



Republic of the Philippines
 Department of Education
 REGION X- NORTHERN MINDANAO
 DIVISION OF MALAYBALAY CITY

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 DEPED MALAYBALAY CITY DIVISION
 RELEASED
 DATE: _____ TIME: 2:54 PM
 BY: APR 26 2021

DIVISION ADVISORY

No. 222, s. 2021

TO : Assistant Schools Division Superintendent
 Chief Education Supervisors and Staff, CID and SGOD
 Public Schools District Supervisors
 Secondary School Heads
 All Others Concerned
 This Division

FROM : **VICTORIA V. GAZO, PhD, CESO V**
 Schools Division Superintendent

DATE : April 26, 2021

SUBJECT : **DISSEMINATION OF THE LETTER REQUEST FROM BUKIDNON
 STATE UNIVERSITY RE: FEASIBILITY SURVEY FOR BACHELOR
 OF CULTURE AND ARTS EDUCATION (BCAEd)**

1. For information and guidance of all concerned. Attached is a communication from Oscar B. Cabañelez, PhD., President of Bukidnon State University inviting all Grade 12 Senior High School Students to answer the Feasibility Survey Questionnaire for possible offering of Bachelor of Culture and Arts Education (BCAEd).
2. Further, the online survey questionnaire using google form can be accessed through <https://forms.gle/Va1vtKt3yiDgkwtQ9> and deadline for compliance will be on or before May 5, 2021.
3. Queries relative to this can be relayed to **Lou-Ann J, Cultura, Education Program Supervisor at 09175397405**.

Enclose.: As stated
 Cc: Records Section
 To be posted in the division Website





BUKIDNON STATE UNIVERSITY

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Educate.
Innovate.
Lead.

Vision

A premier institution of innovative and ethical leaders for sustainable development.

Mission

To develop competitive professionals who are committed to build a sustainable life for all through quality instruction, research, extension and production

Mandate:

The University shall primarily provide advanced education, higher technological, professional instruction and training in the fields of education, arts and sciences, public, administration, information technology, accountancy, law and other relevant fields of study. It shall also promote research and extension service, and provide progressive leadership in its areas of specialization

Core Values

*E-Excellence
P-Professionalism
I-Integrity
C-Commitment
C-Culture
S-Sensitivity*

OFFICE OF THE PRESIDENT

March 24, 2021

Dr. Victoria V. Gazo, CESO V
Schools Division Superintendent
DepEd, Division of Malaybalay
Malaybalay City, Bukidnon

Dear Dr. Gazo:

Greetings of peace and prosperity!

The Physical Education Department of Bukidnon State University is currently conducting a feasibility study in relation **for possible** offering of Bachelor of Culture and Arts Education (BCAEd). This program is **aligned** with the specializations offered from Junior High School up to Senior High School and will address the needs of those students who are skilled in this field of specialization.

Relative to this, we would like to ask permission to conduct an online feasibility study using the google form to be answered by the Senior High School students from the different tracks in your locality. This initiative is in response to CMO 82, s. 2017 RE. Policy and Guidelines in Opening a New Curriculum on Bachelor of Culture and Arts Education (BCAEd).

Attached herewith is a copy of CMO 82, s.2017 and the survey questionnaire for your perusal.

We are looking forward for the success of this study thru your approval of our request.

Thank you very much and more power.

Truly yours,

OSCAR B. CABANELEZ, Ph.D.
President

Feasibility Survey Questionnaire for
Bachelor of Culture and Arts Education (BCAEd)
of Bukidnon State University (BukSU)

Name: _____ Gender: _____

Address: _____

Reason/s for enrolling the course.

- In line with my interests/talent
- Align with my Senior High School Track
- My own preference

Reason of enrolling the course as first priority.

- I can land a stable job after graduation
- My skills will be enhanced

Reason for enrolling Bukidnon State University.

- It is accessible to where I came from
- Low tuition Fee
- Have several scholarship grants
- Because of positive feedback of BukSU staff
- Other: _____

Reason for choosing BukSU as my Alma Mater.

- Positive Feedback of the school
- Positive feedback about the faculty members
- Positive feedback on the quality of instruction

Reason of choosing Bachelor of Culture and Arts Education as my major field of specialization in college

- It is where I am inclined to and my passion
- I'd like to know more about culture
- It is a continuation of my learning from Senior High School
- My skills will be enhanced

I am certain in completing the course after 4 years.

- yes
- no

Reasons of choosing to become a graduate of BCAEd.

- There are more job opportunities after graduation
- I can develop my potentials
- I love teaching my own expertise
- BCAEd is in need as of the present
- other: _____

Preference after graduation.

- teacher in Senior High School
- Dance instructor
- Arts instructor
- music instructor

- _____ Culture and Arts coordinator
- _____ Culture and the Arts district supervisor
- _____ Culture and the Arts Regional Supervisor
- _____ Tourism Officer

Percentage of enrolling Bachelor of Culture and Arts Education (BCAEd). *

- _____ 75%
- _____ 80%
- _____ 85%
- _____ 90%
- _____ 95%
- _____ 100%



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER (CMO)

No. 82
Series of 2017

**SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR
BACHELOR OF CULTURE AND ARTS EDUCATION
(BCAEd)**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "*Higher Education Act of 1994*," Republic Act (RA) No. 10066 known as the "*National Heritage Act of 2009*," and in pursuance of an outcomes-based quality assurance system as advocated under CMO 46 s. 2012, and by virtue of Commission *en banc* (CEB) Resolution No. 724-2017 dated October 3, 2017, the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

**ARTICLE I
INTRODUCTION**

Section 1 Rationale and Background

Based on the *Guidelines for the Implementation of CMO No. 46 s. 2012*, this PSG implements the "shift to learning competency-based standards/outcomes-based education" in response to the 21st Century Philippine Teacher Education framework. Furthermore, this PSG is anchored on the salient features of **K to 12 Enhanced Curriculum (RA 10533)**, the **Philippine Qualifications Framework (EO 83, s. 2012)**, the **National Competency-Based Teacher Standards (NCBTS)** now the **Philippine Professional Standards for Teachers (D.O. 42, s. 2017)** and other relevant documents. It specifies the 'core competencies' expected of **Bachelor of Culture and Arts Education (BCAEd)** graduates "regardless of the type of HEI they graduate from." However, in "recognition of the spirit of outcomes-based education and of the typology of HEIs," this PSG also provides "ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions."

**ARTICLE II
AUTHORITY TO OPERATE**

Section 2 Government Recognition

All private higher education institutions (PHEIs) intending to offer **Bachelor of Culture and Arts Education** must first secure proper authority from the Commission in accordance with these PSGs. 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

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirements and the specific professional courses.

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 in Article IV Section 6. CHED designed a curriculum to attain these outcomes. This curriculum in Article V Section 9 is a **sample** curriculum. The number of units for this curriculum is here prescribed as the "minimum unit requirement" under Section 13 of RA 7722. In designing the curriculum, CHED employed a curriculum map shown in Article V Section 10 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach, CHED also determined appropriate curriculum delivery methods shown in Article V Section 11. The sample course syllabi given in Annex A illustrate some of these methods.

Based on the curriculum and the means of its delivery, CHED 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 these lead 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 specifying and deploying human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives are assured by the alternative means they propose.

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 Article VII.

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



ARTICLE IV
PROGRAM SPECIFICATION

Section 5 Program Description

5.1 Degree Name

The degree program described herein shall be called **Bachelor of Culture and Arts Education (BCAEd)**

5.2 Nature of the Field of Study

Culture and Arts Education is a field of specialization engaged (i) in clarifying the conceptual foundations of value-laden creative expressions such as visual arts, music, drama, and dance, (ii) in defining its relations to other disciplines of thought and action that address the fundamental question of what it means to creatively express the condition of being human in changing life-worlds, (iii) in analyzing the conditions and possibilities for crafting and asserting creative expressions of being human in diverse contexts, and (iv) in developing programs responsive to local and global contexts of production, circulation, and consumption of creative expressions.

5.3 Program Goals

The BCAEd program aims to develop highly motivated, creative, and reflexive teachers in basic education equipped with knowledge, skills and values in culture and arts education.

5.4 Specific Professions/Careers/Occupations for graduates

After completion of all academic requirements of the program, graduates of BCAEd should be able to practice:

- a teaching profession in K to 12 for Music & Arts
- a teaching profession in the Special Program for the Arts (SPA)
- a teaching profession in the Arts & Design Track for Grades 11 & 12
- a teaching profession in the core subjects in Grades 11 & 12 related to Arts
- as a culture and arts coordinator at the school, district, division and regional levels of the educational system
- in positions relating to culture and arts such as in tourism offices in the LGUs, museum & arts galleries, and creative industries.

5.5 Allied Fields

The **Bachelor of Culture and Arts Education (BCAEd)** program is an allied discipline of Teacher Education, Music Education, Dance Education, and Arts and Graphic Design.



Section 6 Program Outcomes

The minimum standards for the BCAEd 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 well and discuss at length the latest developments in this specific field of practice. (Philippine Qualifications Framework level 6 descriptor)
- b. communicate effectively in spoken and written forms in both English and Filipino
- c. work effectively and independently in multi-disciplinary and multi-cultural settings (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 Teacher Education discipline

- 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.¹
- 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 changing 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 Culture and Arts Education

- a. **Disciplinary Knowledge:** Apply evidence-based practices derived from the social sciences and humanities in teaching and learning.
- b. **Pedagogical Practice:** Apply multidisciplinary knowledge and skills in culture, arts and design in the teaching-learning practice anchored on the meanings and values of human creativity in a changing life-worlds.

¹ Program Outcome "e" common to the Teacher Education discipline under Section 6.2. is anchored on the CHED-UNESCO ICT Competency Standards for Teacher Education in Annex C.



- c. **Competency and Proficiency in the Creative Expressions:** Demonstrate competence in the planning and development of market and non-market oriented visual arts, music, drama and dance productions in local, regional and global settings.
- d. **Professional Accountability and Responsibility:** Practice professional and ethical standards for teachers as well as principles and guidelines governing arts production, research and publication.
- e. **Research and Extension:** Conduct applied research in culture and the arts which will benefit local communities.

6.4 Common to a horizontal type as defined in CMO 46, s.2012

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

Moreover, graduates of State Universities and Colleges (SUCs) must have the competencies to support "national, regional and local development plans" (RA7722).

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

Section 7 Performance Indicators

Program Outcomes	Performance Indicators	Courses
a. Disciplinary Knowledge: Apply evidence-based practices derived from the social sciences and humanities in teaching and learning.	<ol style="list-style-type: none"> 1. Relate arts production and consumption to social sciences and philosophy 2. Analyze arts as social and cultural expressions in various contexts 3. Articulate principles and practices of creative expressions 	<ul style="list-style-type: none"> • Foundations of Culture and Arts Education • Culture and Arts Education in Plural Societies • Perspectives in Philippine Cultural Heritage • Concepts, Principles and Practice of Creative Expressions I, II, III, IV: Music -12 units Visual Arts- 12units



		<p>Dance- 12 units Drama -12 units</p> <ul style="list-style-type: none"> • Electives • Art Apprenticeship • Technology for Teaching and Learning in Culture and Arts Education • GE Courses
<p>b. Pedagogical Practice: Apply multidisciplinary knowledge and skills in culture, arts and design in the teaching-learning practice anchored on the meanings and values of human creativity in a changing life-worlds.</p>	<ol style="list-style-type: none"> 1. Demonstrate effective teaching strategies for creative expressions 2. Integrate various technologies in the teaching of Arts 	<ul style="list-style-type: none"> • All Professional Education Courses • Technology for Teaching and Learning in Culture and Arts Education • Concepts, Principles and Practice of Creative Expressions I, II, III, IV: • Music -12 units • Visual Arts- 12units • Dance- 12 units • Drama-12 units • Technology for Teaching and Learning in Culture and Arts Education
<p>c. Competency and Proficiency in the Creative Expressions: Demonstrate competence in the planning and development of market and non-market oriented visual arts, music, drama and dance productions in local, regional and global settings.</p>	<ol style="list-style-type: none"> 1. Plan music, arts, theatre, and dance productions 2. Perform and/or Mount music, arts, theatre, and dance productions 3. Evaluate creative outputs 	<ul style="list-style-type: none"> • Concepts, Principles and Practice of Creative Expressions I, II, III, IV: • Music -12 units • Visual Arts- 12units • Dance- 12 units • Drama- 12 units • Art Apprenticeship • Creative Industries as Culture and Arts Practice • Research 1 – Arts and Culture Research • Research 2 – Culminating Project • Technology for Teaching and Learning in Culture and Arts Education
<p>d. Professional Accountability and Responsibility: Practice professional and ethical standards for teachers as well</p>	<ol style="list-style-type: none"> 1. Demonstrate understanding and appreciation of ethical principles and guidelines governing arts production and 	<ul style="list-style-type: none"> • Concepts, Principles and Practice of Creative Expressions I, II, III, IV: • Music -12 units • Visual Arts- 12units



<p>as principles and guidelines governing arts production, research and publication.</p>	<p>research (e.g. Copyright Laws, Indigenous cultural ownership) 2. Observe ethics in arts practice</p>	<p>Dance- 12 units Drama- 12 units • Research 1 – Arts and Culture Research • Research 2 – Culminating Project • Art Apprenticeship • Creative Industries as Culture and Arts Practice • Technology for Teaching and Learning in Culture and Arts Education • GE Courses</p>
<p>e. Research and Extension: Conduct applied research in culture and the arts which will benefit local communities</p>	<p>1. Apply appropriate theories and methods in research related to arts and culture 2. Utilize research output for the culminating course project (e.g. artistic production, learning modules, instructional materials) which will benefit local cultures and communities</p>	<p>• Research 1 – Arts and Culture Research • Research 2 – Culminating Project</p>

**ARTICLE V
CURRICULUM**

Section 8 Curriculum Description

The **BCAEd** program comprises of general education courses, core courses of teacher education and major courses in cultural education. Higher Education Institutions offering the BCAEd program may exercise flexibility in their curricular offerings. However, the following courses are prescribed as minimum requirements to be implemented.

Section 9 Sample Curriculum

The following courses are prescribed as minimum requirements for the offering of **BCAEd** program.

9.1 Curriculum Components (Curriculum Outline)

Courses	No. of Subjects	Equivalent Units per Subject	Total Number of Units
A. General Education Courses (CMO No. 20, series of 2013)	12	3	36
B. Core Professional Education Courses			42



Courses	No. of Subjects	Equivalent Units per Subject	Total Number of Units
Foundation Courses/Theories and Concepts	4		
The Child and Adolescent Learner and Learning Principles		3	
The Teaching Profession		3	
The Teacher and the Community, School Culture and Organizational Leadership		3	
Foundation of Special and Inclusive Education		3	
Pedagogical Content Knowledge (PCK)	6		
Facilitating Learner-Centered Teaching		3	
Assessment in Learning 1		3	
Assessment in Learning 2		3	
Technology for Teaching and Learning 1		3	
The Teacher and the School Curriculum		3	
Building and Enhancing New Literacies Across the Curriculum		3	
Experiential Learning Courses			
Field Study 1		3	
Field Study 2		3	
Teaching Internship		6	
C. Specialization/Major Courses			66
Core Major Courses (9 units)	3		
Foundations of Culture and Arts Education		3	
Culture and Arts Education in Plural Societies		3	
Perspectives in Philippine Cultural Heritage		3	
Principles and Practices in Creative Expressions (48 units)	16		
Principles and Practices in Creative Expressions: Overview I	4		
1. Music		3	
2. Visual Arts		3	
3. Dance		3	
4. Drama		3	
Principles and Practices in Creative Expressions: Overview II	4		
1. Music		3	
2. Visual Arts		3	
3. Dance		3	
4. Drama		3	
Principles and Practices in Creative Expressions: Overview III	4		
1. Music		3	
2. Visual Arts		3	
3. Dance		3	
4. Drama		3	
Principles and Practices in Creative Expressions: Overview IV	4		
1. Music		3	
2. Visual Arts		3	
3. Dance		3	
4. Drama		3	



Courses	No. of Subjects	Equivalent Units per Subject	Total Number of Units
Research			
Research I- Methods in Arts and Culture Research	1	3	
Research II-Culminating Project	1	3	
ICT Integration			
Technology for Teaching and Learning in Culture and Arts Education	1	3	
D. Elective			3
Creative Industries as Culture and Art Practice	1	3	
E. Apprenticeship			6
Art Apprenticeship I	1	3	
Art Apprenticeship II	1	3	
F. Mandated Courses			14
PE	4	2	
NSTP	2	3	

SUMMARY OF UNIT	
A. General Education Courses	36
B. Professional Education Courses	42
C. Specialization/Major Courses	66
D. Elective	3
E. Art Apprenticeship	6
F. Mandated Courses (PE and NSTP)	14
TOTAL	167 Units

9.1 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 e.g. Teaching English in the Elementary Grades 1 must come before Teaching English in the Elementary Grades 2.

9.2 Sample Program of Study (Distribution of Courses)

Bachelor of Culture and Arts Education

FIRST YEAR			
1st Semester		2nd Semester	
General Education 1	3	General Education 7	3
General Education 2	3	General Education 8	3
General Education 3	3	General Education 9	3
General Education 4	3	General Education 10	3
General Education 5	3	General Education 11	3
General Education 6	3	General Education 12	3
The Child and Adolescent Learner	3	The Teaching Profession	3



and Learning Principles			
PE 1	2	PE 2	2
NSTP 1	3	NSTP 2	3
TOTAL	26	TOTAL	26

SECOND YEAR			
1st Semester		2nd Semester	
The Teacher and the Community, School Culture and Organizational Leadership	3	Facilitating Learner-Centered Teaching	3
Foundation of Special and Inclusive Education	3	Assessment in Learning 1	3
Foundations of Culture and Arts Education	3	Assessment in Learning 2	3
Perspectives in Philippine Cultural Heritage	3	Culture and Arts Education in Plural Societies	3
Concepts, Principles and Practice of Creative Expressions: Overview I Music -3 units Visual Arts- 3units Dance- 3 units Drama- 3 units	12	Concepts, Principles and Practice of Creative Expressions: Overview II Music -3 units Visual Arts- 3units Dance- 3 units Drama- 3 units	12
PE	2	PE	2
TOTAL	26	TOTAL	26
SUMMER			
Art Apprenticeship I – 3 units			

THIRD YEAR			
1st Semester		2nd Semester	
Technology for Teaching and Learning 1	3	Research I – Arts and Culture Research	3
The Teacher and the School Curriculum	3	Building and Enhancing New Literacies Across the Curriculum	3
Technology for Teaching and Learning in Culture and Arts Education	3	Creative Industries as Culture and Arts Practice	3
Concepts, Principles and Practice of Creative Expressions: Overview III Music -3 units Visual Arts- 3units Dance- 3 units Drama- 3 units	12	Concepts, Principles and Practice of Creative Expressions: Overview IV Music -3 units Visual Arts- 3units Dance- 3 units Drama- 3 units	12
TOTAL	21	TOTAL	21
SUMMER			
Art Apprenticeship II – 3 units			



FOURTH YEAR				
1 st Semester		2 nd Semester		
Research II-Culminating Project	3	Practice Teaching	6	
Field Study 1	3			
Field Study 2	3			
TOTAL	9		TOTAL	6

Section 10 Sample Curriculum Map

Courses	PO1	PO2	PO3	PO4	PO5
A. General Education Courses (CMO No. 20, series of 2013)	I			I	
B. Core Professional Education Courses					
Foundation Courses/Theories and Concepts					
The Child and Adolescent Learning Principles		I/P			
The Teaching Profession		I/P			
The Teacher and the Community, School Culture and Organizational Leadership		I/P			
Foundation of Special and Inclusive Education		I/P			
Pedagogical Content Knowledge (PCK)					
Facilitating Learner-Centered Teaching and Learning		I/P			
Assessment of Learning 1		I/P			
Assessment of Learning 2		I/P			
Technology for Teaching and Learning 1		I/P			
The Teacher and the School Curriculum		I/P			
Building and Enhancing New Literacies Across the Curriculum		I/P			
Experiential Learning					
Field Studies	I	I	I	I	I
Teaching Internship	D	D	D	D	D
C. Specialization Courses					
Core Major Courses (9 units)					
Foundations of Cultural Education	I				
Culture and Arts Education in Plural Societies	I				
Perspectives in Philippine Cultural Heritage	I/P			I/P	
Principles and Practices In Creative Expressions (48 units)					
Principles and Practices in Creative Expressions: Overview I Music Visual Arts Dance Drama	I/P	I/P	I/P	I/P	
Principles and Practices in Creative Expressions: Overview II Music Visual Arts Dance	I/P	I/P	I/P	I/P	



Courses	PO1	PO2	PO3	PO4	PO5
Drama					
Principles and Practices in Creative Expressions: Overview III Music Visual Arts Dance Drama	I/P	I/P	D	I/P	
Principles and Practices in Creative Expressions: Overview IV Music Visual Arts Dance Drama	I/P	I/P	D	I/P	
Research					
Research I – Arts and Culture Research			I/P	I/P	P
Research II – Culminating Project			D	D	D
ICT Integration					
Technology for Teaching and Learning in Culture and Arts Education	I/P	I/P	P	I/P	D
D. Elective					
Creative Industries as Culture and Arts Practice	I		I	I	
E. Apprenticeship					
Art Apprenticeship I and II	I	I/P/D	P/D	P/D	

Legend:
I- Introduced (the student gets introduced to concept/principles)
P-Practiced (the student practices the competencies with supervision)
D-Demonstrated (the student practices the competencies across different settings with minimal supervision)

Section 11 Sample Means of Curriculum Delivery

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

Section 12 Sample Syllabi for Selected Core Courses (See Annexes)



ARTICLE VI
REQUIRED RESOURCES

Section 13 Administration

Dean/Department Head

The Dean/Department Head of the college offering the degree shall be employed full-time and 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 Board Licensure Examination for Professional Teachers (BLEPT)
4. With a total of at least three (3) years of very satisfactory teaching experience in basic education and/or tertiary level
5. Preferably with at least two (2) years of managerial/administrative experience.

Section 14 Faculty

A. General Requirements

1. As a general rule, master's degree in education or in 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 Board of Licensure Examination for Professional Teacher (BLEPT) 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

The institution shall maintain 25% of the faculty members teaching in the teacher education program as full-time.

D. Faculty Development

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.

Section 15 Library

Library personnel, facilities and holdings should conform to the existing CHED requirement for libraries which are embodied in separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the BCAEd program.

Section 16 Laboratory and Physical Facilities

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

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

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

A. 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.

B. 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 a Department of Education cooperating school or with a cluster of cooperating schools within which student can undertake their field study and practicum courses.

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:

1. an admission examination developed and validated by the TEI
2. an admission examination developed and validated by another TEI and used by TEI under a consortium agreement;
3. an admission examination developed and validated by private testing centers and used by TEI for a fee;
4. some other standardized tests for teaching aptitude; or
5. some other national qualifications examinations

ARTICLE VII COMPLIANCE OF HEIs

Using the *CHED Implementation Handbook for OBE and ISA* as reference, an HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program:

- 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).

For existing programs, CHED shall conduct regular monitoring and evaluation on the compliance of HEIs to this Policies, Standards and Guidelines using an outcomes-based assessment instrument.

ARTICLE VIII TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 24 Transitory Provision

All private HEIs, State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) with existing authorization to operate Bachelor of Secondary Education major in MAPEH program are hereby given a period of three (3) years from the effectivity thereof to fully comply with all the requirements in this CMO.



However, the prescribed minimum curricular requirements in this CMO shall be implemented starting Academic Year 2018-2019.

Section 25 Sanctions

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 26 Repealing Clause

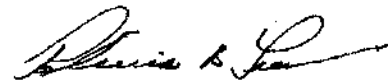
Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

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

Section 27 Effectivity Clause

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

Quezon City, Philippines, November 2, 2017.



PATRICIA B. LICUANAN, Ph.D.
Chairperson

Attachments:

Annex A – Description of Professional Education Courses

Annex B – Description of Major Courses

Annex C – ICT Competency Standards for Teachers

Annex D – Sample OBE Course Syllabus for TTL1

