultural education, anthropology, linguistics, psychology, and geography,

### **Section 6 Program Outcomes**

The minimum standards for the **BSFLE** program are expressed in the following minimum 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 orally and in writing using both English and Filipino
- c. work effectively and independently 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)**

1. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.
2. Demonstrate mastery of subject matter
3. Facilitate learning using a wide range of teaching methodologies appropriate to specific learners and their environments
4. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners
5. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices
6. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes
7. Practice professional and ethical teaching standards responding to community, national, and global needs and realities
8. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities

### **6.3 Specific to a sub-discipline and a major (Filipino Language Education)**

1. May sapat na batayan at mataas na antas ng kaalaman sa disiplinang Filipino. (Mastery of the subject matter)
2. May malawak at malalim na pag-unawa at kaalaman sa ugnayan ng wika, kultura at lipunan. (Relationship)
3. Nakapagpapakita ng malawak na mga kasanayan at kaalaman sa proseso ng pagtuturo-pagkatuto sa Filipino. (Application)
4. Malay sa mga kaalaman hinggil sa usapin ng kultural at linggwistikong dibersidad ng bansa. (Experience)
5. Malikhain, inobatibo, integratibong nakapag-iisip ng mga alternatibong dulog sa pagtuturo at mataya ang kabisaan ng mga dulog sa pagpapaunlad sa pagkatuto ng mga mag-aaral. (Characteristic)
6. Nakagagawa ng pananaliksik sa Filipino.

### **6.4 Common to a horizontal type as defined in CMO 46, 2012**

- a. Graduates of professional institutions demonstrate a service orientation in one's profession,
- b. Graduates of colleges participate in various types of employment, development activities, and public discourses, particularly in response to the needs of the communities one serves
- c. Graduates of universities participate in the generation of new knowledge or in research and development projects

Moreover, graduates of state Universities and Colleges must have the competencies to support “national, regional and local development plans” (RA7722).

All PHEI may adopt mission-related program outcomes that are not included in the minimum set of learning outcomes.

## Section 7 Sample Performance Indicators

Program outcomes	Performance indicators
<b>a.</b> May sapat na batayang teoretikal (sikolohikal, sosyolohikal, antropolohikal, linggwistika at iba pa) at mataas na antas ng kaalaman sa disiplinang Filipino. (Mastery of the subject matter)	<ul style="list-style-type: none"> <li>• Naipaliliwanag ang mga batayan at kaalaman sa Filipino</li> <li>• Nasusuri ang mga batayan at kaalaman sa disiplinang Filipino.</li> <li>• Naipakikita ang mga kasanayan sa paggamit ng mga kaalaman sa Filipino.</li> <li>• Nakabubuo ng mga prinsipyo at metodo na ginagamit sa siyentipikong pag-aaral sa wika at panitikan.</li> <li>• Nailalapat ang kaalaman sa disiplinang Filipino na nakasalig sa ibat ibang teorya, pananaw, at prinsipyo</li> </ul>
<b>b.</b> May malawak at malalim na pag-unawa at kaalaman sa ugnayan ng wika, kultura at lipunan. (Relationship)	<ul style="list-style-type: none"> <li>• Naipaliliwanag ang papel ng wika bilang isang elementong panlipunan.</li> <li>• Nasusuri ang ugnayan ng panitikan sa kultura at lipunan.</li> <li>• Nagagamit ang pagpapahalagang pampanitikan sa ugnayan nito sa kultura at lipunan.</li> <li>• Nasusuri ang relasyon ng wika sa iba’t ibang institusyong panlipunan</li> <li>• Nakagagawa ng kritikal na pag-aaral hinggil sa mga napapanahong isyu sa wika, kultura at lipunan.</li> </ul>
<b>c.</b> May malawak na mga kasanayan at kaalaman sa proseso ng pagtuturo-pagkatuto sa Filipino. (Application)	<ul style="list-style-type: none"> <li>• Nakapagdidisenyo ng kurikulum batay sa komprehensibong pagsusuri tungo sa proseso ng pagtuturo at pagkatuto sa Filipino</li> <li>• Nakabubuo ng plano ng pagkatuto kaugnay ng kasalukuyang kurikulum</li> <li>• Nakalilikha ng mga kagamitang pampagtuturo na nakaugat sa lokal na kultura.</li> <li>• Nakapagtatasa at nakapagtataya sa pagtuturo at pagkatuto.</li> <li>• Nakagagamit ng ibat ibang lapit o dulong sa pagtuturo ng Filipino.</li> </ul>
<b>d.</b> Malay sa mga kaalaman hinggil sa usapin ng kultural at linggwistikong	<ul style="list-style-type: none"> <li>• Natutukoy at nasusuri ang mga barayti at baryasyon ng wika</li> <li>• Napaghahambing ang mga pagkakatulad at pagkakaiba ng mga wika at kultura.</li> </ul>

dibersidad ng bansa. (Experience)	<ul style="list-style-type: none"> <li>• Nakapagpapahayag ng mga saloobin sa kahalagahan ng pagkakatulad at pagkakaiba ng mga rehiyonal na panitikan.</li> <li>• Nakabubuo ng mga pag-aaral ukol sa linggwistiko at panlipunang karanasan</li> </ul>
e. Malikhain, inobatibo, integratibong nakapag-iisip ng mga alternatibong dulog sa pagtuturo at mataya ang kabisaan ng mga dulog sa pagpapaunlad sa pagkatuto ng mga mag-aaral. (Characteristic)	<ul style="list-style-type: none"> <li>• Nailalarawan and ibat ibang dulog na nagagamit sa pagtuturo at pagkatuto</li> <li>• Nakabubuo ng mga malikhain, inobatibo at integratibong dulog tungo sa mabisang pagtuturo-pagkatuto.</li> <li>• Natatataya ang bisa ng dulog sa epektibong pagtuturo-pagkatuto.</li> </ul>
f. May kaalaman at kasanayan sa paggawa ng pananaliksik	<ul style="list-style-type: none"> <li>• Nakagagawa ng pananaliksik sa wika at panitikan.</li> <li>• Nakadidisenyo ng malinaw at konseptwal at teoretikal na balangkas para sa pananaliksik sa wika at panitikan.</li> <li>• Nakakakalap ng sapat at mahahalagang datos para sa pananaliksik.</li> <li>• Nakabubuo ng balangkas ng pananaliksik.</li> <li>• Nagtataglay ng kaalaman sa teknikal na aspeto ng pananaliksik sa wika at panitikan.</li> <li>• Nakasusulat ng burador at pinal na papel.</li> </ul>

## ARTICLE V CURRICULUM

### Section 8 Curriculum Description

The BSFLE program is composed of General Education Courses-36 units, Professional Education Courses-42 units, Major Courses-69 units, Elective Courses-6 units, and Mandated Courses-14 units, with a total of 167 units.

### Section 9 Sample Curriculum

Higher Education Institutions offering the BSFLE 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 Secondary Filipino Education				
		Courses	Units	Total
		<b>General Education Courses (CMO NO. 20, series of 2013)</b>		<b>36 units</b>
		<b>Professional Education Courses</b>		<b>42 units</b>

		<b><i>Foundation Courses/Theories and Concepts</i></b>		
		The Child and Adolescent Learners and Learning Principles	3	
		The Teaching Profession	3	
		The Teacher and the Community, School Culture and Organizational Leadership	3	
		Foundation of Special and Inclusive Education	3	
		<b><i>Pedagogical Content Knowledge</i></b>		
		Facilitating Learner-Centered Teaching	3	
		Assessment of Learning 1	3	
		Assessment of Learning 2	3	
		Technology for Teaching and Learning	3	
		The Teacher and the School Curriculum	3	
		Building and Enhancing Literacy Skills Across the Curriculum	3	
		<b><i>Experiential Learning Courses (Field Studies and Practice Teaching)</i></b>		
		Student Teaching (inclusive of Field Study 1-6)	12	
<b>Clusters</b>		<b>Major Courses</b>		<b>69 units</b>
Language	FIL 101	Introduksyon sa Pag-aaral ng Wika	3	
Linguistics	FIL 102	Panimulang Linggwistika	3	
FLT	FIL103	Ang Filipino sa Kurikulum ng Batayang Edukasyon	3	
Linguistics	FIL 104	Estruktura ng Wikang Filipino	3	
Pedagogy	FIL 105	Pagtuturo at Pagtataya ng Makrong Kasanayang Pangwika	3	
Language	FIL 106	Ugnayan ng Wika, Kultura at Lipunan	3	
Pedagogy	FIL 107	Paghahanda at Ebalwasyon ng Kagamitang Panturo	3	
Language	FIL 108	Introduksyon sa Pagsasalin	3	
Research	FIL 109	Introduksyon sa Pananaliksik-Wika at Panitikan	3	
Writing	FIL 110	Introduksyon sa Pamamahayag	3	
Language	FIL 111	Barayti at Baryasyon ng Wika	3	
Language	FIL 112	Mga Natatanging Diskurso sa Wika at Panitikan	3	
Literature	LI T 101	Panitikan ng Rehiyon	3	
Literature	LIT 102	Kulturang Popular	3	
Writing	LIT 103	Sanaysay at Talumpati	3	
Literature	LIT 104	Panunuring Pampanitikan	3	

Literature	LIT 105	Maikling Kuwento at Nobelang Filipino	3	
Literature	LIT 106	Panulaang Filipino	3	
Literature	LIT 107	Dulaang Filipino		
Literature	LIT 108	Pagbasa ng mga Obra Maestrang Filipino	3	
Literature	LIT 109	Panitikan ng Umuunlad na Bansa	3	
Literature	LIT 110	Panitikang Pandaigdig	3	
TTL	TTL	Technology for Teaching and Learning 2		
		<b>Elective Courses (6 units)</b>		
		Malikhaing Pagsulat		
		Pagsasalin sa Iba't-ibang Disiplina		
		<b>Mandated Courses</b>		
		Physical Education	8	
		NSTP	6	
		<b>SUMMARY OF UNITS</b>		
		<b>General Education Courses</b>		<b>36 units</b>
		<b>Professional Education Courses</b>		<b>42 units</b>
		<b>Major Courses</b>		<b>69 units</b>
		<b>Elective Courses</b>		<b>6 units</b>
		<b>Physical Education</b>		<b>8 units</b>
		<b>NSTP</b>		<b>6 units</b>
		<b>TOTAL</b>		<b>167 units</b>

### 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.

### Sample Program of Study/Distribution of Courses

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>FIRST YEAR</b>	
Fil 101	Lit 101
Fil 102	Fil 103
<b>SECOND YEAR</b>	
Fil 104	Lit 102
Fil 105	Lit 103
Fil 106	Lit 104
Fil 107	Fil 110
Fil 108	Lit 105
<b>THIRD YEAR</b>	
Fil 109	Lit 106
Fil 111	Lit 107
Fil 112	Lit 108
TTL2	Lit 109

	Lit 110
<b>FOURTH YEAR</b>	
PRACTICUM	PRACTICUM

**Section 10 Sample Curriculum Map**

	COURSES	PROGRAM OUTCOMES					
		PO1	PO2	PO3	PO4	PO5	PO6
FIL 101	Introduksyon sa Pag-aaral ng Wika	L	L	L	L	L	L
FIL 102	Panimulang Linggwistika	L	P	O	L	O	L
FIL103	Ang Filipino sa Kurikulum ng Batayang Edukasyon	L	P	L	L	L	L
FIL 104	Estruktura ng Wikang Filipino	L	P	P	P	O	L
FIL 105	Pagtuturo at Pagtataya ng Makrong Kasanayang Pangwika	L	P	L	P	L	L
FIL 106	Ugnayan ng Wika, Kultura at Lipunan	L	L	P	L	P	L
FIL 107	Paghahanda at Ebalwasyon ng Kagamitang Panturo	L	L	L	L	L	L
FIL 108	Introduksyon sa Pagsasalin	L	L	P	L	P	L
FIL 109	Introduksyon sa Pananaliksik-Wika at Panitikan	L	L	L	L	L	L
FIL 110	Introduksyon sa Pamamahayag	L	L	P	L	P	L
FIL 111	Varayti at Baryasyon ng Wika	L	L	P	L	O	L
FIL 112	Mga Natatanging Diskurso sa Wika at Panitikan	L	L	P	L	O	O
LIT 101	Panitikan ng Rehiyon	L	L	P	L	P	L
LIT 102	Kulturang Popular	L	L	P	L	P	L
LIT 103	Sanaysay at Talumpati	L	L	P	L	P	L
LIT 104	Panunuring Pampanitikan	L	L	O	L	O	L
LIT 105	Maikling Kuwento at Nobelang Filipino	L	L	P	L	P	L
LIT 106	Panulaang Filipino	L	L	P	L	P	L
LIT 107	Dulaang Filipino						
LIT 108	Pagbasa ng mga Obra Maestrang Filipino	L	L	P	L	P	L
LIT 109	Panitikan ng Umuunlad na Bansa	L	L	P	L	P	L
LIT 110	Panitikang Pandaigdig	L	L	P	L	P	L
TTL 2	Technology for Teaching and Learning 2						

**Legend:**

- L- Facilitates learning of the competencies (input is provided and competency is evaluated)*
- P- Allows student to practice competencies (no input but competency is evaluated)*
- O- Opportunity for development (no input or evaluation, but there is opportunity to practice the competencies)*

**Section 11 Sample Means of Curriculum Delivery**

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

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

**ARTICLE VI**  
**REQUIRED RESOURCES**

**Section 13 Administration**

**A. Dean/Department Head**

1. The Dean of the college offering the degree must possess the following qualifications:
  1. Filipino Citizen
  2. Holder of Doctorate degree in Education or related field
  3. Holder of valid certificate of registration and professional teacher's license (LET).
  4. A total of at least five (5) years of very satisfactory teaching experience, in both basic education and tertiary levels.
  5. Preferably with at least two (2) years of managerial/administrative experience.
  6. Should be employed full-time in the TEI and devote not less than 8 hours of work a day in school.
  7. 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 1<sup>st</sup> to 3<sup>rd</sup> 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:

<b>Total Enrollment</b>	<b>Number of Periodical Titles</b>
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, encourage 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 Secondary Education major in Filipino/Bachelor of Filipino Education** 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 Universities and Colleges (LUCs) 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 COURSE SYLLABI OF SELECTED CORE COURSES**

**Sample Syllabus**

<b>Course Title</b>	
<b>Course Description</b>	
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours/week</b>	
<b>Prerequisite</b>	
<b>Course Objectives</b>	
<b>Course Outline:</b>	
<b>Week</b>	<b>Topic</b>
1	
2	
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10	
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12	
13	
14	
15	
<b>Required Reading (textbook)</b>	
<b>Suggested Readings and References</b>	
<b>Course Requirement</b>	
<b>Grading System</b>	
<b>Classroom Policies</b>	
<b>Consultation Hours</b>	

**Sample Learning Plan**

<b>Learning Outcome</b>	<b>Topic/Subject Matter</b>	<b>Methodology/ Teaching and Learning Activities</b>	<b>Resources</b>		<b>Assessment Task</b>	<b>Timeline</b>
<i>Ex. Describe the world of atoms and molecules and discuss basic concepts and their applications</i>	<i>Ex.</i> <ul style="list-style-type: none"> <li><i>The Atomic View of Matter</i></li> <li><i>Atoms, Molecules, Ions</i></li> <li><i>The Periodic Table</i></li> </ul>	<i>Ex.</i> <ul style="list-style-type: none"> <li><i>Demonstration</i></li> <li><i>Lecture</i></li> <li><i>Visualization exercise</i></li> <li><i>Problem solving</i></li> <li><i>Experiment</i></li> </ul>	<i>Ex.</i> <ul style="list-style-type: none"> <li><i>LCD projector</i></li> <li><i>Paper and pen</i></li> <li><i>Atomic models</i></li> <li><i>Chemicals</i></li> </ul>	<i>Ex.</i> <ul style="list-style-type: none"> <li><i>Glassware</i></li> <li><i>Lab hardware</i></li> <li><i>Laboratory Balance</i></li> </ul>	<i>Ex.</i> <ul style="list-style-type: none"> <li><i>Drawing of atomic models</i></li> <li><i>Problem-solving</i></li> <li><i>Performance of experiments</i></li> <li><i>Lab report</i></li> </ul>	<i>16 hours</i>

**DESCRIPTION OF PROFESSIONAL EDUCATION COURSES**

<b>Course Title</b>	<b>The Child and Adolescent Learners and Learning Principles</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>The Teaching Profession</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

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

<b>Course Title</b>	<b>Foundation of Special and Inclusive Education</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Facilitating Learner Centered Teaching</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Assessment of Learning 1</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Assessment of Learning 2</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Technology for Teaching and Learning 1</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>The Teacher and the School Culture Curriculum</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Building and Enhancing Literacy Skills Across the Curriculum</b>
<b>Course Description</b>	This course introduces the concepts of literacy as a collection of shared cultural practices and 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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	

<b>Course Title</b>	<b>Experiential Learning (Field Studies and Practice Teaching)</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>12 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

**DESCRIPTION OF MAJOR COURSES**

<b>Course Title</b>	<b>Fil. 101- Introduksyon sa Pag-aaral ng Wika</b>
<b>Course Description</b>	Tumatalakay sa mga teoryang (sikolohikal, sosyolohikal, antropolohikal, linggwistika, atbp.) na nakaiimpluwensya sa pagkatuto at pagtuturo ng wika.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 102- Panimulang Linggwistika</b>
<b>Course Description</b>	Nagbibigay-diin sa mga batayang kaalaman at makaagham na pag-aaral ng wika.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 103- Ang Filipino sa Kurikulum ng Batayang Edukasyon</b>
<b>Course Description</b>	Tumatalakay sa mga batayang teoretikal, nilalaman, katangian at panuntunan sa pagpapatupad ng nireestrakturang kurikulum sa Filipino. Iniaangkop ang kurikulum sa mga kondisyon at sitwasyong lokal.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 104- Estructura ng Wikang Filipino</b>
<b>Course Description</b>	Sumasaklaw sa deskriptibong pag-aaral ng wikang Filipino sa lebel ng ponolohiya, morpolohiya, semantiks at sintaks.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 105- Pagtuturo at Pagtataya ng Makrong Kasanayang Pangwika</b>
<b>Course Description</b>	Tumatalakay sa mga teorya, simulain, mga metodo ng pagtuturo at mga uri/pamamaraan sa pagtataya ng mga kasanayan sa pakikinig, pagsasalita, pagbasa, pagsulat at panonood na gumagamit ng iba't ibang uri ng diskors at gawain.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 106 Ugnayan ng Wika, Kultura, at Lipunan</b>
<b>Course Description</b>	Sumasaklaw sa malalim na kabatiran sa kahalagahan ng ugnayan ng wika, kultura, at lipunan na nagpapalakas at nagpapatibay ng pagka-Pilipino na makakatulong sa makabuluhang pagtuturo at pagkatuto.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 107- Paghahanda at Ebalwasyon ng Kagamitang Panturo</b>
<b>Course Description</b>	Sumasaklaw sa pag-aaral ng mga teorya, simulain, pamaraan, paggamit at ebalwasyon ng kagamitang panturo kasama ang mga kagamitan para sa alternatibong pagtuturo at pagkatuto gayundin ang paggamit ng teknolohiya.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 108 Introduksyon sa Pagsasalin</b>
<b>Course Description</b>	Sumasaklaw sa pag-aaral ng mga teorya, simulain at teknik sa pagsasalin ng mga tekstong literari at di-literari.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 109- Introduksyon sa Pananaliksik-Wika at Panitikan</b>
<b>Course Description</b>	Sumasaklaw sa mga batayang kaalaman, sa mga lawak, uri at metodo ng pananaliksik sa wika at panitikan, na maglulundo sa paghahanda at paghaharap ng isang sulating pananaliksik (research report).
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 110-Introduksyon sa Pamamahayag</b>
<b>Course Description</b>	Sumasaklaw sa mga batayang kaalaman sa pamamahayag at paglilinang ng mga kasanayan sa pagsulat ng iba't ibang uri at anyo ng sulating journalistik, kasama na rito ang paghahanda at pamamahala ng pahayagang pampaaralan.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 111- Barayti at Baryasyon ng Wika</b>
<b>Course Description</b>	Komparatibong sarbey ng iba't ibang relasyunal, sosyal, antropolohikal, akademik, okupasyunal na barayti at baryasyon ng Filipino.

<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Fil. 112- Mga Natatanging Diskurso sa Wika at Panitikan</b>
<b>Course Description</b>	Pagsusuri sa mga piling diskursong pangwika at pampanitikan sa konteksto ng Lipunang Pilipino. Pagtukoy sa mga konsepto at isyung pangwika at pampanitikan at kahalagahan at kaugnayan ng mga ito sa akademiko at di akademikong gawain at karanasan ng mga mag-aaral na Pilipino.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 101- Panitikan ng Rehiyon</b>
<b>Course Description</b>	Sumasaklaw sa pag-aaral ng mga pangunahing akda sa mga rehiyonal na wika. Maaaring orihinal o salin sa Filipino ang mga tekstong susuriin at pagpapahalagang kultural. (Magbabago-bago ayon sa lokal ng TEI's at walang duplikasyon sa panitikang rehiyonal na bahagi ng GEC-Lit 1).
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 102- Kulturang Popular</b>
<b>Course Description</b>	Sumasaklaw sa pag-aaral at pagsusuri ng iba't ibang kulturang popular, e.g. pelikula, musika, komiks at pahayagan, mga programang panradyo, pantelebisyon na nakaiimpluwensya sa paghubog ng kamalayan at kaakuhan o identidad.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 103- Sanaysay at Talumpati</b>
<b>Course Description</b>	Pag-aaral at pagpapahalaga ng pangkasaysayang pag-unlad ng sanaysay at talumpati na kaagapay ang pagsulat ng mga kontemporaryong anyo nito, pati na ang pagsasanay sa pagsulat at pagbigkas ng talumpati. Tumutukoy din sa pag-aaral ng kontemporaryong dulog at metodo sa pagtuturo ng iba't ibang anyo ng panitikan upang makabuo ng angkop na pamamaraan sa pagtataya ng mga kaalaman at kasanayang natamo.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 104- Panunuring Pampanitikan</b>
<b>Course Description</b>	Tumatalakay sa mga teorya, simulain at pamamaraan ng pagbasa, interpretasyon at pagsusuri ng panitikan mula sa bagong kritisimo hanggang sa post modernismo.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 105- Maikling Kuwento at Nobelang Filipino</b>
<b>Course Description</b>	Sumasaklaw sa pag-aaral at pagpapahalaga ng pangkasaysayang pag-unlad ng maikling kuwento at nobelang Filipino na may pagbibigay-diin sa mga sangkap at pagkabuo nito.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 106- Panulaang Filipino</b>
<b>Course Description</b>	Nakatuon sa pag-aaral at pagpapahalaga ng pangkasaysayang pag-unlad ng panulaan na nagbibigay diin sa mga sangkap ng tula sa pamamagitan ng pagsusuri sa ilang piling tula at dula na kumakatawan sa bawat panahon sa pamamagitan ng pagsusuri sa ilang piling tula at dula na kumakatawan sa bawat panahon.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 107- Dulang Filipino</b>
<b>Course Description</b>	Sumasaklaw sa pag-aaral at pagtalakay ng pangkasaysayang pag-unlad ng dulang Filipino na nagbibigay tuon sa mga elemento at uri ng dula.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 108- Pagbasa ng mga Obra Maestrang Filipino</b>
<b>Course Description</b>	Tumutukoy sa mas malalim at mas mabisang pagbasa at pagsusuri ng mga obra maestrang Filipino na itinuturo sa hayskul, i.e. Ibong Adarna, Florante at Laura, Noli Me Tangere, El Filibusterismo, atbp. Binibigyang diin ang mga estratehiyang magagamit sa pagtuturo ng mga obra.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours/week</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 109- Panitikan ng Umuunlad na Bansa</b>
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<b>Course Description</b>	Sumasaklaw sa pahambing na pag-aaral ng mga piling akda mula sa mga umuunlad na bansa na isinalin sa Filipino.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lit. 110- Panitikang Pandaigdig</b>
<b>Course Description</b>	Sumasaklaw sa pahambing na pag-aaral ng mga piling akdang pandaigdig na nakasalin sa Filipino.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Pananaliksik</b>
<b>Course Description</b>	Pagbuo ng papel pananaliksik na maaaring tungkol sa Wika o Panitikan na may <i>oral defense</i> bilang pangwakas na gawain.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

### Description of Elective Courses

<b>Course Title</b>	<b>Elektib- Malikhaing Pagsulat</b>
<b>Course Description</b>	Sumasaklaw ang kursong ito sa pag-aaral sa mga simulain, pamamaraan at proseso ng malikhaing pagsulat sa Filipino at ang aplikasyon ng mga ito sa pagbubuo ng masining at malikhaing anyo ng sulatin at akdang pampanitikan.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Elektib-Pagsasalin sa Ibat ibang Disiplina</b>
<b>Course Description</b>	Sumasaklaw ng pagpili ng mga teknik na magagamit sa pagsasalin sa ibat ibang disiplina tungo sa patuloy na intelektwalisasyon ng wikang pambansa
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	
<b>Prerequisite</b>	