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

CHED MEMORANDUM ORDER
No. 20
Series of 2013

SUBJECT : GENERAL EDUCATION CURRICULUM: HOLISTIC UNDERSTANDINGS, INTELLECTUAL AND CIVIC COMPETENCIES

Background and Rationale

In accordance with pertinent provisions of the Constitution that: the state "shall protect and promote the right of all citizens to quality education at all levels..." (Article XIV) Section 1); "establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society" (Article XIV Section2); "exercise reasonable supervision and regulation of all educational institutions" and as reiterated in Republic Act 7722 otherwise known as the "Higher Education Act of 1994", the Commission on Higher Education "shall set minimum standards for programs and institutions of higher learning (Section 8d)";

In furtherance of the ongoing paradigm shift to learning competency based standards in Philippine higher education that underlies the provisions of CHED Memorandum Order No. 2 series 2011;

In the pursuit of the ongoing educational reforms that include the enhanced basic education curriculum through K to 12 which in its consideration of the College Readiness Standards (CEB Resolution No. 298-2011) has integrated GE courses of higher education programs in the senior high school core courses thus, has created a window for the revision of the current GE curriculum (CHED Memorandum N0. 59 series 1996). The new GE curriculum aims to expose undergraduate students to various domains of knowledge and ways

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of comprehending social and natural realities, developing in the process, intellectual competencies and civic capacities;

Pursuant to CEB Resolution No. 192-2013 dated March 11, 2013, the Commission approved the New General Education Program and its appended Brief Explanations of the GE Core Courses, Technical Committees/Panels/HEI Concerns About K-12, HEI Concerns About the new GEC, as revised in response to the suggestions articulated by stakeholders in zonal public consultations held within the period from August 2- September 14, 2012;

This CMO provides the framework and rationale of the revised GE as a paradigm shift and in the context of the K to 12 curriculum based on college readiness standards. It sets the goals, outcomes and competencies, revised core courses and electives. It also includes capacity building for start up and for continuing sustainability program. It is a set of minimum standards for the general education component of all degree programs that applies to private and public Higher Education Institutions in the country.

ARTICLE I
CURRIULUM OVERVIEW

General Education is the portion of the curriculum common to all undergraduate students regardless of their major. It exposes them to various domains of knowledge and ways of comprehending social and natural realities, developing in the process:

- Intellectual competencies such as critical, analytical and creative thinking, and multiple forms of expression; and

- Civic capacities demanded of membership in the community, country, and the world.

For this reason, general education is distinct from specialized learning. The former introduces students to different ways of knowing; the latter focuses on a particular discipline. General education is oriented toward broad or wide-ranging understandings, while specialized learning is directed at more theoretical and technical knowledge. As such, general education undergirds the entire undergraduate education curriculum and cannot be expected, by itself, to deliver all the objectives of higher education. The prerequisite to the

success of general education is the consonance of its goals with those of higher education.

GENERAL AND HIGHER EDUCATION

Of the four missions of Philippine higher education articulated by the Commission on Higher Education, the first precisely describes the goal of general education, namely:

> To produce thoughtful graduates imbued with 1) values reflective of a humanist orientation (e.g., fundamental respect for others as human beings with intrinsic rights, cultural rootedness, an avocation to serve); 2) analytical and problem solving skills; 3) the ability to think through the ethical and social implications of a given course of action; and 4) the competency to learn continuously throughout life—that will enable them to live meaningfully in a complex, rapidly changing and globalized world while engaging [in] their community and the nation's development issues and concerns.[1]

The rest of the goals - to produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies aligned with national and, when applicable, international standards; provide focused support for research; and help improve the quality of Filipino life—are also consistent with the purposes of general education. The fundamental purpose of higher education, therefore, is not only to develop knowledgeable and competent graduates in a particular field, but also well-rounded individuals who appreciate knowledge in a general sense, are open-minded because of it, secure in their identities as individuals and as Filipinos, and cognizant of their role in the life of the nation and the larger community.

Section1. Goals and Context of General Education

General education thus lays the groundwork for the development of a professionally competent, humane and moral person. It also prepares the Filipino for the demands of 21st century life and the requisite abilities to anticipate and adapt to swiftly changing situations, to think innovatively, and

[1] CHED Memorandum Order No. 46 s. 2012, "Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA," 11 December 2012.

create solutions to problems. General education enables the Filipino to find and locate her/himself in the community and the world, take pride in and hopefully assert her/his identity and sense of community and nationhood amid the forces of globalization. As life becomes more complex, the necessity of appreciating the gifts of nature and addressing social problems in the general education program increasingly become more pressing.

In general education the holistic development of the person takes place in overlapping realms:

- Individual, where the student is enabled to develop her/his identity as a person, conscious of her/his talents, rights, and responsibilities toward the self and others;

- Filipino society and nation, where the individual is aware and proud of her/his collective identity, and able to contribute meaningfully to the development of Filipino society at local and national levels;

- Global community, where the Filipino student recognizes and respects the fundamental humanity of all, respects and appreciates diversity, and cares about the problems that affect the world.

In sum, knowing the self, Filipino society, the world, and the environment and how these intersect are the goals of general education.

Section 2. General Education Outcomes

Categorized into: 1) Intellectual Competencies; 2) Personal and Civic Competencies; and 3) Practical Responsibilities, the proposed General Education Curriculum aims to develop the following competencies-based outcomes.

Category	Competencies
Intellectual competencies	• Higher levels of comprehension (textual, visual, etc.) • Proficient and effective communication (writing, speaking, and use of new technologies) • Understanding of basic concepts across the domains of knowledge

	• Critical, analytical, and creative thinking • Application of different analytical modes (quantitative and qualitative, artistic and scientific, textual and visual, experimental, observation, etc.) in tackling problems methodically
Personal and civic responsibilities	• Appreciation of the human condition • Capacity to personally interpret the human experience • Ability to view the contemporary world from both Philippine and global perspectives • Self-assuredness in knowing and being Filipino • Capacity to reflect critically on shared concerns and think of innovative, creative solutions guided by ethical standards • Ability to reflect on moral norms/imperatives as they affect individuals and society • Ability to appreciate and contribute to artistic beauty • Understanding and respect for human rights • Ability to contribute personally and meaningfully to the country's development
Practical skills	• Working effectively in a group • Application of computing and information technology to assist and facilitate research • Ability to negotiate the world of technology responsibly • Problem-solving (including real-world problems) • Basic work-related skills and knowledge

In practice these outcomes mean, among others, that GE courses extend beyond the orientation of specific disciplines and require higher-level reading, research and writing competencies. In conventional practice these are requirements that GE faculty tend to leave to major courses. Under the proposed GEC, however, these lie at the core of the program

Section 3. Revised Core Courses

As proposed, the GEC will be reduced to a minimum of 36 units, distributed as follows:

- 24 units of core courses;
- 9 units of elective courses; and

- 3 units on the life and works of Rizal (as mandated by law).

The general education courses maybe taught in English or Filipino.

The eight core courses are described below. Brief explanations of each course are appended to this proposal (Annex A).

Description of GE Core Courses

Title	Description
Understanding the Self/Pag-unawa sa Sarili	Nature of identity; factors and forces that affect the development and maintenance of personal identity/ Mga katangian at elemento ng identidad; mga salik at mga puwersa na umaapekto sa paghubog at pagpatnubay sa personal na identidad.
Readings in Philippine History/ Mga Babasahín hinggil sa Kasaysayan ng Pilipinas	Philippine History viewed from the lens of selected primary sources in different periods, analysis and interpretation./ Mga piling primaryang sanggunian ukol sa iba't ibang yugto ng kasaysayan ng Pilipinas, pagsusuri at interpretasyon.
The Contemporary World/ Ang Kasalukuyang Daigdig	Globalization and its impact on individuals, communities and nations, challenges and responses./ Globalisasyon at ang epekto nito sa mga indibidwal, mga komunidad, at mga nasyon; mga hamon at mga tugon.
Mathematics in the Modern World/ Matematika sa Makabagong Daigdig	Nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life./ Mga elemento ng matematika, pagpapahalaga sa mga praktikal, intelektuwal, at estetikong dimensiyon nito; at gamit ng matematika sa araw araw na buhay.
Purposive Communication/ Malayuning Komunikasyon	Writing, speaking and presenting to different audiences and for various purposes./Pagsulat, pagsasalita, at paglalahad para sa iba't ibang madla at iba't ibang layunin.
Art Appreciation/ Pagpapahalaga	Nature, function and appreciation of the arts in contemporary society./ Kalikasan, tungkulin, at

sa Sining	pagpapahalaga sa mga sining sa kasalukuyang lipunan.
Science, Technology and Society/ Agham, Teknolohiya, at Lipunan	Interactions between science and technology and social, cultural, political and economic contexts which shape and are shaped by them; specific examples throughout human history of scientific and technological developments./ Interaksyon ng agham at teknolohiya at ang mga kontekstong panlipunan, pangkultura, pampulitika, at pang-kabuhayan na humuhubog at hinuhubog ng mga ito; mga yaman halimbawa ng mga pagbabago na siyentipiko at teknolohiko sa kasaysayan ng sangkatauhan.
Ethics/ Etika	Principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources./ Mga simulain ng ugaling pang-etika sa makabagong lipunan sa antas na pantao at panlipunan at sa ugnayan ng mga ito sa kalikasan at sa ibang kolektibong yaman.

The core courses are inter-disciplinary and are stated broadly enough to accommodate a range of perspectives and approaches. Starting with the self, the courses expand to cover the nation and the world and various ways of comprehending social and natural realities (artistic, scientific, mathematical). Two other important dimensions are given attention: communicating in different modalities and for varied purposes, and basic ethical considerations that enable communities and societies to live peaceably in the face of competing claims, opposing viewpoints, and diverse faiths and cultures.

Section 4. General Education Electives

A total of nine units, the elective courses, each must qualify as a GE subject where it must:

1. Conform to the philosophy and goals of General Education as stated in this document;

2. Apply an inter- or cross-disciplinary perspective; and

3. Draw materials, cases or examples from Philippine realities and experiences, and not just from those of other countries.

In addition, the electives must cover at least any two domains of knowledge (arts and humanities; social sciences and philosophy; and science, technology and mathematics). They may not all be taken from a single domain so as to ensure some balance across disciplines and retain the well-rounded character of General Education.

Although GE electives are categorized by knowledge domain, primarily to ensure a balanced and well-rounded course design, the content and perspectives of the GE electives traverse disciplinal borders. Below are some examples.

Mathematics, Science & Technology	• Environmental Science. Interrelationships among components of the natural world; environmental problems, their causes, associated risks, preventive measures and alternative solutions • People and the Earth's Ecosystems. Impact of human activities on the environment; consequences of environmental modification on human activity • Human Reproduction: Biocultural and Ecological Perspectives. Human reproduction from the perspective of human ecology; environmental, socioeconomic, and cultural factors that affect human reproduction • Living in the IT Era. Science, culture and ethics of information technology, its influence on modern living and human relationships, and uses for personal, professional, and social advancement
Social Sciences & Philosophy	• Religions, Religious Experiences and Spirituality. Role and impact of religions and spirituality on human history and personal life • Philippine Indigenous Communities. Indigenous groups in the Philippines, their way of life, role in and contribution to Filipino society • Gender and Society. Gender as a social construction, its role in and impact on different facets of societal life • The Entrepreneurial Mind. Meaning and attributes of entrepreneurship (e.g., innovativeness, risk-taking and self reliance), the social role and impact of entrepreneurship

Arts & Humanities (A&H)	• Great Books. Selected masterpieces to be read in their entirety • Philippine Popular Culture. New forms in art, music, and literature arising from opportunities and demands of mass audiences, markets and mass media, and their social, economic, and political contexts • Indigenous Creative Crafts. Traditional forms of weaving, woodwork and other crafts, where they are done, how and by whom, and their artistic and social purposes • Reading Visual Art. Visual art including film as text, techniques of reading and analysis

ARTICLE II
TRANSITORY PROVISIONS

Section 1. General Provision

Prior to the entry of the first batch of Grade 12 students to college in AY 2018-2019, higher education institutions with higher education development assistance of CHED shall prepare the basic requirements in the implementation of the revised GE curriculum as follows:

1. Orientation and training of GE faculty so as to: (i) orient them toward the philosophy of liberal education, away from the disciplinal and remedial thrust of current GE courses; (ii) enable them to teach the core courses using new material; and (iii) recognize best practices in general education.

2. Design of new, interesting, challenging elective courses that satisfy the GE criteria, including the emphasis on competence-based outcomes;

3. Development of up-to-date and appropriate course syllabi, readings, materials and resources; and

4. Development of a Monitoring and Assessment System of GE programs as implemented by the various departments or colleges and universities, including a provision for the regular review of the GE program.

Section 2. Provision for Transition in Some Private Basic Education Schools

In light of the transition models implemented by some private basic education schools where they re-label the grades, such that students will graduate as early as 2016, the new GE shall be implemented earlier than 2018.

ARTICLE XIII
REPEALING CLAUSE

All previous issuances pertaining to general education curriculum that are inconsistent with the provisions of this CMO are deemed repealed, revoked, or rescinded after the transitory provisions are implemented.

ARTICLE XIV
EFFECTIVITY

This CMO shall take effect fifteen (15) days after the publication in an official gazette or in a newspaper of general circulation.

Issued this 28 day of June 2013.

PATRICIA B. LICUANAN, Ph.D.
Chairperson

BRIEF EXPLANATION OF GE CORE COURSES

1. Understanding the Self. Nature of identity; factors and forces that affect the development and maintenance of personal identity. 3 units.

Adolescence is a developmental stage commonly thought to be a time of physical, emotional, and psychological vulnerability. Foremost among the concerns of this life stage are issues of self and identity. The course is intended to enable the process of exploration and thereby help students arrive at an understanding of the concepts of personality, self and identity. Two major objectives are thus envisioned: the introduction of major theories of personality—its nature, development and dynamics as well as those forces and factors that lead to the formation of a self and identity; and the provision of experiential learning so as to ground these theories and perspectives in students' concerns and issues relating to their personal self and identity.

Thus self-discovery exercises and activities, reflection papers and personal journals will be used as the focal point of lectures and class discussions, thereby providing the foundation and structure for all course learnings. Other learning tools such as personality tests and measures will also be used.

At the end of the course, the student is expected to have acquired: (a) a basic knowledge of personality theories; (b) a better understanding of their personality, self and identity, along with knowledge of the influential forces which impact on these such as gender, culture, family and relationships; and (c) basic skills in managing the self and identity.

2. Readings in Philippine History. Philippine history viewed from the lens of selected primary sources in different periods, analysis and interpretation. 3 units.

The course aims to expose students to different facets of Philippine history through the lens of eyewitnesses. Rather than rely on secondary material such as textbooks, which is the usual approach in teaching Philippine history, different types of primary sources will be used—written (qualitative and quantitative), oral, visual, audio-visual, digital—covering various aspects of Philippine life (political, economic, social, cultural). Students are expected to analyze the

selected readings contextually and in terms of content (stated and implied). The end goal is to enable students to understand and appreciate our rich past by deriving insights from those who were actually present at the time of the event.

Contextual analysis considers the following: (i) the historical context of the source (time and place it was written and the situation at the time), (ii) the author's background, intent (to the extent discernible), and authority on the subject; and (iii) the source's relevance and meaning today.

Content analysis, on the other hand, applies appropriate techniques depending on the type of source (written, oral, visual). In the process students will be asked, for example, to identify the author's main argument or thesis, compare points of view, identify bias, and evaluate the author's claims based on the evidence presented or other available evidence at the time. The course will guide the students through their reading and analysis of the texts and require them to write reaction essays of varied length and present their ideas in other ways (debate format, power point presentation, letter to the author of the source, etc.).

The instructor may arrange the readings chronologically or thematically, and start with the present (more familiar) and go back to the earlier periods or vice-versa.

3. The Contemporary World. Globalization and its impact on individuals, societies and communities, challenges and responses. 3 units.

The course aims to introduce students to the state of the world today and the new global order. What does "globalization" mean both theoretically and from the perspective of individuals and societies affected by global firms, processes, and movements? The phenomenon of globalization is thus examined from a variety of perspectives as well as its effects on traditional cultures and communities, nations and political institutions, and local, national and regional economies.

Students will be asked to identify the challenges posed by globalization and consider responses to these challenges as demonstrated by experiences on the ground. For this purpose, students will produce case studies of communities (in the Philippines and other countries) experiencing the impact of globalization and their respective responses to issues that arise. There are global civil societies engaged in advocacies relating to climate and environmental protection, for

example, human trafficking across borders, the application of advances in science and technology to serve some of the world's poorest communities, and so on. There are, too, communities that have managed, in varying degrees of success, to deal with the effects, good and bad, of globalization.

The course will focus on contemporary global conditions from a Filipino perspective primarily and also as a member of the global community. Through a combination of readings, class discussions, writing and group presentations, the students are expected to formulate an understanding of globalization that is theoretically informed and rooted in the experiences of communities and nations.

4. Mathematics in the Modern World. Nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life. 3 units.

The course begins with an introduction to the nature of mathematics as an exploration of patterns (in nature and the environment) and as an application of inductive and deductive reasoning. By exploring these topics, students are encouraged to go beyond the typical understanding of mathematics as merely a bunch of formulas, but as a source of aesthetics in patterns of nature, for example, and a rich language in itself (and of science) governed by logic and reasoning.

The course then proceeds to survey ways in which mathematics provides a tool for understanding and dealing with various aspects of present day living, such as managing personal finances, making social choices, appreciating geometric designs, understanding codes used in data transmission and security, and dividing limited resources fairly. These aspects will provide opportunities for actually doing mathematics in a broad range of exercises that bring out the various dimensions of mathematics as a way of knowing and test the students' understanding and capacity.

5. Purposive Communication. Writing, speaking and presenting to different audiences and for various purposes. 3 units.

The five skills of communication (listening, speaking, reading, writing, viewing) are studied and simulated in advanced academic settings, such as conversing intelligently on a subject of import, reporting on group work and/or assignments, writing and delivering a formal speech, writing minutes of meetings

and similar documents, preparing a research or technical paper, and making an audio-visual or web-based presentation. In the process, the criteria for effective communication are discussed and used as the basis of peer evaluation of communication exercises in the class as well as for judging communication techniques used by public officials, educators, industry leaders, churches, and private individuals. The purpose of these combined activities is to enable students to practice strategies of communication with a clear purpose and audience in mind, guided by the criteria of effective communication and the appropriate language.

At the end of the course, students should be able to listen, comprehend, critique, and respond to live or recorded conversations, speak in public with confidence, explain extended texts in their own words using examples and other aids to bolster their explanation, write texts ranging from a simple report to a full-length technical or research paper (scientific, social science, or literary, depending on the student's major), and prepare an audio-visual or web-based presentation on an assigned topic.

6. Art Appreciation. Nature, function and appreciation of the arts in contemporary society. 3 units.

The course aims to provide students the opportunity to observe, participate in, or otherwise experience works of art in order to appreciate their role and purpose in life. Students will be exposed to various works of art, ranging from the classical art forms to modern art installations, performance art, indie films, enhanced e-books, and multimedia aesthetics. These works of art will be examined from an aesthetic point of view and also as reflections or critiques of the societies that produced them. The course will thus build upon and hone the skill of understanding, critical appreciation, and expression of one's views.

At the end of the course, students should be able to approach a work of art from a perspective informed by the history and tradition of art and the social milieu in which it was produced as well as the perspective of aesthetics. Such an approach would require a written appraisal of the meaning and value of the works of art taken up in class and possibly some within the immediate vicinity of the student's experience. The written essays must clearly demonstrate not only understanding and appreciation of a specified work of art, but also a sense of the work's importance in life and history.

7. Science, Technology and Society. Interactions between science and technology and social, cultural, political and economic contexts which shape and are shaped by them; specific examples throughout human history of scientific and technological developments. 3 units.

The course is designed to enable students to appreciate, in broad terms, the societal impact of developments in science and technology at the global and national level. This includes a review of the history of science and technology globally—from the prehistoric era all the way to today's advances in sciences and technology—and similarly in the Philippines, including science policy. The historical survey, which is grounded on an understanding of basic science concepts, will examine how these developments have affected the course of human society: politically, economically, and socially (including culturally).

The second part of the course focuses on current issues arising from the application of science and technology, how such applications relate to ethical and political decisions in both the public and private sector, and their effects (positive and negative) on society and life in general. Examples of issues that can be taken up are:

- Climate change
- Food security
- The environment and natural resource management
- Biotechnology including genetic engineering
- Medical ethics (human experimentation)
- Health policy
- Neurobiology
- The revolution in ICT
- Intellectual property rights over patents and discoveries from bioprospecting
- Weapons of mass destruction
- Impact assessment of technology

The course entails a variety of readings, group discussions, and research, culminating in a presentation of findings regarding a particular issue.

8. Ethics. Principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources. 3 units.

The course introduces students to the ethical dimension of human existence at various levels—personal, societal, environmental, and cultural. What is ethics, how is it framed and practiced, and what is its value to society and the person are the major questions the course seeks to answer. The first part lays the groundwork—the meaning of ethics—and leads students through the analysis of human experience, linking it to elements of the ethical dimension. Part one of the course culminates in the students' ability to translate human experiences into ethical cases.

The second part of the course takes students through the various classical ethical frameworks—utilitarianism, deontological ethics, virtue ethics, and natural ethics—providing them with the tools by which to articulate and analyze the ethical cases they constructed. These frameworks also embed sets of values that students will be asked to examine. This portion of the course culminates in the students' ability to express their constructed ethical cases in the language and form of particular ethical frameworks.

The last part guides students through the analysis and evaluation of the strengths and weaknesses of the various ethical frameworks and their value to human life and society. The end goal is for students to be able to make informed decisions on their constructed ethical cases.

The course will require considerable reading, discussion and writing, as students learn about ethical frameworks, raise questions, reflect, comment upon, and evaluate the frameworks and ethical cases they construct in class.

RATIONALE FOR CHANGE

Changed internal and external conditions have prompted the revision of the present general education program. The external factors:

Today's world, as Carol Schneider, president of the Association of American Colleges and Universities, puts it, is no longer a 'multiple-choice' world; instead, 'big-picture thinking' is in demand[2] amid the complexity of life and the massive explosion of knowledge across all fields. The globalized, technology-driven world order, with effects both good and ill, has also spawned different types of realities and problems that individuals and societies are expected to deal with in different facets of life. Issues of health, climate change, crime, and socio-economic disparity are no longer confined to national borders, making a broad understanding of the world imperative. At the same time, to make sense of the world, perspectives must be grounded in home realities and securely anchored on a sense of personal and national identity and self-understanding.

These external changes in turn impose new demands on higher learning. The GEC must make room for some flexibility (in contrast to its present fully-prescribed structure) so that students are able to adapt to changing conditions. The curriculum must broaden the student's horizon for understanding humanity, life and the world today in all their diversity and complexity. A keener ability to conceptualize, reflect, analyze, and create solutions in a collaborative way is also in order, as is the ability to connect developments and appreciate nuances beyond tailored responses to longstanding problems that metamorphose over time into new and possibly more injurious forms.

Internally, the rationale for revising the GE curriculum stems from the need for a more holistic and less disciplinal program than what exists at present, where goals are described by separate knowledge domains instead of as a whole,

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[2] Carol Geary Schneider, "In Defense of a Liberal Education," *Forbes*, 10 August 2009 <http://www.forbes.com/2009/08/10/liberal-arts-education-curriculum-degree-opinions-colleges-geary-schneider.html> Accessed 31 May 2010.

and where courses tend to be taught as introductory or foundation courses of the discipline rather than as general education courses.

Moreover, the present GEC requires remedial courses such as in math and communication that detract from the liberal education character of the program. Instead the general education attends to basic knowledge and skills that ought to have been learned in basic education. Two significant developments in the country's educational system, however, warrant a serious revision of the GEC, namely:

- College readiness standards developed by the CHED Technical Panel on General Education, approved by CHED and adopted by the Department of Education; and

- K-12 basic education curriculum, which hinges on college- and work-ready (drafted by TESDA) standards that define the content and competencies that Grade 12 students must have acquired upon graduation.

COLLEGE READINESS STANDARDS GOALS

Overall, college readiness standards expect K-12 education to connect the individual student with local, national and global communities, concerns, and challenges. Concretely, K to 12 graduates should be able to:

1. Produce all forms of texts (e.g., written, oral, visual, digital) based on:

   - Solid grounding on Philippine experience and culture;
   - An understanding of the self, community, and nation;
   - Application of critical and creative thinking and doing processes;
   - Competency in formulating ideas/arguments logically, scientifically, and creatively; and
   - Clear appreciation of one's responsibility as a citizen of a multicultural Philippines and a diverse world.

2. Systematically apply knowledge, understanding, theory, and skills for the development of the self, local, and global communities using prior learning, inquiry, and experimentation;

3. Work comfortably with relevant technologies and develop adaptations and innovations for significant use in local and global communities;

4. Communicate with local and global communities with proficiency, orally, in writing, and through new technologies of communication; and

5. Interact meaningfully in a social setting and contribute to the fulfillment of individual and shared goals, respecting the fundamental humanity of all persons and the diversity of groups and communities.

The specific goals are framed within the subject areas, and were approved by CHED in 2011.[3]

[3] CHED CEB Resolution No. 298-2011, 28 October 2011.

SENIOR HIGH SCHOOL CURRICULUM AND GENERAL EDUCATION

The college readiness standards serve as the partial basis of the curricula of Grades 11 and 12, especially for students aiming to take higher education. In broad strokes (since the details are still in the process of finalization), the senior high school curriculum possesses the following features.

1. It consists of: (i) a core curriculum for all SHS students consisting of subjects in English (108 hours), Filipino, literature, communication, mathematics, natural science, social science, and philosophy, which conform to the college readiness standards; and (ii) three tracks that will prepare the student for either work or college.

2. Students shall choose from among three tracks: (i) Technical-Vocational-Livelihood (TVL); (ii) Academic (humanities, education and social sciences (HESS); science, technology, engineering and math (STEM); and business, accountancy, and management (BAM); and (iii) Sports and Arts.

The specific subjects within the different strands of the academic track are currently being fleshed out. The academic track as a whole appears in Table 2 (next page).

Putting the college readiness standards together with the foregoing features of the senior high school curriculum, one can safely assume that:

- Core subjects in grades 11 and 12 will consume the remedial courses in the present GE curriculum, especially in communication, mathematics and science; and

- Certain specialized courses in the academic track will exceed the remedial level of current GE courses.

As a result of changes in the basic education curriculum, portions of the present GE program will become unnecessary or irrelevant.

Proposed Senior High School Curriculum B for Academic Track**

(In Maximum Number of Hours)

LEARNING AREA		SUBJECT	GRADE 11		GRADE 12		Total
			1st Sem	2nd Sem	1st Sem	2nd Sem	
CORE CURRICULUM	Language	Oral Communication / Reading & Writing	54	54			108
		Talastasang Filipino sa Lipunang Pilipino / Pagbasa, Pagsulat, Pananaliksik sa Wika at Kulturang Filipino	54	54			108
	Literature	21st Century Phil. Lit. from the Regions			54		54
		21st Century Literatures of the World				54	54
	Communication	Media & Information Literacy			54		54
	Mathematics	General Math / Statistics & Probability	54	54			108
	Philosophy	Intro to Philosophy of the Human Person				54	54
	Natural Science *	Life/Physical Sciences – Lecture	54	54			108
		Life/Physical Sciences – Laboratory	54	54			108
	Social Sciences	Personal Development / Understanding Society & Culture	54	54			108

** For BAM and HESS Strands only; STEM students will go through enriched Natural Science*

*** Approved by Br. Armin Luistro and Sub-TWG for SHS on 27 February 2013*

Proposed Senior High School Curriculum B for Academic Track**

(In Maximum Number of Hours)

LEARNING AREA		SUBJECT	GRADE 11		GRADE 12		Total
			1st Sem	2nd Sem	1st Sem	2nd Sem	
TRACKS	Academic	**STRANDS**	108	108	270	270	756
		Total Hours (Core + Track)	**432**	**432**	**378**	**378**	**1620**
		Hours/Day (maximum)	**4.8**	**4.8**	**4.2**	**4.2**	

** For BAM and HESS Strands only; STEM students will go through enriched Natural Science*

*** Approved by Br. Armin Luistro and Sub-TWG for SHS on 27 February 2013*

DIFFERENCES BETWEEN PRESENT AND THE REVISED GENERAL EDUCATION CURRICULUM

The revised GEC differs from the present curriculum in the following ways. First, the new GE program has clearly articulated goals and outcomes. In general education the conventional emphasis has been the structure and content of required GE courses. Rarely do higher learning institutions take a look at the teaching and learning processes that take place, which, in practice, translate into outcomes. The GE Technical Panel has taken note of this omission and proposes the outcomes outlined earlier.

Second, because it is outcome-oriented, the proposed GEC highlights competencies in addition to the standard emphasis on content. GE history, for instance, will not just entail factual knowledge but also critical competencies ranging from detecting bias, appreciating the effect of perspective on the construction and understanding of history, and interpreting facts.

Third, the revised program is leaner and more in keeping with the liberal nature of general education. From the current requirement of 63/51 units, a minimum of 36 units of courses is proposed across the three basic domains of math and science, social sciences and philosophy, and arts and humanities. The proposed GEC strips away remedial courses, those that duplicate subjects in Grades 11 and 12, and introductory courses to the disciplines.

Finally, the new GE program provides an element of choice through nine units of elective courses. The electives can accommodate a university's particular philosophy and address new developments that students must know. In this manner the GE program remains current and perhaps even futuristic, preparing students for life in this century.

IMPLEMENTATION AND TIMETABLE

The GE courses need not be taken all in one year; they can be scheduled across the years for optimum effectiveness as determined by the department, college or university.

The new GE curriculum will take effect in AY 2018-2019 or when the first batch of Grade 12 students graduate. Within this time frame, it is imperative that higher education institutions consider and prepare the requirements of the revised GEC, namely:

- Orientation and training of GE faculty so as to: (i) orient them toward the philosophy of liberal education, away from the disciplinal and remedial thrust of current GE courses; (ii) enable them to teach the core courses using new material; and (iii) recognize best practices in general education.

- Design of new, interesting, challenging elective courses that satisfy the GE criteria, including the emphasis on competence-based outcomes;

- Development of up-to-date and appropriate course syllabi, readings, materials and resources; and

- Monitoring and assessment of GE programs as implemented by the various departments or colleges and universities, including a provision for the regular review of the GE program.

The timetable followed by the TPGE* is as follows.

To Be Done	'12	'13	'14	'15	'16	'17	'18
Public consultations (TCs, TPs, HEIs)							
Finalization of GE curriculum							
Submission of GEC for approval							
Preparation of course materials							
Formulation of training design							
Training of GE faculty							
Design of monitoring and assessment scheme							
Implementation of new GEC							

DOCUMENTATION OF PUBLIC CONSULTATIONS

1. PUBLIC CONSULTATIONS, AUGUST-SEPTEMBER 2012

HEI CONCERNS ABOUT K-12

Senior high school pathways	• Is DepEd prepared to cater to different streams in senior high school for technical/vocational programs and degree programs in various disciplines?
Entrance tests and student preparedness for college	• Is there legislation that says those who complete 12 years of basic education are automatically admitted to college? • Is it possible to offer two entrance exams: one for entry into senior high school, and another for college? Will the NCEE or a similar test be worked out to ensure that Grade 12 graduates are ready for college? • If a student takes the technical/vocational track in senior high school, can s/he take science in college?
Teacher preparedness for senior high school	• Who will teach the physics and calculus courses in senior high school? • In general, are high school teachers ready for the Grades 11 and 12 curricula? Can they comply with the college ready standards
HEI faculty teaching senior high school	• In light of the present capabilities of high school teacher, HEIs should be allowed to teach Grades 11 and 12. • Can they without having to go through the 'modeling' approach adopted by the Department of Education? • If HEI faculty who will teach technical subjects in senior high school must possess NC1 and NC2 credentials, must those who teach the academic track pass the LET? Some HEIs are giving their faculty a crash course in education subjects so that they can qualify for the LET.

2. Public Consultations, August-September 2012

Technical Committees/ Panels/ HEIs Concerns about the New GEC

Prior to the nationwide public consultations, the TPGE consulted the CHED Technical Panels and Committees on 2 August 2012. More than 200 took part in the day-long consultation.

Table 5. Number of Attendees in Consultation with Technical Committees/Panels, 2 August 2012

Technical Panel/Committee	Number of Attendees
Criminal Justice Education	12
Business Education	20
Humanities	17
Teacher Education	6
Social Sciences	9
Non-Conventional Higher Education	4
Health-Related Programs	27
Information Technology	9
Architecture	9
Engineering	14
Maritime	5
Agriculture	12
NAFES	3
Science and Mathematics	20
CHED NCR office	9
CHED OPS/CHEDCO	39
Total	215

The proposed GEC was generally welcomed. No negative opinion or opposition was expressed. One principal concern, however, is the need to train GE faculty, especially those who will teach the core courses as these are not only different but also challenging. Assistance will also be needed by some HEIs in the formulation of their GE electives. A couple of participants asked about the absence of their disciplines (e.g., music, philosophy) in the core courses and the need for an emphasis on civics and cultural literacy. Other questions had to do

with whether existing requirements such as the Rizal course and NSTP, which are mandated by law, and PE can be moved to senior high school.

3. Public Consultations with HEIs

Following the meeting with CHED panels, the TPGE held public consultations with stakeholders in August and September 2012. A total of 708 individuals from 561 HEIs and 44 other individual stakeholders took part in the consultations (see table next page).

Like the CHED Technical Panels, the HEIs expressed some apprehension about the impact of K-12, particularly Grades 11 and 12, on higher education. Although these questions lie outside general education, they are presented in Annex B because they could have an effect on the GE program and also because the participants asked that these issues be referred to the Commission.

Table 6. Number of Attendees in Nationwide Public Consultations, August-September 2012

Consultation Site/Date	Region	Number of Attendees		
		From HEIs		Other Individuals
		Individuals	HEIs	
Luzon (CHED head office) 14 September 2012	NCR	198	109	7
	I	18	12	1
	II	17	13	1
	III	38	28	1
	IV-A	54	42	1
	IV-B	1	1	3
	V	26	23	2
	CAR	9	47	1
Visayas (Crown Regency Hotel, Cebu City), 7 Sept 2012	VI	16	10	1
	VII	111	93	4
	VIII	38	30	1
Mindanao (Grand Men Seng Hotel, Davao City) 31 August 2012	IX	7	4	1
	X	12	9	1
	XI	104	90	12
	XII	34	28	2
	CARAGA	9	9	1
	ARMM	16	13	4
Total Number		708	561	44

The second set of questions raised during the public consultations dealt with the proposed GE program, such as:

- Tension between general and major courses
- Flexibility and number of units of GE units
- Standardized course content
- Removal of remedial courses
- Implementation date
- GE materials
- Displacement of GE faculty owing to the reduced number of GE courses

	Query/Comment	Response
Tension between general and major courses	With the reduced number of GE units, HEIs might increase the number of their major courses, resulting in a tug-of-war between general and specialized education. Do HEIs have the option to offer more than the 36 GE units so that the role of GE in higher education is not diminished?	The proposed GEC provides for a minimum number of 36 units. HEIs may add courses to the required minimum.
Flexibility and number of units	• Some HEIs require more than the current requirement of 63/51 units. If the total number is reduced to 36 units as proposed, what will happen to the other liberal arts courses currently in place? • Can we be allowed to add institutional courses especially among private schools? If yes, how do we standardize/limit the number of these institutional courses? • Is it right to say that HEIs may	• Existing liberal arts course, provided their character is consistent with general education (and they are not remedial, they are not introductory disciplinary course), may be offered as GE electives. • Yes since the proposed number of GE units is the minimum, and if the institutional courses are liberal education in nature. The HIE will have to set its own limits on the number and content of the

	add other elective course on top of the 9 units mentioned?	institutional courses. • Yes.
Removal of remedial courses	Instead of term 'remove' remedial course from the GE program, why not we use 'adjust' these course because we can expect that certain students will still need remedial help. HEIs will have to be flexible.	Remedial course have no place in GE. Should some students still require remediation, it is the HEI's responsibility to offer bridge course without credit or as prerequisites to the GE.
Standardize course content	Are we also to standardize the content and implementation of the core courses, such as, for example, the readings in Philippine history?	Once the GE revisions are approved, the TPGE will work out the syllabi, course materials and readings for the core courses. HEI may, of course, enrich the readings with other material. In this manner the basic content will be satisfied. As for the implementation of the GEC, this will primarily be the responsibility of the HEIs. The TPGE will design a monitoring and review scheme in consultation with the HEIs to ensure that the program runs as planned.
Start of Implementation	Is 2018 the correct date of implementation of the new GE or should it not be 2016?	2018 is when we expect graduates of the regular and full implementation of K to 12. But it is true that even now, there are private basic education schools implementing a so-called transition program where they re-label the grades so as to comply with the 12 required grades. In this case some students will graduate as early

		as 2016. The TPGE will therefore suggest that the CMO on the new GE indicate implementation earlier than 2018 in light of the transition models by private schools.
GE Materials	Ensure that materials (syllabi, readings etc.) become available to all regions because some, like Region V, have had difficulty accessing materials.	The materials will be uploaded on the CHED website to ensure maximum access.
GE faculty displacement	What is the stand of CHED regarding the GE faculty who face the likelihood of displacement with the reduced number of GE units?	Faculty can either join their disciplinal program or undergo re-tooling so as to remain in the GE program and teach either core or elective course.

It is important to emphasize that after all the discussions, the public hearings concluded with the participants' acceptance of the proposed GEC.