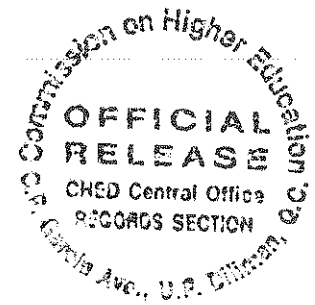Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED MEMORAMDUM ORDER (CMO)

No. __77__
Series of __2017__

SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR
BACHELOR OF SPECIAL NEEDS EDUCATION (BSNEd)

In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the *"Higher Education Act of 1994,"* in pursuance of an outcomes-based quality assurance system as advocated under CMO 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 (PSG) 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 Special Needs Education (BSNEd)** 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."

Quality pre-service teacher education is a key factor to quality Philippine education. The pre-service preparation of teachers is a very important function and responsibility of HEIs. All efforts to improve the quality of basic education in the Philippines are dependent on the service of teachers who are properly trained to undertake various roles and functions. 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.

Developing teachers who have the competence to work with children and youth with additional needs[1] is the thrust of the field of Special Needs Education. This degree program will enable its graduates to teach subjects in general/regular education settings while addressing learning concerns of students with additional needs. Graduates may also teach in special education centers and clinical settings.

The Bachelor of Special Needs Education curriculum takes into consideration the various laws and international agreements especially the Convention on the Rights of Persons with Disabilities on quality education for persons with special educational needs, making Filipino mainstream education inclusive and accessible to all.

ARTICLE II
AUTHORITY TO OPERATE

Section 2. **Government Recognition**

All private higher education institutions (PHEIs) intending to offer **Bachelor of Special Needs Education** (BSNEd) must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with **Bachelor of Special Education, Bachelor of Elementary Education with specialization in Special Education, Bachelor of Secondary Education major in Special Education,** programs are required to shift to an outcomes-based approach based on this PSG and must secure approval for such a shift. State universities and colleges (SUCs), and local colleges and universities 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 in this curriculum is here 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

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[1] The terms "learners with additional needs", "learners with special educational needs", "learners with exceptionalities" and "learners with special needs" are used interchangeably in this document.

V Section 11. The sample course syllabus 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.   HEIs are allowed to design curricula suited to their own context and mission, provided that they can demonstrate that the same lead 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 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:
A. **Bachelor of Special Needs Education (Generalist)**
B. **Bachelor of Special Needs Education with specialization in:**
   - Early Childhood Education
   - Teaching Learners with Visual Impairment
   - Teaching Deaf and Hard-of-Hearing Learners
   - Elementary School Teaching

5.2 Nature of the Field of Study

The **Bachelor of Special Needs Education (BSNEd)** is an undergraduate degree program which specializes in special needs education.

5.3 Program Goals

The **Bachelor of Special Needs Education (BSNEd)** program prepares teachers who will instruct and manage students with additional needs in inclusive and segregated educational settings. Its graduates will be equipped to teach the basic education curriculum and alternate curricula depending on the needs of the

students. Those who will teach in the elementary level will be trained across different subject areas. Those who will teach in the secondary level will provide educational support to students with additional needs in inclusive classrooms or provide educational services to students who may be enrolled in special education centers.

A graduate of this degree program should be able to teach in regular and special education schools as a teacher provided that he/she passes the Licensure Examination for Teachers in his/her subject area of specialization.

5.4 Specific Professions/Careers/Occupations for Graduates

After completion of all academic requirements of the program, graduates of Bachelor of Special Needs Education (BSNEd) should be able to practice the teaching profession in the field of Special Needs Education.

Graduates of the generalist BSNEd may be employed in special education centers/clinics as special education teachers, therapists, or clinicians. They can also work in regular schools that practice inclusion as learning support staff and as special education teachers.

Graduates of BSNEd with specialization in Early Childhood Education (ECE) can teach in regular schools as ECE teachers, special education teachers and learning support staff. They can also work in special education centers as special education teachers.

Graduates of BSNEd with specialization in Teaching Learners with Visual Impairment or Hearing Impairment can teach in special education centers and regular inclusive schools as special education teachers and as learning support staff.

Those with degrees in BSNEd with specialization in Elementary School Teaching can work as regular classroom/subject teachers in regular inclusive schools. They may also opt to teach in special education centers.

Graduates of these degrees may also practice in center-/home-/community-based educational settings as intervention specialists, job/behavior coaches and tutors.

5.5 Allied Fields

The **Bachelor of Special Needs Education (BSNEd)** is an allied discipline of Teacher Education. Other fields that work closely with special needs education include psychology, counselor education, anthropology, occupational therapy, physical therapy, speech pathology, developmental pediatrics and social work.

Section 6.   Program Outcomes

The minimum standards for the **Bachelor of Special Needs Education** program are expressed in the following minimum 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 orally and in writing using both English and Filipino.
c. work effectively and independently in multidisciplinary and multicultural 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 practices.[2]
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 a major (Special Needs Education)
The graduates have the ability to demonstrate knowledge, skills and dispositions under the following domains:
a. **Basic/Foundation:** Provide respectful and meaningful learning experiences and collaborative opportunities for students with additional needs and their families.
b. **Learner Development and Individual Learning Differences:** Respond effectively to educational needs of students with additional needs.
c. **Learning Environments:** Create safe, inclusive, culturally responsive learning environments for students with additional needs.

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[2] *Program Outcome "e" common to the Teacher Education discipline under Section 6.2. is anchored on the CHED-UNESCO ICT Competency Standards for Teacher Education in Annex H.*

d. **Curricular Content Knowledge:** Use knowledge of general and specialized curricula to individualize learning for students with additional needs.
e. **Instructional Planning and Strategies:** Use evidence-based instructional strategies to maximize learning opportunities for students with additional needs.
f. **Assessment:** Use multiple methods of assessment and multiple data-sources to make sound educational decisions for students with additional needs.
g. **Professional Learning and Practice:** Demonstrate reflective thinking and professional self-direction.

These program outcomes are aligned with preparation standards for special educators by the Council for Exceptional Children, an international professional organization of educators of students with exceptionalities or additional needs.

6.4 Common to a horizontal type as defined in CMO 46, s. 2012

a. Graduates of professional institutions demonstrate service orientation in their respective professions
b. Graduates of colleges are qualified for various types of employment and participate in development activities and public discourses, particularly in response to the needs of the communities they serve
c. Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects

Moreover, graduates of State Universities and Colleges (SUCs) must have the competencies to support "national, regional and local development plans" (RA 7722).

All private higher education institutions (PHEI), as its option, may adopt mission-related program outcomes that are not included in the minimum set of learning outcomes.

Section 7. Performance Indicators

Program Outcomes	Performance Indicators
Basic: Provide respectful and meaningful learning experiences and collaborative opportunities for students with additional needs and their families.	1. Demonstrate cultural-, disability- and gender-sensitivity
	2. Make educational decisions which are founded on evidence-based practice
	3. Communicate in a clear, appropriate and respectful manner
	4. Engage in collaborative and consultative partnerships with parents, families, teachers, and professionals to address concerns
	5. Maintain accurate, confidential and complete student records, and prepare reports on students and activities
	6. Model compassion, patience, flexibility,

Program Outcomes	Performance Indicators
	resourcefulness, and respect for individuals
Learner Development and Individual Learning Differences: Respond effectively to educational needs of students with exceptionalities.	7. Observe the learner as he/she relates to others and the environment and determine his/her educational needs in the light of his/her nature and learning characteristics
	8. Identify and respect learning differences among students
Learning Environments: Create safe, inclusive, culturally responsive learning environments for students with additional needs.	9. Demonstrate an understanding of typical and atypical learners by facilitating their learning in different learning environments
	10. Plan, organize and structure safe, positive and community-responsive learning environments that support individuals with additional needs
	11. Motivate students to explore learning opportunities and persevere with challenging tasks
	12. Use positive behavior supports and refrain from using aversive techniques related to the application of disciplinary methods and behavior change procedures
Curricular Content Knowledge: Use knowledge of general and specialized curricula to individualize learning for students with additional needs.	13. Demonstrate knowledge of the general education and specialized curricula for students across a wide range of performance levels
	14. Demonstrate proficiency in the content of the subject matter they will teach
	15. Teach personal development skills such as goal setting, independence, and self-advocacy, as well as functional and life skills
Instructional Planning and Strategies: Use evidence-based instructional strategies to maximize learning opportunities for students with additional needs.	16. Apply a wide range of evidence-based teaching process skills, strategies and approaches in inclusive and segregated educational settings (including individualization, curriculum and program development and modification, lesson planning, materials development, formative assessment)
	17. Use assistive technology and information communication technology for individuals with additional needs
	18. Employ a variety of behavior and classroom management approaches.
Assessment: Use multiple methods of assessment and data-sources to make sound educational decisions for students with additional needs.	19. Identify and use a variety of appropriate formal and informal assessment tools to evaluate student performance
	20. Interpret and utilize assessment results for instructional planning and placement of students
	21. Develop individualized education programs, individualized family service plans, behavior intervention plans and individualized transition programs based on assessment results
Professional Learning and Practice:	22. Participate in and conduct professional development activities, such as research, conferences, learning communities

Program Outcomes	Performance Indicators
Demonstrate reflective thinking and professional self-direction.	23.Demonstrate reflective thinking, self-evaluation, self-direction and commitment to pursue excellence as a lifelong learner

ARTICLE V
CURRICULUM

Section 8. Curriculum Description

Higher education institutions offering Bachelor of Special Needs Education (BSNEd) programs may exercise flexibility in their curricular offering. However, the following courses are prescribed as minimum requirements to be implemented.

Section 9. Sample Curriculum

9.1. Curriculum Components

A. Bachelor of Special Needs Education (Generalist)

Course Codes	Courses	Units	Total Units
	General Education (GE) Courses (CMO 20, s 2013)		36
	Professional Education Courses (Annex B)		42
	Special Needs Education Major Courses		48
SNEd 2	Learners with Developmental Disabilities	3	
SNEd 3	Learners with Sensory and Physical Disabilities	3	
SNEd 4	Learners with Emotional, Behavioral, Language and Communication Disabilities	3	
SNEd 5	Gifted and Talented Learners	3	
SNEd 6	Curriculum and Pedagogy in Inclusive Education	3	
SNEd 7	Educational Assessment of Students with Additional Needs	3	
SNEd 8	Behavior Management and Modification	3	
SNEd 9	Adapted Physical Education and Recreation, Music and Health	3	
SNEd 10	Instructional Adaptations in Language and Literacy Instruction	3	
SNEd 11	Instructional Adaptations in Mathematics and Science Instruction	3	
SNEd 12	Instructional Adaptations for Teaching the Content Areas (Social Sciences, Humanities)	3	
SNEd 13	Development of Individualized Education Plans	3	
SNEd 14	Early Childhood Inclusive Education	3	
SNEd 15	Transition Education	3	
SNEd 16	Research in Special Needs and Inclusive Education	3	
	Teaching Multi-grade Classes	3	

BSNEd (Generalist)	
Summary of Units	
General Education Courses	36
Professional Education Courses	42
Special Needs Education Major Courses	48
Mandated Courses (PE, NSTP)	14
TOTAL	**140**

B. **Bachelor of Special Needs Education with specialization in Early Childhood Education**

Course Codes	Courses	Units	Total Units
	General Education (GE) Courses (CMO 20, s 2013)		**36**
	Professional Education Courses (Annex B)		**42**
	Special Needs Education Major Courses		**42**
SNEd 2	Learners with Developmental Disabilities	3	
SNEd 3	Learners with Sensory and Physical Disabilities	3	
SNEd 4	Learners with Emotional, Behavioral, Language and Communication Disabilities	3	
SNEd 5	Gifted and Talented Learners	3	
SNEd 6	Curriculum and Pedagogy in Inclusive Education	3	
SNEd 7	Educational Assessment of Students with Additional Needs	3	
SNEd 8	Behavior Management and Modification	3	
SNEd 9	Adapted Physical Education and Recreation, Music and Health	3	
SNEd 10	Instructional Adaptations in Language and Literacy Instruction	3	
SNEd 11	Instructional Adaptations in Mathematics and Science Instruction	3	
SNEd 12	Instructional Adaptations for Teaching the Content Areas (Social Sciences, Humanities)	3	
SNEd 13	Development of Individualized Education Plans	3	
SNEd 14	Early Childhood Inclusive Education	3	
SNEd 16	Research in Special Needs and Inclusive Education	3	
	Specialization: *Early Childhood Education*		**24**
ECE 3	Foundations of Early Childhood Education	3	
ECE 4	Play and Developmentally Appropriate Practices in Early Childhood Education	3	
ECE 5	Creative Arts, Music, and Movements in Early Childhood Education	3	
ECE 6	Numeracy Development	3	
ECE 10	Literacy Development	3	
ECE 11	Social Studies in Early Childhood Education	3	
ECE 12	Utilization of Instructional Technology in Early Childhood Education	3	
ECE 13	Science in Early Childhood Education	3	

BSNEd with specialization in Early Childhood Education	
Summary of Units	
General Education Courses	36
Professional Education Courses	42
Special Needs Education Major Courses	42
Specialization Courses (*Early Childhood Education*)	24
Mandated Courses (PE, NSTP)	14
TOTAL	**158**

C. Bachelor of Special Needs Education with specialization in Teaching Learners with Visual Impairment

Course Codes	Courses	Units	Total Units
	General Education (GE) Courses (CMO 20, s 2013)		36
	Professional Education Courses (Annex B)		42
	Special Needs Education Major Courses		45
SNEd 2	Learners with Developmental Disabilities	3	
SNEd 3	Learners with Sensory and Physical Disabilities	3	
SNEd 4	Learners with Emotional, Behavioral, Language and Communication Disabilities	3	
SNEd 5	Gifted and Talented Learners	3	
SNEd 6	Curriculum and Pedagogy in Inclusive Education	3	
SNEd 7	Educational Assessment of Students with Additional Needs	3	
SNEd 8	Behavior Management and Modification	3	
SNEd 9	Adapted Physical Education and Recreation, Music and Health	3	
SNEd 10	Instructional Adaptations in Language and Literacy Instruction	3	
SNEd 11	Instructional Adaptations in Mathematics and Science Instruction	3	
SNEd 12	Instructional Adaptations for Teaching the Content Areas (Social Sciences, Humanities)	3	
SNEd 13	Development of Individualized Education Plans	3	
SNEd 14	Early Childhood Inclusive Education	3	
SNEd 15	Transition Education	3	
SNEd 16	Research in Special Needs and Inclusive Education	3	
	Specialization: *Teaching Learners with Visual Impairment*		18
SNEd 17	Functional Vision Assessment	3	
SNEd 18	Orientation and Mobility	3	
SNEd 19	Braille Reading and Writing	3	
SNEd 20	Instructional Strategies for Learners with Visual Impairment	3	
SNEd 21	Assistive Technologies for Learners with Visual Impairment	3	
SNEd 22	Field Experience in Teaching Learners with Visual Impairment	3	

BSNEd with specialization in Teaching Learners with Visual Impairment	
Summary of Units	
General Education Courses	36
Professional Education Courses	42
Special Needs Education Major Courses	45
Specialization Courses (Teaching Learners with Visual Impairment)	18
Mandated Courses (PE, NSTP)	14
TOTAL	**155**

D. Bachelor of Special Needs Education with specialization in Teaching Deaf and Hard-of-Hearing Learners

Course Codes	Courses	Units	Total Units
	General Education (GE) Courses (CMO 20, s 2013)		36
	Professional Education Courses (Annex B)		42
	Special Needs Education Major Courses		45
SNEd 2	Learners with Developmental Disabilities	3	
SNEd 3	Learners with Sensory and Physical Disabilities	3	
SNEd 4	Learners with Emotional, Behavioral, Language and Communication Disabilities	3	
SNEd 5	Gifted and Talented Learners	3	
SNEd 6	Curriculum and Pedagogy in Inclusive Education	3	
SNEd 7	Educational Assessment of Students with Additional Needs	3	
SNEd 8	Behavior Management and Modification	3	
SNEd 9	Adapted Physical Education and Recreation, Music and Health	3	
SNEd 10	Instructional Adaptations in Language and Literacy Instruction	3	
SNEd 11	Instructional Adaptations in Mathematics and Science Instruction	3	
SNEd 12	Instructional Adaptations for Teaching the Content Areas (Social Sciences, Humanities)	3	
SNEd 13	Development of Individualized Education Plans	3	
SNEd 14	Early Childhood Inclusive Education	3	
SNEd 15	Transition Education	3	
SNEd 16	Research in Special Needs and Inclusive Education	3	
	Specialization: *Teaching Deaf and Hard-of-Hearing Learners*		18
SNEd 23	Educational and Communication Philosophies in Deaf Education	3	
SNEd 24	Filipino Sign Language	3	
SNEd 25	Artificial Sign Systems	3	
SNEd 26	Language Development and Literacy Instruction for Deaf and Hard of Hearing Learners	3	
SNEd 27	Instructional Strategies for Deaf and Hard of Hearing Learners	3	

Course Codes	Courses	Units	Total Units
SNEd 28	Field Experience in Teaching Learners who are Deaf and Hard of Hearing	3	

BSNEd with specialization in Teaching Deaf and Hard-of-Hearing Learners Summary of Units	
General Education Courses	36
Professional Education Courses	42
Special Needs Education Major Courses	45
Specialization Courses (Teaching Deaf and Hard-of-Hearing Learners)	18
Mandated Courses (PE, NSTP)	14
TOTAL	155

E. Bachelor of Special Needs Education with specialization in Elementary School Teaching

Course Codes	Courses	Units	Total Units
	General Education (GE) Courses (CMO 20, s 2013)		36
	Professional Education Courses (Annex B)		42
	Special Needs Education Major Courses		27
SNEd 7	Educational Assessment of Students with Additional Needs		
SNEd 8	Behavior Management and Modification		
SNEd 9	Adapted Physical Education and Recreation, Music and Health		
SNEd 10	Instructional Adaptations in Language and Literacy Instruction		
SNEd 11	Instructional Adaptations in Mathematics and Science Instruction		
SNEd 12	Instructional Adaptations for Teaching the Content Areas (Social Sciences, Humanities)		
SNEd 13	Development of Individualized Education Plans		
SNEd 14	Early Childhood Inclusive Education		
SNEd 16	Research in Special Needs and Inclusive Education		
	Specialization in Elementary School Teaching (Major courses in Elementary Education except Research in Education)		54 units
SCI	Teaching Science in the Primary Grades (Biology and Chemistry)	3	
SCI	Teaching Science in the Intermediate Grades (Physics, Earth and Space Science)	3	
SSC	Teaching Social Studies in Primary Grades – Philippine History and Government	3	
SSC	Teaching Social Studies in Intermediate Grades – Culture and Basic Geography	3	
FIL	Pagtuturo ng Filipino sa Elementarya (I) – Estruktura at Gamit ng Wikang Filipino	3	

Course Codes	Courses	Units	Total Units
FIL	Pagtuturo ng Filipino sa Elementarya (II) Panitikan ng Pilipinas	3	
MATH	Teaching Math in the Primary Grades	3	
MATH	Teaching Math in the Intermediate Grades	3	
TLE	Edukasyong Pantahanan at Pangkabuhayan	3	
TLE	Edukasyong Pantahanan at Pangkabuhayan with Entrep	3	
MUSIC	Teaching Music in the Elementary Grades	3	
ARTS	Teaching Arts in the Elementary Grades	3	
PEH	Teaching PE and Health in the Elementary Grades	3	
ENG	Teaching English in the Elementary Grades (Language Arts)	3	
ENG	Teaching Literacy in the Elementary Grades Thru Literature	3	
MTB-MLE	Content and Pedagogy in the Mother-tongue	3	
VED	Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)	3	
TTL2	Technology for Teaching and Learning in the Elementary Grades	3	

BSNEd with specialization in Elementary School Teaching Summary of Units	
General Education Courses	36
Professional Education Courses	42
Special Needs Education Major Courses	27
Specialization Courses (Elementary School Teaching)	54
Mandated Courses (PE, NSTP)	14
TOTAL	173

9.2. Guidelines for Preparing a Program of Study

1. Offer the courses based on the availability of faculty and resources.
2. Not all General Education courses need to be completed in First Year or Second Year.
3. Ensure that sequential subjects are scheduled accordingly.

9.3. Sample Program of Study (Distribution of Courses)

A. **Bachelor of Special Needs Education (Generalist)**
   (140 units)

First Year			
1st Semester	Credit Units	2nd Semester	Credit Units
GE 1	3	GE 4	3
GE 2	3	GE 5	3
GE 3	3	Prof Ed: Facilitating Learner	3

Prof Ed: The Child and Adolescent Learners and Learning Principles	3	Centered Teaching Prof Ed: The Teacher and the School Curriculum	3
Prof Ed/SNEd 1	3	SNEd2	3
PE 1	2	SNEd 3	3
		PE 2	2
TOTAL	**17**	**TOTAL**	**20**

Second Year			
1st Semester	**Credit Units**	**2nd Semester**	**Credit Units**
GE 6	3	GE 8	3
GE 7	3	GE 9	3
SNEd 4	3	SNEd 6	3
SNEd 5	3	SNEd 7	3
Prof Ed: Assessment of Learning 1	3	Prof Ed: Assessment of Learning 2	3
Prof Ed: Technology for Teaching and Learning 1	3	Prof Ed: Building and Enhancing Literacy Skills Across the Curriculum	3
NSTP 1	3	NSTP 2	3
TOTAL	**21**	**TOTAL**	**21**

Third Year			
1st Semester	**Credit Units**	**2nd Semester**	**Credit Units**
GE 10	3	GE 11	3
SNEd 8	3	SNEd 11	3
SNEd 9	3	SNEd 12	3
SNEd 10	3	SNEd 13	3
SNEd 14	3	SNEd 15	3
Prof Ed: The Teaching Profession	3	Prof Ed: The Teacher and the Community, School Culture and Organizational Leadership	3
PE 3	2	PE 4	2
TOTAL	**20**	**TOTAL**	**20**

Fourth Year			
1st Semester	**Credit Units**	**2nd Semester**	**Credit Units**
GE 12	3	Teaching Internship	6
SNEd 16	3		
Field Study 1	3		
Field Study 2	3		
Teaching Multi-grade Classes	3		
TOTAL	**18**	**TOTAL**	**6**

B. Bachelor of Special Needs Education with specialization in Early Childhood Education (158 units)

First Year			
1st Semester	Credit Units	2nd Semester	Credit Units
GE 1	3	GE 5	3
GE 2	3	GE 6	3
GE 3	3	Prof Ed: Facilitating Learner Centered Teaching	3
GE 4	3		
Prof Ed: The Child and Adolescent Learners and Learning Principles	3	SNEd2	3
		SNEd 3	3
		ECE 3	3
Prof Ed/SNEd 1	3	PE 2	2
PE 1	2	NSTP 2	3
NSTP 1	3		
TOTAL	23	TOTAL	23

Second Year			
1st Semester	Credit Units	2nd Semester	Credit Units
GE 7	3	GE 10	3
GE 8	3	GE 11	3
GE 9	3	GE 12	3
SNEd 4	3	SNEd 6	3
SNEd 5	3	ECE 4	3
SNEd 14	3	Prof Ed: Assessment of Learning 2	3
Prof Ed: Assessment of Learning 1	3	Prof Ed: Building and Enhancing Literacy Skills Across the Curriculum	3
TOTAL	21	TOTAL	21

Third Year			
1st Semester	Credit Units	2nd Semester	Credit Units
SNEd 7	3	SNEd 9	3
SNEd 8	3	SNEd 10	3
ECE 5	3	SNEd 13	3
ECE 10	3	ECE 6	3
Prof Ed: Technology for Teaching and Learning 1	3	ECE 11	3
		ECE 12	3
Prof Ed: The Teacher and the School Curriculum	3	ECE 13	3
Prof Ed: The Teaching Profession	3		
PE 3	2		
TOTAL	23	TOTAL	21

Fourth Year			
1st Semester	Credit Units	2nd Semester	Credit Units
Prof Ed: The Teacher and the Community, School Culture and Organizational Leadership	3	Teaching Internship	6
Field Study 1	3		
Field Study 2	3		
SNEd 11	3		
SNEd 12	3		
SNEd 16	3		
PE 4	2		
TOTAL	20	TOTAL	6

C. Bachelor of Special Needs Education major in Teaching Learners with Visual Impairment (155 units)

First Year			
1st Semester	Credit Units	2nd Semester	Credit Units
GE 1	3	GE 5	3
GE 2	3	GE 6	3
GE 3	3	Prof Ed: Facilitating Learner Centered Teaching	3
GE 4	3	Prof Ed: The Teacher and the School Curriculum	3
Prof Ed: The Child and Adolescent Learners and Learning Principles	3	SNEd2	3
Prof Ed/SNEd 1	3	SNEd 3	2
PE 1	2	PE 2	3
NST 1	3	NSTP 2	
TOTAL	23	TOTAL	23

Second Year			
1st Semester	Credit Units	2nd Semester	Credit Units
GE 7	3	GE 10	3
GE 8	3	GE 11	3
GE 9	3	GE 12	3
SNEd 4	3	SNEd 6	3
SNEd 5	3	SNEd 7	3
Prof Ed: Assessment of Learning 1	3	Prof Ed: Assessment of Learning 2	3
Prof Ed: Technology for Teaching and Learning 1	3	Prof Ed: Building and Enhancing Literacy Skills Across the Curriculum	3
TOTAL	21	TOTAL	21

Third Year			
1st Semester	Credit Units	2nd Semester	Credit Units
SNEd 8	3	SNEd 11	3
SNEd 9	3	SNEd 12	3
SNEd 10	3	SNEd 13	3
SNEd 14	3	SNEd 15	3
Prof Ed: The Teaching Profession	3 3	Prof Ed: The Teacher and the Community, School Culture and Organizational Leadership	3
Specialization 1: SNEd 17	3		
Specialization 2: SNEd 18	2	Specialization 3:SNEd 19	3
PE 3		PE 4	2
TOTAL	23	TOTAL	20

Fourth Year			
1st Semester	Credit Units	2nd Semester	Credit Units
SNEd 16	3	Teaching Internship	6
Field Study 1	3		
Field Study 2	3		
Specialization 4: SNEd 20	3		
Specialization 5: SNEd 21	3		
Specialization 6: SNEd 22	3		
TOTAL	18	TOTAL	6

D. Bachelor of Special Needs Education with specialization in Teaching Deaf and Hard-of-Hearing Learners (155 units)

First Year			
1st Semester	Credit Units	2nd Semester	Credit Units
GE 1	3	GE 5	3
GE 2	3	GE 6	3
GE 3	3	Prof Ed: Facilitating Learner Centered Teaching	3
GE 4	3		
Prof Ed: The Child and Adolescent Learners and Learning Principles	3	Prof Ed: The Teacher and the School Curriculum	3
		SNEd2	3
Prof Ed/SNEd 1	3	SNEd 3	3
PE 1	2	PE 2	2
TOTAL	20	TOTAL	20

Second Year			
1st Semester	Credit Units	2nd Semester	Credit Units
GE 7	3	GE 10	3
GE 8	3	GE 11	3
GE 9	3	GE 12	3
SNEd 4	3	SNEd 6	3
SNEd 5	3	SNEd 7	3
Prof Ed: Assessment of Learning 1	3	Prof Ed: Assessment of Learning 2	3
Prof Ed: Technology for Teaching and Learning 1	3	Prof Ed: Building and Enhancing Literacy Skills Across the Curriculum	3
NSTP 1	3	NSTP 2	3
TOTAL	24	TOTAL	24

Third Year			
1st Semester	Credit Units	2nd Semester	Credit Units
SNEd 8	3	SNEd 11	3
SNEd 9	3	SNEd 12	3
SNEd 10	3	SNEd 13	3
SNEd 14	3	SNEd 15	3
Prof Ed: The Teaching Profession	3	Prof Ed: The Teacher and the Community, School Culture and Organizational Leadership	3
Specialization 1: SNEd 23	3		
Specialization 2: SNEd 24	2		
PE 3		Specialization 3: SNEd 25	3
		PE 4	2
TOTAL	23	TOTAL	20

Fourth Year			
1st Semester	Credit Units	2nd Semester	Credit Units
SNEd 16	3	Teaching Internship	6
Field Study 1	3		
Field Study 2	3		
Specialization 4: SNEd 26	3		
Specialization 5: SNEd 27	3		
Specialization 6: SNEd 28	3		
TOTAL	18	TOTAL	6

E. Bachelor of Special Needs Education with specialization in Elementary School Teaching (173 units)

FIRST YEAR					
1st Semester	Credit Units	2nd Semester	Credit Units	Summer	Credit Units
GE 1	3	GE 5	3	GE 9	3
GE 2	3	GE 6	3		
GE 3	3	GE 7	3		
GE 4	3	GE 8	3		
Prof Ed: The Child and Adolescent Learners and Learning Principles	3	Prof Ed: Facilitating Learner Centered Teaching	3		
Prof Ed/SNEd 1	3	Prof Ed: The Teacher and the School Curriculum	3		
PE 1	2				
NSTP 1	3	PE 2	2		
		NSTP 2	3		
TOTAL	23	TOTAL	23	TOTAL	3

SECOND YEAR					
1st Semester	Credit Units	2nd Semester	Credit Units	Summer	Credit Units
Prof Ed: Assessment of Learning 1	3	GE 10	3	Elem Ed: ENG 1	3
		GE 11	3		
		GE 12	3		
Prof Ed: Technology for Teaching and Learning 1	3	SNEd 7	3	Elem Ed: ENG 2	3
		SNEd 8	3		
		SNEd 11	3	Elem Ed: MUSC	3
Elem Ed: SCI 1	3	Prof Ed: Assessment of Learning 2	3		
Elem Ed: SCI 2	3				
Elem Ed: MATH 1	3				
Elem Ed: MATH 2	3				
Elem Ed: MTB-MLE	3				
TOTAL	21	TOTAL	21	TOTAL	9

THIRD YEAR					
1st Semester	**Credit Units**	**2nd Semester**	**Credit Units**	**Summer**	**Credit Units**
SNEd 14	3	SNEd 9	3		
Prof Ed: The Teaching Profession	3	SNEd 10	3		
		SNEd 13	3		
Prof Ed: The Teacher and the Community, School Culture & Organizational Leadership	3	Prof Ed: Building and Enhancing Literacy Skills Across the Curriculum	3		
Elem Ed: FIL 1	3	Elem Ed: TLE 2	3		
Elem Ed: FIL 2	3	Elem Ed: SSC1	3		
Elem Ed: TLE 1	3	Elem Ed: PEH	3		
Elem Ed: ARTS	3	PE 4	2		
PE 3	2				
TOTAL	**23**	**TOTAL**	**23**	**TOTAL**	**0**

FOURTH YEAR					
1st Semester	**Credit Units**	**2nd Semester**	**Credit Units**	**Summer**	**Credit Units**
SNEd 12	3	Teaching Internship	6		
SNEd 16	3				
Field Study 1	3				
Field Study 2	3				
Elem Ed: SSC 2	3				
Elem Ed: VED	3				
Elem Ed: TTL2	3				
TOTAL	**21**	**TOTAL**	**6**		

Section 10. Sample Curriculum Map

OUTCOMES	PERFORMANCE INDICATORS	COURSES															
		SNEd 1	SNEd 2	SNEd 3	SNEd 4	SNEd 5	SNEd 6	SNEd 7	SNEd 8	SNEd 9	SNEd 10	SNEd 11	SNEd 12	SNEd 13	SNEd 14	SNEd 15	SNEd 16
Provide respectful and meaningful learning experiences and collaborative opportunities for students with additional needs and their families	1. Demonstrate cultural, disability- and gender-sensitivity	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D
	2. Make educational decisions which are founded on evidence-based practice	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D
	3. Communicate in a clear, appropriate and respectful manner	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D
	4. Engage in collaborative and consultative partnerships with parents, families, teachers, and professionals to address concerns	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D
	5. Maintain accurate, confidential and complete student records, and prepare reports on student and activities	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D
	6. Model compassion, patience, flexibility, resourcefulness, and respect for individuals	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Respond effectively to educational needs of students with exceptionalities	7. Observe the learner as he/she relates to others and the environment and determine his/her educational needs in the light of his/her nature and learning characteristics	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D
	8. Identify and respect learning differences among students	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D
Create safe, inclusive, culturally	9. Demonstrate an understanding of typical and atypical learners by facilitating their learning in different learning environments							I	I	I	P	P	P	P	D	D	D

OUTCOMES	PERFORMANCE INDICATORS	COURSES															
		SNEd 1	SNEd 2	SNEd 3	SNEd 4	SNEd 5	SNEd 6	SNEd 7	SNEd 8	SNEd 9	SNEd 10	SNEd 11	SNEd 12	SNEd 13	SNEd 14	SNEd 15	SNEd 16
responsive learning environments for students with additional needs	10. Plan, organize and structure safe, positive and community responsive learning environments that support individuals with additional needs							I	I	I	P	P	P	P	D	D	D
	11. Motivate students to explore learning opportunities and persevere with challenging tasks							I	I	I	P	P	P	P	D	D	D
	12. Use positive behavior supports and refrain from using aversive techniques related to the application of disciplinary methods and behavior change procedures							I	I	I	P	P	P	P	D	D	D
Use knowledge of general and specialized curricula to individualize learning for students with additional needs	13. Demonstrate knowledge of the general education and specialized curricula for individuals across a wide range of performance levels							I	I	I	P	P	P	P	D	D	D
	14. Demonstrate proficiency in the content of the subject matter they will teach							I	I	I	P	P	P	P	D	D	D
	15. Teach personal development skills such as goal setting, independence, and self-advocacy; as well as functional and life skills							I	I	I	P	P	P	P	D	D	D
Use evidence-based instructional strategies to maximize learning opportunities for students with additional needs	16. Apply a wide range of evidence-based teaching process skills, strategies and approaches in inclusive and segregated educational settings (including individualization, curriculum and program development and modification, lesson planning, materials development, formative assessment)													I	P	P	D
	17. Use assistive technology and information communication technology for individuals with	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D

OUTCOMES	PERFORMANCE INDICATORS	COURSES															
		SNEd 1	SNEd 2	SNEd 3	SNEd 4	SNEd 5	SNEd 6	SNEd 7	SNEd 8	SNEd 9	SNEd 10	SNEd 11	SNEd 12	SNEd 13	SNEd 14	SNEd 15	SNEd 16
	additional needs																
	18. Employ a variety of classroom and behavior management approaches							I	I	I	P	P	P	P	D	D	D
Use multiple methods of assessment and data-sources to make sound educational decisions for students with additional needs.	19. Identify and use a variety of appropriate formal and informal assessment tools to evaluate student performance							I	I	I	P	P	P	P	D	D	D
	20. Interpret and utilize assessment results for instructional planning and placement of students							I	I	I	I	I	I	P	D	D	D
	21. Develop individualized education programs, individualized family service plans, behavior intervention plans and individualized transition programs based on assessment results								I	I	I	I	I	I	P	P	D
Demonstrate reflective thinking and professional self-direction.	22. Participate in and conduct professional development activities, such as research, conferences, learning communities	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D
	23. Demonstrate reflective thinking, self-evaluation, self-direction and commitment to pursue excellence as a lifelong learner	I	I	I	I	I	I	P	P	P	P	P	P	D	D	D	D

Legend: **I-Introduced** (The student gets introduced to concepts/principles.);
P-Practiced (The student practices the competencies with supervision)
D-Demonstrated (The student practices the competencies across different settings with minimal supervision)

Section 11.   Sample Means of Curriculum Delivery

1. Lecture / discussion
2. Use of cooperative / active learning strategies such as games, role play, project-based learning, problem-based learning, dialogue, journal writing, buzz sessions, brainstorming, concept mapping, think-pair-share
3. Scenario-thinking
4. Community immersion
5. Self-assessment
6. Self-reflection
7. Case analysis
    1.Creation of individual learning portfolio
8. Community mapping exercise
9. Critique or reflection
10. Service learning

Section 12.   Sample Syllabus for Selected Core Courses
(See Annexes)

ARTICLE VI
REQUIRED RESOURCES

Section 13.   Administration

Dean/Department Head

The Dean/Department Head of the college offering the degree shall be employed fulltime and must possess the following qualifications:

1. Filipino citizen
2. Holder of doctorate degree in Education or related field
3. Holder of valid certificate of registration and professional teacher's license (LET).
4. A total of at least three (3) years of very satisfactory teaching experience in basic education and/or tertiary level
5. Preferably with at least two (2) years of managerial/administrative experience.

Section 14.   Faculty

A. General Requirements

1. As a general rule, master's degree in education or in an allied discipline is required for teaching in the tertiary level.
2. Faculty teaching general education and major subjects should have an appropriate master's degree in the field they are assigned to teach.

B. Qualifications of the Professional Education Faculty

Faculty teaching Professional Education courses should have the following qualifications:
1. Holder of valid certificate of registration and Board of Licensure

Examination for Professional Teachers (BLEPT) as provided for in Section 11 of RA 8981.

2. Holder of Master's degree in Education or in any allied fields.

C. Full-time faculty members of the college

The institution shall maintain 25% of the faculty members teaching in the teacher education program as full-time.

D. Faculty Development

The College of Education must have a system to support faculty development anchored on their institution's faculty development program. It should require the faculty members to:

1. complete doctoral degrees in education and other allied fields;
2. attend continuing education seminars, workshops, conferences, and others;
3. undertake research activities related to the teacher education program and to publish their research outputs in refereed publications; and
4. give lectures and present papers in national/international conferences, symposia and seminars.

Section 15. Library

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the BSNEd program.

Section 16. Laboratory and Physical Facilities

In addition to the required laboratories and facilities for general education, there should be adequate and appropriate laboratory facilities and equipment for the specialization courses in Science, Technology, and Languages, such as:

1. Science Laboratory*
2. ICT Laboratory*
3. Speech Laboratory, if necessary*
   *This can be shared with other departments within the college/university.

A. Educational Technology Laboratory

The TEI should have access to an educational technology lab with appropriate equipment and software as indicated in the course specifications. The same laboratory shall serve to allow preparation, presentation and viewing of audio-visual materials to support instruction.

The TEI should maintain a facility within which the students can undertake their field study. This facility may be a laboratory school administered by the TEI. In cases when the TEI has no laboratory school, the TEI must have a long-term memorandum of agreement with cooperating school or with a cluster of cooperating schools within which student can undertake their field study and practicum courses. TEIs offering the BSNEd program should ensure that the laboratory and cooperating schools where they send their students, provide experience in special needs education.

Section 17. Admission and Retention Policy

The basic requirement for eligibility for admission of a student to the Teacher Education program shall be graduates from Senior High School level recognized by the Department of Education.

TEIs must have in place a selective admission policy for Teacher Education programs. This policy shall include passing an admission examination. For this purpose, TEIs may use either of the following admission examinations:

1. an admission examination developed and validated by the TEI
2. an admission examination developed and validated by another TEI and used by TEI under a consortium agreement;
3. an admission examination developed and validated by private testing centers and used by TEI for a fee;
4. some other standardized tests for teaching aptitude; or
5. some other national qualifications examinations

ARTICLE VII
COMPLIANCE OF HEIs

Using the *CHED Implementation Handbook for OBE and ISA* as reference, a HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program:

Section 18. The complete set of program outcomes, including its proposed additional program outcomes.

Section 19. Its proposed curriculum and its justification including a curriculum map.

Section 20. Proposed performance indicators for each outcome. Proposed measurement system for the level of attainment of each indicator.

Section 21. Proposed outcomes-based syllabus for each course.

Section 22. Proposed system of program assessment and evaluation.

Section 23. Proposed system of program Continuous Quality Improvement (CQI).

For existing programs, CHED shall conduct regular monitoring and evaluation on the compliance of HEIs to this Policies, Standards and Guidelines using an outcomes-based assessment instrument.

ARTICLE VIII
TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 24   **Transitory Provision**
All private HEIs, State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) with existing authorization to operate the **Bachelor of Special Education, Bachelor of Elementary Education with specialization in Special Education, Bachelor of Secondary Education major in Special Education,** programs are hereby given a period of three (3) years from the effectivity thereof to fully comply with all the requirements in this CMO. However, the prescribed minimum curricular requirements in this CMO shall be implemented starting Academic Year 2018-2019.

Section 25   **Sanctions**
For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, and the Manual of Regulations for Private Higher Education (MORPHE) per CMO No. 40, series of 2008 and other related laws.

Section 26   **Repealing Clause**
Any provisions of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

Section 27   **Effectivity Clause**
This Order shall take effect fifteen (15) days after its publication in the Official Gazette or in a Newspaper of General Circulation.

Quezon City, Philippines, ___ November 2 _____, 2017.

PATRICIA B. LICUANAN, Ph.D.
Chairperson

Attachments:
Annex A – Sample OBE Course Syllabus
Annex B – Description of Professional Education Courses
Annex C – Description of SNEd Major Courses
Annex D – Description of SNEd Specialization Courses (Teaching Learners with Visual Impairment)
Annex E – Description of SNEd Specialization Courses (Teaching Deaf and Hard-of-Hearing Learners)
Annex F – Description of SNEd Specialization Courses (Early Childhood Education)
Annex G – Description of SNEd Specialization Courses (Elementary School Teaching)
Annex H – ICT Competency Standards for Teachers
Annex I – OBE Course Syllabus of Technology for Teaching and Learning 1

ANNEX A
SAMPLE OBE COURSE SYLLABUS

Course Title	Foundations of Special and Inclusive Education
Course Description	Philosophies, theories and legal bases of inclusive and special needs education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/moving, learners with difficulty remembering/focusing, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular inclusive class.
Course Credit	3 units
Contact Hours/week	3 hours
Prerequisite	None
Course Outcomes/ Learning Outcomes	At the end of the semester, the students could: 1. discuss the legal, philosophical and theoretical foundations of special and inclusive education; 2. explain the role of special needs education in inclusive education 3. describe the nature and learning characteristics of students with additional needs; and 4. demonstrate general instructional and classroom management strategies that work best in inclusive classes.

Course Outline:

Week	Topic

1-3	I. Understanding Diversity
	    A. Loden's Diversity Wheel
	    B. Ability (and Disability) as a Dimension of Diversity
	
	II. Addressing Diversity through the Years: Special and Inclusive Education
	    A. Historical and Sociocultural Foundations
	    B. Philosophical Foundations
	    C. Legal Foundations

4-6	III. Making schools inclusive
	  A. Creating inclusive cultures
	  B. Producing inclusive policies
	  C. Evolving inclusive practices

7-9	IV. Components of Special and Inclusive Education
	  A. Childfind
	  B. Assessment
	  C. Placement
	  D. Accommodations and Curricular Modification
	  E. Parent Involvement

10-12	V. Typical and Atypical Development among Children
	  A. Infancy (Birth to 2 years)
	  B. Early Childhood (3 to 8 years)
	  C. Middle Childhood (9 to11 years)
	  D. Adolescence (12 to 18 years)

13-18	VI. Learners with Special Educational Needs
	  A. Learners who are Gifted and Talented
	    1. Definition
	    2. Identification
	    3. Learning characteristics
	    4. General educational adaptations
	  B. Learners with Difficulty Seeing*
	  C. Learners with Difficulty Hearing*
	  D. Learners with Difficulty Communicating*
	  E. Learners with Difficulty Walking/Moving*
	  F. Learners with Difficulty Remembering and Focusing*
	  G. Learners with Difficulty with Self-care*
	  * 1-4 to be discussed per category

Required Readings (textbook)	No text book
Suggested Readings	• Booth, T. and Ainscow, M. (2013). Index for Inclusion: developing learning and participation in schools.

and References	• Child and Youth Welfare Code, P.D. No. 603, s. 1974.
	• Department of Education - Special Education Division. Handbook of Special Education.
	• Department of Education - Special Education Division. Policies and Guidelines for Special Education.
	• DepEd Orders
	• Gargiulo, Richard and Jennifer Kilgo. (2011). An Introduction to Young Children with Special Needs: Birth through Age 8, 3rd ed. USA: Wadsworth Cengage Learning.
	• Hallahan, D, Kauffman, J. and Pullen, P. 2015. Exceptional learners: an introduction to special education, 13th edition. Boston: Pearson
	• Johnson, Allan. (2005). Privilege, Power and Difference, 2nd edition.
	• Mitchell, David (2008). What Really Works in Special and Inclusive Education: Using evidence-based strategies. OX: Routledge.
	• Republic Acts 7277; 9442; 10533
	• Santrock, John. 2015. Essentials of life-span development. McGraw-Hill Education
	• UN Convention on the Rights of Persons with Disabilities
	• UNESCO. 1994. Salamanca Report
	• Winzer, M. (2012). History of special education: from isolation to integration. Washington, D.C.: Gallaudet University Press
Course Requirement	• Unit Reflection Papers
	• Midterm Examination
	• Final Examination
	• Demonstration of instructional /classroom strategy
	• Community map
	• Case analysis

Grading System

	Midterm	Finals
Quizzes	25%	25%
Examination	25%	25%
Outputs	30%	40%
Participation	20%	10%
TOTAL	100%	100%

Sample Learning Plan

Desired Learning Outcomes (DLO)	Course Content/ Subject Matter	Methodology/ Teaching and Learning Activities (TLAs)	Resources		Assessment Task (ATs)	Time Table
			Textbooks/ References	Resource Materials		
Defines diversity and analyzes how issues of diversity and equity are addressed in schools and society Demonstrates gender-, cultural- and disability-sensitivity Discusses the legal, philosophical and theoretical foundations of special needs and inclusive education	I. Understanding Diversity A. Loden's Diversity Wheel B. Ability (and Disability) as a Dimension of Diversity II. Addressing Diversity through the Years: Special and Inclusive Education A. Historical and Sociocultural Foundations	Lecture- discussion Cooperative learning task Critique and reflection	Johnson, Allan. (2005). Privilege, Power and Difference, 2nd edition. Booth, T. and Ainscow, M. (2013). Index for Inclusion: developing learning and participation in schools. Winzer, M. (2012). History of special education: from isolation to integration. Washington, D.C.: Gallaudet University Press Child and Youth Welfare Code, P.D. No. 603, s. 1974. Republic Acts 7277;	Reference books	individual students' tasks/reflection work; rubrics will be prepared by the professor in order to assess student learning Quiz at Week 3	9 hours

Desired Learning Outcomes (DLO)	Course Content/ Subject Matter	Methodology/ Teaching and Learning Activities (TLAs)	Resources		Assessment Task (ATs)	Time Table
			Textbooks/ References	Resource Materials		
	B. Philosophical Foundations C. Legal Foundations		9442; 10533 UN Convention on the Rights of Persons with Disabilities 1994 Salamanca Report			
Describes characteristics of inclusive schools and communities Demonstrates inclusive values	III. Making schools inclusive A. Creating inclusive cultures B. Producing inclusive policies C. Evolving inclusive practices	Observation Film-showing Unit reflection paper	Booth, T. and Ainscow, M. (2013). Index for Inclusion: developing learning and participation in schools.	Schools being observed; Reference books; observation sheets/ checklists	Individual reports of the observation will be submitted; rubrics for assessment of the observation will be crafted by the teacher. Quiz at Week 6 Unit reflection paper; rubrics to be crafted by teacher	9 hours
Identifies the components of special needs education and explains processes involved within and across these	IV. Components of Special Needs Education A. Childfind B. Assessment C. Placement D. Accommodations and	Community mapping exercise Unit reflection paper	Special Education Division. (2008). Policies and Guidelines in Special Education in the Philippines.	Reference books; community resource persons	Authentic assessment; rubrics to be crafted by the teacher Unit reflection paper; rubrics to be crafted by	9 hours

Desired Learning Outcomes (DLO)	Course Content/ Subject Matter	Methodology/ Teaching and Learning Activities (TLAs)	Resources		Assessment Task (ATs)	Time Table
			Textbooks/ References	Resource Materials		
components	Curricular Modification E. Parent Involvement		DepEd Orders		teacher Midterm examination at Week 9	
Observes and describes typical and atypical development among learners	V. Typical and Atypical Development among Children A. Infancy (Birth to 2 years) B. Early Childhood (3 to 8 years) C. Middle Childhood (9 to 11 years) D. Adolescence (12 to 18 years)	Observation Unit reflection paper	Santrock, John. 2015. Essentials of life-span development. McGraw-Hill Education Early Childhood Care and Development Checklist. DSWD. CWC.	Persons being observed; Reference books; observation sheets/ checklists	Individual reports of the observation will be submitted; rubrics for assessment of the observation will be crafted by the teacher. Quiz at Week 12 Unit reflection paper; rubrics to be crafted by teacher	9 hours
Describes the nature and learning characteristics of students with additional needs. Demonstrates general instructional and classroom management strategies that work best in inclusive classes.	VI. Learners with Additional Needs A. Learners who are Gifted and Talented 1. Definition 2. Identification 3. Learning characteristics 4. General educational adaptations B. Learners with Difficulty	Observation Case analysis and presentation Demonstration of instruction strategies Unit reflection paper	Washington Group - Set of Short Questions on Disability Gargiulo, Richard and Jennifer Kilgo. (2011). An Introduction to Young Children with Special Needs: Birth through Age 8, 3rd ed.	Reference books; Observation sheets and checklists; Resource persons Mitchell, David (2008) What Really Works in Special and	Presentation of case analysis Demonstration of instruction strategies; rubrics to be crafted by the teacher Unit reflection paper; rubrics to be crafted by	18 hours

Desired Learning Outcomes (DLO)	Course Content/ Subject Matter	Methodology/ Teaching and Learning Activities (TLAs)	Resources		Assessment Task (ATs)	Time Table
			Textbooks/ References	Resource Materials		
	Seeing* C. Learners with Difficulty Hearing* D. Learners with Difficulty Communicating* E. Learners with Difficulty Walking/Moving* F. Learners with Difficulty Remembering and Focusing* G. Learners with Difficulty with Self-care* * 1-4 included per Category		USA: Wadsworth Cengage Learning. Hallahan, D, Kauffman, J, and Pullen, P. 2015. Exceptional learners: an introduction to special education 13th edition. Boston: Pearson	Inclusive Education: Using evidence-based strategies. OX: Routledge.	teacher Quizzes on Weeks 14 and 16 Final Examination – Week 18	

DESCRIPTION OF PROFESSIONAL EDUCATION COURSES

Course Title	The Child and Adolescent Learners and Learning Principles
Course Description	This course focuses on child and adolescent development with emphasis on current research and theory on biological, linguistic, cognitive, social and emotional dimensions of development. Further, this includes factors that affect the progress of development of the learners and shall include appropriate pedagogical principles applicable for each developmental level.
Course Credits	3 units
Contact Hours	3 hours
Pre-requisite	

Course Title	Facilitating Learner Centered Teaching
Course Description	This course explores the fundamental principles, processes and practices anchored on learner-centeredness and other educational psychologies as these apply to facilitate various teaching-learning delivery modes to enhance learning.
Course Credits	3 units
Contact hours	3 units
Pre-requisite	

Course Title	The Teaching Profession
Course Description	This course deals with the teacher as a person and as a professional within the context of national and global teachers' standards and educational philosophies. It will include professional ethics, core values, awareness of professional rights, privileges and responsibilities as well as the teachers' roles in the society as a transformative agent of change.
Course Credits	3 units
Contact Hours	3 units
Pre-requisite	

Course Title	Technology for Teaching and Learning 1
Course Description	This is an introductory course that explores basic knowledge, skills and values in the use of technology for teaching and learning. It includes ICT policies and safety issues, media and technology in various content areas, learning theories and principles in the use and design of learning lessons, teaching-learning experiences and assessment tasks that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility in the use of technology tools and resources.
Course Credits	3 units
Contact Hours	3 hours

Course Title	Assessment in Learning 1
Course Description	This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching-learning process. It emphasizes on the use of assessment of, as, and for, in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in test construction and development and the application in grading systems.
Course Credits	3 units
Contact hours	3 units

Course Title	Assessment in Learning 2
Course Description	This is a course that focuses on the principles, development and utilization of alternative forms of assessment in measuring authentic learning. It emphasizes on how to assess process- and product-oriented learning outcomes as well as affective learning. Students will experience how to develop rubrics and other assessment tools for performance-based and product-based assessment.
Course Credits	3 units
Contact hours	3 hours

Course Title	The Teacher and the School Curriculum
Course Description	This course includes the fundamental concepts and principles in curriculum and curriculum development as a foundation to engage prospective teachers as curricularists. The more active role of the teacher in planning, implementing and evaluating school-curriculum as well as in managing school curriculum change vis-à-vis various context of teaching-learning and curricular reforms shall be given emphasis.
Course Credits	3 units
Contact hours	3 hours

Course Title	The Teacher and the Community, School Culture and Organizational Leadership
Course Description	This course focuses on society as a context upon which the schools have been established. Educational philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further, principles and theories on school culture, and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.
Course Credits	3 units
Contact Hours	3 units
Pre-requisite	

Course Title	Foundation of Special and Inclusive Education
Course Description	This course shall deal with philosophies, theories and legal bases of special needs and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/moving, learners with difficulty remembering and focusing, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.
Course Credits	3 units
Contact Hours	3 units
Pre-requisite	

Course Title	Building and Enhancing New Literacies Across the Curriculum
Course Description	This course introduces the concepts of new literacies in the 21st century as an evolving social phenomena and shared cultural practices across learning areas. The 21st century literacies shall include (a) globalization and multi-cultural literacy, (b) social literacy, (c) media literacy, (d) financial literacy, (e) cyber literacy/digital literacy, (f) eco-literacy and (g) arts and creativity literacy. Field based- interdisciplinary explorations and other teaching strategies shall be used in this course.
Course Credits	3 units
Contact Hours	3 units
Pre-requisite	

Course Title	Experiential Learning (Field Studies and Teaching Internship)
Course Description	This course is a year-long engagement that supports authentic experiential learning from field study and actual classroom immersion of the prospective teachers. It begins with field study experiences through (a.) observation and (b) participation and will progress to (c) teaching assistantship and (d) guided/ mentored classroom teaching. The NCBTS domains shall be used as guideposts in developing the content, pedagogy and implementation scheme of this course.
Course Credits	12 units (FS 1 -3 units, FS 2- 3 unit, Practice Teaching 6 units)
Contact Hours	FS 1 & 2 (6 hrs per week for one semester taken with 2 or 3 academic subjects) Practice Teaching – 6 units (Fulltime 30-40 hrs per week) for one semester
Prerequisite	All required academic subjects for the degree should be taken before Practice Teaching.

Course Title	Field Study 1- Observations of Teaching-Learning in Actual School Environment
Course Description	This is the first experiential course, which will immerse a future teacher to actual classroom situation and learning environment where direct observation of teaching learning episodes that focuses on the application of educational theories learned in content and pedagogy courses will be made. Observations on learners' behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.
Course Credit	3 units
Contact Hours	3 hours/Week
Pre-requisite	All professional and major/specialization subjects

Course Title	Fields Study 2- Participation and Teaching Assistantship
Course Description	This course is a continuation of Field Study 1. It is school based and allows a pre-service student to participate and assist in limited actual teaching-learning activities that relate to assessment of learning, preparation of instructional materials, preparation of the bulletin boards, and other routines in the classroom. A portfolio which will contain sample lesson or learning plans and demonstration teaching of at least one subject content area will be required. An action research shall be encouraged to start in this course and conclude during the Internship.
Course Credit	3 units
Contact Hours	3 hours/Week
Pre-requisite	All professional subjects and major subjects

Course Title	Teaching Internship
Course Description	This course is a one semester full time teaching internship in basic education schools using a clinical approach under the mentorship of a cooperating teacher. Teaching internship shall be done both in the in-campus or off campus if possible. No academic courses shall be taken together with Teaching Internship. A teaching portfolio shall be required and the completion of the Action Research.
Course Credit	6 units
Contact Hours	40 hours per week full time (no academic units allowed)
Pre-requisite	Field Study 1 & 2

DESCRIPTION OF SNEd MAJOR COURSES

Course Title	SNEd 1: Foundations of Special Needs and Inclusive Education (new mandated Professional Ed Course)
Course Description	Philosophies, theories and legal bases of special needs and inclusive education, typical and atypical development of children, learning characteristics of students with special educational needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/moving, learners with difficulty remembering and focusing, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	None

Course Title	SNEd 2: Learners with Developmental Disabilities
Course Description	Definition, categories, identification, learning characteristics of learners with developmental disabilities; curricular priorities, educational placement and strategies for teaching learners with developmental disabilities
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	None

Course Title	SNEd 3: Learners with Sensory and Physical Disabilities
Course Description	Definition, categories, identification, learning characteristics of learners with sensory and physical disabilities; curricular priorities, educational placement and strategies for teaching learners with sensory and physical disabilities.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	None

Course Title	SNEd 4: Learners with Emotional, Behavioral, Language and Communication Disabilities
Course Description	Definition, categories, identification, learning characteristics of learners with emotional, behavioral, language and communication disabilities; curricular priorities, educational placement and strategies for teaching learners with emotional, behavioral, language and communication disabilities.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	None

Course Title	SNEd 5: Gifted and Talented Learners
Course Description	Definition, categories, identification, learning characteristics of gifted and talented learners; curricular priorities, educational placement and strategies for teaching gifted and talented learners.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	None

Course Title	SNEd 6: Curriculum and Pedagogy in Inclusive Education
Course Description	General/regular basic education curriculum (K to 12) and general teaching and classroom management strategies to address diversity in the classroom
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 1

Course Title	SNEd 7: Educational Assessment of Students with Additional Needs
Course Description	Formal and informal assessment tools and procedures for assessing the educational needs of learners; utilization of assessment results to inform educational programming.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 1

Course Title	SNEd 8: Behavior Management and Modification
Course Description	Positive behavior support for learners with additional needs.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 6 and 7
Course Title	SNEd 9: Adapted Physical Education and Recreation, Music and Health
Course Description	Adapted physical education, movement, arts, music and health/safety education for learners with additional needs.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 6 and 7

Course Name	SNEd 10: Instructional Adaptations in Language and Literacy Instruction
Course Description	K – 12 general/regular basic education curriculum in language and literacy and adaptations for students with additional needs
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 6 and 7

Course Title	SNEd 11: Instructional Adaptations in Mathematics and Science Instruction
Course Description	K to 12 general/regular basic education curriculum in mathematics and science and adaptations for students with additional needs
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 6 and 7

Course Title	SNEd 12: Instructional Adaptations for Teaching the Content Areas (Social Sciences, Humanities)
Course Description	K to 12 general/regular basic education curriculum in the social sciences and humanities and adaptations for students with additional needs.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 6 and 7

Course Title	SNEd 13: Development of Individualized Education Plans
Course Description	Developing individualized education programs, individualized family service plans, behavior intervention plans and individualized transition programs based on assessment results.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 6 and 7

Course Title	SNEd 14: Early Childhood Inclusive Education
Course Description	Addressing educational needs of special learners from ages 0 to 9 years old with emphasis on early intervention and home-school partnership.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 6 and 7

Course Title	SNEd 15: Transition Education
Course Description	Independent living and transition planning for learners with exceptionalities using a strengths-based approach and developing comprehensive transition systems and supports
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 6 and 7

Course Title	SNEd 16: Research in Special Needs and Inclusive Education
Course Description	Action research on learners with additional needs.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	Must have taken all major courses

Course Title	Teaching Multi-grade Classes
Course Description	Pedagogical approaches, strategies and contextualized learning environments for different grade and age levels grouped for instruction
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	Must have taken all major courses

DESCRIPTION OF SNEd SPECIALIZATION COURSES

(Teaching Learners with Visual Impairment)

Course Title	SNEd 17: Functional Vision Assessment
Course Description	Strategies for assessing the visual functioning of learners with low vision, and strategies for stimulating and enhancing visual functioning and efficient use of vision with and without low vision optical devices
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 18: Orientation and Mobility
Course Description	Introduction to Orientation and Mobility (O&M) instruction for learners with visual impairments.
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 19: Braille Reading and Writing
Course Description	Writing using uncontracted and contracted braille using a variety of tools and reading single-sided braille material
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 20: Instructional Strategies for Learners with Visual Impairment
Course Description	Curricular trends, teaching techniques, and appropriate media for teaching mathematics, social studies and science to learners with visual impairment
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 21: Assistive Technologies for Learners with Visual Impairment
Course Description	Introduction to technology that assists learners with visual impairments to access information, support learning and activities of daily living
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 22: Field Experience in Teaching Learners with Visual Impairment
Course Description	Supervised field experience in classes of learners with visual impairment
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	Must have taken all Teaching Learners with Visual Impairment specialization courses

DESCRIPTION OF SNEd SPECIALIZATION COURSES

(Teaching Deaf and Hard-of-Hearing Learners)

Course Title	SNEd 23: Educational and Communication Philosophies in Deaf Education
Course Description	Introduction to the educational and communication philosophies and approaches in Deaf Education including bilingual-bicultural philosophy, total communication, auditory-verbal, auditory-aural and cued speech
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 24: Filipino Sign Language
Course Description	Basics of Filipino Sign Language (FSL) and Deaf culture with focus in acquisition of comprehension, production and interactional skills using basic grammatical features.
Course Credit	3 units
Contact Hours	6 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 25: Artificial Sign Systems
Course Description	Introduction to artificial sign systems such as Signing Exact English and Manually-coded English
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 26: Language Development and Literacy Instruction for Deaf and Hard of Hearing Learners
Course Description	Language acquisition, oral and sign language development, language and cognition, metacognitive skills and literacy, reading (and writing) development and strategies in developing literacy among the Deaf and Hard of Hearing learners
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 27: Instructional Strategies for Deaf and Hard of Hearing Learners
Course Description	Curricular trends, teaching techniques, and appropriate media for teaching mathematics, social studies and science to learners who are Deaf and Hard of Hearing
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	SNEd 3

Course Title	SNEd 28: Field Experience in Teaching Learners who are Deaf and Hard of Hearing
Course Description	Supervised field experience in basic education classes of Deaf and Hard of Hearing learners
Course Credit	3 units
Contact Hours	3 hours per week
Prerequisite	Must have taken all Teaching Deaf and Hard of Hearing Learners specialization courses

DESCRIPTION OF SPECIALIZATION COURSES

(Early Childhood Education)

Course Code:	ECE 3
Course Title:	Foundations of Early Childhood Education
Course Credit:	3 units
Contact Hours:	
Course Description:	This course is an introduction to the field of early childhood education: its fundamental concepts, historical, philosophical, theoretical roots and legal frameworks with focus on contemporary early childhood education programs in the Philippines. It highlights the importance of early childhood education and the role of early childhood professionals.
Pre-requisite:	

Course Code:	ECE 4
Course Title:	Play and Developmentally Appropriate Practices in Early Childhood Education
Course Credit:	3 units
Contact Hours:	
Course Description:	The course focuses on the importance of play and other developmentally appropriate practices and methods that will that will address the physical, social, emotional, and cognitive needs of the young learners. Provide a nurturing and stimulating environment. An application of the knowledge of theories will be demonstrated through designing appropriate play-based learning activities.
Pre-requisite:	

Course Code:	ECE 5
Course Title:	Creative Arts, Music, and Movements in Early Childhood Education
Course Credit:	3 units
Contact Hours:	
Course Description:	The course focuses on the content and strategies, methods and processes for teaching art, music and movement for K to Grade 3 learners, based on different theoretical frameworks and current researches.
Pre-requisite:	

Course Code:	ECE 6
Course Title:	Numeracy Development
Course Credit:	3 units
Contact Hours:	
Course Description:	This course is designed to develop knowledge and skills necessary to support young children learning mathematics in way that fosters mathematical understanding, application, and enjoyment. The course also equips students with the ability to design and select mathematical tasks that promote an inquiry, problem solving learning environment.
Pre-requisite:	

Course Code:	ECE 10
Course Title:	Literacy Development
Course Credit:	3 units
Contact Hours:	
Course Description:	The course focuses on the discussion of literacy competencies and skills that should be developed among beginning readers as well as the approaches and strategies for developing a multilingual and multiliterate learner. Preparation of appropriate lessons and instructional materials and microteachings activities are included.
Pre-requisite:	a. Content and Pedagogy in the Mother Tongue b. Building and Enhancing Literacy Across the Curriculum

Course Code:	ECE 11
Course Title:	Social Studies in Early Childhood Education
Course Credit:	3 units
Contact Hours:	
Course Description:	The course focuses on the discussion of the concepts in Social Studies as well as the developmentally appropriate strategies to in teaching these concepts young learners.
Pre-requisite:	

Course Code:	ECE 12
Course Title:	Utilization of Instructional Technology in Early Childhood Education
Course Credit:	3 units
Contact Hours:	
Course Description:	This course is an introduction to the utilization of instructional technology and the application and integration of technology-based resources in the early childhood curriculum.
Pre-requisite:	Technology for Teaching and Learning 1

Course Code:	**ECE 13**
Course Title:	**Science in Early Childhood Education**
Course Credit:	3 units
Contact Hours:	
Course Description:	The course focuses on the discussion of science concepts and experiences that are relevant to different childhood ages and levels. Emphasis will be on the creation of science experiences, selection of appropriate materials, learning specific scientific techniques for working with young children, and knowing how to integrate science in other subject areas.
Pre-requisite:	

DESCRIPTION OF SPECIALIZATION/MAJOR COURSES

(Elementary School Teaching)

Course Name	Content and Pedagogy in the Mother-tongue
Course Description	This course includes both the content and the pedagogy of the mother tongue. The subject matter content includes the structure of the mother tongue as a language, literature in the mother tongue, methods and techniques of teaching the language, development of instructional materials and assessment.
Course Credits	3 units
Contact Hours	
Prerequisite	

Course Name	Pagtuturo ng Filipino sa Elementarya I-Estruktura at Gamit ng Wikang Filipino
Course Description	Pagsanay ng paggamit ng estruktura at gamit ng Wikang Filipino sa pagtuturo sa elementarya. Sumasaklaw sa dekriptibong pag-aaral ng wikang Filipino sa lebel ng polohiya, morpolohiya, semantikas at sintaks.
Course Credits	3 units
Contact Hours	

Course Name	Pagtuturo ng Filipino sa Elementarya II-Panitikan ng Pilipinas
Course Description	Paggamit ng mga iba't ibang anyo ng literatura ng Pilipinas galing sa sarili at iba't ibang rehiyon sa pagtuturo, produksyon at (assessment) na angkop sa elementarya.
Course Credit	3 units
Contact Hours	

Course Name	Teaching Science in the Primary Grades (Biology and Chemistry)
Course Description	The course includes understanding of spiraling basic science concepts and application of science inquiry in Chemistry and Biology and the use of teaching strategies in elementary science, development of instructional materials and assessment. Content topics in Chemistry include Properties and Structure of Matter and Changes that Matter Undergo. In Biology content topics includes Parts and Functions of Animals and Plants, Heredity: Inheritance and Variation, Biodiversity and Evolution and Ecosystems.
Course Credit	3 units
Contact Hours	

Course Name	Teaching Science in the Intermediate Grades (Physics, Earth and Space Science)
Course Description	This course includes understanding of spiraling basic science concepts and application of science inquiry in Physics and Earth and Space, strategies in teaching elementary science, development of instructional materials and assessment. Content topics in Physics include Force and Motion, and Energy while Earth and Space Science include Geology, Meteorology, and Astronomy.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Social Studies in Primary Grades - Philippine History and Government
Course Description	This course emphasizes the contents of Philippine History and Government that are necessary in teaching at the elementary level. Further, appropriate teaching strategies and assessment methods shall be included to prepare students to become elementary grades teachers.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Social Studies in Intermediate Grades - (Culture and Basic Geography)
Course Description	The course aims to equip the students in the BEED program a strong background in local history and culture. This background serves as an avenue for further inquiry of the available resources in the community for the localization and contextualization of teaching of elementary subjects. Areas to be studied include natural heritage of the locality, tangible and intangible culture that are of great significance to the socio-economic and political activities of the people in the place. In the end they are expected to come up with the profiling of available cultural resources in the community.
Course Credit	3 units
Contact Hours	

Course Name	Teaching Math in the Primary Grades
Course Description	This course equips prospective teachers with pedagogical content knowledge for the teaching of basic contents in mathematics in the primary level. Understanding of key concepts and skills of whole numbers up to 10,000, fractions, measurement, simple geometric figures, pre-algebra concepts and data representation and analysis are applied using appropriate technology. Teaching strategies include problem solving, critical thinking, differentiated instruction, inquiry-based learning with the use of manipulatives based on cultural context will be emphasized
Course Credit	3 units

Course Name	Teaching Math in the Primary Grades
Course Description	This course equips prospective teachers with pedagogical content knowledge for the teaching of basic contents in mathematics in the primary level. Understanding of key concepts and skills of whole numbers up to 10,000, fractions, measurement, simple geometric figures, pre-algebra concepts and data representation and analysis are applied using appropriate technology. Teaching strategies include problem solving, critical thinking, differentiated instruction, inquiry-based learning with the use of manipulatives based on cultural context will be emphasized
Course Credit	3 units
Prerequisite	

Course Name	Teaching Math in the Intermediate Grades
Course Description	As preparation for teaching in the intermediate grades, this course emphasizes the integration of technological pedagogical content knowledge that includes topics on rational numbers, measurement, geometric figures, pre-algebra concepts, application of simple probability and data analysis. This course is capped with microteaching that utilizes appropriate teaching strategies for the development of critical and problem solving, reasoning, communicating, making corrections, representations and decisions in real life situations.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Edukasyong Pantahanan at Pangkabuhayan
Course Description	This course shall include pedagogical content, knowledge and skills in technology, and livelihood education necessary in teaching and learning in the elementary level. Selected topics in home economics, technology and livelihood education shall form a major part of the course. Experiential learning approach shall be the focus of this course.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Edukasyong Pantahanan at Pangkabuhayan with Entrepreneurship
Course Description	This course shall include pedagogical content, knowledge and skills in technology and livelihood education necessary in teaching and learning in the elementary level. Selected topics in agriculture arts, fisheries arts and livelihood education and entrepreneurship shall form a major part of the course. Experiential learning approach shall be the focus of the course.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Music in the Elementary Grades
Course Description	This course deals with the educational foundations of Music as it apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphases in the course.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Arts in the Elementary Grades
Course Description	This course deals with the educational foundations of Art as these apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphases in the course.
Course Credit	3 units
Contact Hours	

Course Name	Teaching PE and Health in the Elementary Grades
Course Description	This course deals with the educational foundations of Physical Education as these apply to teaching and learning in the elementary grades. Various teaching strategies and assessment appropriate for each area shall be given emphases in the course.
Course Credit	3 units
Contact Hours	

Course Name	Teaching English in the Elementary Grades (Language Arts)
Course Description	This course will emphasize English as a second language with main focus on language teaching methodologies to improve knowledge on the structure and fluency in the English language through listening, reading, writing, speaking, and viewing.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Teaching Literacy in the Elementary Grades Through Literature
Course Description	This course is about the nature, theories and scope of the reading and other literacy skills in the 21st century as tools for learning. Application of the 21st century literacy skills shall be enhanced for teaching in the elementary grades.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Good Manners and Right Conduct (Edukasyon sa Pagpapakatao)
Course Description	Anchored on the essential component of personhood that deals with intra/interpersonal relationships which allow harmony with oneself, with others and the environment, this course will highlight the fundamental rules of good manners and appropriate conduct or behavior of each learner which are necessary of the formation of character that embraces the core values of Maka-Dios, Maka-Tao, Maka-Bansa and Maka-kalikasan.
Course Credit	3 units
Contact Hours	
Prerequisite	

Course Name	Technology for Teaching and Learning in the Elementary Grades
Course Description	This course is designed for prospective teachers to develop and use digital and non-digital teaching- learning resources using technology tools appropriate in various subject areas in the elementary level. Further, the course will provide opportunities for students to use technology tools to develop project-based collaborative activities and share resources among communities of practice.
Course Credit	3 units
Contact Hours	
Prerequisite	

ICT COMPETENCYSTANDARDS FOR TEACHERS

COMPETENCIES	PERFORMANCE INDICATORS
Domain 1: Understanding ICT in Education	
1.1.1 Demonstrate awareness of policies affecting ICT in education	1.1.1.1 Discuss national ICT policies affecting classroom practices
1.2.1 Comply with ICT policies as they affect teaching-learning	1.2.1.1 Implement ICT policies in teaching-learning
1.3.1 Contextualize ICT policies to the learning environment	1.3.1.1 Incorporate ICT policies in the design and implementation of teaching-learning activities.
Domain 2: Curriculum and Assessment	
2.1.1 Demonstrate understanding of concepts, principles, and theories of ICT systems as they apply to teaching-learning	2.1.1.1 Discuss ICT concepts, principles and theories in various teaching-learning processes
	2.1.1.2 Use technology tools in the assessment process
2.2.1 Evaluate digital and non-digital learning resources in response to student's diverse needs	2.2.1.1 Select digital and non-digital learning resources in reference to the student learning preferences
	2.2.1.2 Revise digital learning resources in response to varied needs of students
2.2.2 Develop digital learning resources to enhance teaching-learning	2.2.2.1 Produce digital learning material designed to enhance teaching-learning
2.3.1 Use ICT as a tool to develop 21st century skills: Information, Media and Technology Skills, Learning and Innovation Skills, Life and Career Skills, and Effective Communications Skills.	2.3.1.1 Integrate ICT in teaching plans that require learners to connect the content of the lesson to society
Domain 3: Pedagogy	
3.1.1. Apply relevant technology tools for classroom activities	3.1.1.1 Design a technology-enhanced lesson to support learning
	3.1.1.2 Deliver the lesson using appropriate digital tools or applications
	3.1.1.3 Assist students to reflect on their own learning using technology tools
3.2.1 Use ICT knowledge to solve complex problems and support student collaborative activities	3.2.1.1 Use varied teaching strategies like project-based learning that integrate technology tools to support thinking and collaboration
3.3.1 Model collaborative knowledge construction in face-to-face and virtual environments	3.3.1.1 Initiate flexible learning through online communications (synchronous / asynchronous modality)
Domain 4: Technology Tools	
4.1.1 Demonstrate competence in the technical operations of	4.1.1.1 Perform basic trouble shooting and maintenance of technology tools and systems;

COMPETENCIES	PERFORMANCE INDICATORS
technology tools and systems as they apply to teaching and learning	4.1.1.2 Use productivity and other tools in everyday work.
4.2.1 Use technology tools to create new learning opportunities to support communities of learners	4.2.1.1 Make technology tools-based instructional materials to improve student learning;
	4.2.1.2 Produce ICT-based teaching and learning tools in collaboration with students.
4.2.2 Demonstrate proficiency in the use of technology tools to support teaching and learning	4.2.2.1 Propose or recommend technology and policy innovations related to promoting continuous learning among students

Domain 5: Organization and Administration

5.1.1 Manage technology-assisted instruction in an inclusive classroom environment	5.1.1.1 Facilitate flexible learning environment that enhances collaboration with the use of technology tools.
5.2.1 Exhibit leadership in shared decision-making using technology tools	5.2.1.1 Lead group activities using technology tools.

Domain 6: Teacher Professional Learning

6.1.1 Explore existing and emerging technology to acquire additional content and pedagogical knowledge.	6.1.1.1 Use technology tools to search for, manage, analyze, integrate and evaluate information that can be used to support professional learning
	6.1.1.2 Evaluate technology resources in terms of appropriateness, quality, usability, accessibility, and cost effectiveness.
6.1.3 Utilize technology tools in creating communities of practice	6.1.3.1 Use technology tools to collaborate and share resources among communities of practice
6.2.1 Collaborate with peers, colleagues and stakeholders to access information in support of professional learning.	6.2.1.1 Identify educational sites and portals suitable to their subject area
	6.2.1.2 Join online expert and learning communities
	6.2.1.3 Use resources from relevant mailing lists and online journals
	6.2.1.4 Evaluate and compare useful and credible web resources to be shared with other students
	6.2.1.5 Active membership to local and global learning communities to maintain access to creative applications of technology that help enhance student learning

Domain 7: Teacher Disposition

7.1.1 Demonstrate social, ethical, and legal responsibility in the use	7.1.1.1 Discuss safety issues in obtaining resource materials from local area network-

COMPETENCIES	PERFORMANCE INDICATORS
of technology tools and resources	based and the internet
	7.1.1.2 Comply with intellectual property laws including the fair use of educational content
	7.1.1.3 Institute mechanisms to ensure child online safety and prevent cyberbullying
7.1.2 Show positive attitude towards the use of technology tools	7.1.2.1 Practice standard netiquette in sharing and utilizing shared materials among learning communities.
	7.1.2.2 Provide support to learners' digital culture and behaviors.
	7.1.2.3 Utilize smart devices for building the positive relationships between teachers and students.

ANNEX I

OBE Course Syllabus

Course Syllabus Template

Course Name	Technology for Teaching and Learning 1
Course Credits	3 units
Course Description	Technology for Teaching and Learning 1 (TTL1). This is a 3-unit introductory course that explores basic knowledge and skills and values in the use of technology for teaching and learning. This course include ICT Policies and safety issues, media and technology in various content areas, learning theories and principles in the use and design of learning lessons, teaching-learning experiences and assessment tasks that utilize appropriate traditional and innovative technologies with social, ethical and legal responsibility.
Contact Hours/week	3 hours
Prerequisite	None
Course Outcomes	1. Explain ICT policies and safety issues as they impact on the teaching-learning process 2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching learning 3. Integrate media and technology in various content areas 4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies 5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources.

COURSE OUTLINE AND TIMEFRAME	
	Course Content/Subject Matter
Week 1	A. Introduction to Technology for Teaching and Learning
Week 2	B. ICT Policies and Safety Issues in Teaching and Learning
Week 3-4	C. Theories and Principles in the Use and Design of Technology-Driven Lessons
Week 5-6	D. ICT in Various Content Areas
Week 7-9	E. ICT and Conventional Learning Materials to Enhance Teaching and Learning
Week 10-11	F. Technology Tools in a Collaborative Classroom Environment and Relevance and Appropriateness in the Use of Technology in Teaching and Learning

Week 12	G. Innovative Technologies for Teaching-Learning and Assessment Task
Week 13	H. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model
Week 14-15	I. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources
Week 16-17	J. Educational Sites and Portals
One week (or an equivalent of three hours)	Allotted for the Midterm and the Final Exams

Alignment of Course Outcomes with Summative Assessment Tasks

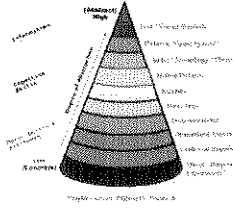| Course Objectives	Summative Assessment Task	Details
1. Explain ICT policies and safety issues as they impact on the teaching-learning process 2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching and learning 3. Integrate media and technology in various content areas 4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies 5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources	e-Portfolio • Blog Entries / Posts in the Freedom Wall / Tweets in the Classroom-Made Twitter Wall A Lesson Plan Integrating Technology Midterm and Final examinations	In this required output, the students are expected to organize their reflections and insights using a Reflection Guide Model (e.g. Gibb's reflection Model.) Ideas, and opinions on the topic discussed during sessions which may be posted in blogs can also be included in the ePortfolio. A Selection Rubrics by Smaldino, S. et al. (2008) can be used as criteria for grading. Different outputs made in the class, filing them all together can done in a portfolio or in an electronic portfolio such as foliofor.me. In this task, students are expected to create a lesson plan showing clearly the integration of appropriate and innovative technologies in the teaching-learning activities and assessment tasks using the ASSURE Model. The criteria in the rubrics shall focus on the integration of technologies and the ability to demonstrate ethical and legal responsibilities in the use of resources. These tasks are given to evaluate the students' knowledge and understanding of concepts and principles of technology integration in instruction and appropriate attitudes and values in becoming a teacher. These are given to validate the results of their practical activities and to prepare them for the licensure examination.

LEARNING PLAN

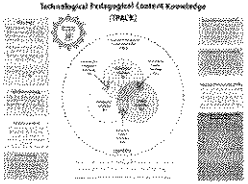| Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table

1. **Understand ICT in Education**
 	
1.1 Define basic concepts in understanding ICT in Education
	Unit 1- Introduction to Technology for Teaching and Learning
	
	A. Basic Concepts to be defined:
	
	  1. Technology
	
	  2. Information and Communication
	
	  3. Educational technology
	
	  4. Technology, Media and Learning
	
	  5. Instructional System and Instructional technology
	
	  6. Technology Tools
	
	B. Roles of ICT in Teaching for Learning
		Anderson, J. (2010). *ICT Transforming Education A Regional Guide*. UNESCO Bangkok Asia and Pacific Regional Bureau for Education
		
		Ballado, R. (2012). *Basic concepts in educational technology 1*. Manila, PH: Rex Bookstore
		
		Lucido, P. & Corpuz, B. (2012). *Educational technology 2*. Quezon City, PH: Lorimar Publishing Co.
		
		http://k12teacherstaffdevelopment.c om/tlb/introduction-to-technology-for-teachers/
		
		http://www.educationscotland.gov.u k/learningandteaching/approaches/i ctineducation/roleofictinlearning.as p
			Brief Lecture: With the aid of a PowerPoint presentation, provide an overview of the subject Technology for Teaching and Learning.
			
			Small Group discussion: Give graphic organizers of the different concepts to be defined through the use of concept mapping
			
			Whole group discussion: Present to the whole class group outputs.
			
			Individual Research: Encourage students to validate the concept map and conceptual definitions
				Use a rating scale for the concept map developed by each group.
				
				Pen and Paper test
					OHP / Multimedia Projector
					
					Computer / Laptop
					
					Graphic organizers	

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1.2 Enumerate the national ICT policies affecting classroom practices	**Unit 2. ICT Policies and Safety Issues in Teaching and Learning** A. ICT National or International Policies That Are Applicable to Teaching and Learning	Anderson, J. (2010). *ICT Transforming Education A Regional Guide*. UNESCO Bangkok Asia and Pacific Regional Bureau for Education Lucido, P. & Corpuz, B. (2012). *Educational technology 2*. Quezon City, PH: Lorimar *Publishing* Co.	Forum With Resource Person: Invite a resource person to talk on ICT national and international policies applied to teaching and learning	Posting of comments ICT policies in Freedom Wall/Blog	Freedom Wall in the classroom/ Blog Created and Administered by the Teacher	
1.3 Describe the implementation ICT policies in teaching-learning	B. Safety Issues in ICT	Documents: • The Philippines ICT Roadmap • DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary	Group Interviews: Organize small groups to conduct interviews and observations on practices that address safety issues in ICT for teaching and learning.	Checklist on the practices that address safety issues	Accomplished Checklist PowerPoint presentations	1 week

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		- RA 10844, Sec. 3 (An Act Creating the Department of ICT, Defining its Powers and Functions, Appropriating Funds, and Other Purposes) - SEAMEO INNOTECH (2010) Report Status of ICT Integration in Education in Southeast Asian Countries				
1.4 Identify ICT policies that are incorporated to the design and implementation of teaching-learning activities	C. Uses of ICT Policies in the Teaching and Learning Environment		Individual Research: Encourage students to research on other school ICT Policies and best practices Class Observation (Field Study): Observe how ICT policies are utilized in the classroom. Facilitate the Creation the Classroom ICT Policies agreed upon by all learners	Accomplished observation guide Learners' written description and opinions on their newly crafted ICT Classroom policies	Class Observation Guide on the utilization of ICT policies in the classroom	

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2. Identify learning theories and principles applied in the use and design of learning lessons with technology	Unit 3. Theories and Principles in the Use and Design of Technology Driven Learning Lessons					
2.1 Identify learning principles and theories that are applied in technology driven teaching-learning models.	A. Learning Theories and Principles in: 1. Dale's Cone of Experience (with equal attention given to both the Conventional Technology and the Innovative and Emerging Technology for Teaching)	Lucido, P. & Corpuz, B. (2012). Educational technology 1 2nd edition. Lorimar Publishing Co. https://www.youtube.com/watch?v=p-eSxgRefvk	Active Learning with Teacher-Led Discussion on Dale's Cone of Experience and how its principles and theories are utilized in the technology-driven teaching and learning 	Reflection Posted on the online Blog/ 'Classroom-made Twitter Wall'	Online Class Blog or Site/ 'Classroom-made Twitter Wall'	1.5 hours

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	2.TPACK (Technology, Pedagogy and Content Knowledge)	TPACK in Two Minutes https://www.youtube.com/watch?v=FagVSQIZELY Heinich, R. (2003). Instructional media and technologies for learning. (7th edition). Upper saddle, New York: Merrill Prentice Hall Newby, T.J. (2011). Educational technology for teaching and learning. (4th ed.) Boston: Pearson Education, Inc. Roblyer, M.D. (2003). Integrating educational technology into teaching. (3rd ed.) Upper Saddle, New York: Merrill Prentice Hall	Image Analysis: Students analyze and explain the image/diagram. The teacher synthesizes. A brief lecture on TPACK 	Restricted Essay	Video clip Multimedia Projector Computer	1.5 hours
	3.ASSURE Model (Analyze Learners, State Objectives, Select Methods, Media, & Materials, Utilize Media & Materials, Require Learner Participation, Evaluate and Revise)	Smaldino,S. et al. (2005). Instructional technology and media for learning. 8th ed. New Jersey: Pearson Prentice Hall pp. 53-65	(Active Learning in a Brief Lecture given by the teacher) The Fishbowl Activity: Learners are given metacards and asked to write a question of clarification about the topic (i.e. questions concerning the application of the topic to practical		Metacards Fish Bowl	1 week

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			concepts). Teacher draws these questions from the bowl and answers the questions or asks the class to answer them. (This could be done during or after the input.) Think-Pair and Share: In pairs, students will discuss about the ASSURE Model and create their own ASSURE lesson	Checklist on the Elements included in a lesson using the ASSURE Model and the rating scale	Container	

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3.Integrate media and technology in various content areas	Unit 4. ICT in Various Content Areas					
3.1 Review teaching plans that require learners to connect the content of the lesson to society	A. 21st Century Literacy Skills	K to 12 Curriculum Guides (DepEd, 2012)	Brief Lecture: Explain 21st century literacy skills with emphasis on digital literacy skills.	Oral examination	Multimedia Projector	2 weeks
	Digital Literacy Skills • Media • Information • ICT literacy	Lucido, P. & Corpuz, B. (2012). *Educational technology* 2. Quezon City, PH: Lorimar Publishing Co.			Laptop	
	B. Instructional Design Models • Gagne's Nine Events • Bloom's Revised Taxonomy • ADDIE	Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education Williams, M. (2000). Integrating technology into teaching and	Research on Instructional Design Models and Collaborative Work on designing an infographics or a visual image of the assigned Instructional Design Model to be presented in class		Teacher-made/ Teacher-prepared samples of infographics	

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	• Merrill's Principles of Instruction	learning: An Asia Pacific perspective. Singapore: Prentice Hall UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning. pp. 56-59 Bellanca, J & Brandt, R. (2010). 21st Century Skills: Rethinking How Students Learn (Leading Edge)				
3.2 Introduce sample technology-enhanced lessons to support learning	C. Technology Enhanced Teaching Lesson Exemplars	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall	Inquiry-Based Approach: Introduce a technology-enhanced teaching lesson exemplar Analysis of a teaching plan exemplar -- identifying the elements in designing a lesson and discussing the possibilities of technology	Lesson exemplar analysis output	A Lesson Plan exemplar	

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			integration			
			Demonstration: Demonstrate a sample technology-enhanced lesson	Demonstration Guide	Checklist focusing on how technology is integrated in the lesson	
3.3 Select ICT and conventional learning materials designed to enhance teaching-learning	D. ICT and Conventional Learning Materials to Enhance Teaching Learning 1. Digital Learning Resources a. Google Docs b. Survey Monkey c. Others	http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html http://www.edtechteacher.org/gafe/	Group research and presentation of the digital learning materials identified as appropriate and feasible in a given teaching-learning context	Presentation of selected instructional media appropriate for the teaching and learning context	multimedia equipment	3 weeks

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	2. Conventional Learning Resources a. Flip charts b. Realia c. Others					
3.6 Identify flexible learning through online communications (synchronous / asynchronous modality)	E. Distance Learning Types of Online Distance Learning • Synchronous • Asynchronous	Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education Melton, R. (2002). Planning and Developing Open and Distance Learning A Quality Assurance Approach unesdoc.unesco.org/images/0012/0 01284/128463e.pdf	Forum-Discussion: Conduct a forum on Distance Learning Demonstration and hands-on exploration on the synchronous and asynchronous online distance learning using the Class Site	KWL Chart • What I Know • What I Want to know • What I Learned Checklist	Teacher-made Class Site (e.g. Google site, Weebly, etc.) Skype KWL Chart template	

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3.7 Describe flexible learning environment that enhances collaboration with the use of technology tools.	F. Technology Tools in a Collaborative Classroom Environment	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall	Brief Lecture on the different technology tools in a collaborative classroom environment Small Group Discussion-Student Led	Paper and Pencil Test	Google Docs	
3.8 Reflect on the use of technology and on its relevance and appropriateness	G. Relevance and Appropriateness in the Use of Technology in Teaching and Learning Principles in Selecting Instructional Materials based on their Appropriateness and Feasibility ● Appropriateness (Target Learners and Instruction)	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall Eayde, M. & Lockyer, M. (2013). Tools for Learning Retrieved from: http://ro.uow.edu.au/cgi/viewconte nt.cgi?article=1413&context=asdp apers	Based on the lesson demonstrated, the class will analyze and determine the appropriateness and use of technology. (Variation: Based on a lesson plan exemplar) Class presentation of their evaluation of instructional materials used in the lesson	Reflective narrative or Entries in the 'Classroom Twitter Wall' in the classroom/Blog Created and Administered by the Teacher Self or Peer Evaluation of	Gibb's Reflection Cycle template Online Class Blog or Site/ 'Classroom-made Twitter Wall' Rubric focusing on the appropriaten ess of the	2 weeks

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	• Authenticity (Dependable) • Interest • Cost (Economy) • Organization and Balance And other considerations: Environmental Factors, Dynamic Variables (e.g. size of class, attitudes, etc.)			their assessment	material in instruction	

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4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies 4.1 Identify Technology-assisted tools in the assessment of learning	Unit 5. Innovative Technologies for Teaching-Learning and Assessment Task A. ICT and Assessment in Learning 1. Assessment Tools	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall Victoria State Government (2013). Assessment Tools. Retrieved from: http://www.education.vic.gov.au/sc hool/teachers/support/Pages/tools. aspx	Students' research on examples of technology-assisted tools in assessment in learning	Reporting and Feedbacking	Assessment tools	1 week
	B. Tools in evaluating appropriate assessment tools (ex. checklist, rating scale)	http://www.edtechteacher.org/asse ssment UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning. pp. 60-63 Angelo, T. & Cross, K.P. (1993).	Workshop on the formulation of tools to evaluate assessment tools	Workshop output		

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		Classroom Assessment Techniques 2nd Ed. A Handbook for College Teachers				
Demonstrate proficiency in the formulation of teaching-learning experiences using innovative technologies	C. Technology-Enhanced Lesson using the ASSURE as Technology-integration Model	Smaldino,S. et al. (2005). Instructional technology and media for learning, 8th ed. New Jersey: Pearson Prentice Hall	Lesson planning	Rubrics for assessing lesson plans Critiquing of lessons plans Revising of lesson plans	ASSURE Model	1 week
5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources 5.1 Show, give examples, observe social, ethical, and legal	Unit 6. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources A. Digital Citizenship ⚬ Nine Elements of		Lecture-discussion on the nine		Computer/	

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responsibility in the use of technology tools and resources	Digital Citizenship B. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources by Teachers	http://www.digitalcitizenship.net/ http://www.eduscapes.com/session s/socialtech/ Smaldino, S. et al. (2008). *Instructional technology and media for learning.* 8th ed. New Jersey: Pearson Prentice Hall	elements of digital citizenship Group research on the social, ethical and legal responsibilities in the use of technology tools and resources by teachers *Talk it Out* (from Global Digital Citizen Foundation) An activity on taking a stance on an issue and defending it Learners are given a scenario primarily focusing on social, ethical and legal responsibilities in the Use of technology Analysis of the different cases involving social, ethical and legal issues on technology use	Written exam Rubrics assessing research outputs	laptop Multimedia projector Computers A Worksheet for *Talk it Out* Scenarios	2 weeks
5.2 Identify examples of compliance of IPR in educational setting.	C. Intellectual Property Rights Applicable to the Educational Setting: Copyright and Related Rights	www.ipophil.gov.ph/images/Patents /IRRs/RepublicAct8293.pdf	Group Research on the Intellectual Property Rights in the Educational	Rubrics assessing research	RA 8293 Document	

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	Copyright Law (Part IV)		Setting Class presentation of research outputs (e.g. poster, infographics, hootboard, etc.)	presentations and outputs	An act prescribing the intellectual property code and establishing the intellectual property office, providing for its powers and functions, and for other purposes	
5.3 Enumerate digital safety rules that ensure child online safety and prevent cyberbullying	D. Digital Safety Rules • Rule 1: Research before you register • Rule 2: Discriminate • Rule 3: Think before typing	www.safekids.com/kids-rules-for-online-safety www.educationworld.com/a-tech/tech/tech044.shtml	Four As Activity: You Know the Rules (from Global Digital Citizenship Foundation) Learners imagine that they can draft three rules that every digital citizen must follow. What would they make and why?		Computer / Laptop Multimedia	

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	• Rule 4: Require ID • Rule 5: Trust your gut	www.collegeview.com/articles/artic e/smart-students-in-a-digital-world	Abstraction, Analysis & Application Forum Discussion on the digital safety rules	Class formulated Guide on Digital Safety Rules	Projector	
5.4 Discuss safety rules in obtaining resource materials from local area network-based and the internet	E. Cyberbullying	https://www.stopbullying.gov/cyber bullying/what-is-it/	Debate on Cyberbullying Small group Discussion		video clips on cyberbullying	
5.5 Describe the community of learners as netizens who share and	F. Netizens in Cyberspace Active Citizenship		Brief Lecture	Posters and digital campaign materials	Posters	

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utilize digital materials.						
5.6 Practice standard netiquette in sharing and utilizing shared materials among learning communities.	G. Netiquette (social conventions online)	Abushakara, N. (2016). Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette. Create Space Independent Publishing Platform Tuffley, D. (2014). Email etiquette: Netiquette for the information age. Altiora Publications	Advocacy Campaign Forum			

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.7 Show/ demonstrate support to school learners as part of learning community in their digital culture and behaviors			Joining social media site Role playing on how to support school learners as part of learning community	Rubrics assessing behavior in social media sites	Rubrics	
5.8 Identify educational sites and portals suitable to their subject area	H. Educational Sites and Portals	Diaz, C.G. and Declaro, R.A.(2013). UNESCO training guide on ICT multimedia integration for teaching and learning. Retrieved from Creative Commons License http://creativecommons.org/licenses/by-sa/3.0 https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about	Group Research to identify educational sites and portals Presentation and Sharing of Research Outputs (e.g. Infographics, Digital advertisement, brochure, bulletin board display / online bulletin board)	Pencil and Paper Tests List of educational Sites	Multimedia Projector	2 weeks

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5.9 Join online expert and learning communities	I. Online Communities of Learning
	
	e.g.
	
	  • Facebook
	  • Twitter
	  • Instagram
	  • Webinar
		Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education	Practicum on sample strategies on how to join experts' learning communities	Rating scale
				
				Reflection
					Online learning sites
					
					Gibb's Reflective Cycle template	

5.10 Use resources from relevant mailing lists and online journals	J. Online Resources
	
	e.g.
	
	  • Opensource
	
	  • multimedia resources; video sites
	
	  • finding images
	
	  • music and audio; webcasts
	
	  • locate web resources by topic
			Group Research and Application of the identified relevant mailing list and online journals	Check list		

Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	• Others					
5.11 Describe technology tools that are used in group activities.	K. Collaborative Projects i.e. The Problem-Based Project or Project-Based Project	http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx	Student Led-Group Discussion Lecture	Pencil and Paper Test	Multimedia Projector	
5.12 Use technology tools to collaborate and share resources among communities of practice	L. Technology Tools for Collaborative Work e.g. • Google Drive • Edmodo • Bubbl.us • Wikispaces • Others	http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/	Lecture-Demonstration Workshop / hands-on experience on the tools Online Chat Session	Practical Test	internet connectivity	

Suggested Readings and References	Abushakara, N. (2016). *Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette.* Create Space Independent Publishing Platform Anderson, J. (2010). *ICT Transforming Education A Regional Guide.* UNESCO Bangkok Asia and Pacific Regional Bureau for Education Angelo, T. and Cross, K.P. (1993). *Classroom Assessment Techniques 2nd Ed.* A Handbook for College Teachers Chiles, D. (2014). *Internet etiquette: Netiquette fundamentals, rules and optimization.* Diaz, C.G. and Declaro, R.A.(2013). *UNESCO training guide on ICT multimedia integration for teaching and learning.* Retrieved from Creative Commons License http://creativecommons.org/licenses/by-sa/3.0 Heinich, R. (2003). *Instructional media and technologies for learning.* (7th edition). Upper Saddle, New York: Merrill Prentice Hall www.safekids.com/kids-rules-for-online-safety www.educationworld.com/a-tech/tech/tech044.shtml www.collegeview.com/articles/artice/smart-students-in-a-digital-world https://www.stopbullying.gov/cyberbullying/what-is-it/ http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/ http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html

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TPACK in Two Minutes https://www.youtube.com/watch?v=FagVSQIZELY

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Williams, M. (2000). Integrating technology into teaching and learning: An Asia Pacific perspective. Singapore: Prentice Hall

www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf

OurICT http://www.ourict.co.uk/ Ten Best Assessment Tools (Posted April 1, 2015) Retrieved from: http://www.ourict.co.uk/formative-assessment-tools/

	Documents: • The Philippines ICT Roadmap • DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary • SEAMEO INNOTECH (2010) The Report on the Status of ICT Integration in Education in Southeast Asia • K to 12 Curriculum Guides (DepEd, 2012) • Senior High School Curriculum Guides retrieved from https://drive.google.com/file/d/0D8x8BBYUc2V91dVJQQXdVMFVDS2C/edit
Course Requirements	Suggested: A lesson plan exemplar with an appropriate integration of technology Written long exam (Midterm and Finals) ePortfolio • A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall' Class Active Participation (group work, mini-outputs in tasks, among others)

Grading System	Suggested:	
	Midterm	**Finals**
		25% -- A lesson plan exemplar with an appropriate integration of technology
	40% -- Written long exam (Midterm)	30% -- Summative Exam (Finals)
	30% -- A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall'	20% - ePortfolio
	30% -- Class Active Participation (group work, mini-outputs in tasks, among others)	25% -- Class Active Participation (group work, mini-outputs in tasks, among others)
Classroom Policies		