

# UPDATES

ON HIGHER EDUCATION

AMELIA A. BIGLETE, Ph.D. Director IV, Office of Programs & Standards Development (OPSD)



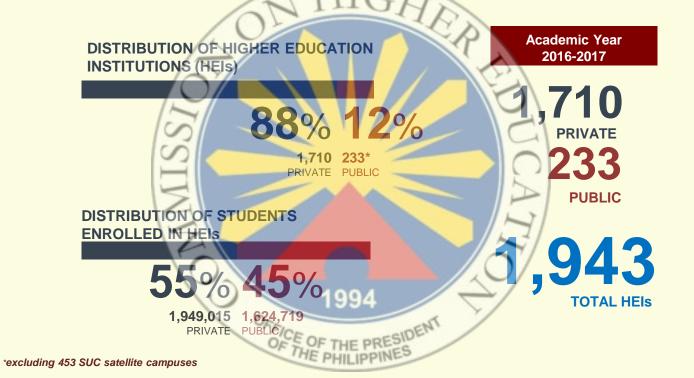
# PRESENTATION CONTENTS

### Higher Education Landscape

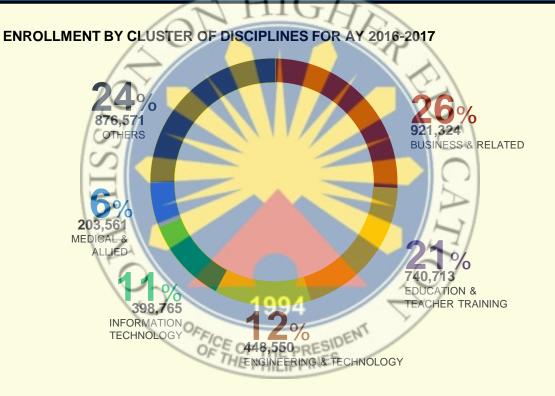
Imperatives for the Revisions of Policies, Standards and Guidelines for Baccalaureate Programs

SHS Transition to Higher Education

#### **Philippine Higher Education Landscape**

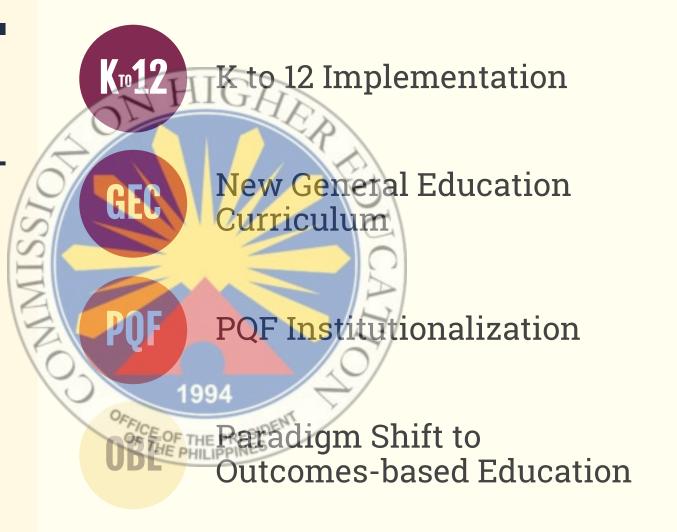


#### **Philippine Higher Education Landscape**



# IMPERATIVES FOR THE REVISION OF POLICIES, STANDARDS AND GUIDELINES (PSGs) FOR BACCALAUREATE PROGRAMS

## MAJOR REFORMS



#### MAJOR REFORMS

## BASIC EDUCATION PROGRAM



#### JUNIOR HIGH SCHOOL

Kinder to Grade 6

Grades 7 to 8 (Exploratory TLE)

Grades 9 to 10 (Specialized TLE)

#### **SENIOR HIGH SCHOOL** APPLIED TRACK CORE **UBJECTS** SUBJECTS **TECHNICAL ACADEMIC SPORTS ARTS &** VOCATIONAL TRACK TRACK **DESIGN** LIVELIHOOD TRACK General TRACK Academic Strand Home Economics Agri-Fishery Industrial Arts • ICT HUMSS



#### **MAJOR REFORMS**

## SENIOR HIGH SCHOOL



SHS Core Curriculum: The Eight (8) Learning Areas LANGUAGE **MATHEMATICS** COMMUNICATION SCIENCE PHILOSOPHY **HUMANITIES** SOCIAL SCIENCE

#### **SHS Tracks**









ARTS & DESIGN

- The Academic track includes four (4) strands: Accountancy, Business, and Management (ABM) Strand; Humanities and Social Sciences (HUMSS) Strand; Science, Technology, Engineering, and Mathematics (STEM) Strand; and General Academic Strand.
- \*\*The Technical-Vocational-Livelihood track includes four (4) strands: Agri-Fishery Arts; Home Economics; Information and Communications Technology (ICT); and Industrial Arts.





A learner-centered education system

#GoKto12



#### **MAJOR REFORMS**

# NEW GENERAL EDUCATION CURRICULUM CMD

No. 20, s. 2013

GEC: Holistic
Understandings, Intellectual
and Civic Competencies

# GENERAL EDUCATION OUTCOMES:

- Intellectual Competencies
- Personal & Civic
   Responsibilities
- Practical Skills



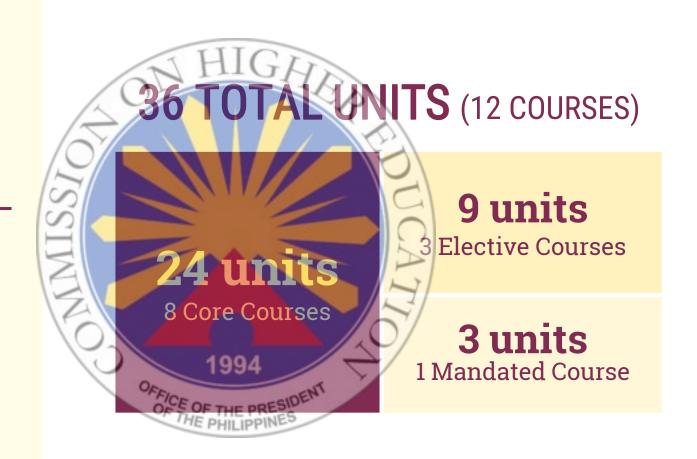
General Education is the portion of the curriculum common to all undergraduate students regardless of their major

In response to the challenges of the 21st Century, the goal of general education is to produce thoughtful graduates imbued with values reflective of a humanist orientation. conscious of his/her identity as an individual, a Filipino, a member of the global community, and a steward of the environment



# NEW GENERAL EDUCATION CURRICULUM

CMO No. 20, s. 2013





## **EXISTING**

GENERAL EDUCATION CURRICULUM

CMO No. 59, s. 1996 (GEC-A)		CMO No. 4, s. 1997 (GEC-B)	
Courses	Units	Courses	Units
Language & Liter <mark>atu</mark> re	24	English & Filipino	12
Mathe <mark>matics &amp;</mark> Natural Sciences	15	Mathematics & Natural Sciences	12
Humanities & Social Sciences	18	Humanities	9
Mandated Subjects	6	Elective (Math,Natsci, IT)	3
(0)		Social Sciences	12
OFFICE OF THE PRESI	DENT	Rizal's Life & Works	3
Total	63	Total	51

# NEW GENERAL EDUCATION CURRICULUM

CMO No. 20, s. 2013

COURSES (ENGLISH/FILIPINO TITLES)		UNITS
CORE	<ul> <li>Art Appreciation/Pagpapahalaga sa Sining</li> <li>Ethics/Etika</li> <li>The Contemporary World/Ang Kasalukuyang Daigdig</li> <li>Readings in Philippine History/Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas</li> <li>Mathematics in the Modern World/Matematika sa Makabagong Daigdig</li> <li>Purposive Communication/Malayuning Komunikasyon</li> <li>Science, Technology, and Society/Agham Teknolohiya, at Lipunan</li> <li>Understanding the Self/Pag-unawa sa Sarili</li> </ul>	24
MANDATORY	<ul> <li>The Life and Works of Rizal/Ang Buhay at Mga</li> <li>Akda ni Rizal</li> </ul>	3
ELECTIVES	Interdisciplinary courses to be created by HEIs	9
TOTAL	E PHILIPPING	36



#### **CLARIFICATION**

Status of P.E., NSTP, Filipino and other Mandated/ Legislated courses in the New General Education Required to be taken by all college students

PHYSICAL EDUCATION (P.E.)

per RA 5708 (4 subjects - total of 8 units)

NATIONAL SERVICE TRAINING PROGRAM (NSTP)

per RA 9163 (2 subjects - total of 6 units)

Inclusion of 9 units of GE Electives starting
AY 2018-2019 is deferred in order for the HEIs to offer
required subjects on *Filipino* and *Panitikan* until
further notice from the Commission

HEIs are enjoined to comply with the laws on mandated courses by integrating or incorporating topics, discussions, contexts, and concepts such as *Philippine Constitution*, *Agrarian/Land Reform, Population Education & Family Planning, Taxation, and Climate Change & Environmental Awareness*, etc. on relevant subjects/courses.



#### **INITIATIVES**

BY CHED ON THE NEW GEC

#### **TRAINED**

as of Dec 1, 2017

900 TRAINORS

**1,440** TARGET

3,927

**17,100** TARGET



#### **COURSE SYLLABI**



Development of Sample Course Syllabi for the 9 GE Core Courses



#### TRAINING OF TRAINORS

Produce GE Faculty who can serve as Trainors of other GE Faculty



#### **FACULTY TRAINING**

Train GE Faculty from HEIs Nationwide to teach the New GE Core Courses

Ongoing Faculty Training by CHED Designated Delivering HEIs until 2018

# PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF) R.A. 10968, January 16, 2018

NATIONAL POLICY

COMPETENCY-BASED LEVELS OF EDUCATIONAL QUALIFICATIONS

LABOR MARKET-DRIVEN

OF THE PHILIPPINES

STANDARDS FOR QUALIFICATION OUTCOMES

ASSESSMENT-BASED
QUALIFICATION
RECOGNITION



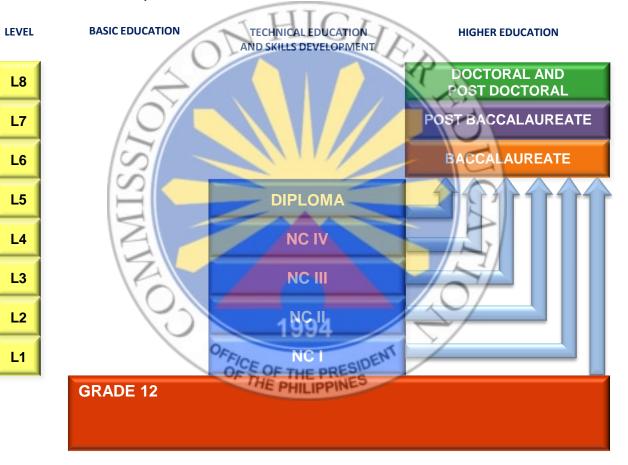
### **PQF: COVERAGE**

Covers three levels: Basic Education, technical & Vocational, and Higher Education





#### THE PHL QUALIFICATIONS FRAMEWORK



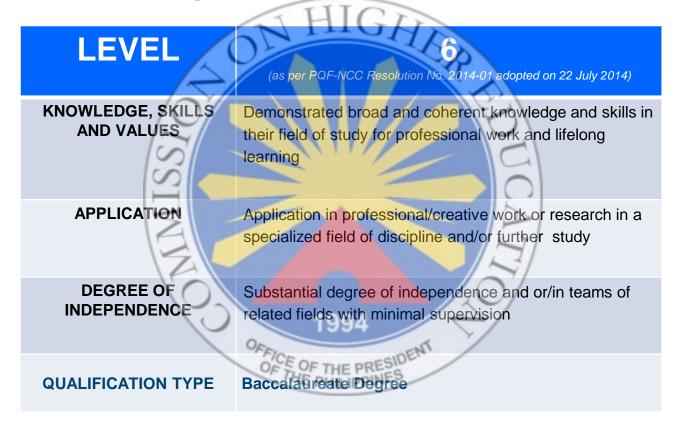


## PQF: COVERAGE

- Has 8 Level Qualification Descriptors
- Defined in terms of 3 Domains:
  - Knowledge, skills and values
  - Application
  - Degree of Independence



#### **PQF Descriptors**



### **PQF Descriptors**

	IIICE
LEVEL	(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)
KNOWLEDGE, SKILLS AND VALUES	Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning
APPLICATION	Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research
DEGREE OF INDEPENDENCE	High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multi-disciplinary field
QUALIFICATION TYPE	Post-Baccalaureate Program

## PQF Descriptors

LEVEL	(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)	
KNOWLEDGE, SKILLS AND VALUES	Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multi-disciplinary field of learning for complex research and or professional practice and/or for the advancement of learning.	
APPLICATION	Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field	
DEGREE OF INDEPENDENCE	Full independence in individual work and/or in teams of multi-disciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability	
QUALIFICATION TYPE	<b>Doctoral Degree and Post-Doctoral Programs</b>	

# PARADIGM SHIFT TO OUTCOMES BASED EDUCATION (OBE)



OBE - an approach that focuses and organizes the educational system around what is essential for all learners to know, value and be able to do to achieve a desired level of competencies



It is "open to incorporating discipline-based learning areas that currently structure HEI curricula"

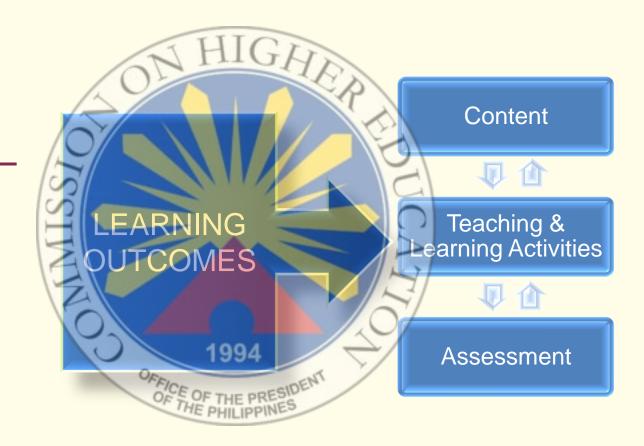


For the HEIs, this means describing the attributes of their ideal graduates based on their visions and missions as part of their institutional goals or outcomes, and using these as bases for developing specific program outcomes



Implementation of Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA (CMO No. 46, series of 2012)

# OBE as a curriculum design





# Delivery of Undergraduate Education



OBE

- Conventional and Non-conventional modes
- Learner-centered/outcomes-based approach
- Minimum standards are expressed as minimum set of program outcomes in terms of knowledge, skills and values which the learners are expected to demonstrate at the end of the learning experience or at the time of graduation
- HEIs are allowed to design curricula suited to their own contexts and missions and determine the appropriate means of delivery, support facilities and educational resources to ensure achievement of the set program outcomes

# Conventional Modes of Delivery



HEIs have the flexibility to determine the appropriate means of delivery to employ in order to ensure achievement of the set program outcomes



Visualization exercise

Film showing

Problem Solving Exercise

Computer Modelling

1994
Field Trips
OF THE PRESIDENT

Class/Group Discussions



#### Non-conventional modes of Delivery

## Open and Distance Learning

- Distance education with the philosophy of open and flexible learning
- Use of various media, use of ICT and other approaches-print, audio visual, virtual classrooms, face to face

### Ladderized Education

- Allow learners to progress between technical-vocational and higher education using the principle of credit transfer
- Provides multiple entry and exit points and ladders of learning opportunities without experiencing duplication of learning

#### **ETEEAP**

 Expanded Tertiary Education Equivalency and Accreditation Program is a mechanism for obtaining qualification recognition through assessment of individual's skills and competencies or through recognition of prior learning

### Transnational Education

- Programs and educational services in which learners are located in a country different from one where the awarding institution is based
- Through inbound or outbound mode with categories such as academic franchising, articulation of programs, establishment of international branch campuses or extension programs, joint or double degrees, online blended or distance learning, offshore programs, twinning arrangement, validation, etc.

# Curriculum Evaluation and Assessment



- ❖ CHED Policies, Standards and Guidelines (PSGs) for various higher education programs or disciplines allow HEIs to design curricula suited to their own context and missions that will lead to attainment of required minimum set of outcomes although through different routes or strategies
- PSGs prescribe the use of curriculum map as basic means to derive the courses and credit units from the required set of program outcomes
- ❖ PSGs define the competency standards or learning outcomes (knowledge, attitudes, and skills) or what students are expected to know, understand and be able to do after completing the program of studies
- \* The gap between actual measures of program outcomes serves as basis for program evaluation and interventions for continuous quality improvement of the program
- HEIs are expected to establish their quality assurance system
- CHED supports HEIs through several mechanisms which serve as incentives to ensure quality in programs being offered

## MAJOR ELEMENTS OF PSGs

## PROGRAM SPECIFICATIONS

#### **Program Description**

Degree Name; Nature of the Field of Study; Program Goals; Specific Professions/Careers/Occupations for Graduates

Program Outcomes/Set of
Learning Outcomes
Common to all programs in
all types of schools;
Common to the discipline;
Specific to a sub-discipline
and a major; based on HEI's

mission and vision

### Sample Performance Indicators

#### CURRICULUM

- Curriculum Description
- Sample Curriculum
- Sample Curriculum Map
- Sample Means of Curriculum
  Delivery
- Sample Syllabi for Selected Core Courses

#### MINIMUM REQUIRED RESOURCES

- Administration
- Faculty
- Library
- Laboratory & Physical Facilities

OBE

### **UPDATES**

POLICIES, STANDARDS & GUIDELINES

### BASIC FEATURES

OF THE NEW HIGHER EDUCATION CURRICULA



A combination of minimum required general education subjects, core subjects, professional subjects or major subjects including electives



In almost all fields of study, work or experiential learning as part of the curriculum is required



Depending on the fields of study, the ranges of the minimum required total number of credit units for undergraduate programs



Majority of the baccalaureate programs will still be 4 years in duration

- Engineering, Accountancy, Physical Therapy,
   Occupational Therapy were reduced rom 5 years to 4 years
- Doctor of Dental Medicine and Doctor of Veterinary Medicine were retained as 6-year programs



# BASES FOR THE **REVISION**

OF TEACHER
EDUCATION
CURRICULA
(PRE-SERVICE)

#### KTO12 Curriculum (RA 10533)

New GEC (CMO No. 20, s. 2013)

**OBE** (CMO No. 46, s. 2012)

**PQF** (EO 83, s.2012)

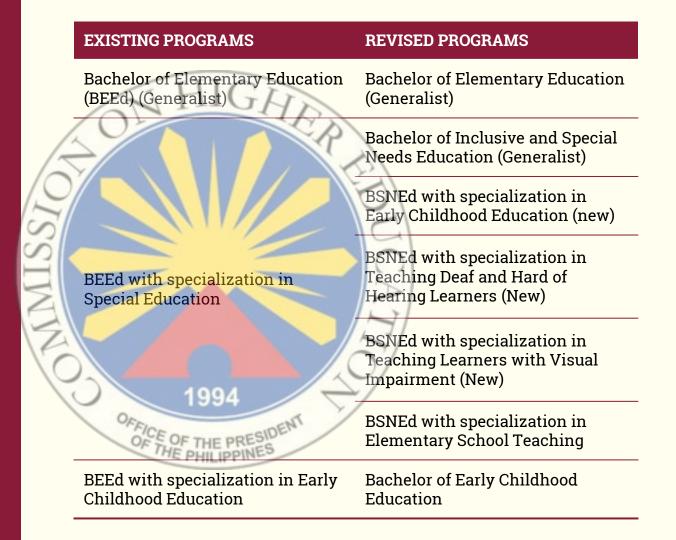
**PPST** (DO 42, s. 2017)

Career Stage 1 (Beginning Teacher)

Competency Framework for Teacher in Southeast Asia (SEAMEO)

**UNESCO-KFTT ICT Competency Standards for Teacher Education** 

# TEACHER EDUCATION DEGREE PROGRAMS



# TEACHER EDUCATION DEGREE PROGRAMS

#### **EXISTING PROGRAMS** REVISED PROGRAMS **Bachelor of Secondary Education** Bachelor of Secondary Education majors in: majors in: English English Filipino Filipino **Mathematics** Mathematics Science Physical Science Social Studies **Biological Science** Values Education Social Studies Values Education TLE Bachelor of Technology and Livelihood Education (Major in HE, IA, ICT, AFA) MAPEH Bachelor of Physical Education\* Bachelor of Culture and Arts Education (New) Bachelor of Technical Teacher Bachelor of Technical-Vocational Teacher Education Education Bachelor of Physical Education\* Bachelor of Physical Education Major in School PE Bachelor of Science in Sports and Exercise Major in Sports and Wellness Science (Major in Fitness and Sports Mgt and Management Major in Fitness and Sports Coaching)

## NEW PROGRAM

# TEACHER EDUCATION

# POST-BACCALAUREATE DIPLOMA IN ALTERNATIVE LEARNING SYSTEM (30 UNITS)

It is a 30-unit post-baccalaureate program with the primary goal of providing the appropriate tertiary education program that can respond to the need for competent and committed ALS practitioners to serve marginalized learners in the community.

**SUMMARY OF** 

# **CREDIT UNITS**

TEACHER EDUCATION PROGRAMS

SUMMARYIG	UNITS
Genera <mark>l Education Cu</mark> rriculum	36
Professional Education Courses	42
Specialization Courses	48-81
Elective/Cognate Courses	3-6
Mandated Courses (PE & NSTP)	14
TOTAL PHILIPPINES	140-173

### **OUTCOMES**

## TEACHER EDUCATION PROGRAMS



Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts

Demonstrate mastery of subject matter/discipline

Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices

Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments

Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners

Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.

Practice professional and ethical teaching standards sensitive to the local, national, and global realities

Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities

## **REVISED UNDER-**GRADUATE **PSGs**

**CMO ISSUED** 

#### DISCIPLINAL CLUSTER

AGRICULTURE: Veterinary Medicine

**ARCHITECTURE:** Architecture, Fine Arts, Landscape Architecture, Interior Design, Environmental Planning

BUSINESS AND MANAGEMENT

**EDUCATION:** Accountancy, Accounting Information Systems & Technology, Management Accounting, Internal Audit, Business Administration, Entrepreneurship, Office Administration, Hospitality Management/ Tourism Management

**ENGINEERING:** Agricultural and Biosystems, Aeronautical, Ceramics, Chemical, Civil, Computer, Electrical, Electronics, Geodetic, Industrial, Mechanical, Metallurgical, Mining, Sanitary, Materials

**HEALTH-RELATED PROFESSIONS:** 

Medicine, Nursing, Medical Technology, Pharmacy, Physical Therapy, Occupational Therapy, Respiratory Therapy, Speech Language Pathology, Nutrition & Dietetics

**HUMANITIES**: Philosophy, Filipino Language, Foreign Language, Multimedia Arts, Performing Arts, Literature/Literary and Cultural Studies, English Language

INFORMATION TECHNOLOGY: Computer Science, Information Systems, Information Technology, Entertainment and Multimedia Computing

MARITIME EDUCATION: Naval Architecture and Marine Engineering, Marine Transportation, Marine Engineering

SCIENCE AND MATH: Biology, Chemistry, Marine Biology, Mathematics, Statistics

SOCIAL SCIENCE: Anthropology, Broadcasting, Psychology, Sociology, History, Social Work, Economics, Communication, Development Communication, Journalism, Political Science, Human Services

**TEACHER EDUCATION:** Elementary Ed, Secondary Ed, Early Childhood Ed, Special Needs Ed, TLE, Tech-Voc Ed, Physical Ed, Exercise and Sports Science, Culture and Arts Ed, ALS

## REVISED UNDER-GRADUATE PSGs

CMO STILL TO BE ISSUED

#### DISCIPLINAL CLUSTER

AGRICULTURE: Agriculture, Forestry, Fisheries, Food Technology

BUSINESS AND MANAGEMENT
EDUCATION: Customs
Administration, Legal Management,
Real Estate Management, Public
Administration

CRIMINAL JUSTICE: Criminology, Forensic Science, Law Enforcement Administration, Industrial Security Management

**ENGINEERING:** Engineering Technology

**HEALTH-RELATED PROFESSION**: Dental Medicine, Optometry, Radiologic Technology, Midwifery

**HUMANITIES:** Music Performance, Music Education, Music Composition, Musicology, Christian Formation, Theology, Islamic Studies

SCIENCE AND MATH: Environmental Science, Geology, Physics and applied Physics, Meteorology



# **CMO No. 10** s. 2017

Policy on Students
Affected by the
Implementation of
the K to 12 Program
and the New
General Education

## CEB Resolution No. 232-2017 dated March 28, 2017

PURPOSE: Provide guidance to higher education institutions in the admission of students which are affected by the implementation of the K to 12 program

In the exercise of the HEIs academic freedom, the applicant students may enroll in any higher education program subject to the admission requirements of the admitting HEI.

#### CATEGORY 1

High school graduates of SHS early adopters intending to enroll by June 2017

- Subject to the institutional policy, only courses taken in Grades 11 and 12 which fall under the heading of General Education shall be considered for unit crediting provided that the admitting institution is implementing the current general education curriculum.
- In case the admitting institution is an early implementer of the revised GE curriculum, there shall be no crediting of units.

#### CATEGORY 2

High school graduates of the old basic education curriculum intending to enroll by June 2018

Students who graduated in high school on or before June 2016 may enroll in HEIs as first year college students under the new higher education curricula. However, to ensure college readiness of the students enrolling under the new higher education curricula, the admitting HEIs may require bridging programs for the general education component.

#### CATEGORY 3

1st, 2nd, 3rd, 4th, 5th, or 6th year college students under the old higher education curricula who stopped schooling and intend to re-enroll by June 2018 These students may re-enroll in any HEI which shall be offering the new higher education curricula subject to admission requirements of the admitting HEI.

However, since the new higher education curricula includes new GEC:

- 1. The HEI has the option to give the students bridging program or require the students to enroll the course under the new GEC.
- 2. For professional or major subjects taken by the students other than GE, HEIs may implement their own requirements or policy for crediting

## **CMO No. 105** s. 2017

Policy on the Admission of Senior High School Graduates to the Higher Education Institutions Effective Academic Year 2018-2019 PURPOSE: Provide guidance to higher education institutions in the admission of Senior High School graduates into the higher education programs

In the exercise of the HEIs academic freedom, the applicant Grade 12 graduates may enroll in any higher education program subject to the admission requirements of the admitting HEI

1

All Grade 12 graduates beginning Academic Year 2017-2018 are eligible to enter college regardless of the track or strand taken in the Senior High School.

2

No Grade 12 student or graduate shall be denied acceptance in applying for college entrance examinations in the higher education institutions (HEIs).

3

Current Grade 12 students who were previously disallowed to take the college entrance examinations shall be given a chance by the HEIs to take the entrance examinations.

CMO No. 105



Office of Programs and Standards Development

opsd@ched.gov.ph

(02)-4411228

Thank you!

1994