CHED MEMORANDUM ORDER
No. ___
Series of ____

SUBJECT   :   **POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF SECONDARY SOCIAL STUDIES EDUCATION (BSSSE) 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 Social Science Education (BSSSE)** 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 **BSSSE** must first secure proper authority from the Commission in accordance with these PSGs. All PHEIs with an existing **Bachelor of Secondary Education major in Social Studies** 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 Technical Committee also determined appropriate curriculum delivery methods shown in Article V Section 11. The sample course syllabi given in Article V Section 12 show some of these methods.

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

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

The HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA)** as 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   Degree Name

5.1 Degree Name
The program shall be called **Bachelor of Secondary Social Science Education (BSSSE)**.

5.2 Nature of the Field of Study
The **BSSSE** is an undergraduate teacher education program equips learners with adequate and relevant competencies in the areas of social sciences/social studies in the secondary education.

5.3 Program Goals
The **BSSSE** program aims to develop highly motivated and competent teachers specializing in content and pedagogy in secondary education who are socially aware and conscious and are critical advocates for reforms and social transformation.

5.4 Specific Professions/Careers/Occupations for graduates
After completion of all academic requirements of the program, graduates of **BSSSE** should be able to participate and lead in the training of individuals to become potent members of their respective communities. Thus, enabling them to practice the teaching profession as an instrument of social reforms and advocacy.

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

Section 6   Program Outcomes
The minimum standards for the **BSSSE** program are expressed in the following minimum set of learning outcomes:

6.1 Common to all programs in all types of schools
   a. Articulate and discuss the latest developments in the specific field of practice. (Philippine Qualifications Framework 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 RA7722)

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 (Secondary Social Science Education)

a. Capably manipulate and facilitate various historical materials in explaining current issues.
b. Logically/reasonably organize and develop communities towards self-reliance and self-sufficiency.
c. Possession of leadership skills that will help in empowering communities.
d. Transformed teachers who know how to balance local and global perspectives towards the attainment of mutually beneficial relationships.
e. Progressive teacher who possesses a vision of an improved quality of life.
f. Genuine academician who is oriented towards research and further learning.
g. An innovative teacher who is equipped with the KSA of teaching social studies that enables with him/her to handle the content orient of the subject matter.
h. A responsible scenario of sustainable use of natural elements.

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

Graduates of state Universities and Colleges must, in addition, have the competencies to support "national, regional and local development plans" (RA7722).

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

Section 7   Sample Performance Indicators

Program outcomes	Performance indicators
a. Capably manipulate and facilitate various historical materials in explaining current issues.	• Relate latest news with historical events in the context of history instruction. • Able to synthesize relationships and connections of people, events and places in teaching and learning the various discipline of Social Science.
b. Logically/reasonably organize and develop communities towards self-reliance and self-sufficiency.	• Handles outbound education activities and integrate it with other subjects. • Student clubs/activities with community outreach projects. • Conduct public for a land mass assembly for a democratic exchange of ideas on current issues.
c. Possession of leadership skills that will help in empowering communities.	• Train students to be involved in community related activities within the context of instructions. • Encourage community involvement in classroom-based instructions. • Establish social network in the practice of professional teaching. • Handles student organizations anchored on community organizing.
d. Transformed teachers who know how to balance local and global perspectives towards the attainment of mutually beneficial	• Keeping abreast with local and global information. • Establish access to local and foreign media. • Interact with significant personality through hyper media and other modalities.

relationships.	
e. Progressive teacher who possesses a vision of an improved quality of life.	• Initiate advocacy campaign towards the attainment of a better society. • Network with government and non-government organizations to facilitate on projects/programs that promotes public welfare.
f. Genuine academician who is oriented towards research and further learning.	• Produces instructional materials relevant to social science instructions in the secondary level. • Initiate social surveys that can be used to support social science instruction.
g. An innovative teacher who is equipped with the KSA of teaching social studies that enables with him/her to handle the content orient of the subject matter.	• Able to develop strategies in teaching social science in secondary school. • Produce assessment materials to measure student's performance. • Demonstrate skills in facilitating mass assembly and other public gathering.
h. A responsible scenario of sustainable use of natural elements.	• Able to organize stewardship of natural resources projects like tree planting, coastal clean-up. • Participate in school/community-based activities that promote environmental consciousness. • Develop projects/programs/activities intended to crystallize public support of sustainability in the use of natural resources. • Creates venue for advocacy in advancing environmental protection.

ARTICLE V
CURRICULUM

Section 8   Curriculum Description
The **BSSSE** program is composed of a minimum of General Education Courses-36 units, Professional Education Courses-42 units, Major Courses-69 units, and Mandated Courses 14 units, with a total of 161 units.

Section 9   Sample Curriculum
The following courses are prescribed as minimum requirements for the offering of **BSSSE** program.

9.1 Components

		Bachelor of Secondary Social Science Education		
		Courses	**Units**	**Total**
		General Education Courses (CMO No. 20, series of 2013)		**36 units**
		Professional Education Courses		**42 units**
		Foundation Courses/Theories and Concepts		
		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		
		Methods and Strategies		
		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	
		Experiential Learning Courses (Field Studies and Practice Teaching)		
		Student Teaching (inclusive of Field Study 1-6)	12	
Clusters	**Codes**	**Major Courses**		**63 units**
FSSE	SSE 101	Foundation of Social Studies	3.0	
FSSE	SSE 102	Research in Social Studies	3.0	
FSSE	SSE 103	Trends and Issues in Social Studies	3.0	
FSSE	SSE 104	Places and Landscape in a Changing World	3.0	
SSE	SSE 105	Geography 1	3.0	
SSE	SSE 106	Geography 2	3.0	
SSE	SSE 107	Geography 3	3.0	
SSE	SSE108	Micro Economics	3.0	
SSE	SSE 109	Macro Economics	3.0	
SSE	SSE 110	World History 1	3.0	
SSE	SSE 111	World History 2	3.0	
SSE	SSE 112	Asian Studies	3.0	

SSE	SSE 113	Socio-Cultural Anthropology	3.0	
SSE	SSE 114	Comparative Economic Planning	3.0	
SSE	SSE 115	Comparative Government and Politics	3.0	
SSE	SSE 116	Law-Related Studies	3.0	
SSE	SSE 200	Teaching Approaches in Secondary Social Studies	3.0	
SSE	SSE 201	Integrative Methods in Teaching Social Science Discipline in Basic Education	3.0	
SSE	SSE 202	Production of Social Studies Instructional Materials	3.0	
SSE	SSE 203	Assessment and Evaluation in the Social Sciences	3.0	
TTL	TTL 2	Technology for Teaching and Learning 2	3.0	
		Cognates/Electives (6 units)		
		Social Networking for Social Integration	3.0	
		Human Resources Management	3.0	
		Property and Resources Management for Educators	3.0	
		Basic of School Management and Administration	3.0	
		Mandated Courses		
		Physical Education 1-4	8	
		NSTP 1& 2	6	
		SUMMARY OF UNITS		
		General Education Courses		**36 units**
		Professional Education Courses		**42 units**
		Major Courses		**63 units**
		Electives		**6 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 accordingly eg. Teaching English in the Elementary Grades 1 must come before Teaching English in the Elementary Grades 2.

Sample Program of Study/Distribution of Courses

1st Semester	2nd Semester
FIRST YEAR	
SSE 101: Foundation of Social Studies	SSE 106: Geography
SSE 102: Research in Social Studies	SSE 108: Microeconomics
SSE 105: Geography 1	SSE 113: Socio-cultural Anthropology
SSE 112: Asian Studies	
SECOND YEAR	
SSE 104: Places and Landscape in a Changing World	SSE 115: Comparative Government and Politics
SSE 109: Macroeconomics	SSE 114: Comparative Economic Planning
SSE 111: World History 2	SSE 107: Geography 3
SSE 116: Law-Related Studies	SSE 103: Trends and Issues in Social Studies
THIRD YEAR	
SSE 200: Teaching Approach in Secondary Social Studies	SSE 203: Assessment and Evaluation in the Social Science
SSE 201: Assessment and Evaluation in the Social Sciences	SSE 202: Production of Social Studies Instructional Materials
FOURTH YEAR	
• No Major • May take elective/cognate as non-required course	

Section 10   Sample Curriculum Map

Clusters	Code	Title	Units	P01	P02	P03	P04	P05	P06	P07	P08
FSSE	SSE 101	Foundation of Social Studies	3.0	I	I	I	I	I	I	I	I
FSSE	SSE 102	Research in Social Studies	3.0	P	I	I	I	I	I	I	I
FSSE	SSE 103	Trends and Issues in Social Studies	3.0	I	I	I	I	I	I	D	D
FSSE	SSE 104	Places and Landscape in a Changing World	3.0	I	I	I	I	I	I	D	D
SSE	SSE 105	Geography 1	3.0	I	I	I	I	I	I	I	I
SSE	SSE 106	Geography 2	3.0	D	D	D	D	D	D	D	D
SSE	SSE 107	Geography 3	3.0	P	P	P	P	P	P	P	P
SSE	SSE	Micro Economics	3.0	I	I	I	I	I	I	D	D

	108										
SSE	SSE 109	Macro Economics	3.0	I	I	I	I	I	I	D	D
SSE	SSE 110	World History Civilization 1	3.0	I	I	I	I	I	I	I	I
SSE	SSE 111	World History Civilization 2	3.0	D	D	D	D	D	D	I	I
SSE	SSE 112	Asian Studies	3.0	I	I	I	D	D	D	P	P
SSE	SSE 113	Socio-Cultural Anthropology	3.0	I	D	D	D	D	D	D	D
SSE	SSE 114	Comparative Economic Planning and Strategies	3.0	I	I	I	D	D	P	D	D
SSE	SSE 115	Comparative Government and Politics	3.0	I	D	D	D	D	P	D	D
SSE	SSE 116	Law-Related Studies	3.0	I	I	I	D	D	D	P	P
SSE	SSE 200	Teaching Approaches in Secondary School Studies	3.0	D	D	D	D	D	D	P	P
SSE	SSE 201	Integrative Methods in Teaching Social Science Discipline in Basic Education	3.0	P	P	P	P	P	P	P	P
SSE	SSE 202	Production of Social Studies Instructional Materials	3.0	I	I	D	D	D	P	P	P
SSE	SSE 203	Assessment and Evaluation in the Social Sciences	3.0	I	I	I	D	D	D	D	D
SSE	SSE 204	Technology for Teaching and Learning 2	3.0	P	P	P	P	P	P	P	P

Legend: *I-Introduced Concepts/Principle*
P-Practiced with Supervision
D-Demonstrated across different clinical setting with minimal supervision

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.

The Social Science Process in arriving at outcomes
1. Brainstorming of local practices among TEI
2. Selection of best thoughts and ideas for the BSSSE graduate.
3. Agreement and consensus were deliberated upon by the participating TEI representatives.
4. Revision of the outcome statements.

IN TERMS OF KNOWLEDGE, BSSSEd:
Outcome1: Socially aware and conscious of the basic knowledge and understanding of social and political processes.
Outcome2: Expert in the content area and knowledgeable in all the fields of Social Science.

IN TERMS OF SKILLS, THE BSSSEd:
Outcome1: Capable of organizing and developing communities
Outcome2: Able to demonstrate leadership skill through initiative and voluntary involvement in advocacy campaigns to empower communities.

IN TERMS OF ATTITUDES, The BSSSEd:
Outcome1: Manifest balance in discerning local and global perspectives
Outcome2: Possess a vision of an improved quality of life
Outcome3: Continually upgrade his/her learning through research and periodic updating of information that are vital in the instructional process.
Outcome4: Be responsible steward of sustainable use of natural resources.

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

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 1st to 3rd year courses are required to be found in the library. For program recognition, an HEI should have the number of book titles required in all year levels as specified above.

    1.3 A core periodical collection composed of local and foreign print and electronic, current and relevant titles shall be maintained.

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

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

    1.5 Every major field of specialization shall be covered by at least four (4) titles of professional journals for the undergraduate program. These titles shall be a mix of local and foreign

publications that are scholarly and refereed.

1.6 Non-print materials and electronic/digital resources shall be made available through adequate facilities and equipment.

1.7 Special collections and relevant multimedia resources, in agreement with the Intellectual Property Code, may be included to meet the requirements of the various programs and courses offered by each institution.

C. **Library Facilities**
1. The academic library shall have an adequate space and appropriate facilities which are accessible to the students, faculty and other users. Whether occupying a building of its own or occupying only a part of the building. It shall be easily accessible to any point of activity in the campus. If possible, it shall be designed to allow for future re-arrangement and expansion.

2. The minimum requirements for library facilities are as follows:

   a. There shall be adequate reading space for the student population. The reading room shall accommodate at one seating, at least 5% of the student population at 1.2 square meters per student.

   b. There shall be proper lighting and ventilation in all areas of the library.

   c. Adequate space to house the growing collections, work area for staff, storage room, Head Librarian's office as well as areas for special services such as the electronic and audiovisual programs shall be provided.

3. Appropriate and functional furniture shall be furnished for the convenience of the users and, at the same time, encourages maximum use of the facilities.
4. Facilities for persons with disabilities (PWDs) shall be provided (e.g., ramps, railings, comfort rooms, etc.)
5. Emergency exits, fire extinguishers, built-in emergency lights and other measures deemed necessary and required by the National Building Code of the Philippines shall be provided.

D. **Information Technology Resources and Services**
1. The academic library shall have facilities for information and communication technology and services in adequate quantities and good working condition for the efficient and convenient retrieval or dissemination of local and remote information resources by the

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

Section 16   Laboratory and Physical Facilities
In addition to the required laboratories and facilities for general education, the following shall be provided:

A. Classroom requirements and class size
1. For lecture classes, the ideal size of 35 students or less per class, and the maximum should be 50.
2. For laboratory and research classes, the class size shall be specific to the discipline
3. Special lectures with a class size of more than 50 may be allowed as long as the attendant facilities are provided.

B. Laboratory requirements
There should be adequate and appropriate laboratory facilities and equipment for the specialization courses in Science, Technology, and Languages, such as:
1. Science Laboratory*
2. ICT Laboratory*
3. Speech Laboratory, if necessary*

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

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

D. Laboratory School or Cooperating Schools

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

Section 17   Admission and Retention Policy

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

TEIs must have in place a selective admission policy for Teacher Education programs. This policy shall include passing an admission examination. For this purpose, TEIs may use either of the following admission examinations:
  a. an admission examination developed and validated by the TEI
  b. an admission examination developed and validated by another TEI and used by TEI under a consortium agreement;
  c. an admission examination developed and validated by private testing centers and used by TEI for a fee;
  d. some other standardized tests for teaching aptitude; or
  e. some other national qualifications examinations which may be developed in the future.

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

ARTICLE VII
COMPLIANCE OF HEIs

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

Section 17   The complete set of program outcomes, including its proposed additional program outcomes.

Section 18   Its proposed **curriculum** and its justification including a curriculum map.

Section 19   Proposed **performance indicators** for each outcome. Proposed

measurement system for the level of attainment of each indicator.

Section 20   Proposed **outcomes-based syllabus** for each course.

Section 21   Proposed system of program assessment and evaluation

Section 22   Proposed system of program **Continuous Quality Improvement (CQI)**.

ARTICLE VIII
TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 23   **Transitory Provision**
HEIs that have been granted permit or recognition for the **Bachelor of Secondary Education major in Social Studies** 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 24   **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 25   **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	
Contact Hours/week	
Prerequisite	
Course Objectives	1.

Course Outline:	
Week	**Topic**
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Required Reading (textbook)	
Suggested Readings and References	
Course Requirement	
Grading System	
Classroom Policies	
Consultation Hours	

Draft as of Aug 1, 2016

Sample Learning Plan

Learning Outcome	Topic/Subject Matter	Methodology/ Teaching and Learning Activities	Resources		Assessment Task	Timeline
Ex. Describe the world of atoms and molecules and discuss basic concepts and their applications	*Ex.* • *The Atomic View of Matter* • *Atoms, Molecules, Ions* • *The Periodic Table*	*Ex.* *Demonstration* *Lecture* *Visualization exercise* *Problem solving* *Experiment*	*Ex.* *LCD projector* *Paper and pen* *Atomic models* *Chemicals*	*Ex.* *Glassware* *Lab hardware* *Laboratory Balance*	*Ex.* *Drawing of atomic models* *Problem-solving* *Performance of experiments* *Lab report*	*16 hours*

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	

ANNEX C

COURSE DESCRIPTION OF MAJOR COURSES

Course Title	Foundation of Social Studies
Course Description	This course focuses on the study of the nature, history, philosophical and theoretical perspectives in Social Studies / Science as a body of knowledge. It also deals with the comparative analyses and relationships of the various Social Science disciplines.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Research in Social Studies
Course Description	The course guides the students in going through the basic research processes. It will equip the students with research skills to solve relevant problems/issues social sciences or in teaching and learning Social Studies.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Trends and Issues in Social Studies
Course Description	This course will explore the trends and issues in social studies within the context of a rapidly changing world and will employ multidisciplinary and interdisciplinary approaches in discussing and exploring the various trends and issues in the Social Studies/ Science. It covers the various challenges (e.g. geographical, political, economic, cultural, social and technological landscapes) affecting the social science curriculum.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Places and Landscape in a Changing World
Course Description	The course explores the concepts and dynamics of people and activities from various locations, describing the locations and patterns of human activity, exploring process and patterns with historical lens, and understanding the relationship of the natural environment to the other aspects of human behavior
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Geography 1 (Human Geography)
Course	The course studies the world, its people, communities, and

Description	cultures with an emphasis on relations of and across space and place. It analyzes the geo-politics and its principles, cultures of the world and its relation to the environment. It focuses on how culture is shaped by the environment and vice versa.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	**Geography 2 (Physical Geography)**
Course Description	The course provides students with basic geographic skills and tools utilized in understanding the geography of the Philippines and the world. The subject explains the spatial characteristics of the various natural phenomena associated with the Earth's hydrosphere, biosphere, atmosphere, and lithosphere.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	**Geography 3 (Urban Geography)**
Course Description	The subject aims to analyze the essential processes shaping socio-cultural geographies of contemporary cities. It will discuss different issues affecting cities such as economy, culture, health, planning, human mobility and transportation. It also includes topics on sustainability and the future of cities.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	**Micro Economics**
Course Description	The course focuses in analyzing the market system, means of production, consumption, exchange, determinants of supply and demand, theories of consumer behavior, basic economic theories and history of economics.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	**Macro Economics**
Course Description	The course is designed to understand the cause and effects of inflation, unemployment, fiscal and monetary policies, modes of taxation, international trade, national income, Gross National Policy, Gross Domestic Policy, and consumer development index.
Course Credits	3 units
Contact Hours	3 hours/week

Prerequisite	

Course Title	World History 1 (Ancient and Medieval Era)
Course Description	The World History I provides the basic concepts, theories and historical developments like emergence of societies and civilizations, rise of kingdom – empire states, formation of states, age of exploration, expedition and colonization, and age of commercialization from pre-history up to 8th century C.E.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	World History 2 (Modern and Contemporary Era)
Course Description	The World History II provides a global overview to various human experiences, patterns of development and connections among peoples, societies and nations. It focuses on topics related to industrial revolution, scientific and commercial revolution, world wars, and issues in modern world to contemporary periods.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Asian Studies
Course Description	The course examines the development perspectives in Asian countries, cultures, and values as well as issues and challenges, historical roots, and Asian responses. The course is designed to enable students to make comparative study of Asia societies.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Socio-Cultural Anthropology
Course Description	The course deals with kinship, political economy and other social dimensions of human societies. It aims to familiarize the basic ideas, issues, concepts and principles of anthropology.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Comparative Economic Planning
Course Description	The course explores the contemporary field of comparative economic planning that has evolved from the traditional to modern economics, encompassing transition from a purely quantitative to mixed and behavioral economics.

Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Comparative Government and Politics
Course Description	The course enables the students to compare countries, compare regional blocs, and the state system in terms of their current politico-economic conditions as shaped by socio-cultural and historical factors.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Law-Related Studies
Course Description	The course helps students to understand basic laws relevant to enabling oneself in dealing with issues from birth to death. It also includes practical law, and para-legal skills.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Teaching Approaches in Secondary Social Studies
Course Description	The course provides a comprehensive overview of evidence based strategies and approaches for planning, implementing, managing and assessing effective learning experiences for students with emphasis on the relationship of educational theory and the development of practical teaching techniques and strategies for teaching Social Studies effectively in Secondary Classroom.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	Integrative Methods in Teaching Social Science Discipline in Basic Education
Course Description	The course provides the students the basic concepts and practice of integrative teaching which is grounded in disciplines that value questions, investigations, and a desire to better understand the world and its people. The course will focus on connecting skills and knowledge from multiple sources and experiences; understanding issues and utilizing diverse and even opposing perspectives.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	**Production of Social Studies Instructional Materials**
Course Description	The course provides students the theoretical, philosophical and empirical bases for the design, development and implementation of the Social Studies Curriculum. Focus will be given on understanding the philosophy, design, content and process of the present social studies curriculum being used. Students will be exposed to the different perspectives and models of curriculum in social studies. They are also expected to review, implement and evaluate the existing social studies curriculum.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	**Assessment and Evaluation in the Social Sciences**
Course Description	The course provides principles, theories and different methods of assessment procedures in education. It will equip students to gain knowledge, skills and competencies in developing and utilizing appropriate and effective traditional and authentic assessment tools for formative and summative assessment / evaluation of learners' performances. The students will also learn about the current and global trends in assessment and evaluation.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Title	**Technology for Teaching and Learning 2**
Course Description	The course exposes the students to various models of technology into the learning environment; learning theory/instructional design using technology; and the use of presentation and related software. Students are expected to use and design appropriate materials in teaching and learning.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	