

CHED MEMORANDUM ORDER

No. __

Series of ____

**SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF
SECONDARY ENGLISH LANGUAGE EDUCATION (BSELE) 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 Secondary English Language Education (BSELE)** graduates "regardless of the type of HEI they graduated 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 **BSELE** must first secure proper authority from the Commission in accordance with these PSGs. All PHEIs with an existing **Bachelor of Secondary Education major in English** 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 guide in making their submissions for Sections 18-23 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 Title

The program shall be called **Bachelor of Secondary English Language Education (BSELE)**.

5.2 Nature of the Field of Study

The **BSELE program** is an undergraduate teacher education program that equips learners with adequate and relevant competencies in the areas of linguistics, language education, and literature that are necessary in managing the learning and teaching of English as a second language in a multilingual context.

5.3 Program Goals

The **BSELE** program aims to develop highly motivated and competent teachers specializing in content and pedagogy in secondary education.

5.4 Specific Professions/Careers/Occupations for graduates

After successful completion of all academic requirements of the program, graduates of BSELE should be able to practice the teaching profession in the field of English Education. Graduates may also proceed to practice careers in journalism, creative writing, publishing, and translation.

5.5 Allied Fields

Teacher Education is an allied discipline which draws from many of the basic disciplines in the social sciences and humanities, science and math, engineering and technology, and humanities related fields.

Section 6 Program Outcomes

The minimum standards for the **BSELE** degree/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)

- 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 a major (Secondary English Language Education)

- a. Possesses broad knowledge of language learning, linguistics, and literary theories.
- b. Understands English as a global language in a multilingual context
- c. Acquires extensive reading background
- d. Is an exemplar of oral and written communication proficiency
- e. Is adept with innovative language teaching approaches, methodologies, and strategies
- f. Uses technology in facilitating language learning and teaching
- g. Inspires students and colleagues to lead relevant and transformative changes
- h. Is a reflective and research-oriented practitioner

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 (SUCs) 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
a. Possesses broad knowledge of language learning, linguistics, and literary theories.	<ul style="list-style-type: none"> • Conducts an independent investigation of a selected feature of the English language in the context of Philippine classrooms • Critiques a self-elected literary piece using an appropriate literary criticism theory • Performs a comprehensive language profiling of an identified population of local learners
b. Understands English as a glocal language in a multilingual context	<ul style="list-style-type: none"> • Conducts an independent investigation of a selected feature of English as a glocal language • Incorporates features of English as a glocal language in the design of language learning activities and materials • Drafts a proposal for a community-based English language learning program
c. Acquires extensive reading background	<ul style="list-style-type: none"> • Prepares an annotated reading list appropriate for a developmental stage • Designs a students’ reading list following a thematic structure in a particular literary tradition
d. Is an exemplar of oral and written communication proficiency	<ul style="list-style-type: none"> • Delivers a variety of oral communication forms that should be modeled among learners • Prepares a compilation of original compositions in expository and creative writing
e. Is adept with innovative language teaching approaches, methodologies, and strategies	<ul style="list-style-type: none"> • Prepares a comprehensive classroom interaction analysis report • Designs learning plans following expectations of the curricula for Grades 7-12 • Facilitates one independent and one supervised teaching demonstration
f. Uses technology in facilitating language learning and teaching	<ul style="list-style-type: none"> • Designs a series of computer-assisted language learning tasks • Facilitates one independent and one supervised technology-based lesson
g. Inspires students and colleagues to lead relevant and transformative changes	<ul style="list-style-type: none"> • Conducts a community language profiling survey • Drafts a proposal for a community-based English language learning program

h. Is a reflective and research-oriented practitioner	<ul style="list-style-type: none"> • Conducts an independent investigation of a selected feature of the English language in the context of Philippine classrooms • Critiques a self-elected literary piece using an appropriate literary criticism theory • Performs a comprehensive language profiling of an identified population of local learners • Conducts an analysis of language assessment results
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ARTICLE V CURRICULUM

Section 8 Curriculum Description

The BSELE program is composed of General Education Courses-36 units, Professional Education Courses-42 units, Major Courses-66 units, Cognate-3 units, and mandated courses-14 units, with a total of 161 units.

Section 9 Sample Curriculum

Higher Education Institutions offering the BSELE 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 English Education				
		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 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		
		<i>Pedagogical Content Knowledge (PCK)</i>		
		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	
		<i>Experiential Learning Courses (Field Studies and Practice Teaching)</i>		
		Student Teaching (inclusive of Field Study 1-6)	12	
		Major Courses		66 units
Linguistics	EL100	Introduction to Linguistics	3	
Linguistics	EL101	Language, Culture, and Society	3	
Linguistics	EL102	Structures of English	3	
ELT	EL103	Principles and Theories of Language Acquisition and Learning	3	
ELT	EL104	Language Programs and Policies in Multilingual Societies	3	
ELT	EL105	Preparation of Language Learning Materials	3	
ELT	EL106	Teaching and Assessment of Literature	3	
ELT	EL107	Teaching and Assessment of the Macroskills	3	
ELT	EL108	Teaching and Assessment of Grammar	3	
ELT	EL109	Speech and Theater Arts	3	
ELT	EL110	Language Research	3	
Literature	EL111	Children and Adolescent Literature	3	
Literature	EL112	Mythology and Folklore	3	
Literature	EL113	Survey of Philippine Literature in English	3	
Literature	EL114	Survey of Afro-Asian Literature	3	
Literature	EL115	Survey of English and American Literature	3	
Literature	EL116	Contemporary and Popular Literature	3	
Literature	EL117	Literary Criticism	3	
Allied	EL118	Technical Writing	3	
Allied	EL119	Campus Journalism	3	
Allied	EL120	Technology for Teaching and Learning 2 (Technology in Language Education)	3	
Research	RES	Introduction to Research in Education	3	
		Cognates/Electives		3 units
		Media and Information Literacy	3	
		Reading in Language and Literature	3	
		Stylistics and Discourse Analysis	3	
		English for Specific Purposes	3	
		Remedial Instruction	3	
		Creative Writing	3	
		Mandated Courses		
		Physical Education	8	
		NSTP	6	
SUMMARY OF UNITS				

	General Education Courses	36 units
	Professional Education Courses	42 units
	Major Courses	66 units
	Cognate Courses	3 units
	Physical Education	8 units
	NSTP	6 units
	TOTAL	161 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

Sample Program of Study/Distribution of Courses

1st Semester	2nd Semester
FIRST YEAR	
Introduction to Linguistics	Principles and Theories of Language Acquisition and Learning
Language, Culture, and Society	Language Programs and Policies in Multilingual Societies
Structures of English	Preparation of Language Learning Materials
SECOND YEAR	
Teaching and Assessment of Literature	Language Research
Teaching and Assessment of the Macroskills	Children and Adolescent Literature
Teaching and Assessment of Grammar	Mythology and Folklore
Speech and Theater Arts	Survey of Philippine Literature in English
THIRD YEAR	
Survey of Afro-Asian Literature	Campus Journalism
Survey of English and American Literature	Technology for Teaching and Learning 2 (Technology in Language Education)
Contemporary and Popular Literature	Introduction to Research in Education
Literary Criticism	Cognate
Technical Writing	
FOURTH YEAR	
Field Study	Practice Teaching

Section 10 Sample Curriculum Map

Clusters	Code	Title	Units	Pre-requisite	P01	P02	P03	P04	P05	P06	P07	P08
Linguistics	EL100	Introduction to Linguistics	3		L	P	L	O	O	O	O	L
Linguistics	EL101	Language, Culture, and Society	3	EL 100	L	L	L	O	O	O	O	L
Linguistics	EL102	Structures of English	3	EL 100	L	L	P	L	O	O	O	L
ELT	EL103	Principles and Theories of Language Acquisition and Learning	3	EL 101	L	L	L	L	L	L	L	L
ELT	EL104	Language Programs and Policies in Multilingual Societies	3	EL 103	L	L	P	P	P	O	P	L
ELT	EL105	Preparation of Language Learning Materials	3	EL 103, EL 120	L	L	P	L	L	L	L	L
ELT	EL106	Teaching and Assessment of Literature	3	EL 117	L	L	L	L	L	L	P	L
ELT	EL107	Teaching and Assessment of the Macroskills	3	EL 101	L	L	L	L	L	L	P	L
ELT	EL108	Teaching and Assessment of Grammar	3	EL 102	L	L	O	L	L	L	O	L
ELT	EL109	Speech and Theater Arts	3	EL 102	L	L	L	L	L	L	O	L
ELT	EL110	Language Research	3	EL 103	L	L	L	L	L	L	L	L
Literature	EL111	Children and Adolescent Literature	3	EL 103	L	L	L	P	P	P	O	P
Literature	EL112	Mythology and Folklore	3	EL 101	L	L	L	P	P	P	O	P
Literature	EL113	Survey of Philippine Literature in	3	EL 111	L	L	L	P	P	P	O	P

		English										
Literature	EL114	Survey of Afro-Asian Literature	3	EL 111	L	L	L	P	P	P	O	P
Literature	EL115	Survey of English and American Literature	3	EL 111	L	L	L	P	P	P	O	P
Literature	EL116	Contemporary and Popular Literature	3	EL 111	L	L	L	P	P	P	O	P
Literature	EL117	Literary Criticism	3	EL 111 - 116	L	L	L	P	P	P	O	P
Allied	EL118	Technical Writing	3	EL 102	L	P	P	L	O	L	O	L
Allied	EL119	Campus Journalism	3	EL 118	L	P	P	L	O	L	L	L
Allied	EL120	Technology in Language Education	3	EL 103	L	O	L	P	L	L	L	L
Res		Introduction to Research in Education	3	RES	L	L	L	L	L	L	L	L

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)

KEEPING IN MIND THE KEY STAGE STANDARD FOR GRADE 10 IN K TO 12
 Students should be able to interpret, evaluate and represent information within and between learning area texts and discourses.

Our Process in Arriving at Outcomes

1. Sharing of BSE English program configurations across TEIs
2. Review of Grades 7-10 frameworks in the K to 12 programs
3. KSA metacards preparation and analysis
4. 48 KSA statements clustered into 7 domains of ELT
5. Collapsing and revision of KSA statements into 8 outcomes

IN TERMS OF KNOWLEDGE, THE BSE ENGLISH MAJOR:

- EK1: Possesses broad knowledge of language learning, linguistic and literary theories
- EK2: Understands English as a global language in a multilingual context
- EK3: Acquires extensive reading background

IN TERMS OF KNOWLEDGE, THE BSE ENGLISH MAJOR:

- EK1: Possesses broad knowledge of language learning, linguistic and literary

theories

EK2: Understands English as a global language in a multilingual context

EK3: Acquires extensive reading background

IN TERMS OF SKILLS, THE BSE ENGLISH MAJOR:

ES1: Is an exemplar of oral and written communication proficiency

ES2: Is adept with innovative language teaching approaches, methodologies, and strategies

ES3: Uses technology in facilitating language learning and teaching

IN TERMS OF ATTITUDES, THE BSE ENGLISH MAJOR:

EA1: Inspires students and colleagues to lead relevant and transformative changes

EA2: Is a reflective and research-oriented practitioner

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 Works

11.9 Field Works

11.10 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:
 - 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

- 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.

Admission to the BSELE program shall further require a local or international test of English proficiency that covers the following areas:

1. Listening
2. Speaking/Oral Communication
3. Reading
4. Writing

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 English/Bachelor of English 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 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

SAMPLE COURSE SYLLABI OF SELECTED CORE COURSES

Course Title	
Course Description	
Course Credits	3 units
Contact Hours/week	
Prerequisite	
Course Outcomes/ Learning Outcomes	
Course Outline:	
Week	Topic
1	
2	
3	
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Required Reading (textbook)	
Suggested Readings and References	
Course Requirement	
Grading System	
Classroom Policies	
Consultation	

Hours	
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Sample Learning Plan

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

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 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 Title	Introduction to Linguistics
Course Description	Provides an overview of linguistics as a discipline, its development, levels of structure, and its significance to English language teaching. (EK1, ES1)
Course Credits	3 units
Contact Hours	
Prerequisite	All Content Courses

Course Title	Language, Culture and Society
Course Description	Explores the inextricable link between and among language, culture, and society and its implications to the development of English as a global language and the ways by which it is learned and taught (EK1, EA2)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 100-Introduction to Linguistics

Course Title	Structures of English
Course Description	Develops the ability to use the phonological, lexical, syntactic, and semantic structures of English with ease and explain the form, meaning, and use of their elements. (EK1, ES1)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 100-Introduction to Linguistics

Course Title	Principles and Theories of Language Acquisition and Learning
Course Description	Examines principles, factors, and contexts of language acquisition and learning based on theories and research findings (EK1, EA2)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 101-Language, Culture and Society

Course Title	Language Programs and Policies in Multilingual Societies
Course Description	Provides a survey of local and international basic education language programs and policies that account for issues and considerations relevant to the engagement of teachers in school settings (EK1, ES2, EA2).
Course Credits	3 units
Contact Hours	
Prerequisite	EL 103- Principles and Theories of Language Acquisition and Learning
Course Title	Preparation of Language Learning Materials
Course	Develops the application of the principles, methods, and approaches of

Description	translation and adaptation of various texts. (EK2, EK3, ES1, ES2, EA2)
Course Credits	3 units
Contact Hours/week	
Prerequisite	EL 103- Principles and Theories of Language Acquisition and Learning EL 120- Technology in Language Education

Course Title	Teaching and Assessment of Literature
Course Description	Develops the application of the principles, methods, and approaches of translation and adaptation of various texts. (EK2, EK3, ES1, ES2, EA2)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 117-Literary Criticism

Course Title	Teaching and Assessment of the Macroskills
Course Description	Explores the nature of reading and the theoretical bases, principles, and methods and strategies in teaching and assessing reading. It aims to familiarize students with various strategies for pre-reading, during reading, and post reading. (ES-2)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 101-Language, Culture and Society

Course Title	Teaching and Assessment of the Grammar
Course Description	
Course Credits	3 units
Contact Hours	
Prerequisite	EL 102-Structures of English

Course Name	Speech and Theater Arts
Course Description	Examines the process of oral communications and the various forms of speech arts from public speaking and group discussions to debate, oral interpretation and dramatics. (EK-2)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 102-Structures of English

Course Title	Language Research
Course Description	Develops skills in applying principles and approaches in research to find answers to questions in language learning and teaching. (EK1, ES2, EA2)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 103- Principles and Theories of Language Acquisition and Learning

Course Title	Children and Adolescent Literature
Course Description	Provides a survey of the categories and types of the world's literature for children and adolescents. (EK-3)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 103- Principles and Theories of Language Acquisition and Learning

Course Title	Mythology and Folklore
Course Description	Explores mythology and folklore from different countries to gain insights into people's origin, desires, fears, instincts, and needs. (EK-3)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 101- Language, Culture, and Society

Course Title	Survey of Philippine Literature in English
Course Description	Enables students to analyze the growth and development of Philippine Literature in English from 1900 to the present along socio-historical events as shown in representative works. (EK-3)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 111- Children and Adolescent Literature

Course Title	Survey of Afro-Asian Literature
Course Description	Surveys selected literary texts from Asia and Africa, particularly India, China, Japan, the countries in the southeast region in Asia, and the African nations south of the Sahara along socio-historical, philosophical, and literary underpinnings. (EK-3)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 111- Children and Adolescent Literature

Course Title	Survey of English and American Literature
Course Description	Engages students in a historical survey of selected literary works produced by understanding English and American literatures from its beginnings to the 21 st Century (EK-3)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 111- Children and Adolescent Literature

Course Title	Contemporary and Popular Literature
Course Description	Focuses on critical issues in contemporary and popular literature and genres. (EK-3)
Course Credits	3 units

Contact Hours	
Prerequisite	EL 111- Children and Adolescent Literature

Course Title	Contemporary and Popular Literature
Course Description	Focuses on critical issues in contemporary and popular literature and genres. (EK-3)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 111- Children and Adolescent Literature

Course Title	Literary Criticism
Course Description	Provides students with opportunities to study the basic approaches to literary theory and criticism and their application to selected literary works. (EK-1)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 111-116

Course Title	Technical Writing
Course Description	Develops technical and scientific writing skills across disciplines. (EK2, EK3, ES1, EA1)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 102-Structures of English

Course Title	Campus Journalism
Course Description	Develops skills and applies principles and strategies in writing for traditional and new media. (EK1, EK2, EK3, ES1, ES3, EA1, EA2)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 118-Technical Writing

Course Title	Technology for Teaching and Learning 2 -Technology in Language Education
Course Description	Develops skills and applies principles and strategies in writing for traditional and new media. (EK1, EK2, EK3, ES1, ES3, EA1, EA2)
Course Credits	3 units
Contact Hours	
Prerequisite	EL 103- Principles and Theories of Language Acquisition and Learning