



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

CHED MEMORANDUM ORDER (CMO)

No. 30

Series 2004

**SUBJECT: REVISED POLICIES AND STANDARDS FOR
UNDERGRADUATE TEACHER EDUCATION CURRICULUM**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and for the purpose of rationalizing the undergraduate teacher education in the country to keep pace with the demands of global competitiveness, the following rules and guidelines are hereby adopted and promulgated by the Commission.

**ARTICLE I
INTRODUCTION**

Section 1. Quality pre-service teacher education is a key factor in quality Philippine education. In the Philippines, the pre-service preparation of teachers for the primary and secondary educational sectors is a very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers. As such, it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of the pre-service teacher education curriculum.

**ARTICLE II
AUTHORITY TO OPERATE**

Section 2. All private higher education institutions (PHEIs) intending to offer the Bachelor of Elementary Education (BEEd) or the Bachelor of Secondary Education (BSEd) or any of the professional education courses specified in both curricula must first secure proper authority from the Commission in accordance with existing rules and regulations. The government - supported institutions (i.e. state universities and colleges (SUCs), and local colleges and universities) are strongly encouraged to strictly adhere to the provisions in this policies and standards.

ARTICLE III PROGRAM SPECIFICATIONS

Section 3. Degree

The degree programs herein shall be called Bachelor of Elementary Education (BEEd) or the Bachelor of Secondary Education (BSEd).

Section 4. Program Description and General Objectives

The BEEd is structured to meet the needs of professional teachers for elementary schools and special education programs in the Philippines, and the BSEd for the needs of professional teachers for secondary schools in the Philippines.

The BEEd aims to develop elementary school teachers who are either (a) generalists who can teach across the different learning areas in grade school, (b) special education teachers, or (c) pre-school teachers.

The BSEd aims to develop high school teachers who can teach in one of the different learning areas in high school like Mathematics, Physical Sciences, Biological Sciences, English, Filipino, among others.

Section 5. Allied Programs

Teacher education is an applied discipline which draws from many of the basic disciplines in the social sciences (Psychology, Sociology, Anthropology, Economics, Political Science, Applied Linguistics, History, etc.), the Science and Technology Fields (Biology, Chemistry, Physics, Mathematics, Engineering, Information Technology, etc.), and the Humanities and related fields (Languages, Literature, Philosophy, Journalism, etc.).

ARTICLE IV COMPETENCY STANDARDS

Section 6. Graduates of the BEEd and BSEd programs are teachers who

- have the basic and higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning;
- have a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students;

- have a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes;
- have a meaningful and comprehensive knowledge of the subject matter they will teach;
- can apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches);
- have direct experience in the field/classroom (e.g., classroom observations, teaching assistance, practice teaching);
- can demonstrate and practice the professional and ethical requirements of the teaching professions;
- can facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills;
- can reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices;
- can be creative and innovative in thinking of alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning; and
- are willing and capable to continue learning in order to better fulfill their mission as teachers.

ARTICLE V CURRICULUM

Section 7. Curriculum Description

The curriculum herein is designed to prepare professional teachers for practice in primary and secondary schools in the Philippines. The design features include various components that correspond to the basic and specialized knowledge and skills that will be needed by a practicing professional teacher: foundational general education knowledge and skills, theoretical knowledge about teaching and learning, methodological skills, experiential knowledge and skills, and professional and ethical values, and subject matter knowledge appropriate to the level of teaching (i.e., pre-school, elementary, or secondary).

The curriculum recognizes the need to equip teachers with a wide range of theoretical and methodological skills that will allow them more options and greater flexibility in designing and implementing learning environments that will maximize their students' learning, once they are in the teaching service.

The curriculum is also designed so that the curricular components are integrated. That is, the curriculum emphasizes the interweaving of foundational, theoretical, methodological, and experiential knowledge in the various learning experiences in the curriculum.

Section 8. Curriculum Outline

	BEEEd	BSEd
General Education Courses	63	63
Professional Education Courses	54	51
• Theory/Concept Courses	12	12
• Methods/Strategies Courses	27	24
• Field Study Courses	12	12
• Special Topics Courses	3	3
Specialization/Content Courses	57	60
TOTAL UNITS	174 units	174 units

Section 9. General Education Courses

General education and legislated courses shall follow existing requirements. The CHED Memorandum No. 59 series 1996 (63 units) is the recommended track for the teacher education programs. In addition, the course requirements for selected general education courses are specified in this curriculum (refer to Section 17).

Section 10. Professional Education Courses

These courses represent the component of the curriculum that aims to develop the range of knowledge and skills needed in the practice of the teaching profession. These courses are divided into three broad categories: (a) theory and concepts courses, (b) methods and strategies courses, and (c) field study courses. In addition, a cluster of special topics courses are required as part of the professional education courses.

Although the professional education courses are defined under separate categories, all the courses should be taught in an integrated manner. Thus, discussions of theory and concepts should always be linked to the development of methods and strategies and to experiential learning during field study, and vice versa.

All the courses should be taught using a wide range of learning-teaching approaches and student assessment procedures, including whenever possible the use of some educational technology.

Finally, all the courses should have a research requirement, which may take the form of a term paper, case study, action research, or other forms of research/scholarship as may be appropriate.

Section 11. Theory and Concepts Courses

The following are the theory and concepts courses that provide the broad frameworks within which students can understand, rationalize, and reflect on the various methods, strategies, processes, issues, and other matters related to the teaching profession.

Child and Adolescent Development	3 units
Facilitating Learning	3 units
Social Dimensions of Education	3 units
The Teaching Professions	3 units

Section 12. Methods and Strategies Courses

The following are methods and strategies courses in the program that aim to develop in students a wide range of skills to facilitate and evaluate learning in diverse types of students in a variety of learning environments.

Principles of Teaching 1	3 units
Principles of Teaching 2	3 units
Assessment of Student Learning 1	3 units
Assessment of Student Learning 2	3 units
Educational Technology 1	3 units
Educational Technology 2	3 units
Curriculum Development	3 units
Developmental Reading 1	3 units
Developmental Reading 2 (for BEEd only)	3 units

Section 13. Field Study Courses

The following series of courses are the field study courses that are intended to provide students with practical learning experiences in which they can observe, verify, reflect on, and actually experience different components of the teaching-learning processes in actual school settings. The experiences will begin with field observation and gradually intensify until students undertake practice teaching.

Field Study 1	1 unit
Field Study 2	1 unit
Field Study 3	1 unit

Field Study 4	1 unit
Field Study 5	1 unit
Field Study 6	1 unit
Practice Teaching	6 units

Section 14. Special Topics Courses

Students will have the opportunity to explore special topics and issues related to their field of study by taking three one-unit elective seminars on a range of topics chosen by the teacher education institutions, based on their perceived needs of the students and the expertise of their faculty.

Some of the possible topics for these one-unit elective seminars are, but are not limited to the following: Teaching Multigrade Classes, Environmental Education, Teaching Multicultural Classrooms, Integrative Teaching Strategies, Collaborative Learning, Use of Popular Media in Teaching, Topics on Distance Learning, Problem-Based Teaching, the Eight-Week Curriculum, Addressing Learning Gaps, Teaching Indigenous Peoples, among others.

Section 15. Content Course for BEEd

For the BEEd program, students have to complete 57 units of content courses that correspond to the various learning areas in the elementary education curriculum. These courses, which are in addition to the related GE requirements, are distributed as follows:

Science	12 units
Mathematics	12 units
English	12 units
Filipino	6 units
Social Studies	6 units
Music, Arts, and Physical Education	3 units
Home Economics and Livelihood Education	3 units
Values Education	3 units

For the BEEd program, students may choose to take 57 units of content courses in two areas of specialization: Special Education and Pre-School Education.

Section 16. Specialization Courses for BSEd

For the BSEd program, all students have to complete 60 units of content courses in one of the following areas of specialization:

- Mathematics
- Physical Sciences
- Biological Sciences

- English
- Filipino
- Social Studies
- Values Education
- Technology and Livelihood Education
- Music, Arts, Physical and Health Education
- Islamic Studies

Section 17. Sample Program of Study (Minimum Units)

The program of study herein is *only an example*. HEIs may use this sample and modify it according to its needs. They may also add other preferred courses. The sample program of study is shown in Annex A.

Article VI Course Specifications

Section 18. The teacher education curriculum provides minimum requirements for the course specifications for selected general education courses, all professional education courses, and specialization courses. The course specifications indicate the minimum requirements. HEIs may follow their own course specifications in the implementation of the program. However, the minimum requirements for these courses should be complied with by all HEIs. The complete course specifications are shown in Annex B.

Article VII. Repealing Clause

Section 19. All pertinent rules and regulations or parts thereof that are inconsistent with the provisions of this policy are hereby repealed or modified accordingly.

Article VIII. Effectivity Clause

Section 20. These curricula for teacher education curriculum shall commence first semester of school year 2005-2006 and shall be effected as follows:

SY	2005 - 2006	For incoming freshmen
SY	2006 - 2007	For incoming freshmen and sophomores
SY	2007 - 2008	For incoming freshmen, sophomores and juniors
SY	2008 - 2009	All year levels

HEIs applying for permits to offer new teacher education programs must comply with these policies and standards before they can be granted permit to offer the programs.

Article IX. Acknowledgement

Section 26. The Commission acknowledges the following for their contributions in the development of these policies and standards:

The Technical Panel for Teacher Education composed of Dr. Allan B.I. Bernardo, as Chair, Dr. Ester B. Ogena, as Co-Chair, Dr. Lolita M. Andrada, Dr. Nilo E. Colinares, Dr. Amor Q. De Torres, Dr. Teresita G. Inciong, Dr. Isabel F. Inlayo, Dr. Paz I. Lucido, Dr. Gloria G. Salandanan, Dr. Teresita T. Tumapon and specially the TPTE Adviser and CHED Commissioner Ma. Cristina D. Padolina, for the untiring efforts they have rendered in the development of these policies and standards;

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For strict compliance.

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MA. CRISTINA D. PADOLINA
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Commission on Higher Education - Technical Panel for Teacher Education

Bachelor of Elementary Education (BEEd)
Sample Program of Study

Sample Program of Study

Subjects	Year 1			Year 2			Year 3			Year 4			TOTAL
	1st Sem		Summer	1st Sem		Summer	1st Sem		Summer	1st Sem		Summer	
	1st Sem	2nd Sem		1st Sem	2nd Sem		1st Sem	2nd Sem		1st Sem	2nd Sem		
General Education	Eng 1	Eng 2		Eng 3		Soc Sci	History		Soc Sci	Hum	Rizal		
	Fi 1	Fi 2		Fi 3					Li 1		Li 2		
	Math 1	Math 2											
	Science	Science											
	Hum	Soc Sci											
	Soc Sci	ICT											
	18	18		6		3	3		6	3	6	63	
Professional Education Theory & Concepts				Child & Adol Dev	Fac. Learning					Teach Prof	Soc Dim of Educ		
Methods				Ed Tech 1	Ed Tech 2	Teaching 2	Dev't Reading 1				Dev't Reading 2		
					Curr. Dev	Assess 1	Assess 2						
					Teaching 1								

Commission on Higher Education - Technical Panel for Teacher Education

Bachelor of Elementary Education (BEE)
Sample Program of Study

Subjects	Year 1			Year 2			Year 3		Summer	Year 4		TOTAL
	1st Sem	2nd Sem	Summer	1st Sem	2nd Sem	Summer	1st Sem	2nd Sem	Summer	1st Sem	2nd Sem	
General Education	Eng 1 3 Fil 1 3 Math 1 3 Science 3 Hum 3 Soc Sci 3	Eng 2 3 Fil 2 3 Math 2 3 Science 3 Soc Sci 3 ICT 3		Eng 3 3 Fil 3 3		Soc Sci 3	History 3		Soc. Sci. 3 L3.1 3	Hum 3 L3.2 3		63
Professional Education				Child & Adol. Dev. 3	Fac. Learning 3					Teach Prof 3	Soc. Dim. of Educ. 3	12
Theory & Concepts							Teaching 2 3	Dev't Reading 1 3			Dev't Reading 2 3	27
Methods				Ed Tech 1 3	Ed Tech 2 3		Assess 1 3	Assess 2 3				12
Field Study										Prac Teach 6		3
Special Topic												57
Specialization	3	3		6	6	6	9	12	3	3	15	174
TOTAL	21	21		19	19	9	21	21	9	15		

Commission on Higher Education - Technical Panel for Teacher Education
Bachelor of Secondary Education (BSEd)
Sample Program of Study

Subjects	Year 1			Year 2			Year 3			Year 4			TOTAL
	1st Sem	2nd Sem	Summer	1st Sem	2nd Sem	Summer	1st Sem	2nd Sem	Summer	1st Sem	2nd Sem	Summer	
General Education	Eng 1 3	Eng 2 3		Eng 3 3			Soc Sci 3	History 3		Soc.Sci. 3	Hum 3	Phil 3	3
	Ph 1 3	Ph 2 3		Ph 3 3						Lit 1 3	Lit 2 3		3
	Math 1 3	Math 2 3											
	Science 3	Science 3											
	Hum 3	Soc Sci 3											
	Soc Sci 3	ICT 3											
Professional Education	18	18		6		3	3		6	3	6	6	63
				Child & Adol Dev 3	Fac. Learning 3					Teach Prof 3	Soc. P'm of Educ 3		12
				Ed Tech 1 3	Ed Tech 2 3		Teaching 2 3	Dev/Reading 1 3					
					Cur. Dev 3		Assess 1 3	Assess 2 3					
					Teaching 1 3								24
Field Study										Prac Teach			12
Specialization													
TOTAL	21	21		19	15	9	21	21	9	15	10	174	