



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

CHED MEMORANDUM ORDER (CMO)

No. 11

Series of 1999

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

In accordance with pertinent provisions of Republic Act (RA) No. 7722 otherwise known as the "Higher Education Act of 1994" and for the purpose of making teacher education responsive to the demands of a rapidly changing society and to the challenge of global competitiveness, the following set of policies and standards for teacher education is hereby adopted and promulgated by the Commission, thus;

Article I
AUTHORIZATION

Section 1. Only schools, colleges and universities duly authorized by the Commission on Higher Education (CHED) shall operate teacher education programs.

Section 2. All curricular programs in teacher education must have proper authorization from the Commission on Higher Education (CHED) prior to the offering of such program.

Article II
MISSION STATEMENT

The main concern of teacher education is the preparation of globally competitive teachers who are imbued with the ideals, aspirations and traditions of Philippine life and are sufficiently equipped with pedagogical knowledge and skills. Specifically, teacher education programs are expected to produce teachers who can assume the following major roles:

1. effective synthesizer of organized knowledge to allow analytical and critical thinking;
2. efficient promoter and facilitator of learning to enable the learners to develop to the fullest their potential for a continuing pursuit of self-education; and

3. committed humanist whose clear understanding and appreciation of human ideals and values inspire learners to reach greater heights of human aspirations.

Article III **ADMINISTRATION**

Section 1. The primary responsibility for the preparation of teachers within a college or university shall be exercised by a clearly defined and organized administrative and instructional unit such as a college, institute, school, department or division of education.

Section 2. A dean shall be employed and assigned full-time to provide leadership and direction to the education unit/division/department/college of the school and who shall have the following qualifications:

- 2.1 holder of a professional teacher's license
- 2.2 holder of Ed.D. or Ph.D. with appropriate specialization
- 2.3 with at least three (3) years of very satisfactory teaching experience in a teacher education institution
- 2.4 with at least three (3) years of very satisfactory teaching experience in either the elementary or secondary level.

Section 3. A full-time dean of the College of Education is one whose services are available for at least 30 hours a week and who carries a regular teaching load which in no case should exceed 15 units.

Section 4. The dean of the College of Education shall have the following functions and responsibilities:

- 4.1 Assist in the formulation of institutional policies;
- 4.2 Exercise education leadership among the faculty by:
 - 4.2.1. initiating and instituting faculty and staff development program;
 - 4.2.2. recommending the appointment, promotion or separation of faculty members and non-teaching personnel in his college; and preparing and recommending the teaching load of the faculty members, and directing and assigning them to advise students in their program of studies.
- 4.3 Coordinate and facilitate student personnel services and practicum experiences.

- 4.4 Plan a program of curriculum development with the assistance of qualified faculty members.
- 4.5 Institute a definite program of supervision and of other administrative support services aimed at upgrading the quality of instruction.
- 4.6 Assist in the budget preparation and financial management of the college.
- 4.7 Initiate programs in research and extension service through networking, linkages, consortia, etc.

Section 5. For teacher education institutions with big enrollment, an assistant/associate dean may be assigned, depending on the need.

Article IV **FACULTY**

Section 1. Members of the professional education faculty should have academic preparation and experience appropriate to teaching and supervising assignment. They must:

- 1.1 be licensed professional teachers;
- 1.2 be holders of appropriate master's degree to teach their major field and/or allied subjects for undergraduate; and
- 1.3 have at least three years of very satisfactory teaching experience in either the elementary, secondary or tertiary level.

Section 2. A Student Teacher Supervisor/Practicum Coordinator who is a regular faculty member in the college shall be assigned to plan, supervise, and evaluate student teaching experience and provide advice and counselling.

Section 3. The following conditions of employment shall be observed:

- 3.1 Salary rates of faculty members should be commensurate with their rank, academic preparation, experience in instruction and research, and at least comparable with those of other faculty members who teach other baccalaureate courses;
- 3.2 At least 60% of the teacher education courses shall be taught by full-time instructors in the institution; and
- 3.3 The regular teaching load of the teacher education faculty is twenty-four (24) units.

Section 4. Education faculty shall be assigned academic ranks in accordance with their educational preparation, teaching experience, continuing professional growth and other criteria which the individual institutions may require.

Article V **CURRICULUM**

Section 1. The teacher education curriculum shall provide for two general streams: Bachelor of Elementary Education (B.E.Ed.) and Bachelor of Secondary Education (B.S.Ed.) for teaching in the elementary and in the secondary levels respectively. It shall include a body of knowledge, skills, attitudes, values and experiences that will provide prospective teachers with the necessary competencies essential for effective teaching in either of the two levels.

Section 2. The specified body of knowledge, skills, attitudes, values and experiences shall include the following:

- 2.1 A general education component which is consistent with the CHED issuances will consist of the humanities, natural and behavioral sciences and computer literacy, mathematics, logic and ethics aimed at developing a broadly educated, creative, cultured, morally upright and productive person.
- 2.2 A professional studies component to include:
 - 2.2.1 philosophy and aims of education, curriculum development, teaching and learning processes;
 - 2.2.2 the systematic study of teaching and learning principles and theories with immediate appropriate observation and laboratory experiences to provide students with first-hand knowledge in the appreciation and interpretation of these theories to classroom practices and strategies; and
 - 2.2.3 a direct substantial participation in teaching to provide clinical experience over a period of time and under the supervision of qualified personnel from both the teacher education institution and the cooperating school.
- 2.3 A specialization component that will equip the teacher with in-depth knowledge of the context and specified skills in the major field.

Section 3. A minimum academic units of 149 for B.E.E.D. and 152 for B.S.E.D. is required for graduation. The suggested curricula are in the Appendices B and C.

Article VI
INSTRUCTIONAL STANDARDS

Section 1. Teacher education institutions shall maintain high standards of instruction, utilizing a variety of appropriate emerging instructional technology procedures which contribute to the effectiveness of the teacher education students' preparation.

Section 2. A system of supervision shall be instituted and implemented for the purpose of evaluating teacher competence.

Section 3. The different curricular programs in the teacher education institution may adopt any textbook which is of fairly recent edition and which reflects current trends in teaching and learning, up-to-date in methods and content, does not violate the laws of the Philippines and preferably written by Filipino authors.

Section 4. The institution shall provide for a systematic and continuing plan of evaluation of student progress through a marking system that is consistent and consonant to the objectives set by the institution. Institutional policies shall be made known to the teacher education students to serve as their guide in preparing for their courses. The grade or rating of a student in each course shall be fair and just and shall reflect proficiency in the subject based on reasonable rules and standards of the school.

Article VII
LIBRARY

Section 1. The library shall be adequate to support the instruction, research and services pertinent to each teaching field. Administrative procedures and equipment shall conform to accepted modern practices, including cataloging methods, arrangements of books and periodicals, and adequate hours of accessibility. The library shall be administered on a full-time basis by a professionally trained and licensed librarian supported by an adequate staff. Library resources shall be adequate in quality following minimum library requirements.

Section 2. The following are the minimum requirements for the library:

- 2.1 There should be adequate reading space for the student population.
- 2.2 The reading room should be able to accommodate at one seating a minimum of 15 to 20% of the student enrollment.
- 2.4 The library should be able to provide non-print materials such as CDROM, internet access, etc.

- 2.5 The library collection should have at least five (5) titles per subject. At least twenty percent (20%) of the total collection of books should be published within the last four years. The library should also carry up to date books, journals and periodicals that are published locally and internationally, including two (2) local and two (2) foreign publications.

Section 3. The open shelf system should be encouraged.

Article VIII

RESEARCH and PRODUCTIVE SCHOLARSHIP

Section 1. Teacher preparation courses shall develop in the students an attitude of inquiry and willingness to test theory against the evidence of existing classroom practices.

Section 2. The strength of a teacher education institution shall be based on the quality and quantity of research work undertaken or currently being undertaken by teacher education faculty members and on the kind of institutional administrative and financial support given to such undertakings.

Section 3. Scholarly works and reports of research activities shall be published and disseminated within and outside of the institution to encourage exchange of ideas, research findings, and development in teacher education.

Section 4. Faculty members actively engaged in relevant and significant research work in teacher education shall be afforded special privileges and benefits such as reduced teaching load and/or its equivalent.

Section 5. Graduating students from teacher education programs shall be required to conduct an action research in their major field and to submit a paper on said action research.

Article IX

LABORATORIES

Section 1. A multimedia instructional center shall be maintained either as a separate unit or as part of the library. It shall serve as a laboratory for the production of materials and educational media for instruction to include maps, charts, pictures, films, slides, tapes, curriculum materials, courses of study, computer-aided instructional materials, etc. A professionally trained personnel having experience in both areas of instruction and educational media shall administer the center.

Section 2. A practicum laboratory in basic education, elementary class for B.E.Ed. and secondary class for B.S.Ed. shall be maintained within or outside the campus through appropriate linkages, networking or consortium.

Section 3. Specialized laboratories shall be maintained for the major fields.

Article X

ADMISSION & RETENTION REQUIREMENTS

Section 1. Every student has the right to enrol in any school, college or university upon meeting its specific requirements and reasonable regulations. The student is expected to complete the course without prejudice to the right to transfer except in disciplinary cases and/or academic delinquency.

Section 2. As a general rule, no applicant shall be enrolled in any approved course unless proper credentials as prescribed are submitted to the institution before the end of the enrolment period.

Section 3. All teacher education institutions must have a system of selective admission and retention of students to insure that those who enter the teaching profession possess a reasonably high level of scholastic achievement and the appropriate aptitudes, interests, and personality traits. There shall be well-defined criteria for admission into the programs for teacher preparation:

3.1 Teacher education candidates shall have obtained in senior high school an average of at least 85% or its equivalent, evidence of which, such as report card, shall be kept on file in the Dean's office. Applicants with lower average should pass a teacher aptitude test.

3.2 The candidates should be physically and psychologically fit.

Section 4. There shall be no discrimination in the selection for admission of teacher education students to the institution on the basis of sex, religion, race, age or socio-economic status.

Section 5. Enrollment size shall take into account the faculty resources and facilities of the school.

Section 6. Institutions shall apply specific criteria for admission/ retention of candidates to determine specific fields of specialization/concentration and promotion to the next curriculum year.

Article XI

RESIDENCE and UNIT REQUIREMENTS

Section 1. As a general rule, the degree shall be conferred only on a student who has taken at least the last curriculum year of the course in the school which is to confer the degree. The institution, however, may set its own minimum residence requirement.

Section 2. No student shall be permitted to take any subject without passing the pre-requisite subjects.

Section 3. As a general rule, institutions shall set the maximum allowable load per semester.

Article XII
VOLUNTARY ACCREDITATION

While the foregoing are the minimum rules and standards, teacher education institutions are enjoined to undertake continuing improvement through voluntary accreditation with any of the accrediting bodies of the Federation of the Accrediting Agencies in the Philippines (FAAP).

Article XIII
GRADUATE EDUCATION

Masters' and doctoral courses in teacher education shall be governed by the Policies and Standards for Graduate Education as embodied in CHED Order # 36, series of 1998, and succeeding issuances on graduate education.

Article XIV
EFFECTIVITY

Section 1. These policies and standards shall take effect beginning School Year 1999 to 2000.

Section 2. This Order supersedes all previous issuances inconsistent with these policies and standards.

Signed on APRIL 13, 1999


ANGEL C. ALCALA
Chairman


MONA D. VALISNO
Commissioner


KATE C. BOTENGAN
Commissioner


ESTER A. GARCIA
Commissioner


ROBERT N. PADUA
Commissioner

THE TEACHER EDUCATION PROGRAMS

A. RATIONALE AND OBJECTIVES

Teacher education as a vital component of the total educational process is faced with the continuing challenge of having to adapt its programs and practices to the accelerating changes that occur in the elementary and the secondary education sectors. In fact, teacher education ceases to be relevant if it does not respond to the needs of these two sectors of education.

Among the salient features of these teacher education curricula are the following:

1. Provision for the mastery of the basic subjects such as communication arts, mathematics, civics and culture, and science and technology as called for in the elementary and secondary school curricula.
2. Integration of theory and practice in the professional course through observation in actual laboratory classes or contrived/simulated experiences to provide early exposure to teaching and related activities.
3. Addition of subjects on emerging technologies
4. Provision for community exposure through field-based experiences
5. Enriched specialization component; and
6. Total immersion in practice teaching in the last semester.

B. IMPLEMENTATION GUIDELINES

1. The implementation of the new Bachelor of Elementary Education (B.E.Ed). and Bachelor of Secondary Education (B.S.Ed.) curricula shall be gradually effected as follows:

1999 - 2000 - First Year
2000 - 2001 - First Year and Second Year
2001 - 2002 - First, Second and Third Year
2002 - 2003 - All year levels

2. Institutions with government authority or recognition to offer the present Bachelor of Elementary Education (B.E.Ed.) and Bachelor of Secondary

Education (B.S.Ed.) will use the same authority extended to them without the need for new application.

3. Practicum in the professional courses should be done by the teacher education institutions in cooperation with elementary and secondary schools within or outside the campus.
4. Team teaching is encouraged for teaching any course which calls for special expertise.
5. Student Teaching should be offered during the last semester of the Fourth Year and should not be taken with any other subjects to afford the student teachers with full concentration and total immersion in actual teaching.

SUMMARY OF THE B.E.E.D CURRICULUM

1. General Education	68 units
1.1 English Language	9 units
1.2 Literature in English	3 units
1.3 Filipino Language	6 units
1.4 Filipino Literature	3 units
1.5 Natural Sciences	6 units
1.6 Mathematics	6 units
1.7 Humanities	6 units
1.8 Social Sciences	12 units
1.9 Mandated Subjects	6 units
1.10 Computer Literacy	3 units
1.11 Physical Education	8 units
2. Professional Education	57 units
2.1 Human Growth, Learning and Development.....	3 units
2.2 Foundations of Education 1 (Sociological, Psychological, Anthropological Foundations)	3 units
2.3 Foundations of Education 2 (Historical, Philosophical and Legal Foundations including Philippine Educational System)	3 units
2.4 Principles and Methods of Teaching (including alternative teaching delivery modes).....	3 units
2.5 Education Technology	3 units
2.6 Educational Measurement & Evaluation	3 units
2.7 Introduction to Educational Research	3 units
2.8 Guidance and Counselling	3 units
(including Special Education)	
2.9 Social Philosophy I.....	3 units
(Introduction to Soc. Philo. w/ Human Rights concepts)	

2.10	Social Philosophy II (General & Professional Ethics)	3 units
2.11	Livelihood and Non-Formal Education	3 units
2.12	Community Integration	3 units
2.13	Teaching Strategies 1 (English, Science, Health & Mathematics)	3 units
2.14	Teaching Strategies 2 (Filipino, Civics and Culture, Values Education, Geography, History)	3 units
2.15	Teaching Strategies 3 (Home Economics, Physical Education, Music & Arts, NFE)	3 units
2.16	Student Teaching	12 units

3. Area of Concentration 24 units

Suggested areas of concentration:

3.1	Communication Arts in English
3.2	Communication Arts in Filipino
3.3	Science and Health
3.4	Mathematics
3.5	Social Studies (Civics, Culture, Geography, History)
3.6	Music, Arts & Physical Education
3.7	Values Education
3.8	Early Childhood Education
3.9	Special Education
3.10	Guidance and Counselling
3.11	Home Economics and Livelihood Education
3.12	Education Technology
3.13	Others

4. Summary of Units

General Education	68 units (46%)
Professional Education	57 units (38%)
Area of Concentration	<u>24 units (16%)</u>

TOTAL 149 units (100%)

SUMMARY OF THE B.S.E.D CURRICULUM

- | | |
|---|-----------------|
| 1. General Education | 68 units |
| 1.1 English | 9 units |
| 1.2 Literature in English | 3 units |
| 1.3 Filipino..... | 6 units |
| 1.4 Filipino Literature | 3 units |
| 1.5 Natural Science | 6 units |
| 1.6 Mathematics | 6 units |
| 1.7 Humanities | 6 units |
| 1.8 Social Science | 12 units |
| 1.9 Mandated Subjects | 6 units |
| 1.10 Computer Literacy | 3 units |
| 1.11 Physical Education | 8 units |
|
 | |
| 2. Professional Education..... | 48 units |
| 2.1 Human Growth, Learning and Development..... | 3 units |
| 2.2 Foundations of Education 1
(Sociological, Psychological
Anthropological Foundations) | 3 units |
| 2.3 Foundations of Education 2
(Historical, Philosophical and
Legal Foundations including
Philippine Educational System) | 3 units |
| 2.4 Principles and Methods of Teaching
(including alternative teaching delivery modes) . | 3 units |
| 2.5 Educational Measurement & Evaluation | 3 units |
| 2.6 Introduction to Educational Research | 3 units |
| 2.7 Education Technology | 3 units |
| 2.8 Guidance and Counselling.....
(Including Introduction to Special Education) | 3 units |
| 2.9 Social Philosophy I.....
(Introduction to Soc. Philo w/ Human Rights concepts) | 3 units |

- 2.10 Social Philosophy II 3 units
(General & Professional Ethics)
- 2.11 Non-formal Education 3 units
- 2.12 Community Immersion 3 units
- 2.13 Student Teaching 12 units

3. **Majors/Field of Specialization36-40 Units**

Any one of the following may be selected with a minimum of 36 units except in Science areas where the minimum shall be 40 units.

- 3.1 English - 36 units
- 3.2 Filipino - 36 units
- 3.3 Mathematics - 36 units
- 3.4 Social Studies - 36 units
- 3.5 Home Technology - 36 units
- 3.6 Industrial Technology - 36 units
- 3.7 Agricultural Technology - 36 units
- 3.8 Fisheries Technology - 36 units
- 3.9 Business Technology - 36 units
- 3.10 Physical Education, Music and Health Education-36 units
- 3.11* Guidance and Counselling - 36 units
- 3.12 Library Science - 36 units
- 3.13 Values Education - 36 units
- 3.14 Special Education - 36 units
- 3.15 Biology-Chemistry - 40 units
- 3.16 Physics-Chemistry - 40 units
- 3.17 Biology-Physics - 40 units
- 3.18 Gen. Science - 40 units
- 3.19 Biology - 40 units
- 3.20 Chemistry - 40 units
- 3.21 Physics - 40 units

Note: Every major field should include three (3) units of teaching strategies.

4. **Summary of Units**

General Education	68 units (45%/43%)
Professional Education.....	48 units (31%/31%)
Major/Field of Specialization.....	<u>36-40 units (24%/26%)</u>

TOTAL.....152-156 units (100%)