



CAVITE STATE UNIVERSITY

GENERAL TRIAS CITY CAMPUS





CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS

Town Proper, City of General Trias , Cavite

BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

PRELIMINARY SURVEY VISIT

AREA III.

CURRICULUM AND INSTRUCTION

A. Curriculum and Program of Studies

A.1 Copy of Curriculum (with prerequisite courses, where applicable).

Comparison between CHED Requirement and Existing Curriculum

Courses	CHED Minimum Requirements (CMO 75, s. 2017)	CvSU Curriculum
General Education Courses	36 units	45 units
Professional Education Courses a. Foundation Courses/Theories and Concepts b. Pedagogical Content Knowledge c. Experiential Learning	42 units 12 18 12	42 units 12 18 12
Major Courses	63 units	63 units
Elective Courses	6 units	6 units
Mandated Courses a. Physical Education b. NSTP Institutional Mandated Courses (Competency Appraisal)	14 units 8 6 0 unit	14 units 8 6 6 units
TOTAL	161 units	176 units

Approved Curriculum Course Description (Latest Version)

Republic of the Philippines
CAVITE STATE UNIVERSITY
 Trece Martires City Campus

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BACHELOR OF SECONDARY EDUCATION Major in English

Revised in accordance to CMO No. 75, s. 2017
 AY 2021-2022

Name of Student: _____ Date of Admission: _____
 Student Number: _____ Date of Birth: _____
 Home Address: _____ Nationality: _____
 High School: _____ Address: _____

COURSE CODE	COURSE TITLE	CREDIT UNIT		CONTACT HRS.		PRE-REQUISITE	SEM / YR TAKEN	PROFESSOR / INSTRUCTOR	FINAL GRADE
		Lec	Lab	Lec	Lab				

FIRST YEAR

First Semester

GNED 03	Mathematics in the Modern World	3	0	3	0	NONE	1-21		
GNED 05	Purposive Communication	3	0	3	0	NONE	1-21		
GNED 11	Kontekstwalisadong Komunikasyon sa Filipino	3	0	3	0	NONE	1-21		
EDUC 55	The Teaching Profession	3	0	3	0	NONE	1-21		
EDUC 60	The Teacher and The Community, School Culture and Organizational Leadership	3	0	3	0	NONE	1-21		
BSEE 21	Introduction to Linguistic	3	0	3	0	NONE	1-21		
FITT 1	Movement Enhancement	2	0	2	0	NONE	1-21		
NSTP 1	CWTS / LTS / ROTC	3	0	3	0	NONE	1-21		
CvsU 101	Institutional Orientation	(1)	0	1	0	NONE	1-21		
		TOTAL	23	0	24	0			

Second Semester

GNED 06	Science, Technology, and Society	3	0	3	0	NONE	2-21		
GNED 08	Understanding the Self	3	0	3	0	NONE	2-21		
GNED 14	Panitikang Panlipunan	3	0	3	0	NONE	2-21		
EDUC 65	Foundation of Special and Inclusive Education	3	0	3	0	NONE	2-21		
EDUC 85	Technology for Teaching and Learning 1	3	0	3	0	NONE	2-21		
BSEE 22	Language, Culture and Society	3	0	3	0	BSEE 21	2-21		
FITT 2	Fitness Exercises	2	0	2	0	FITT 1	2-21		
NSTP 2	CWTS / LTS / ROTC	3	0	3	0	NSTP 1	2-21		
		TOTAL	23	0	23	0			

Midyear

EDUC 50	Child and Adolescent Learner and Learning Principles	3	0	3	0	NONE			
EDUC 70	Facilitating Learner-Centered Teaching	3	0	3	0	NONE			
		TOTAL	6	0	6	0			

SECOND YEAR

First Semester

GNED 04	Mga Babasahin Hinggil sa Kasasaysayan ng Pilipinas	3	0	3	0	NONE			
EDUC 75	Assessment in Learning 1	3	0	3	0	NONE			
EDUC 90	The Teacher and The School Curriculum	3	0	3	0	NONE			
BSEE 23	Structure of English	3	0	3	0	BSEE 21			
BSEE 24	Principles and Theories of Language Acquisition and Learning	3	0	3	0	BSEE 22			
BSEE 33	Mythology and Folklore	3	0	3	0	BSEE 22			
BSEE 110	Stylistics and Discourse Analysis	3	0	3	0	NONE			
FITT 3	Physical Activities towards Health and Fitness I	2	0	2	0	FITT 1			
		TOTAL	23	0	23	0			

Second Semester

GNED 15	World Literature	3	0	3	0	NONE			
EDUC 80	Assessment in Learning 2	3	0	3	0	NONE			
EDUC 95	Building and Enhancing New Literacy Across the Curriculum	3	0	3	0	NONE			
BSEE 25	Language Programs and Policies in Multilingual Society	3	0	3	0	BSEE 24			
BSEE 26	Language Learning Materials Development	3	0	3	0	BSEE 25 BSEE 85			
BSEE 32	Children and Adolescent Literature	3	0	3	0	BSEE 24			
BSEE 39	Technical Writing	3	0	3	0	BSEE 23			
FITT 4	Physical Activities towards Health and Fitness II	2	0	2	0	FITT 1			
		TOTAL	23	0	23	0			

Midyear

COURSE CODE	COURSE TITLE	CREDIT UNIT		CONTACT HRS.		PRE-REQUISITE	SEM / YR TAKEN	PROFESSOR / INSTRUCTOR	FINAL GRADE
		Lec	Lab	Lec	Lab				
BSEE 30	Speech and Theater Arts	3	0	3	0	BSEE 23			
BSEE 34	Survey of Philippine Literature	3	0	3	0	BSEE 32			
BSEE 35	Survey of Afro-Asian Literature	3	0	3	0	BSEE 32			
	TOTAL	9	0	9	0				

THIRD YEAR

First Semester

GNED 12	Dalumat Ng/Sa Filipino	3	0	3	0	GNED 11			
BSEE 28	Teaching and Assessment Macroskills	3	0	3	0	BSEE 22			
BSEE 29	Teaching and Assessment of Grammar	3	0	3	0	BSEE 23			
BSEE 36	Survey of English and American Literature	3	0	3	0	BSEE 32			
BSEE 37	Contemporary, Popular, and Emergent Literature	3	0	3	0	BSEE 32			
BSEE 111	English for Specific Purposes	3	0	3	0	NONE			
EDFS 21	Field Study 1 - Observations of Teaching-Learning in Actual School Environment	3	0	3	0	NONE			
	TOTAL	21	0	21	0				

Second Semester

BSEE 27	Teaching and Assesment of Literature Study	3	0	3	0	BSEE 36			
BSEE 31	Language Education Research	3	0	3	0	BSEE 24			
BSEE 38	Literary Criticism	3	0	3	0	BSEE 32, 33, 34, 35, 36,37			
BSEE 40	Campus Journalism	3	0	3	0	BSEE 39			
BSEE 41	Technology for Teaching and Learning 2 (Technology in Secondary Language Education)	3	0	3	0	EDUC 85			
EDFS 22	Field Study 2 - Participation and Teaching Assistantship	3	0	3	0	NONE			
EDUC 197	Competency Appraisal 1	3	0	3	0	NONE			
	TOTAL	21	0	21	0				

FOURTH YEAR

First Semester

EDFS 23	Teaching Internship	6	0	40 hours/ week	EDFS 21 EDFS 22				
	TOTAL	6	0						

Second Semester

GNED 01	Art Appreciation	3	0	3	0	NONE			
GNED 02	Ethics	3	0	3	0	NONE			
GNED 07	The Contemporary World	3	0	3	0	NONE			
GNED 09	Life and Works of Rizal	3	0	3	0	GNED 04			
GNED 10	Gender and Society	3	0	3	0	NONE			
GNED 13	Retorika / Masining na Pagpapahayag	3	0	3	0	GNED 11, 12			
EDUC 198	Competency Appraisal 2	3	0	3	0	NONE			
	TOTAL	21	0	21	0				

SUMMARY

Year Level	First Sem	Second Sem	Midyear	TOTAL
First Year	23	23	6	52
Second Year	23	23	9	55
Third Year	21	21		42
Fourth Year	6	21		27
	GRAND TOTAL			176

Copy of Curriculum (with pre-requisite Courses) Old Version

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**Republic of the Philippines
CAVITE STATE UNIVERSITY
General Trias City Campus**

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**BACHELOR OF SECONDARY EDUCATION
Major in English**

Name of Student: _____
 Student Number: _____
 Home Address: _____
 High School: _____

Date of Admission: _____
 Date of Birth: _____
 Nationality: _____
 Address: _____

COURSE CODE	COURSE TITLE	CREDIT UNIT		CONTACT HRS.		PRE-REQUISITE	SEM / YR TAKEN	PROFESSOR / INSTRUCTOR	FINAL GRADE
		Lect.	Lab	Lect.	Lab				

FIRST YEAR

First Semester

GNED 03	Mathematics in the Modern World	3	0	3	0	NONE	1-20		
GNED 05	Purposive Communication	3	0	3	0	NONE	1-20		
GNED 11	Konstekstwalisadong Komunikasyon sa Filipino	3	0	3	0	NONE	1-20		
EDUC 50	Child and Adolescent Learner and Learning Principles	3	0	3	0	NONE	1-20		
EDUC 55	The Teaching Profession	3	0	3	0	NONE	1-20		
EDUC 60	The Teacher and The Community, School Culture and Organizational Leadership	3	0	3	0	NONE	1-20		
BSEE 21	Introduction to Linguistic	3	0	3	0	NONE	1-20		
FITT 1	Movement Enhancement	2	0	2	0	NONE	1-20		
NSTP 1	CWTS / LTS / ROTC	3	0	3	0	NONE	1-20		
ORNT 1	Institutional Orientation	(1)	0	1	0	NONE	1-20		
	TOTAL	26	0	27	0				

Second Semester

GNED 06	Science Technology and Society	3	0	3	0	NONE	2-20		
GNED 08	Understanding the Self	3	0	3	0	NONE	2-20		
GNED 14	Panitikang Panlipunan	3	0	3	0	NONE	2-20		
EDUC 65	Foundation of Special and Inclusive Education	3	0	3	0	NONE	2-20		
EDUC 70	Facilitating Learner-Centered Teaching	3	0	3	0	NONE	2-20		
EDUC 85	Technology for Teaching and Learning 1	3	0	3	0	NONE	2-20		
BSEE 22	Language, Culture and Society	3	0	3		BSEE 21	2-20		
FITT 2	Fitness Exercise	2	0	2	0	FITT 1	2-20		
NSTP 2	CWTS / LTS / ROTC	3	0	3	0	NSTP 1	2-21		
	TOTAL	26	0	26	0				

SECOND YEAR

First Semester

EDUC 75	Assessment in Learning 1	3	0	3	0	NONE	1-21		
EDUC 90	The Teacher and The School Curriculum	3	0	3	0	NONE	1-21		
BSEE 23	Structure of English	3	0	3	0	BSEE 21	1-21		
BSEE 24	Principles and Theories of Language Acquisition and Learning	3	0	3	0	BSEE 22	1-21		
BSEE 33	Mythology and Folklore	3	0	3	0	BSEE 22	1-21		
BSEE 110	Stylistics and Discourse Analysis	3	0	3	0	NONE	1-21		
GNED 04	Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas	3	0	3	0	NONE	1-21		
FITT 3	Physical Activities towards Health and Fitness I	2	0	2	0	FITT 1	1-21		
	TOTAL	23	0	23	0				

Second Semester

EDUC 80	Assessment in Learning 2	3	0	3	0	NONE	2-21		
EDUC 95	Building and Enhancing New Literacies Across the Curriculum	3	0	3	0	NONE	2-21		
BSEE 25	Language Programs and Policies in Multilingual Society	3	0	3	0	BSEE 24	2-21		
BSEE 29	Teaching and Assessment of Grammar	3	0	3	0	BSEE 23	2-21		
BSEE 30	Speech and Theater Arts	3	0	3	0	BSEE 23	2-21		
BSEE 32	Children and Adolescent Literature	3	0	3	0	BSEE 24	2-21		
BSEE 39	Technical Writing	3	0	3	0	BSEE 23	2-21		
GNED 15	World Literature	3	0	3	0	NONE	2-21		
FITT 4	Physical Activities towards Health and Fitness II	2	0	2	0	FITT 1	2-21		
	TOTAL	26	0	26	0				

COURSE CODE	COURSE TITLE	CREDIT UNIT		CONTACT HRS.		PRE-REQUISITE	SEM / YR TAKEN	PROFESSOR / INSTRUCTOR	FINAL GRADE
		Lect.	Lab	Lect.	Lab				

THIRD YEAR

First Semester

EDFS 21	Field Study 1 - Observations of Teaching-Learning in Actual School Environment	3	0	3	0	NONE			
BSEE 28	Teaching and Assessment Macroskills	3	0	3	0	BSEE 22			
BSEE 34	Survey of Philippine Literature	3	0	3	0	BSEE 32			
BSEE 35	Survey of Afro-Asian Literature	3	0	3	0	BSEE 32			
BSEE 36	Survey of English and American Literature	3	0	3	0	BSEE 32			
BSEE 37	Contemporary, Popular, and Emergent Literature	3	0	3	0	BSEE 32			
BSEE 40	Campus Journalism	3	0	3	0	BSEE 39			
BSEE 41	Technology for Teaching and Learning 2 (Technology in Secondary Language Education)	3	0	3	0	EDUC 85			
GNED 12	Dalumat Ng/Sa Filipino	3	0	3	0	GNED 11			
	TOTAL	27	0	27	0				

Second Semester

EDFS 22	Field Study 2 - Participation and Teaching Assistantship	3	0	3	0	NONE			
BSEE 26	Language Learning Materials Development	3	0	3	0	BSEE 24 EDUC 85			
BSEE 27	Teaching and Assesment of Literature Study	3	0	3	0	BSEE 38			
BSEE 31	Language and Education Research	3	0	3	0	BSEE 24			
BSEE 38	Literacy Criticism	3	0	3	0	BSEE 32, 33, 34, 35, 36, 37			
BSEE 111	English for Specific Puposes	3	0	3	0	NONE			
EDUC 197	Competency Appraisal 1	3	0	3	0	NONE			
	TOTAL	21	0	21	0				

FOURTH YEAR

First Semester

EDFS 23	Teaching Internship	6	0	40 / wk	EDFS 21 EDFS 22				
	TOTAL	6	0						

Second Semester

GNED 01	Art Appreciation	3	0	3	0	NONE			
GNED 02	Ethics	3	0	3	0	NONE			
GNED 07	Contemporary World	3	0	3	0	NONE			
GNED 09	Life and Works of Rizal	3	0	3	0	GNED 04			
GNED 10	Gender and Society	3	0	3	0	NONE			
GNED 13	Retorika / Masining na Pagpapahayag	3	0	3	0	GNED 11, 12			
EDUC 198	Competency Appraisal 2	3	0	3	0	NONE			
	TOTAL	21	0	21	0				

SUMMARY

Year Level	First Sem	Second Sem	Total
First Year	26	26	52
Second Year	23	26	49
Third Year	27	21	48
Fourth Year	6	21	27
	GRAND TOTAL		176

A.2 CHED Policies and Standards, CMOs, where applicable.

**CHED Policies and
Standards, CMOs, where
applicable (new
version)**



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

Commission on Higher Education
OFFICIAL RELEASE
CHED Central Office
RECORDS SECTION
C.P. Garcia Ave., U.P. Diliman, Quezon City
Date: [Redacted]

CHED MEMORANDUM ORDER

No. 75

Series of 2017

SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF SECONDARY EDUCATION (BSEd)

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

**ARTICLE I
INTRODUCTION**

Section 1 Rationale

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

**ARTICLE II
AUTHORITY TO OPERATE**

Section 2 Government Recognition

All private higher education institutions (PHEIs) intending to offer BSEd program must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing BSEd program are required to shift to an outcomes-based approach based on this PSG. State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) should likewise strictly adhere to the provisions in these policies and standards.

ARTICLE III GENERAL PROVISIONS

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

Section 3 The Articles that follow give minimum standards and other requirements and prescriptions. The minimum standards are expressed as a minimum set of desired program outcomes which are given in Article IV Section 6. CHED designed a curriculum to attain such outcomes. This curriculum is shown in Article V Section 9 as a **sample** curriculum. The number of units of this curriculum is hereby prescribed as the "minimum unit requirement" under Section 13 of RA 7722. In designing the curriculum, CHED employed a curriculum map which is shown in Article V Section 10 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach, CHED also determined appropriate curriculum delivery methods shown in Article V Section 11. The sample course syllabi given in Article V Section 12 show some of these methods.

Based on the curriculum and the means of its delivery, CHED determined the physical resource requirements for the library, laboratories and other facilities and the human resource requirements in terms of administration and faculty. See Article VI.

Section 4 The HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and in terms of specification and deployment of human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives can be assured by the alternative means they propose.

HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE)** and the **Institutional Sustainability Assessment (ISA)** as a guide in making their submissions for Article VII.

ARTICLE IV PROGRAM SPECIFICATION

Section 5 Program Description

5.1 Degree Name

The degree program described herein shall be called **Bachelor of Secondary Education (BSEd) Major in:**

- English
- Filipino
- Mathematics



- Sciences
- Social Studies
- Values Education

5.2 Nature of the Field of Study

The BSEd is an undergraduate teacher education program designed to equip learners with adequate and relevant competencies to teach in their chosen area of specialization/major in the secondary level.

5.3 Degree/Program Goals

The BSEd degree program aims to develop highly motivated and competent teachers specializing in the content and pedagogy for secondary education.

5.4 Specific Professions/Careers/Occupations for graduates

After successful completion of all academic requirements for the degree/program, graduates of BSEd should be able to practice the teaching profession in the Secondary Level.

5.5 Allied Fields

The BSEd degree program draws from various allied disciplines like social sciences, science, math, technology, languages, and humanities to ensure that the graduates have a multi-disciplinary preparation in content and pedagogy.

Section 6 Program Outcomes

The minimum standards for the BSEd degree program are expressed in the following set of learning outcomes:

6.1 Common to all programs in all types of schools

The graduates have the ability to:

- a. articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor)
- b. effectively communicate in English and Filipino, both orally and in writing
- c. work effectively and collaboratively with a substantial degree of independence in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
- d. act in recognition of professional, social, and ethical responsibility
- e. preserve and promote "Filipino historical and cultural heritage" (based on RA 7722)

6.2 Common to the discipline (Teacher Education)

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



- b. Demonstrate mastery of subject matter/discipline
- c. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments
- d. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners
- e. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices¹
- f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
- g. Practice professional and ethical teaching standards sensitive to the local, national, and global realities
- h. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities

6.3 Specific to a sub-discipline and major

6.3.1 Bachelor of Secondary Education major in English

- a. Possess broad knowledge of language and literature for effective learning
- b. Use English as a glocal language in a multilingual context as it applies to the teaching of language and literature
- c. Acquire extensive reading background in language, literature, and allied fields
- d. Demonstrate proficiency in oral and written communication
- e. Shows competence in employing innovative language and literature teaching approaches, methodologies, and strategies
- f. Use technology in facilitating language learning and teaching
- g. Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature
- h. Display skills and abilities to be a reflective and research-oriented language and literature teacher

Section 7 Performance Indicators

A. BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

Program Outcomes	Performance Indicators
a. Possess broad knowledge of language and literature for effective learning	<ul style="list-style-type: none">Integrate the relationship of language, literature, culture, and society in the teaching-learning processConduct an independent investigation of a selected structure of English in the context of the language classroomCritique selected literary pieces using appropriate literary theories
b. Use English as a glocal language in a multilingual context as it applies to the teaching of language and literature	<ul style="list-style-type: none">Incorporate features of English as a glocal language in the design of the curriculum, learning activities, and materialsDraft a proposal for and implements a community-based English language- or literature-based learning program
c. Acquire extensive reading background in language, literature, and allied fields	<ul style="list-style-type: none">Prepare an annotated reading list appropriate for a particular grade level to enhance students' reading skillsShow the ability to enrich the curriculum to include an extensive reading list for learning language, literature, and allied fields
d. Demonstrate proficiency in oral and written communication	<ul style="list-style-type: none">Utilize a variety of oral communication forms in order to become an effective model to learnersPrepare original compositions in expository and creative writing
e. Show competence in employing innovative language and literature teaching approaches, methodologies, and strategies	<ul style="list-style-type: none">Employ a variety of innovative teaching approaches, methodologies, and strategiesDesign learning plans following expectations of the curricula for Grades 7-10Perform one independent and one supervised teaching demonstrationConstruct appropriate assessment tools for the language and literature classroom
f. Use technology in facilitating language learning and teaching	<ul style="list-style-type: none">Design computer-assisted language and literature learning tasksPrepare one independent and one supervised technology-based lesson
g. Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature	<ul style="list-style-type: none">Conduct a community language profiling survey to make lessons more localizedDraft a proposal for and implements a community-based English language- or literature-based learning program
h. Display skills and abilities to be a reflective and research-oriented language and literature teacher	<ul style="list-style-type: none">Conduct a comprehensive language profiling to identify students' needsConduct an analysis of assessment results to improve teaching and learning in the language classroomConduct research concerning the teaching and learning of language and literature

CHED Memorandum No. 75 series of 2017

ARTICLE V CURRICULUM

Section 8 Curriculum Description

The BSEd program is composed of New General Education Courses, Professional Education Courses, Specialization/Major Courses, Elective/Cognate Courses, Special Topics, and Mandated Courses (PE and NSTP).

Section 9 Sample Curriculum

Higher Education Institutions offering the BSEd program may exercise flexibility in their curricular offering. However, the following courses are prescribed as minimum requirements to be implemented.

9.1. Curriculum Components

A. BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

	Courses	Units	Total
	A. General Education Courses (CMO No. 20, series of 2013)		36 units
	B. Professional Education Courses		42 units
	<i>Foundation/Theories and Concepts</i>		
	The Child and Adolescent Learners and Learning Principles	3	
	The Teaching Profession	3	
	The Teacher and the Community, School Culture and Organizational Leadership	3	



	Courses	Units	Total
	Foundation of Special and Inclusive Education	3	
	Pedagogical Content Knowledge (PCK)		
	Facilitating Learner-Centered Teaching	3	
	Assessment in Learning 1	3	
	Assessment in Learning 2	3	
	Technology for Teaching and Learning 1*	3	
	The Teacher and the School Curriculum	3	
	Building and Enhancing New Literacies Across the Curriculum	3	
	Experiential Learning		
	Field Study 1	3	
	Field Study 2	3	
	Teaching Internship	6	
	C. Major Courses		63 units
Linguistics	Introduction to Linguistics	3	
Linguistics	Language, Culture, and Society	3	
Linguistics	Structure of English	3	
ELT	Principles and Theories of Language Acquisition and Learning	3	
ELT	Language Programs and Policies in Multilingual Societies	3	
ELT	Language Learning Materials Development	3	
ELT	Teaching and Assessment of Literature Studies	3	
ELT	Teaching and Assessment of the Macroskills	3	
ELT	Teaching and Assessment of Grammar	3	
ELT	Speech and Theater Arts	3	
ELT	Language Education Research	3	
Literature	Children and Adolescent Literature	3	
Literature	Mythology and Folklore	3	
Literature	Survey of Philippine Literature in English	3	
Literature	Survey of Afro-Asian Literature	3	
Literature	Survey of English and American Literature	3	
Literature	Contemporary, Popular, and Emergent Literature	3	
Literature	Literary Criticism	3	
ELT	Technical Writing	3	
Allied	Campus Journalism	3	
Allied	Technology for Teaching and Learning 2* (Technology in Language Education)	3	
	D. Cognates/Electives		6 units
	Translation	3	
	Stylistics and Discourse Analysis	3	
	English for Specific Purposes	3	
	Remedial Instruction	3	
	Creative Writing	3	
	E. Mandated Courses		
PHYSED	Physical Education	8	
NSTP	NSTP	6	

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	Courses	Units	Total
SUMMARY			
	General Education Courses	36 units	
	Professional Education Courses	42 units	
	Major Courses	63 units	
	Elective Courses	6 units	
	Mandated Courses (PE and NSTP)	14 units	

**CHED Policies and
Standards, CMOs, where
applicable (old
version)**



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

CHEd MEMORANDUM ORDER (CMO)

No. 30
Series 2004

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

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

**ARTICLE I
INTRODUCTION**

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

**ARTICLE II
AUTHORITY TO OPERATE**

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

ARTICLE III PROGRAM SPECIFICATIONS

Section 3. Degree

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

Section 4. Program Description and General Objectives

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

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

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

Section 5. Allied Programs

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

ARTICLE IV COMPETENCY STANDARDS

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

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

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

ARTICLE V CURRICULUM

Section 7. Curriculum Description

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

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

CHED Memorandum No. 30 series of 2004

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

Section 8. Curriculum Outline

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

Section 9. General Education Courses

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

Section 10. Professional Education Courses

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

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

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

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

Section 11. Theory and Concepts Courses

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

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

Section 12. Methods and Strategies Courses

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

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

Section 13. Field Study Courses

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

Field Study 1	1 unit
Field Study 2	1 unit
Field Study 3	1 unit
Field Study 4	1 unit
Field Study 5	1 unit
Field Study 6	1 unit
Practice Teaching	6 units

Section 14. Special Topics Courses

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

Some of the possible topics for these one-unit elective seminars are, but are not limited to the following: Teaching Multigrade Classes, Environmental Education, Teaching Multicultural Classrooms, Integrative Teaching Strategies, Collaborative Learning, Use of Technology in Teaching, Distance Learning, Problem

A.3 Copies of MOA or MOU with agencies/institutions regarding Immersion , OJT, RLE, Practice Teaching and other related activities.

The Copies of MOA/MOU with regarding in OJT.

(During Pandemic)

ivision of General Trias City MO

10 - 01246
25 October 2021

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is made and entered into this DEC 1 2021 day of October, 2021 in General Trias City, Philippines, by and between:

CAVITE STATE UNIVERSITY, an educational institution duly organized and existing under and by virtue of the laws of the Republic of the Philippines, and with address at Brgy. Bancod, Indang, Cavite, represented herein by its President, **DR. HERNANDO D. ROBLES**, and hereinafter referred to as the "**CVSU**"

and

DEPARTMENT OF EDUCATION – DIVISION OF GENERAL TRIAS CITY, an institution existing under and by virtue of the laws and Republic of the Philippines, duly represented by its Authorized Representative, **DR. DORIS DJ. ESTALILLA**, with principal address at General Trias City, Cavite, Philippines, hereinafter referred to as the "**DepEd – Division of General Trias City**"

WITNESSETH THAT:

WHEREAS, the commitment of the **CVSU** is to provide quality education to its student so that they become highly capable, morally upright professionals and skilled individuals ready for global competition;

WHEREAS, one of the effective ways to realize the commitment is to require the student to undertake worthwhile learning experience which will reinforce the development of their teaching and learning skills;

WHEREAS, in the pursuance of its responsibility, the **CVSU**, through the College of Education and College of Sports Physical Education and Recreation (CSPEAR) in the main campus and satellite campuses in Bacoor, Carmona, Cavite City, General Trias City, Imus City, Naic, Rosario, Silang, Tanza, and Trece Martires City, has included the **Student Teaching Internship Program and Field Studies** as program requirements for the Bachelor of Secondary Education (BSEd) with its major in English, Mathematics, Science, Filipino, and Social Studies; Bachelor of Early Childhood Education (BECED); Bachelor of Special Needs Education (BSNED), Bachelor of Technology, and Livelihood Education (BTLED), Bachelor of Physical Education (BPED), Bachelor of Technical-Vocational Teacher Education (BTVTED) and Teacher Certificate Program (TCP), which will be conducted at the designated public elementary and secondary schools on a flexible modality (face to face or virtual set-up);

WHEREAS, the **DepEd – Division of General Trias City** is duly recognized for competence and commitment in pursuing high ideals in academic excellence and relevant service for total human development;

WHEREAS, the **DepEd – Division of General Trias City** is the overseer of city educational activities of its supervised elementary and secondary schools;

NOW THEREFORE, for and in consideration of foregoing premises, the parties hereby agree and stipulate the following:

I. RESPONSIBILITIES OF THE PARTIES A.

Joint Responsibilities

1. The parties shall arrange for the flexible Field Studies and Student Teaching Internship Program in accordance with Commission on Higher Education (CHED) advisories, Department of Education (DepEd) policies, Inter-Agency Task Force (IATF) and Department of Health (DOH) health and safety protocols;

B. Responsibilities of the CVSU

2. **CVSU**, through its designated Professor/Instructor or any authorized representative, will perform the following functions and/or responsibilities:
- 2.1 Initiate negotiation with the **DepEd - Division of General Trias City**, undertake the initial selection and endorsement process, and request for the latter the field studies and internship activities of the students;
 - 2.2 Monitor the progress of the student teaching interns by conducting regular (face to face/virtual) visits, and call and/or email or any means allowed by IATF and/or Local Government Unit.
 - 2.3 Provide honorarium to the **DepEd - Division of General Trias City** representative, cooperating school principal, department head, and cooperating teacher for student teaching and field studies in accordance with the approved university guidelines on honorarium and incentives;
 - 2.4 Provide certificate of recognition to the cooperating school principal and cooperating teachers for their assistance and accommodation to **CVSU** students;
 - 2.5 Provide 20% tuition discount in the **CVSU** graduate programs for every semester rendered as cooperating school principal, department head or cooperating teachers for the Field Study and Student Teaching Internship Program valid within five (5) years, provided they are still connected in the same institution where the services were rendered;
 - 2.6 Provide cooperating teachers/department head/principal 10% discount on seminars/conferences conducted by **CVSU** for every semester rendered as cooperating school principal, department head or cooperating teachers for Field Study and Student Teaching Internship program but not to exceed three (3) conferences a year.

C. Responsibilities of DepEd - Division of General Trias City

3. The **DepEd - Division of General Trias City**, through its designated Cooperating School Principals and teachers, on the other hand, shall assume the following obligations and/or responsibilities:
- 3.1 Undertake the final screening and acceptance of the student teaching interns for the flexible student internship on the requested elementary, junior high school, or senior high school level;
 - 3.2 Accommodate **CVSU** education students for the duration of the Field Studies (two or more class sessions) and Student Teaching Internship (13 weeks) in the accordance with CHED advisories;
 - 3.3 Conduct a comprehensive orientation for the practice teachers/student teaching interns about their school/institution;
 - 3.4 Give the student teaching interns the opportunity to observe and gradually assume teaching responsibilities in the allowed modality (synchronous online/asynchronous or face to face classes);
 - 3.5 Evaluate the performance of the student teaching interns using the prescribed Performance Evaluation form from **CVSU**.
 - 3.6 Honorarium given to **DepEd - Division of General Trias City** representative, cooperating school principal, department head, and cooperating teacher may be used to support the division office, school head, and cooperating teacher

on their communication expenses and activities related to internship especially in rendering service beyond official time of mentioned division/school personnel.

II. EFFECTIVITY

This Agreement shall be effective immediately upon signing of all Parties. This Agreement shall have duration of at least five (5) years, which shall commence on the date of signing of the Parties. This Agreement may however be extended upon mutual agreement of the Parties.

III. LIABILITY

Each party shall answer for losses and damages arising from any accident, act, or omission directly attributable to its fault or negligence, which may cause death or bodily injury to any person, or loss or damage of property, by or on account of the performance of the respective obligations by the parties pursuant to this Agreement. Such responsibility shall continue to remain that of the responsible party's even after the termination of this agreement, if such losses and damages were incurred during the effectivity of this agreement.

DepEd shall not be liable for opportunity losses of the LGU during the duration and after the termination of this agreement.

IV. CONFIDENTIALITY AND NON-DISCLOSURE PROVISION

Alif Panal
Jeanne

CVSU, during its orientation program shall give a strict advice and forge an agreement with its students/ student teaching interns on the matter that they are prohibited from using, publishing, or otherwise disclosing to others, or permitting others to use for their benefit or to the detriment of the **DepEd - Division of General Trias City** designated cooperating schools, and its clients, any confidential information.

CVSU and its student teaching interns shall not, at any time without the prior consent of the **cooperating schools**, directly and indirectly disclose or permit the disclosure of confidential information to any person or other party.

Alif Panal
Jeanne

It is expressly understood by **CVSU** and its student teachers that all personal information and sensitive personal information, and all other related confidential documents, manuals, operational and technical matters that the **DepEd - Division of General Trias City** shall make available to them shall be used for the sole purpose of student training. All of these matters are classified as confidential in nature and proprietary of the **DepEd - Division of General Trias City** and thereby each student hereby undertakes to prevent transfer of such information by any of its members to any party outside of the **CVSU**.

This confidentiality clause shall survive despite the termination of the student teaching internship program, and shall be governed by Philippines laws.

V. TERM AND TERMINATION

The Agreement takes effect immediately upon approval of both parties and will remain in force for five (5) years. Any revision or renewal to the Agreement is subject to mutual consent. It is also understood that either institution may terminate the Agreement at any time, by giving written notice at least six (6) months prior to the intended date of termination; although such action will only be taken after mutual consultation in order to avoid any possible inconvenience to both parties. Both parties shall turnover all deliverables agreed thereto in the **Student Teaching Internship Program and Field Studies**.

VI. CAPACITY AND AUTHORIZATION

Each of the Parties to this Agreement hereby represents and warrants to the other that it is duly authorized and empowered to execute, deliver and perform this Agreement and that such action does not conflict with or violate any provision of law, regulation, policy, contract, deed of trust or other instruments to which it is a party or by which it is bound and that this Agreement constitutes a valid and binding obligation of it enforceable in accordance with its terms.

VII. SEPARABILITY

In the event that any of the provisions of this Agreement or any document that may be executed in connection therewith shall be declared invalid, illegal, or unenforceable in any respect by a competent authority, the validity, legality, and enforceability of the remaining provisions of this Agreement or any document that may be executed in connection therewith shall not in any way be affected or impaired and shall remain in full force and effect.

VIII. BREACH OF CONTRACT

Material violation or omission of any of the provisions of this Agreement shall be a ground for termination or rescission of the same without the need for legal or court action.

IX. AMENDMENTS

This Agreement may be revised, amended, or modified to adopt with the current situation through a formal written notice. To form part of the existing MOA, the amendment or supplemental agreement must be evidenced by a written agreement executed and signed by the authorized representatives of both Parties.

X. SETTLEMENT OF DIFFERENCES

Any difference arising out of this Agreement shall be settled through amicable means, such as but not limited to, mutual consultation and negotiation.

XI. DATA PRIVACY

Any use of personal information and/or sensitive personal information by the Parties shall accordingly be protected and treated with confidentiality and privacy, during and even after the termination of this Agreement, consistent with Republic Act No. 10173, otherwise known as the "Data Privacy Act of 2012," its IRR, and other relevant policies such as DepEd Region IV-A CALABARZON Data Privacy Manual, rules and regulations on the matter.

XII. NO EMPLOYEE-EMPLOYER RELATIONSHIP

It is expressly understood by the PARTIES that the **CVSU** is not obliged to pay wage or salary since there is no employer-employee relationship that exists.

In determining the existence of an employer-employee relationship, the following elements are considered: (1) the power to hire; (2) the payment of wages; (3) the power to dismiss, and (4) the power to control the employee's conduct, with the control test generally assuming primacy in the overall consideration.

No employer-employee relationship exists between the student teachers and **DepEd - Division of General Trias City** if all the following criteria are met:

1. The **DepEd - Division of General Trias City**, even though it includes actual operation of the employer's facilities, is similar to training provided in an educational program;



2. The field training is for the benefit of the student teachers;
3. The student teachers does not displace regular employees, and works under close supervision;
4. The student teachers are not entitled to a job at the conclusion of the training period and are free to take jobs elsewhere in the same field;
5. Except as otherwise provided herein, no Party shall have any right, power, or authority to create any obligation, express or implied, on behalf of any other Party. Nothing in this Agreement is intended to create or constitute a joint venture, partnerships, agency, trust, or other association of any kind between the Parties or persons referred to herein. The employees of each Party shall remain its employees and the concerned employer shall be solely responsible for the wages, benefits, and emoluments of such employees.

XIII. ASSIGNMENT

The Parties shall not assign or transfer this Agreement or any of the rights or obligations granted herein without the prior written consent of the other Parties, and any purported assignment made without obtaining such written consent shall be null and void.

XIV. GOVERNING LAWS

This Agreement shall be governed by and construed in accordance with the laws of the Republic of the Philippines.

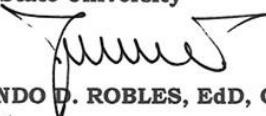
IN WITNESS WHEREOF, the parties hereto have signed these present on the date and the place herein above mentioned.

SIGNED on the date and at the place first above written.

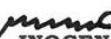
DepEd – Division of General Trias City

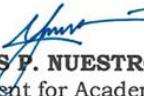

DR. DORIS DJ. ESTALILLA, CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent
Division of General Trias City

Cavite State University


HERNANDO D. ROBLES, EdD, CEO VI
President

WITNESSED BY:


INES L. INOCENCIO, PhD
Education Program Supervisor
OIC – Chief Education Supervisor
School Governance and Operations Division


MA. AGNES P. NUESTRO, PhD.
Vice President for Academic Affairs

ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES
~~PROVINCE OF CAVITE~~
S.S.

DEC 01 2021

BEFORE ME, a Notary Public for and in the above place on this _____ day of _____ personally appeared the following:

Name	ID No.	Date of Issue
DORIS DJ. ESTALILLA		
HERNANDO D. ROBLES		

All known to me to be the same persons who executed this instrument and they acknowledged to me the same is their free and voluntary act and deed.

This instrument consisting of six (6) pages, including this page on which this Acknowledgment is written refers to Memorandum of Agreement and has been signed by the parties in the left portion of all pages and their witnesses and sealed with my notarial seal.

WITNESS MY HAND AND NOTARIAL SEAL on the date and at the place above written.

Doc. No. 306;
Page No. 02;
Book No. X;
Series of 2021.



ivision of Cavite MOA for Online Teachin

MEMORANDUM OF AGREEMENT

This Agreement made and entered into by and between:

CAVITE STATE UNIVERSITY, an educational institution duly organized and existing under and by virtue of the laws of the Republic of the Philippines, and with address at Brgy. Bancod, Indang, Cavite, represented herein by its President, **DR. HERNANDO D. ROBLES**, and hereinafter referred to as the "**CvSU**"

and

DEPARTMENT OF EDUCATION – DIVISION OF CAVITE, an institution existing under and by virtues of the laws of the Republic of the Philippines, duly represented by its Authorized Representative, **DR. ROMMEL C. BAUTISTA**, with principal address at Trece Martires City, Cavite, Philippines, hereinafter referred to as the **DepEd – Division of Cavite**

WITNESSETH THAT:

WHEREAS, the commitment of the **CvSU** is to provide quality education to its student so that they become highly capable, morally upright professionals and skilled individuals ready for global competition;

WHEREAS, one of the effective ways to realize the commitment is to require the student to undertake worthwhile learning experiences which will reinforce the development of their teaching and learning skills;

WHEREAS, in the pursuance of its responsibility, the **CvSU** through the College of Education and College of Sports Physical Education and Recreation (CSPEAR) in the main campus and satellite campuses in Bacoor, Carmona, Cavite City, General Trias, Imus, Naic, Rosario, Silang, Tanza and Trece has included the Student Teaching Internship Program and Field Studies as program requirements for the Bachelor of Secondary Education (BSEd) with its major in English, Mathematics, Science, Filipino, and Social Studies; Bachelor of Elementary Education (BEEd), Bachelor of Early Childhood Education (BECEd); Bachelor of Special Needs Education (BSNEd), Bachelor of Technology and Livelihood Education (BTLEd), Bachelor of Physical Education (BPEd), Bachelor of Technical-Vocational Teacher Education (BTVTEd) and Teacher Certificate Program (TCP), which will be conducted at the designated public elementary and secondary schools on a flexible modality (face to face or virtual set – up).

WHEREAS, the **DepEd – Division of Cavite** is duly recognized for competence and commitment in pursuing high ideals in academic excellence and relevant service for total human development.

WHEREAS, the **DepEd – Division of Cavite** is the overseer of provincial educational activities of its supervised elementary and secondary schools;

NOW THEREFORE, for and inconsideration of foregoing premises, the parties hereby agree and stipulate the following:

1. The parties shall arrange for the flexible Field Studies and Student Teaching Internship Program in accordance with Commission on Higher Education (CHED) advisories, Department of Education, Inter- Agency Task Force and DOH health and safety protocols;
2. CvSU, through its designated Professor/Instructor or any authorized representative, will perform the following functions and/or responsibilities:
 - 2.1. Initiate negotiation with the **DepEd – Division of Cavite**, undertake the initial selection and endorsement process, and request for the latter the field studies and internship activities of the students;
 - 2.2. Monitor the progress of the student teaching interns by conducting regular (face to face/ virtual) visits, and calls and/or email or any means allowed by Inter Agency Task Force (IATF) and/or Local Government Unit.
 - 2.3. Provide honorarium to the the DepEd Division Office representative, cooperating school principal, department head, cooperating teacher for student teaching and field studies in accordance with the approved university guidelines on honorarium and incentives.
 - 2.4. Provide certificate of recognition to the cooperating school principal and cooperating teachers for their assistance and accommodation to CvSU students.
 - 2.5. Provide 20% tuition fee discount in the CvSU graduate programs for every semester rendered as cooperating school principal, department head or cooperating teachers for the Field Study and Student Teaching Internship program valid within 5 years, provided they are still connected in the same institution where the services were rendered.
 - 2.6. Provide cooperating teachers/department head/principal 10% discount on seminars/conferences conducted by CvSU for every semester rendered as cooperating school principal, department head or cooperating teachers for Field Study and Student Teaching Internship program but not to exceed three conferences a year.
3. The **DepEd – Division of Cavite**, through its designated Cooperating Schools Principals and teachers, on the other hand, shall assume the following obligations and/or responsibilities:
 - 3.1. Undertake the final screening and acceptance of the student teaching interns for the flexible student internship on the requested

elementary grade level.

- 3.2. Accommodate CvSU education students for the duration of the Field Studies (two or more class sessions) and Student Teaching Internship (13weeks) in the accordance with CHED advisories.
 - 3.3. Conduct a comprehensive orientation for the student teaching interns about their school/institution;
 - 3.4. Give the student teaching interns the opportunity to observe and gradually assume teaching responsibilities in the allowed modality (synchronous online / asynchronous or face to face classes);
 - 3.5. Evaluate the performance of the student teaching interns using the prescribed Performance Evaluation form from CvSU.
4. Both **CvSU** and the **DepEd – Division of Cavite** further agree to the following:
- 4.1. **CvSU**, during its orientation program shall give a strict advice and forge an agreement with its students/student teaching interns on the matter that they are prohibited from using, publishing, or otherwise disclosing to others, or permitting others to use for their benefit or to the detriment of the **DepEd – Division of Cavite** designated cooperating schools, and its clients, any confidential information.
 - 4.2. **CvSU** and its student teaching interns shall not, at any time without the prior consent of the **cooperating schools**, directly and indirectly disclose or permit the disclosure of confidential information to any person or other party.
 - 4.3. This confidentiality clause shall survive despite the termination of the student teaching internship program, and shall be governed by Philippine law.
 - 4.4. The agreement takes effect immediately upon approval both parties and will remain in force for five (5) years. Any revision or renewal to the agreement is subject to mutual consent. It is also understood that either institution may terminate the agreement at any time, by giving written notice at least six (6) months prior to the intended date of termination; although such action will only be taken after mutual consultation in order to avoid any possible inconvenience to both parties.

IN WITNESS WHEREOF the parties have signed this Agreement on this
OCT 18 2021 of _____ in **TRECE MARTIRES**

Cavite State University



HERNANDO D. ROBLES, EdD, CEO VI
President

(Date)

DPI. LIC NO: D18-04-004973

DepEd – Division of Cavite



ROMMEL C. BAUTISTA, PhD, CESO V
Schools Division Superintendent
Division of Cavite

October 11, 2021

(Date)

PASSPORT NO: PNR982770-A

WITNESSES



MA. AGNES P. NUESTRO, PhD.
Vice President for Academic Affairs

(Date)



DANIEL M. CARPIO
DepEd- Division of Cavite

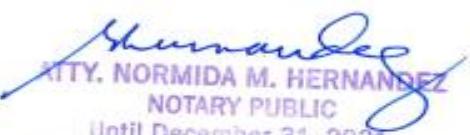
(Date)

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
PROVINCE OF CAVITE)
MUNICIPALITY OF **TRECE MARTIRES**

SUBSCRIBED TO AND SWORN BEFORE ME a Notary Public for and in
TRECE MARTIRES, Philippines, on this OCT 18 2021 of _____.

Doc. No. 407
Page No. 83
Book No. IV
Series of 20 21



NORMIDA M. HERNANDEZ
NOTARY PUBLIC
Until December 31, 2021
Commission No. TMNP - 006-19
Block 34 Lot 2 Nevada St., Sampaguita Village
Inocencio, TMC, Cavite
PTR No. 8004644 January 14, 2021
2021 IBP No. 144639 January 6, 2021
Roll of Attorneys No. 69639
MCLE Compliance VI-0029014

Field Study 2 Division of General Trias City Indorsement Letters



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
DIVISION OF GENERAL TRIAS CITY

03-00703
MAR 16 2022

GTC-01A-HRM-IND.R3-2020

Indorsement 14 March 2022

Respectfully referred to **PATRICIO H. CRUZADA**, Head Teacher III, Tropical Village National High School, Division of General Trias City, the herein **list of student teaching interns** from Cavite State University General Trias City Campus to your school, to wit:

1. Louise Gean M. Sabejon
2. Keana Isabelle P. Sagun
3. Bea Angela M. Torres
4. Juliana Marie P. Valdez
5. Sarah Mae B. Villacarlos

Attached is the signed Memorandum of Agreement between Cavite State University and DepEd-Division of General Trias City for your guidance and reference.

Doris J. Estalilla
DORIS DJ. ESTALILLA, CESO VI
Schools Division Superintendent



Address: Antel Building, Diego Mojica Memorial School,

Brgy. Sampalucan, General Trias City, Cavite

Telephone No.: (046) 509-11-67, (046) 431-42-75

Website: www.depedgentri.com



Field Study 2 Division of General Trias Indorsement Letter



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
DIVISION OF GENERAL TRIAS CITY

03-00704

MAR 16 2022

GTC-01A-HRM-IND.R3-2020

Indorsement 14 March 2022

Respectfully referred to **CORAZON L. NOVELO**, Principal IV, Governor Ferrer Memorial National High School, Division of General Trias City, the herein **list of student teaching interns** from Cavite State University General Trias City Campus to your school, to wit:

1. Jenerose B. Cantojos
2. Winzaine S. Dacara
3. Hanna Jane G. Echalar
4. Vhong Laurence E. Eusebio

Attached is the signed Memorandum of Agreement between Cavite State University and DepEd-Division of General Trias City for your guidance and reference.

Doris Dj. Estalilla
DORIS DJ. ESTALILLA, CESO VI
Schools Division Superintendent



Address: Antel Building, Diego Mojica Memorial School,
Brgy. Sampalucan, General Trias City, Cavite
Telephone No.: (046) 509-11-67, (046) 431-42-75
Website: www.depedgentri.com
Email Address: division.gentri@deped.gov.ph



Field Study 2 Division of General Trias Indorsement Letter



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
DIVISION OF GENERAL TRIAS CITY

03-00705
MAR 16 2022

GTC-01A-HRM-IND.R3-2020

Indorsement
14 March 2022

Respectfully referred to **CHERRY MAE B. RUANTO**, Head Teacher I, Governor Ferrer Memorial National High School- Biclatan Annex, Division of General Trias City, the herein **list of student teaching interns** from Cavite State University General Trias City Campus to your school, to wit:

1. Mariel G. Fabilane
2. Derma C. Falconit
3. Joana Marie F. Fernando
4. Rodger M. Gonzaga

Attached is the signed Memorandum of Agreement between Cavite State University and DepEd-Division of General Trias City for your guidance and reference.

Doris Dj. Estalilla
DORIS DJ. ESTALILLA, CESO VI
Schools Division Superintendent



Address: Antel Building, Diego Mojica Memorial School,
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Field Study 2 Division of General Trias Indorsement Letter



Republic of the Philippines

Department of Education

REGION IV-A CALABARZON
DIVISION OF GENERAL TRIAS CITY

03-00706

MAR 16 2022

GTC-01A-HRM-IND.R3-2020

Indorsement

14 March 2022

Respectfully referred to **MELINDA A. TAPAWAN**, Head Teacher VI, Andres A. Nocon National High School, Division of General Trias City, the herein **list of student teaching interns** from Cavite State University General Trias City Campus to your school, to wit:

1. Eden Grace B. Adan
2. Willa Marie F. Alvarez
3. Benjamin G. Aquino
4. Jovielyn F. Asedilla

Attached is the signed Memorandum of Agreement between Cavite State University and DepEd-Division of General Trias City for your guidance and reference.

Doris D.J. Estalilla
DORIS D.J. ESTALILLA, CESO VI
Schools Division Superintendent



Address: Antel Building, Diego Mojica Memorial School,

Brgy. Sampalucan, General Trias City, Cavite

Telephone No.: (046) 509-11-67, (046) 431-42-75

Website: www.depedgentri.com



Field Study 2 Division of General Trias Indorsement Letter



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
DIVISION OF GENERAL TRIAS CITY

03-00707
MAR 16 2022

GTC-01A-HRM-IND.R3-2020

Indorsement 14 March 2022

Respectfully referred to **ERWIN A. ASUGUI**, Teacher-In-Charge, Luis Y. Ferrer Jr. North National High School, Division of General Trias City, the herein **list of student teaching interns** from Cavite State University General Trias City Campus to your school, to wit:

1. Sherilyn P. Lappay
2. Mariquita C. Lungcay
3. Ceejay B. Malla
4. Rubierica M. Morilla
5. Leslie Ann E. Niefes

Attached is the signed Memorandum of Agreement between Cavite State University and DepEd-Division of General Trias City for your guidance and reference.

Doris Dj. Estalilla
DORIS DJ. ESTALILLA, CESO VI
Schools Division Superintendent



Address: Antel Building, Diego Mojica Memorial School,
Brgy. Sampalucan, General Trias City, Cavite
Telephone No.: (046) 509-11-67, (046) 431-42-75



Field Study 2 Division of General Trias Indorsement Letter



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
DIVISION OF GENERAL TRIAS CITY

03-00708
MAR 16 2022

GTC-01A-HRM-IND.R3-2020

Indorsement 14 March 2022

Respectfully referred to **ARLENE M. HERNANDEZ**, Head Teacher II, Governor Luis A. Ferrer Jr. East National High School, Division of General Trias City, the herein **list of student teaching interns** from Cavite State University General Trias City Campus to your school, to wit:

1. Nicolle S. Olaes
2. Francelle Jane A. Ortega
3. Suzaine E. Paglinawan
4. Strawberry G. Paras
5. Tasha R. Robis

Attached is the signed Memorandum of Agreement between Cavite State University and DepEd-Division of General Trias City for your guidance and reference.

Revi. Estrella
DORIS DJ. ESTALILLA, CESO VI
Schools Division Superintendent



Address: Antel Building, Diego Mojica Memorial School,

Brgy. Sampalucan, General Trias City, Cavite

Telephone No.: (046) 509-11-67, (046) 431-42-75

Website: www.depedgentri.com

Email Address: division.gentri@deped.gov.ph



The Copies of MOA/MOU with regarding in OJT.

(Before Pandemic)

Division of Cavite MOA

TBUO

CvSU - DepEd Division of Cavite FIELD STUDIES AND STUDENT TEACHING INTERNSHIP PROGRAM

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement made and entered into by and between:

The Cavite State University hereinafter referred to as the Party "A", a Philippine state University and represented by its President, Dr. Hernando D. Robles with principal address at Indang, Cavite, Philippines.

-and-

The DepEd- Division of Cavite hereinafter referred to as Party "B", existing under the laws of the Philippines, represented by its Authorized Representative, Ms. Cherrylou D. de Mesa with principal address at Trece Martires City, Cavite, Philippines.

-WITNESSETH-

WHEREAS, one of the goals of the Philippine educational system is to produce morally upright professionals and skilled personnel ready for global competition;

WHEREAS, the Department of Education Division of Cavite is duly recognized for competence and commitment in pursuing high ideals in academic excellence and relevant services for total human development;

WHEREAS, the Department of Education Division of Cavite is the overseer of provincial educational activities of its supervised elementary and secondary schools;

WHEREAS, the Cavite State University is mandated to provide excellent, equitable and relevant educational opportunities in the arts, sciences and technology through quality instruction and responsive research development activities.

WHEREAS, the Cavite State University – College of Education is offering teacher education courses through the Teacher Education Department in the main campus and satellite campuses, has opened opportunities for the youth of Cavite and other provinces teacher training such as Bachelor of

Secondary Education (BSE), Bachelor of Elementary Education (BEE) and Teacher Certificate Program (TCP) which can ultimately produce morally upright professionals and skilled personnel ready for global competition;

WHEREAS, Party A being a recognized state university in the Philippines, is requesting Party B, to provide permission and assistance in the conduct of **Field Study 21** (The Learner's Process), **Field Study 22** (Experiencing the Teaching Learning Process), **Field Study 23** (Technology in the Learning Environment), **Field Study 24** (Exploring the Curriculum), **Field Study 25** (Learning Assessment Strategies), **Field Study 26** (On Becoming a Teacher) and **EDFS 27** (Student Teaching) in the different elementary and secondary schools governed by Party B.

NOW THEREFORE, in consideration of the foregoing premises, the Parties hereby agree to establish coordinative linkage; Party A being the requesting state university and Party B as the providing authority for Party A's education students. Both parties do hereby agree to cooperate for the implementation of the program subject to the following terms and conditions:

1. THE AGREEMENT. The focus of this agreement is on allowing CvSU education students to conduct the field studies and off-campus student teaching internship in the requested DepEd supervised elementary and secondary schools in Cavite thus shall be known as the **CvSU-DepEd Division of Cavite FIELD STUDIES AND STUDENT TEACHING INTERNSHIP PROGRAM**.

2. RESPONSIBILITIES OF PARTY A. The following shall be the responsibilities and obligations of Party A:

2.1 Honorarium. Party A shall provide honorarium for:

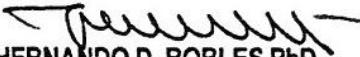
- | | |
|--|--|
| 2.1.1 the cooperating school principal | - three hundred pesos
(P 300.00)/semester |
| 2.1.2 the cooperating teacher for Student Teaching | - five hundred pesos
(P 500.0)/semester |
| 2.1.3 the cooperating teacher for Field Study | - two hundred pesos
(P 200.00)/semester |
| 2.1.4 the Dep Ed Division Office representative | - four hundred pesos
(P 400.00)/semester |

2.2 Document Requirements. Party A shall endorse Party B a list of required documents; specifying the complete names of participating education students, academic program, nature and objectives of Field Study to be conducted for verification and reference purposes.

- 2.3 Certificate of Recognition.** Party A shall provide certificate of recognition to the specific participants of Party B in every semester for their assistance and accommodation to CvSU.
- 3. RESPONSIBILITIES OF PARTY B.** Party B is responsible for the accommodation of CvSU education students for the duration of the Field Studies (two or more class sessions) and Student Teaching Internship (13 weeks) in the requested elementary and secondary schools.
- 4. SUPPLEMENTS AND AMMENDMENTS.** The two parties have the right by mutual understanding to amend or add provisions, not covered by this Agreement, by executing a Supplementary Agreement, which shall automatically form part to this Memorandum of Agreement.
- 5. EFFECTIVITY AND DURATION.** This Memorandum of Agreement shall be valid and binding starting this First Semester, AY 2016-2017 and shall remain in force and effect until terminated by either party, giving notice to the other party at least six (6) months prior to the intended date of termination.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on this instrument consisting of three (3) pages 7 day of NOV 2016 in Cavite, Philippines.

Party A
Cavite State University
Cavite, Philippines


HERNANDO D. ROBLES PhD
President

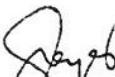
(date)

Party B
Department of Education
Division of Cavite

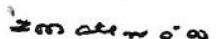

CHERRYLOU D. DE MESA, PhD
OIC, Schools Division Superintendent,
Division of Cavite

(date)

SIGNED IN THE PRESENCE OF:


EDITHA G. REYES, PhD
Officer-in-Charge

(date)


EDITHA M. ATENDIDO, EdD
OIC, Office of Assistant Schools
Division Superintendent

(date)

P3 - MOA CVSU

Acknowledgement receipt

REPUBLIC OF THE PHILIPPINES

PROVINCE OF CAVITE) S.S.

BEFORE ME, a NOTARY PUBLIC FOR AND IN THE PROVINCE OF CAVITE , personally appeared on this 07 th day of NOV 2016, 2016 at Indang, Cavite the following :

Name

ID nos.

issued on/ at

HERNANDO D. ROBLES 2009002 CVSU, INDANG, CAVITE

CHERRY LOU D. DE MESA _____ CVSU , INDANG, CAVITE

Known to me to be the same person who executed the foregoing instrument and showed their Identification Card and acknowledged that the same are their voluntary act and free will.

This MEMORANDUM OF AGREEMENT BETWEEN CAVSU AND DEPED consist of THREE pages (3) duly signed by all parties concerned in each and every page thereof .

WITNESS MY HAND AND NOTARIAL SEAL on the date and place first written above .

Doc. No.

139

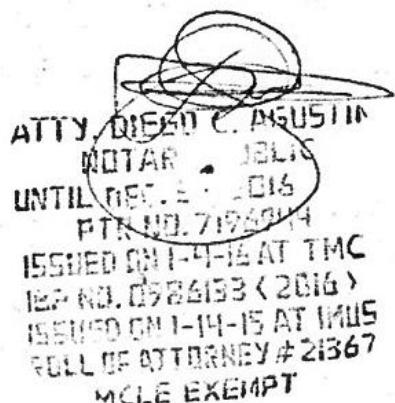
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Bok No.

CXXVII

Series of 2016



A.4 Minutes of the Academic Council meetings.



Republic of the Philippines
CAVITE STATE UNIVERSITY
Tanza | Trece Martires City | Gen. Trias City Campus
□ 235-7997 | □ 410-5247 | □ 437-0693
www.cvsu.edu.ph

T3 1ST FACULTY AND STAFF GENERAL MEETING

MINUTES OF THE MEETING
TANZA MULTI-PURPOSE HALL
CvSU, Bgy. Tanza, Cavite
January 09, 2018

Present: (please see attached attendance sheet)

The meeting started at 8:30 a.m.

The new Officer in Charge of T3, Sir Noel Sedigo welcomes everyone present during the meeting.

He explained his mission and vision for the T3 Campuses.

He announced that T3 is no longer three separate campuses but will be treated as one campus only.

Sir Noel also said that later he will identify which will be the main office of T3.

Sir Noel also announced that Arlene Estrada will be the Campus Secretary. He announced that all the designations will be one for all the three campuses and T3 would be under one administrative.

Then he asked some of the faculty and staff to introduce themselves.

Among those that were given the chance to talk were, Matthew Camitan – Admin Aide (Trece), Perla Roldan – Liaison Officer (Trece), Jessie Anne Demetillo, Dept. Chair Management (Trece), Khenilyn P. Lewis – Research/IT (Trece), Shane Pamiter – Publication, Pamela Daphne Busog , Desiree Anne Dedase, Jelyn Digma , Arvin Flores, Rose Anne Tobias, Debbie Rose Banag .

Then, Sir Noel announced a 15-minutes break.

Sir Noel asked the department chairs about the loading and teaching assignments of the faculty members.

Ms. Masana requested that the board subjects of BS Psychology of Gen Trias will be given to Mr. Luke Ty (licensed Psychometrician).

Sir Sedigo suggested that Ms. Dedase will also handle OFAD subject in Gen. Tri

Ms. Roncesvalle Caipang was designated as the Research and Extension Coordinator for T3. Her main duty would be to remind faculty members to prepare research proposal and source fund for campus researches and to facilitate and coordinate the extension of the campus.

Ms. Vienna Mi Feranil was designated as Curricular Program and QUAC Coordinator.

Dr. Noel Manarpiis would be the Publication-in-Charge

Kuya Allan will return already to Tanza campus.

Sir Noel reiterated that due to Rationalization, the campuses should identify their strongest course offerings.

BSBM and BSIT were identified for Trece.

BSBM, BSIT and BSE were identified for Tanza. But Sir Noel asked the performance of Tanza for let. Sir Manarpiis shared that the campus had a very poor performance in the Board for Teachers, just around 33% passing rate.

OFAD was the only course that might be offered in GenTri for the next school year. Ms. Rodgelyn Alarca was designated as the Collecting Officer because her permanent status made her qualify to be bonded.

Matthew Camotan was designated as OSAS Coordinator.

Registrar Aide – Mary Ann Anonas (Trece)
Anabel Guanlao (Gen Tri)
Noemi Perida (Tanza)

Ms. Arlene Estrada was designated as Local HR and will be the one to prepare the DTRs and conduct SET.

Ms. Midlred Arellano was designated as Budget Officer.

GAD Coordinator – Arlene Estrada

Property Custodian Head/Supply Officer – Noel Escalante

Campus Inspector – Rogelyn Alarca

MIS – Arlene L. Estrada

Sir Noel Sedigo said that he will be in the Main Campus every morning because he still had 6 hours teaching in CAFENR, Tuesday – Trece Campus, Wednesday – Gen. Trias and Thursday – Tanza.

Mr. Sedigo asked Ms. Estrada to create Facebook Account Group for T3.

Syllabus will be reviewed by Ms. Vienna Mi A. Feranil

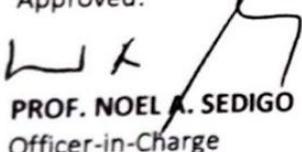
Deadline of Syllabus. January 18, 2018

University Foundation day – February 15, 2018, There will be Folk dance contest, first price – 15,000.00

Meeting was adjourned at 12:00 nn

/January 09, 2018

Approved:


PROF. NOEL A. SEDIGO
Officer-in-Charge

A.5 Policies on curriculum development/review.



POLICIES ON CURRICULUM REVIEW

**Excerpts from
Cavite State University
Manual of Operations
Volume 2
pp. 84 – 86**



With respect to earthquakes, those of serious intensity require immediate suspension of classes to enable an inspection of the building and premises where classes are being held. A general rule to follow upon announcement of PAG-ASA is that the intensity of the tremor is at least Intensity V to allow a 24-hour period from time of the earthquake as the duration of the suspension of classes.

Other *force majeure* and fortuitous events or circumstances which may compel immediate suspension of classes are fires, epidemics and bomb threats which will be dealt with accordingly as the occasion arise.

Classes are also suspended for short periods of time to enable students to attend University convocations or special gathering. However, these are pre-scheduled events for which announcements are circulated in advance.

In the absence of the University President, the person next in rank in the hierarchy of command succession adopted by the University shall decide on the suspension of classes.

Section 4. New and Revised Curricula. Introduction of new curricula and revision of the existing ones should follow the requirements and guidelines by the Commission on Higher Education (CHED) per Memorandum Letter dated 23 May 2001 as follows:

a) Minor Revisions. The following documents and standard processes shall be included in agenda folder during the Board meeting:

- Resolution of the Academic Council recommending approval of the proposed revision duly certified by the Board Secretary and attested by the President, attaching the approved curriculum
- The rationale, objectives and strategies and processes pursued
- Implementation Scheme issued by the President notifying all concerned regarding the action of the Board
- Other requirements which the Board may prescribe.

b) Major Revisions. The guidelines for minor revisions shall likewise apply in case of major revisions.

In addition, a Feasibility Study or End-User Survey shall be prepared by the College/Campus proposing the revision.



Furthermore, a copy of the revised curriculum approved by the Board shall be furnished to the CHED Regional Office for information and reference purposes.

c) Offering of New Programs. The same guidelines for major and minor revisions shall apply in considering the offering of new programs.

In addition, the following requirements shall be submitted to the Board during its deliberation:

- Proposed curriculum must be in accordance with the Policies and Standards of the program and the CHED Memo Order No. 59, s 1996, The New General Education Curriculum (GEC)
- A Feasibility Study should be conducted based on the assessment of community needs and viability of the program in terms of: demand for the program, prospective students; existing schools offering the same course within the Province of Cavite
- Faculty profile for the program applied for, their educational qualifications, area of specialization, subject assignment in accordance with their qualifications; employment status; and teaching experience
- List of University Administrators from the University President down to the Department Heads of the College proposing the course. This shall include the educational qualifications, administrative experience, employment status, etc
- List of academic non-teaching personnel such as Registrar, Librarian, Guidance Counselor, Researcher, etc and their educational qualifications, employment status and work experience
- Pictures of all Physical Facilities, including site and buildings, classrooms, laboratories, library, medical and dental health, canteens, etc.
- List of Library Holdings (to be certified by the President). These holdings should at least be 3,000 non-fiction accessional titles, and at least 300 professional titles for each major program
- List of laboratory facilities, equipment, furniture, supplies and materials classified by subject area

d) Submission. The Board Resolution approving the offering of the new program(s) together with the above requirements shall be submitted to the CHED Central Office for MIS



purposes and to the CHED Regional Office for information and reference purposes.

- e) **Forms.** The documents and other requirements should conform to the forms provided by CHED in the above cited Memorandum Letter.
- f) **Course Number System.** In addition to the CHED requirements, the number of courses in revised or proposed program should conform to the course numbering system being adopted by the University.
- g) **Phase Out Program.** A phase-out program should be anticipated in the implementation of new or revised programs

If the new program is designed to replace an existing curriculum, the implementation should start from the incoming freshmen only and the old curriculum should end with the graduation of the current students taking it.

In the revised courses, the compulsory requirement for students for the introduced/revised courses should start only in the current year they are supposed to take the course. In no case shall the introduced/revised courses be required as back subjects for students.

h) Schedule of Revision/Introduction of New Courses.

Unless the revision or introduction of new required course is a mandatory requirement by CHED, no revision on any curriculum of the University shall be made within five (5) years of its implementation.

Section 5. Program Accreditation. The University shall as much as possible, submit all programs for accreditation particularly by the Accrediting of Chartered Colleges and Universities in the Philippines (AACCUP) or any accrediting agency prescribed by CHED and the Philippine Association of State Universities and Colleges (PASUC).

Relevant to this, the University President shall form a local University-wide accrediting body to be headed by the Director for **Quality Assurance and Accreditation**. It is the duty of this body to prepare for the accreditation of programs, including review and inspection of documents (local accreditation) and schedule accreditation visits.

The University may tap the services of other accrediting institutions or other outside agencies.

Section 6. Scheduling and Conduct of Classes.



a) Course Scheduling. These guidelines pertain to tertiary level in the University. SELSHS follows a different set schedule.

The Office of the University Registrar is tasked to policy and oversight to course scheduling. The College/Department is furnished a tentative schedule of courses two months before each term, which will be used to decide faculty assignment. The Department Head, through the Dean/Director, coordinates with the Office of the University Registrar on matters concerning the final scheduling of courses as well as room assignment. Faculty schedules are prepared by the Department Head after due consultations with the faculty members. The assignment of loads should be based on the existing policies of the institution governing faculty loads. A tentative schedule is usually given to faculty members at least two (2) weeks before the opening of the semester to give them enough time to prepare. Loads are considered final once approved by the Dean and submitted to the Office of the Vice President for Academic Affairs. The Department Head and Dean of the College sign the official Report on Load of the faculty before it is forwarded to the Office of the University President.

b) Change of Class Schedule. The regular schedule of classes, as approved by the Department Head and the Dean, should be observed strictly. Faculty members should conduct their classes for instruction or consultation purposes on schedule. Faculty members should first inform, consult and get the approval of their department head and dean should there be changes in the schedule. Internal arrangements between faculty members and students are not allowed. Any deviation from the approved schedule should be communicated to the Office of the University Registrar.

c.) Class Size. A minimum number of students are required to open a class:

- Undergraduate — forty (40) students
- Specialization/Majorship — fifteen (15) students
- Masters — ten (10) students
- Doctoral — eight (8) students
- Special class- below -- ten (10) students;

Should the class size fall below the minimum number, the Department Head should be informed immediately to decide whether to dissolve the class or to maintain it as a special class approved by



the Dean of the College. Should the class be dissolved, faculty members should advise the student to transfer to other classes.

- d) First Day of Classes.** During the first day of classes, faculty members should sign the registration forms of their students and collect their class cards or registration forms. The class cards serve as evidence that the students are officially enrolled in the class.

A student is considered officially enrolled only after the following steps are satisfied:

- University Registrar has duly certified the enrollment on the registration cards.
- University Cashier has stamped on the required forms an acknowledgement of payment of fees, and
- Professors/instructors have placed their initials or signatures on the registration cards.

The class list, issued by the Office of the University Registrar, provides the name of the students, regular or irregular, officially enrolled in a course. Faculty members should get their class lists from their Department Head on the first day of classes.

Moreover, faculty members should orient the students about the objectives, contents and requirements of the course, and explain the bases for evaluating students' performance. It is recommended that the students be provided with a copy of the course syllabus.

- e) Class Meetings and Dismissal of Classes.** Punctuality should be observed at all times in the conduct of classes. If the class should start at 7 a.m., the faculty should be in the classroom at exactly

7 a.m. Classes should be dismissed at least five (5) minutes before the end of each period to allow students to move and transfer to their next class.

- f) Make-Up Classes.** Faculty members who miss their classes due to official functions should conduct make-up activities/classes. Make-up activities/classes should be for both extra and regular teaching assignments. Request forms for make-up classes are available at the Dean's Office.

Section 7. Examinations and Quizzes

- a) Schedule of Examinations.** The schedule for the mid-term and final examination is prepared by the Office of the University Registrar and approved by the Office of the Vice-President for Academic Affairs. Faculty members should administer their midterm and final examinations following



this schedule. Any deviation should be communicated to the Department Head.

b.) Reporting Cases of Cheating and Other Forms of Dishonesty. Any form of dishonesty and/or deceit, especially cheating during recitation, examination or any class work, shall be subject to penalty ranging from reprimand to suspension for a year or the remainder of the school year.

Faculty members should report suspected cheaters to the department head who coordinates with the Dean of the Office of Student Affairs (OSA) through the College Dean for an investigation and the corresponding appropriate sanction.

27. All laws, presidential decrees, executive orders, rules and regulations contrary or inconsistent with the provisions of this Act are hereby repealed, amended or modified accordingly.

Republic of the Philippines

Congress of the Philippines

Metro Manila

Tenth Congress

Third Regular Session

Approved,

ERNESTO M. MACEDA
President of the Senate

JOSE DE VENECIA JR.
Speaker of the House
of Representatives

This Act which is a consolidation of House Bill No. 6513 and Senate Bill No. 2248 was finally passed by the House of Representatives and the Senate on December 8, 1997 and December 10, 1997, respectively.

Begun and held in Metro Manila on Monday the twenty-eighth day of July, nineteen hundred and ninety-seven.

[REPUBLIC ACT NO. 8468 §]

AN ACT CONVERTING THE DON SEVERINO AGRICULTURAL COLLEGE IN THE MUNICIPALITY OF INDANG, PROVINCE OF CAVITE INTO A STATE UNIVERSITY, TO BE KNOWN AS THE CAVITE STATE UNIVERSITY

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. The Don Severino Agricultural College in the Municipality of Indang, Province of Cavite, is hereby converted into a state university to be known as the Cavite State University, hereinafter referred to as the University.

Approved:

LORENZO E. LEYNES JR.
Secretary of the Senate

ROBERTO P. NAZARENO
Secretary General
House of Representatives

FIDEL V. RAMOS
President of the Philippines

JAN 22 1998
to law on
the signature of the Presi-
co accordance with Article VI, O

CERTIFIED COPY

A.6 Policies on validation of subjects taken by transferees and accommodation of students with special needs.



Republic of the Philippines
CAVITE STATE UNIVERSITY

Tanza Campus

Ph. 2, Bahay Katuparan, Bagtas, Tanza, Cavite

(046) 235 - 7997

www.cvsu.edu.ph

POLICIES ON VALIDATION OF SUBJECTS

1. A transfer student presents his/her Official Transcript of Records (OTR) from his/her previous school. If OTR is not available at the time of evaluation, certified true copy of grades may be used to evaluate. However, original OTR must be presented so that the subjects already taken from former school can be credited.
2. Program Coordinator of the degree or non-degree programs will evaluate the OTR and determine which subjects will be credited and which are not. He/She will check if the course title of the subject is exactly the same as the course title being offered.
3. Should there be discrepancy in the course title, course description will be requested form the former school and this will be the basis in crediting the subject.
4. Should there be discrepancy on the credit units, it will be resolved in the following manner:
 - a. If the credit units from the former school is larger than the credit units being offered, the subject will be credited.
 - b. If the credit units from the former school is smaller than the credit units being offered, the subject will not be credited.
5. Afterwards, the Department Chair offering the program will check and certify that the subjects already taken are credited.

Prepared by:

MILDRED A. SEBASTIAN

Campus Registrar

Noted:

LYNN G. PENALES, PhD

Campus Dean

**Article 4. Specific Policies and Guidelines on Admission, Transfers, Changing of Subjects, Leaves, Dropping, Grades and Grading System, Academic Delinquency and Graduation****Section 1. Policies and Guidelines for the Secondary Education Laboratory - Science High School Curriculum (SELSHS).**

Unless otherwise changed in accordance with the Board of Regent's action, the Laboratory High School shall offer a Science Curriculum with the rules and regulations discussed below. Any portion or all of these rules and regulations may be changed any time as deemed necessary by the Board of Regents upon endorsement of the University Academic Council.

a) Admission Requirements. Graduates of any private and public elementary school may be admitted in the Science Curriculum upon presentation and/or fulfillment of the following requirements:

1. Submission of Form 138 (Report Card)
2. Certification of good moral character signed by the Principal or Guidance Counselor
3. Certification of physical and mental fitness from the University Physician
4. Payment of P100.00 (may be changed without prior notice) entrance examination fee
5. Passing the following tests:
 - 5.1 Mental Ability Test (MAT)
 - 5.2 Science and Math Aptitude Test (SMAT)
 - 5.3 Essay Communication Test

b) General Retention Standards and Grade Requirements.

Students other than those who received full or partial scholarship must maintain academic standards as follows:

1. GPA of not lower than 78 percent
2. Weighted average in Mathematics, Science and Scientific Research of not lower than 78 percent
3. No failing grades in any subject.

Students who failed to maintain the academic standards shall be denied readmission.



Mention. The ranking system will be applied in the selection of candidates for awards or honors.

Selection of candidates for awards/honors shall be based on the composite academic performance and co/extra curricular activities from first year to fourth year.

The weights for academic performance and co/extra - curricular activities are 85 percent and 15 percent, respectively.

Section 2. Policies and Guidelines for the Degree and Non- Degree

Programs. Unless otherwise specified, the policies and guidelines below apply only to both the degree and the non-degree programs of the University.

a) Admission and Registration

aa) Admission of New Students. All applicants for the degree programs shall pay a P100.00 testing fee (may be changed without prior notice) entrance examination fee; pass the entrance examination given by the University and meet the following qualifications:

- Graduate of any public or DECS recognized private high school
- Physically and mentally fit to study
- Possesses good moral character as certified by the High School Principal.

Individual colleges and campuses may institute their own requirements specific to their programs provided these requirements are endorsed by the University Administrative Council and approved by the Board of Regents.

ab) Admission of Foreign Students. Foreign students are required to:

- Submit an approved permit to study from the concerned embassy
- Pay a non-refundable foreign student fee of \$30.00 (may be changed without prior notice)
- Submit a Certificate of English Proficiency from the Department of Languages and Humanities
- Police Clearance from country of origin.

ac) Admission of Transfer Students. Transfer students from other schools and Colleges/Universities are required to comply with the following requirements:



- Certified true copy of transcript of records;
- GPA should be 2.00 or better (approved per BOR Res. #51 S. 2005)
- honorable dismissal;
- two (2) copies of 1" x 1" ID picture;
- Certification of good moral character certified by the guidance counselor/dean from the last school attended;
- NBI Clearance;
- Passing the required entrance examination (approved per BOR Res. No. 51 S 2005)
- Must have passed the interview conducted by the Screening Committee of the College where the student intends to enroll the course.

In addition, respective colleges may require a background (inquiry) check on the student who requests for transfer to the University.

Students who qualify for transfer may apply with their respective College Registrars for advanced credit for equivalent courses upon presentation of transcript of records and authenticated proof of equivalency of courses.

- b) **Shifting to Other Programs.** Students who intend to shift to another University program must accomplish a prescribed form for the purpose to be approved by the Dean of the College where they want to shift to, not later than ten (10) working days before the start of the regular registration period. A copy of the approved application for shifting should be forwarded by the Dean concerned to the University Registrar's Office.

Students pursuing degree programs may be allowed to shift to non-degree programs upon approval of their application for shifting.

Students pursuing non-degree program may be allowed to shift to degree programs offered by the College after satisfying the following requirements except for ladderized programs:

- GPA of 2.0 or better
- Submission of approved application form and other supporting documents
- Passing the required entrance examination.



c) Cross Registration. Cross-registrants from other educational institutions should have a written permission from their school registrar to be presented to the CvSU Registrar. The permit shall state the subject(s) and the total number of units the student is allowed to cross-register and that the University shall be the venue for the course to be registered.

For courses with prerequisites, the cross-registrant shall be required to present an authenticated proof of equivalency of course and description of the required course.

- CvSU students who are planning to cross-register courses with other institutions should have a written permit from their College and University Registrars. Students planning to cross-register in other University/College or Campus shall be allowed only under the following conditions:
- The course(s) to be cross-registered should have exactly the same description as the one being offered in another college or campus where the student plans to cross register;
- Must have written permit from their respective College Registrars and finally the University Registrar; and
- Students are allowed to cross-enroll a maximum of six (6) units only for the entire program.

d) Late Registration. The period for the late registration shall be seven school days after the regular registration schedule. No late registrants will be entertained after this period.

Undergraduate degree and non-degree students who register during the authorized period for late registration shall be charged a fine of P100.00 (which may be changed without prior notice), regardless of the number of days their registration is delayed and the number of units that a student is carrying during a particular term.

Any student whose registration has been approved by the Registrar during the registration period but has not settled at least the first installment of his/her fees shall also be charged fine for late registration. The Cashier's Office indicates the fine in the registration form of the student upon payment of fees.

No late registration shall be entertained for the summer program.

Individual colleges and campuses may propose and implement other academic policies consistent with the general guidelines on academic rules and regulations and approved by the Board of Regents.

Excerpt from CMO No. 09 s. of 2013

Section 32

Services for Students with Special Needs and Persons with Disabilities are programs and activities designed to provide equal opportunities to Persons With Disabilities (PWDs), indigenous peoples, solo parents, etc. (academic accommodation for learners with special needs).

- 32.1 The HEI shall ensure that academic accommodation is made available to persons with disabilities and learners with special needs with proper consultation and conference with students with disabilities themselves, together with their teachers, parents/guardian/s, personal assistant/s and other concerned professionals, whenever necessary.
- 32.2 There shall be provisions/programs for life skills training e.g. conflict management and counseling or testing referrals shall be done whenever necessary.
- 32.3 There shall be a regular submission of the list of students with disabilities detailing the intervention programs to theCHEDROs in order to build up the Database of HEIs Accommodating PWDs.

Section 33

Cultural and Arts Programs – refer to the set of activities designed to provide opportunities to develop and enhance talents, abilities and values for appreciation, promotion and conservation of national culture and multi-cultural heritage.

- 33.1 The HEI shall provide opportunities for appreciation of culture and the arts.

Policies and Guidelines

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ARTICLE XV APPROVAL AND EFFECTIVITY

Section 45

This set of Policies and Guidelines is hereby approved and shall take effect Academic Year 2013-2014.

A handwritten signature in black ink, appearing to read "Patricia B. Licuanan".

PATRICIA B. LICUANAN, Ph. D.

Chairperson

Issued on April 19, 2013.



tasks such as student consultation, academic advising, and all other initiatives that facilitate the process of learning.

Every faculty member is expected to:

- Identify learner needs
- Prepare and follow a course syllabus based on the needs identified;
- Facilitate the learning process through active engagement in classroom tasks and activities
- Develop students' analytical and creative thinking skills through purposive activities with focus on higher order thinking skills
- Design alternative and innovative models of teaching for all types of students: regular, gifted, and those with special needs
- Make oneself available for consultation, academic advising and other relevant functions that can help improve the students' well being
- Manifest a strong commitment to development of highly competent and qualified graduates by constantly improving one's craft
- Vary teaching methodologies and techniques in the pursuit of effective teaching and learning process
- Attend University affairs such as academic council's meetings if applicable, commencements rites, foundation and University week activities and faculty development programs.

b) Research. Faculty members need to continually explore areas of inquiry through active participation in research endeavors. They are expected to:

- participate in formulating research agenda for the University
- conduct researches to enhance instruction in their field of specialization
- encourage students to become creative, innovative and productive researchers
- study recently published papers on basic and applied researches, materials development, feasibility studies, and others