

CHED MEMORANDUM ORDER

No. __

Series of _____ -

SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF SECONDARY VALUES EDUCATION (BSVE) 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 Values Education (BSVE)** 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 **BSVE** must first secure proper authority from the Commission in accordance with these PSGs. All PHEIs with an existing **Bachelor of Secondary Education major in Values Education/Religious and Values Education** 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 colleges and universities 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 9 as a **sample** curriculum map.

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

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

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

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

These PSGs are based on the enhanced basic education system and the new GE curriculum. They reflect the reform towards outcomes-based education and the K12 Reform.

ARTICLE IV PROGRAM SPECIFICATION

Section 5 Program Description

5.1 Degree Name

The program shall be called **Bachelor of Secondary Values Education (BSVE)**.

5.2 Nature of the Field of Study

The **BSVE** program is an undergraduate teacher education program that equips learners with adequate and relevant competencies in the areas of Values Education that are necessary in managing the learning and teaching of Values Education.

5.3 Program Goals

The **BSVE** program aims to develop highly motivated teachers specializing in Values Education particularly in the Secondary Education.

5.4 Specific Professions/Careers/Occupations for graduates

After completion of all academic requirements of the program, graduates of **BSVE** should be able to practice a teaching profession in the field of Values Education.

5.5 Allied Fields

Values Education is an allied discipline which draws from many of the basic disciplines in the social sciences and humanities and related fields.

Section 6 Program Outcomes

The minimum standards for the **BSVE** 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 Values Education)

- a. Align the teaching of values with K to 12 values education framework.
- b. Demonstrate extensive understanding of various philosophies and theories of values and values education.
- c. Demonstrate how psychological, moral, spiritual, and socio-cultural factors contribute to the shaping of human values.
- d. Relate lessons to local, regional, national, and global trends and issues
- e. Engage in a dialogue characterized by respect, openness, and tolerance guided by reasoned and informed thinking.
- f. Critically assimilate the Filipino values system
- g. Facilitate development of intra- and interpersonal skills
- h. Facilitate students' development towards personal renewal and social transformation
- i. Use appropriate approaches, methods, and techniques in teaching values
- j. Contribute to the pool of research knowledge leading to the advancement of values education
- k. Construct and use alternative and non-traditional strategies for assessing affective learning outcomes.
- l. Use appropriate technology in aid of teaching and learning
- m. Initiate and implement community service programs to promote values development for social transformation
- n. Show strong moral and ethical principles to guide them in their decisions and actions

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 of learning outcomes.

Section 7 Sample Performance Indicators

Program outcomes Specific for Secondary Values Education	Performance indicators
a. Align the teaching of values with K to 12 values education framework.	<ul style="list-style-type: none"> • Employ various strategies in the systematic and purposive integration of values
b. Demonstrate extensive understanding of various philosophies and theories of values and values education.	<ul style="list-style-type: none"> • Create personal philosophy as guiding principle in life
c. Demonstrate how psychological, moral, spiritual, and socio-cultural factors contribute to the shaping of human values.	<ul style="list-style-type: none"> • Express personal beliefs and practices in social interactions • Exercise positive well-being
d. Relate lessons to local, regional, national, and global trends and issues	<ul style="list-style-type: none"> • Participate in the discussion of current societal trends and issues
e. Engage in a dialogue characterized by respect, openness, and tolerance guided by reasoned and informed thinking.	<ul style="list-style-type: none"> • Use appropriate technology in aid of teaching and learning
f. Critically assimilate the Filipino values system	<ul style="list-style-type: none"> • Manifest desirable Filipino values in daily life
g. Facilitate development of intra- and interpersonal skills	<ul style="list-style-type: none"> • Apply strategies that enhance emotional intelligence and communication skills
h. Facilitate students’ development towards personal renewal and social transformation	<ul style="list-style-type: none"> • Practice equality and impartiality in interpersonal relations
i. Use appropriate approaches, methods, and techniques in teaching values	<ul style="list-style-type: none"> • prepare instructional plan and demonstrate lessons using appropriate approaches and strategies
j. Contribute to the pool of research	<ul style="list-style-type: none"> • Conduct relevant research that

knowledge leading to the advancement of values education	contributes to current literature in Values Education
k. Construct and use alternative and non-traditional strategies for assessing affective learning outcomes.	<ul style="list-style-type: none"> • Develop appropriate strategies to measure values learning • Create non-traditional strategies for assessing affective learning outcomes
l. Use appropriate technology in aid of teaching and learning	<ul style="list-style-type: none"> • Use appropriate technology in aid of teaching and learning
m. Initiate and implement community service programs to promote values development for social transformation	<ul style="list-style-type: none"> • Plan and manage community development/programs for values enhancement of the people in the community
n. Show strong moral and ethical principles to guide them in their decisions and actions	<ul style="list-style-type: none"> • Make sound decision/moral judgment concerning moral issues in everyday life

ARTICLE V CURRICULUM

Section 8 Curriculum Description

The BSVE program is composed of General Education Courses-36 units, Professional Education Courses-42 units, Major Courses-63 units, and mandated courses-14 units, with a total of 155 units.

Section 9 Sample Curriculum

Higher Education Institutions offering the BSVE 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 Values Education				
	Courses	Units	Pre-requisite	Total
	General Education Courses (CMO No. 20, series of 2013)			36 units
	Professional Education Courses			42 units
	<i>Theories and Concepts</i>			
	The Child and Adolescent Learners and Learning Principles	3		
	The Teaching Profession	3		
	The Teacher and Society , School Culture and Organizational Leadership (new)	3		
	School-Community Linkages (new)	3		

	Foundation of Special and Inclusive Education	3		
	<i>Methods and Strategies</i>			
	Facilitating Learner-Centered Teaching	3		
	Assessment of Learning 1	3		
	Assessment of Learning 2	3		
	Technology for Teaching and Learning 1	3		
	The Teacher and the School Curriculum	3		
	Building and Enhancing Literacy Skills Across the Curriculum	3		
	<i>Experiential Learning Courses (Field Studies and Practice Teaching)</i>			
	Student Teaching (inclusive of Field Study 1-6)	12		
	Major Courses			63 units
VED1	Foundation of Values Education	3		
VED2	Philosophical and Ethical Foundations of Values Education	3		
VED3	Philippine Culture and the Society	3		
VED4	Psychological Theories of Values Development	3		
VED5	Dynamics of Intra and Interpersonal Relations	3		
VED6	Psycho-Spiritual Development	3		
VED7	Contemporary Family Life	3		
VED8	Transformative Education	3		
VED9	Career Development and Work Values	3		
VED10	Information Technology and Human Development	3		
VED11	Facilitation: Theory and Practice	3		
VED12	Teaching Approaches and Strategies in Values Education	3		
VED13	Values Integration in the various Discipline	3		
VED14	Values Education through Community Service	3		
VED15	Moral Issues and Concerns in Contemporary Living	3		
VED16	Introduction to Guidance and Counseling	3		
VED17	Research in Values Education 1	3		
VED18	Development of Values Education Instructional Materials and Assessment Tools	3		
VED19	Research in Values Education II	3		
VED20	Filipino Values System	3		
VED21	Technology for Teaching and Learning 2			
	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
	Physical Education 1-4	8 units
	NSTP 1&2	6 units
	TOTAL	155 units

9.2 Sample Program of Study

Distribution of Courses

1st Semester	2nd Semester
FIRST YEAR	
VED1 Foundation of Values Education	VED2 Philosophical and Ethical Foundations of Values Education
VED4 Psychological Theories of Values Development	
VED5 Dynamics of Intra and Interpersonal Relations	VED20 Filipino Values System
VED7 Contemporary Family Life	
SECOND YEAR	
VED15 Moral Issues and Concerns in Contemporary Living	VED18 Development of Values Education Instructional Materials and Assessment Tools
VED9 Career Development and Work Values	VED6 Psycho-Spiritual Development
VED16 Introduction to Guidance and Counseling	VED19 Research in Values Education II
VED17 Research in Values Education 1	VED12 Teaching Approaches and Strategies in Values Education
THIRD YEAR	
VED11 Facilitation: Theory and Practice	VED8 Transformative Education
VED10 Information Technology and Human Development	VED14 Values Education through Community Service
VED13 Values Integration in the various Discipline	
FOURTH YEAR	
No Major	
May take elective/cognate as non-required course	

Section 10 Sample Curriculum Map

Code	Title	PROGRAM OUTCOMES													
		P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012	P013	P014
VED1	Foundation of Values Education	L	L	L	O	L	O	L	L	O	O	O	O	O	L
VED2	Philosophical and Ethical Foundations of Values Education	L	L	L	O	L	O	P	P	O	O	O	O	O	L
VED3	Philippine Culture and the Society	L	O	L	L	O	L	P	L	O	O	O	O	P	P
VED4	Psychological Theories of Values Development	L	O	L	P	O	L	P	P	O	O	O	O	O	O
VED5	Dynamics of Intra and Interpersonal Relations	L	P	P	O	L	P	L	P	P	O	O	O	P	P
VED6	Psycho-Spiritual Development	P	P	L	O	P	O	P	L	P	O	P	O	O	P
VED7	Contemporary Family Life	P	P	L	P	L	L	L	P	O	O	O	O	P	L
VED8	Transformative Education	P	P	L	L	L	P	P	L	O	O	O	P	P	P
VED9	Career Development and Work Values	L	P	P	P	P	O	L	L	O	O	O	P	P	P
VED10	Information Technology and Human Development	P	O	O	P	P	O	P	P	L	P	P	L	P	O
VED11	Facilitation: Theory and Practice	P	P	O	P	L	P	L	P	L	O	P	P	O	O
VED12	Teaching Approaches and Strategies in Values Education	L	P	P	P	P	P	P	P	L	P	L	P	P	P
VED13	Values Integration in the various Discipline	L	P	P	P	P	P	P	P	L	P	L	P	O	O
VED14	Values Education through Community Service	P	P	P	L	L	P	L	L	P	O	P	P	L	P
VED15	Moral Issues and Concerns in Contemporary Living	P	L	L	P	L	P	P	P	L	O	O	P	P	L
VED16	Introduction to Guidance and	P	P	P	P	L	P	L	P	P	O	O	P	P	P

	Counseling														
VED17	Research in Values Education 1	P	P	P	P	P	P	P	P	P	L	L	P	O	P
VED18	Development of Values Education Instructional Materials and Assessment Tools	L	P	P	P	O	O	O	O	P	L	L	P	O	P
VED19	Research in Values Education II	P	P	P	P	P	P	P	P	P	L	L	P	O	P
VED20	Filipino Values System	P	P	L	L	L	L	L	L	O	O	O	P	P	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)

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 experience, in both basic education and tertiary levels.
 - e. Preferably with at least two (2) years of managerial/administrative experience.
 - f. Should be employed full-time in the TEI and devote not less than 8 hours of work a day in school.
 - g. Teaching load should not exceed 9 units per term/semester
2. If the unit offering the education degree is not a College of Education, the Department Chair/Head of the unit must possess the following qualifications:
- a. Filipino Citizen
 - b. Doctorate degree holder in Education or related field
 - c. Holder of valid certificate of registration and professional teacher's license (LET).
 - d. A total of at least three (3) years of very satisfactory teaching experience, in both basic education and tertiary levels.
 - e. Should be employed full-time in the TEI and devote not less than 8 hours of work a day in school.
 - f. Teaching load should not exceed 12 units per term/semester

Section 14 Faculty

A. General Requirements

1. As a general rule, master's degree in education or in an allied discipline is required for teaching in the tertiary level.
2. Faculty teaching general education and major subjects should have an appropriate master's degree in the field they are assigned to teach.

B. Qualifications of the Professional Education Faculty

Faculty teaching Professional Education courses should have the following qualifications:

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

C. Full-time faculty members of the college

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

D. Teaching Load

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

E. Faculty Development

- a. The College of Education must have a system to support faculty development anchored on their institution's faculty development program. It should require the faculty members to:
 1. complete doctoral degrees in education and other allied fields;
 2. attend continuing education seminars, workshops, conferences, and others;
 3. undertake research activities related to the teacher education program and to publish their research outputs in refereed publications; and
 4. give lectures and present papers in national/international conferences, symposia and seminars.
- b. The institution must provide opportunities and incentives such as:
 1. tuition subsidy for graduates
 2. study leave with pay
 3. deloading to finish a thesis or carry out research activities
 4. research grants
 5. travel grants for academic development activities such as special skills training and attendance in national/international conferences, symposia and seminars
 6. awards, recognition and other incentives
- c. A monitoring system should be designed to track the implementation of the faculty development program.

Section 15 Library

A. Library Staff

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

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

B. Holdings

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

- 1.1 For each major field of an undergraduate program, the library shall provide 5 relevant book titles (in print and electronic format) per course. For Science, Technology, Engineering and Math (STEM) as well as Health-related programs, 20% must be published within the last five (5) years, and within the last ten (10) years for the other disciplines. Book holdings should include more of professional and reference books.
- 1.2 For initial program offerings, the minimum number of book titles covering 1st to 3rd year courses are required to be found in the library. For program recognition, an HEI should have the number of book titles required in all year levels as specified above.
- 1.3 A core periodical collection composed of local and foreign print and electronic, current and relevant titles shall be maintained.

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

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

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

included to meet the requirements of the various programs and courses offered by each institution.

C. Library Facilities

1. The academic library shall have an adequate space and appropriate facilities which are accessible to the students, faculty and other users. Whether occupying a building of its own or occupying only a part of the building. It shall be easily accessible to any point of activity in the campus. If possible, it shall be designed to allow for future re-arrangement and expansion.
2. The minimum requirements for library facilities are as follows:
 - a. There shall be adequate reading space for the student population. The reading room shall accommodate at one seating, at least 5% of the student population at 1.2 square meters per student.
 - b. There shall be proper lighting and ventilation in all areas of the library.
 - c. Adequate space to house the growing collections, work area for staff, storage room, Head Librarian's office as well as areas for special services such as the electronic and audiovisual programs shall be provided.
3. Appropriate and functional furniture shall be furnished for the convenience of the users and, at the same time, encourages maximum use of the facilities.
4. Facilities for persons with disabilities (PWDs) shall be provided (e.g., ramps, railings, comfort rooms, etc.)
5. Emergency exits, fire extinguishers, built-in emergency lights and other measures deemed necessary and required by the National Building Code of the Philippines shall be provided.

D. Information Technology Resources and Services

1. The academic library shall have facilities for information and communication technology and services in adequate quantities and good working condition for the efficient and convenient retrieval or dissemination of local and remote information resources by the library staff and its users. This includes computers with Internet connectivity, printers, scanners, fax machines, and other electronic communication equipment.
2. The academic library shall establish and provide for an electronic library (e-Lib). A dedicated website shall be created to promote and access library resources. Qualified staff with the requisite skills shall manage the e-Lib.

3. Electronic resources shall be made accessible on site or remotely, in the main and off campus.
4. Policies and procedures in selecting, evaluating, and handling the content and use of e-resources shall be set.
5. The library shall provide continuous access to electronic resources, such as online databases (e.g., Philippine e-Lib), e-books, e-journals, and other e-learning resources to allow faculty members and students to undertake research and other academic activities.

Section 16 Laboratory and Physical Facilities

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

A. Classroom requirements and class size

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

B. Laboratory requirements

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

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

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

C. Educational Technology Laboratory

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

D. Laboratory School or Cooperating Schools

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

Section 17 Admission and Retention Policy

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

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

- a. an admission examination developed and validated by the TEI
- b. an admission examination developed and validated by another TEI and used by TEI under a consortium agreement;
- c. an admission examination developed and validated by private testing centers and used by TEI for a fee;
- d. some other standardized tests for teaching aptitude; or
- e. some other national qualifications examinations which may be developed in the future.

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

ARTICLE VII COMPLIANCE OF HEIs

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

Section 18 The complete set of program outcomes, including its proposed additional program outcomes.

Section 19 Its proposed **curriculum** and its justification including a curriculum map.

Section 20 Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.

Section 21 Proposed **outcomes-based syllabus** for each course.

Section 22 Proposed system of program assessment and evaluation

Section 23 Proposed system of program **Continuous Quality Improvement (CQI)**.

ARTICLE VIII
TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 24 Transitory Provision

HEIs that have been granted permit or recognition for the **Bachelor of Secondary Education program major in Values Education/ Bachelor of Secondary Education major in Religious and Values Education** 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.

Sec. 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

Sample Syllabus

Course Title		
Course Description		
Course Credits	3 units	
Contact Hours/week		
Prerequisite		
Course Outcomes/Learning Outcomes		
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	

Sample Learning Plan

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

DRAFT

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	All Professional Education Courses and Specialization Courses

DESCRIPTION OF MAJOR COURSES

Course Name	Foundation of Values Education
Course Description	The course is designed to provide students with a deep understanding of Axiology or the theory of values. It presents Axiology both as a discipline and as a relevant solution to present-day issues and challenges especially those that pertain to values. It leads the students to recognize the nature, characteristics and hierarchy of values and engages them in a deep reflection of their personal value system and its impact on their options and choices in life.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Philosophical and Ethical Foundations of Values Education
Course Description	The course equips the students with a deep understanding of the nature, origin, destiny of the human person, based on various philosophical thoughts. It highlights Divine Law and the Moral Law as the ultimate bases of all moral and socio-cultural values. It provides the students with the skill to critique world cultures and how they impact on values formation. It leads the students to accompany the students on the search for life's meaning.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Philippine Culture and the Society
Course Description	Introduces the students to concepts, theories and perspectives vital in the understanding of society and culture. An explanation on why people of different groups or societies have different cultures and behavior is discussed focusing on the Filipino culture. In doing so, the students are expected to recognize cultural elements that are distinctly Filipino and choose that are worth perpetuating.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Psychological Theories of Values Development
Course Description	Focuses on critical reflection of personal and social experiences and observations that may be explained by psychological theories of values development in the Filipino context. This will promote understanding and appreciation of individual differences and the uniqueness of each person.
Course Credits	3 units

Contact Hours	3 hours/week
Prerequisite	

Course Name	Dynamics of Intra and Interpersonal Relations
Course Description	Designed to develop an understanding of the theories, principles and application of strategies for effective and healthy intra and interpersonal relations. As a process-oriented course, special focus is given to the development of emotional intelligence and basic communication skills through reflective and relational experiential activities. It is aimed to develop awareness of an individual's capacities and potentials that would inspire him to develop into a fully functioning person.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Psycho-Spiritual Development
Course Description	Focuses on the Psycho-Spiritual Experiences for Facilitating the Fullness of life such as prayer centering, mind-body integration, trans-personal exercises, spiritual recollection, union and evocation-oriented activities. The course brings together insights and principles on psycho-spiritual growth developed across various religious and cultural orientations.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Contemporary Family Life
Course Description	Focuses on the dynamics of the Filipino family and a deeper understanding and appreciation of one's socio-cultural heritage, and his beliefs, traditions, practices etc., as vital factors in the development of values system of the Filipino family. It also emphasizes responsible parenthood and the role of the family as educator of values and its responsibilities in building the nation.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Transformative Education
Course Description	Presents theory and practice of human rights, peace, sustainable development, and gender studies. It is designed to equip the students with the concepts, values, and skills to enable them to examine personal, local, national, and global realities related to human rights, peace, sustainable development, and gender studies. The students will also explore making education a tool to transform society and build a culture of human rights peace, sustainable development, and gender studies.
Course Credits	3 units

Contact Hours	3 hours/week
Prerequisite	

Course Name	Career Development and Work Values
Course Description	Explores the principles of vocational choice and career decision making. Students will learn the process of career decision making and sources of occupational information. It will also expose them to career development theories, strategies, approaches, and changes in society and their influence on the world of work and learning.
Course Credits	3 units
Contact Hours	3 hours/week

Course Name	Information Technology and Human Development
Course Description	Focuses on the nature and purpose of all forms of media such as visual, electronic, print, audio, and all its combinations. It also emphasizes a critical analysis of media and information technologies and its impact on human values and development. Issues related to media exposure are explored and examined on the basis of ethical and moral principles. It also develops the competencies and skills of teachers in integrating media in the development and use of instructional materials.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Facilitation: Theory and Practice
Course Description	Exposes the students to the theories and dynamics of group facilitation. The course also provides opportunity to experience group dynamics activities that would enhance their personal sensitivity and competencies such as skills in facilitating, observing, analyzing, diagnosing and evaluating group structures, elements and processes.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Teaching Approaches and Strategies in Values Education
Course Description	Deals with progressive approaches and strategies in teaching and learning, of guiding students to higher levels of judgment, discernment and self-governance. The course also deals with the current thrusts and content of transformative education and pedagogical knowledge, principles and skills in facilitating personal renewal and social transformation.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Values Integration in the various Discipline
Course Description	Provides basic training in the application of transformative teaching and learning in integrating values in various learning areas and in implementing a comprehensive school systems-based approach to values development.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Values Education through Community Service
Course Description	Understands people within their social world to improve one's well-being. It is about contribution and participation to social transformation and focuses on core values of social responsibility, work, and dedicated service. The course follows a practicum that focuses on core values of social responsibility and accountability, compassion, work and dedicated service. It also explores action learning strategies for community work and their implementation in actual setting.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Moral Issues and Concerns in Contemporary Living
Course Description	Focuses on an in-depth understanding of morality and its significance in the formation of informed conscience and responsible behavior. Current moral issues are presented to the student for the exercise of freedom and correct judgment. Students are guided to adhere to universal moral values.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Introduction to Guidance and Counseling
Course Description	An introductory course in guidance and counseling designed to give the students a general overview of school guidance. It includes the meaning, purpose, structure, principles, and methods/techniques of guidance as well as guidance services offered in the secondary level. It also focuses on the guidance personnel and their responsibilities as well as on counseling as a guidance technique. It tackles the different factors that lead to wise career decision-making. The course takes into consideration the development of students into responsible and effective individuals.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Research in Values Education 1
Course Description	A critical review of research studies and other works on the end, content, pedagogy, and philosophy of values education. The requirements and vital components of scholarly research should be introduced to the students who may later work individually or in groups of two or three, depending on their preference. Under the close supervision of the teacher, the study of values education issues/controversies, research problems, and the manner by which they were addressed should enable the students to determine appropriate ways of answering research questions. The course requires the students to write a scholarly review of literature (i.e., books, research, etc.) on the planned research. The final output is a well-documented and tenable research proposal, which includes the following sections: (1) background of the study; (2) research problems; (3) review of related literature; (4) theoretical and/or conceptual framework/s; (5) definition of terms; and (6) methodology.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Development of Values Education Instructional Materials and Assessment Tools
Course Description	<p>Prepares student teachers for on-site teaching. The student will carry out curriculum development tasks such as preparation, pilot-testing, analysis, and revision of student-made modules, teacher-made guides, and relevant assessment tools.</p> <p>Part 1 of the course requires the students to prepare competency-based lessons that include non-obtrusive qualitative and quantitative assessment. The lessons are supplemented with the teacher-made guide to effective delivery of lesson plans. Learning in this part of the course includes reading of additional scholarly materials on instruction and assessment in Values Education.</p> <p>Part 2 of the course is centered on teaching students to develop assessment tools that will yield reliable results. The required skills in this task will be developed under the close supervision of the teacher, when the students are pilot-testing an assessment tool and fine-tuning the same based on the responses of schoolchildren.</p>
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Research in Values Education II
Course Description	Part 1 of the course is an oral presentation of the students' final output (i.e., research proposal) in Values Education 17. In this course, the students may still work individually or in groups of two or three, depending on their preference. The teacher and the other students will subject the proposal of the presenter/s to scrutiny by giving critical comments, suggestions, and questions on the background of the study, research problems, literature review, theoretical and/or conceptual framework/s, definition of terms, and methodology. The presenter/s then shall be given reasonable amount of time to address the teacher's and other students' feedback. After revising the research, the presenter/s may proceed with data-gathering and processing upon the advice of the teacher. The researcher/s will continue to consult with the teacher until the study is concluded. The final requirement for this course is a full research that must be defended orally in class, presented at a local or international conference, or published in a research journal before submission of the students' final grades.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	

Course Name	Filipino Values System
Course Description	Examines the value system of Filipinos as it has evolved and is shaped by realities confronting Philippine society and culture. Students will look into how Filipino values facilitate or inhibit development and transformation of our society. It will also include appreciation of how Filipino values system is formed and developed.
Course Credits	3 units
Contact Hours	
Prerequisite	