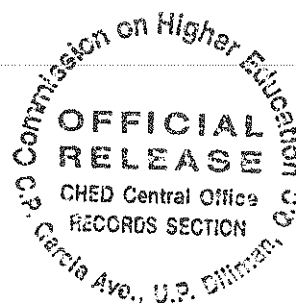




Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**



**CHED MEMORANDUM ORDER (CMO)**

No. 82  
Series of 2017

**SUBJECT : POLICIES, STANDARDS AND GUIDELINES FOR  
BACHELOR OF CULTURE AND ARTS EDUCATION  
(BCAEd)**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," Republic Act (RA) No. 10066 known as the "National Heritage Act of 2009," and 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 (PSGs) are hereby adopted and promulgated by the Commission.

**ARTICLE I  
INTRODUCTION**

**Section 1 Rationale and Background**

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 21<sup>st</sup> 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 Culture and Arts Education (BCAEd)** graduates "regardless of the type of HEI they graduate from." However, in "recognition of the spirit of outcomes-based education and of the typology of HEIs," this PSG also provides "ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions."

**ARTICLE II  
AUTHORITY TO OPERATE**

**Section 2 Government Recognition**

All private higher education institutions (PHEIs) intending to offer **Bachelor of Culture and Arts Education** must first secure proper authority from the Commission in accordance with these PSGs. State

Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) should likewise strictly adhere to the provisions in these policies and standards.

### ARTICLE III GENERAL PROVISIONS

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirements 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 in Article IV Section 6. CHED designed a curriculum to attain these outcomes. This curriculum in Article V Section 9 is a **sample** curriculum. The number of units for 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 shown in Article V Section 10 as a **sample** curriculum map.

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

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

**Section 4** The HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that these 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 specifying and deploying human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives are assured by the alternative means they propose.

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

These PSGs are based on the enhanced basic education system and on the new GE curriculum. They reflect the reform towards outcomes-based education and the K to 12 Reform.



**ARTICLE IV**  
**PROGRAM SPECIFICATION**

**Section 5 Program Description**

**5.1 Degree Name**

The degree program described herein shall be called **Bachelor of Culture and Arts Education (BCAEd)**

**5.2 Nature of the Field of Study**

Culture and Arts Education is a field of specialization engaged (i) in clarifying the conceptual foundations of value-laden creative expressions such as visual arts, music, drama, and dance, (ii) in defining its relations to other disciplines of thought and action that address the fundamental question of what it means to creatively express the condition of being human in changing life-worlds, (iii) in analyzing the conditions and possibilities for crafting and asserting creative expressions of being human in diverse contexts, and (iv) in developing programs responsive to local and global contexts of production, circulation, and consumption of creative expressions.

**5.3 Program Goals**

The **BCAEd** program aims to develop highly motivated, creative, and reflexive teachers in basic education equipped with knowledge, skills and values in culture and arts education.

**5.4 Specific Professions/Careers/Occupations for graduates**

After completion of all academic requirements of the program, graduates of **BCAEd** should be able to practice:

- a teaching profession in K to 12 for Music & Arts
- a teaching profession in the Special Program for the Arts (SPA)
- a teaching profession in the Arts & Design Track for Grades 11 & 12
- a teaching profession in the core subjects in Grades 11 & 12 related to Arts
- as a culture and arts coordinator at the school, district, division and regional levels of the educational system
- in positions relating to culture and arts such as in tourism offices in the LGUs, museum & arts galleries, and creative industries.

**5.5 Allied Fields**

The **Bachelor of Culture and Arts Education (BCAEd)** program is an allied discipline of Teacher Education, Music Education, Dance Education, and Arts and Graphic Design.



## Section 6 Program Outcomes

The minimum standards for the BCAEd 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 well and discuss at length the latest developments in this specific field of practice. (Philippine Qualifications Framework level 6 descriptor)
- b. communicate effectively in spoken and written forms in both English and Filipino
- c. work effectively and independently in multi-disciplinary and multi-cultural settings (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 Teacher Education discipline

- 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.<sup>1</sup>
- 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 changing 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 Culture and Arts Education

- a. **Disciplinary Knowledge:** Apply evidence-based practices derived from the social sciences and humanities in teaching and learning.
- b. **Pedagogical Practice:** Apply multidisciplinary knowledge and skills in culture, arts and design in the teaching-learning practice anchored on the meanings and values of human creativity in a changing life-worlds.

<sup>1</sup> 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 C.



- c. **Competency and Proficiency in the Creative Expressions:** Demonstrate competence in the planning and development of market and non-market oriented visual arts, music, drama and dance productions in local, regional and global settings.
- d. **Professional Accountability and Responsibility:** Practice professional and ethical standards for teachers as well as principles and guidelines governing arts production, research and publication.
- e. **Research and Extension:** Conduct applied research in culture and the arts which will benefit local communities.

**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" (RA7722).

All private higher education institutions (PHEI), 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	Courses
a. <b>Disciplinary Knowledge:</b> Apply evidence-based practices derived from the social sciences and humanities in teaching and learning.	<ol style="list-style-type: none"> <li>1. Relate arts production and consumption to social sciences and philosophy</li> <li>2. Analyze arts as social and cultural expressions in various contexts</li> <li>3. Articulate principles and practices of creative expressions</li> </ol>	<ul style="list-style-type: none"> <li>• Foundations of Culture and Arts Education</li> <li>• Culture and Arts Education in Plural Societies</li> <li>• Perspectives in Philippine Cultural Heritage</li> <li>• Concepts, Principles and Practice of Creative Expressions I, II, III, IV: Music -12 units Visual Arts- 12units</li> </ul>



		<p>Dance- 12 units Drama -12 units</p> <ul style="list-style-type: none"> <li>• Electives</li> <li>• Art Apprenticeship</li> <li>• Technology for Teaching and Learning in Culture and Arts Education</li> <li>• GE Courses</li> </ul>
<p><b>b. Pedagogical Practice:</b> Apply multidisciplinary knowledge and skills in culture, arts and design in the teaching-learning practice anchored on the meanings and values of human creativity in a changing life-worlds.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate effective teaching strategies for creative expressions</li> <li>2. Integrate various technologies in the teaching of Arts</li> </ol>	<ul style="list-style-type: none"> <li>• All Professional Education Courses</li> <li>• Technology for Teaching and Learning in Culture and Arts Education</li> <li>• Concepts, Principles and Practice of Creative Expressions I, II, III, IV:</li> <li>• Music -12 units</li> <li>• Visual Arts- 12units</li> <li>• Dance- 12 units</li> <li>• Drama-12 units</li> <li>• Technology for Teaching and Learning in Culture and Arts Education</li> </ul>
<p><b>c. Competency and Proficiency in the Creative Expressions:</b> Demonstrate competence in the planning and development of market and non-market oriented visual arts, music, drama and dance productions in local, regional and global settings.</p>	<ol style="list-style-type: none"> <li>1. Plan music, arts, theatre, and dance productions</li> <li>2. Perform and/or Mount music, arts, theatre, and dance productions</li> <li>3. Evaluate creative outputs</li> </ol>	<ul style="list-style-type: none"> <li>• Concepts, Principles and Practice of Creative Expressions I, II, III, IV:</li> <li>• Music -12 units</li> <li>• Visual Arts- 12units</li> <li>• Dance- 12 units</li> <li>• Drama- 12 units</li> <li>• Art Apprenticeship</li> <li>• Creative Industries as Culture and Arts Practice</li> <li>• Research 1 – Arts and Culture Research</li> <li>• Research 2 – Culminating Project</li> <li>• Technology for Teaching and Learning in Culture and Arts Education</li> </ul>
<p><b>d. Professional Accountability and Responsibility:</b> Practice professional and ethical standards for teachers as well</p>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding and appreciation of ethical principles and guidelines governing arts production and</li> </ol>	<ul style="list-style-type: none"> <li>• Concepts, Principles and Practice of Creative Expressions I, II, III, IV:</li> <li>• Music -12 units</li> <li>• Visual Arts- 12units</li> </ul>



as principles and guidelines governing arts production, research and publication.	research (e.g. Copyright Laws, Indigenous cultural ownership) 2. Observe ethics in arts practice	Dance- 12 units Drama- 12 units • Research 1 – Arts and Culture Research • Research 2 – Culminating Project • Art Apprenticeship • Creative Industries as Culture and Arts Practice • Technology for Teaching and Learning in Culture and Arts Education • GE Courses
e. <b>Research and Extension:</b> Conduct applied research in culture and the arts which will benefit local communities	1. Apply appropriate theories and methods in research related to arts and culture 2. Utilize research output for the culminating course project (e.g. artistic production, learning modules, instructional materials) which will benefit local cultures and communities	• Research 1 – Arts and Culture Research • Research 2 – Culminating Project

## ARTICLE V CURRICULUM

### Section 8 Curriculum Description

The BCAEd program comprises of general education courses, core courses of teacher education and major courses in cultural education. Higher Education Institutions offering the BCAEd program may exercise flexibility in their curricular offerings. However, the following courses are prescribed as minimum requirements to be implemented.

### Section 9 Sample Curriculum

The following courses are prescribed as minimum requirements for the offering of BCAEd program.

#### 9.1 Curriculum Components (Curriculum Outline)

Courses	No. of Subjects	Equivalent Units per Subject	Total Number of Units
<b>A. General Education Courses (CMO No. 20, series of 2013)</b>	<b>12</b>	<b>3</b>	<b>36</b>
<b>B. Core Professional Education Courses</b>			<b>42</b>



Courses	No. of Subjects	Equivalent Units per Subject	Total Number of Units
<b>Foundation Courses/Theories and Concepts</b>	<b>4</b>		
The Child and Adolescent Learner and Learning Principles		3	
The Teaching Profession		3	
The Teacher and the Community, School Culture and Organizational Leadership		3	
Foundation of Special and Inclusive Education		3	
<b>Pedagogical Content Knowledge (PCK)</b>	<b>6</b>		
Facilitating Learner-Centered Teaching		3	
Assessment in Learning 1		3	
Assessment in Learning 2		3	
Technology for Teaching and Learning 1		3	
The Teacher and the School Curriculum		3	
Building and Enhancing New Literacies Across the Curriculum		3	
<b>Experiential Learning Courses</b>			
Field Study 1		3	
Field Study 2		3	
Teaching Internship		6	
<b>C. Specialization/Major Courses</b>			<b>66</b>
<b>Core Major Courses (9 units)</b>	<b>3</b>		
Foundations of Culture and Arts Education		3	
Culture and Arts Education in Plural Societies		3	
Perspectives in Philippine Cultural Heritage		3	
<b>Principles and Practices in Creative Expressions (48 units)</b>	<b>16</b>		
Principles and Practices in Creative Expressions: Overview I	<b>4</b>		
1. Music		3	
2. Visual Arts		3	
3. Dance		3	
4. Drama		3	
Principles and Practices in Creative Expressions: Overview II	<b>4</b>		
1. Music		3	
2. Visual Arts		3	
3. Dance		3	
4. Drama		3	
Principles and Practices in Creative Expressions: Overview III	<b>4</b>		
1. Music		3	
2. Visual Arts		3	
3. Dance		3	
4. Drama		3	
Principles and Practices in Creative Expressions: Overview IV	<b>4</b>		
1. Music		3	
2. Visual Arts		3	
3. Dance		3	
4. Drama		3	





Courses	No. of Subjects	Equivalent Units per Subject	Total Number of Units
<b>Research</b>			
Research I- Methods in Arts and Culture Research	1	3	
Research II-Culminating Project	1	3	
<b>ICT Integration</b>			
Technology for Teaching and Learning in Culture and Arts Education	1	3	
<b>D. Elective</b>			<b>3</b>
Creative Industries as Culture and Art Practice	1	3	
<b>E. Apprenticeship</b>			<b>6</b>
Art Apprenticeship I	1	3	
Art Apprenticeship II	1	3	
<b>F. Mandated Courses</b>			<b>14</b>
PE	4	2	
NSTP	2	3	

<b>SUMMARY OF UNIT</b>	
<b>A. General Education Courses</b>	<b>36</b>
<b>B. Professional Education Courses</b>	<b>42</b>
<b>C. Specialization/Major Courses</b>	<b>66</b>
<b>D. Elective</b>	<b>3</b>
<b>E. Art Apprenticeship</b>	<b>6</b>
<b>F. Mandated Courses (PE and NSTP)</b>	<b>14</b>
<b>TOTAL</b>	<b>167 Units</b>

### 9.1 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 e.g. Teaching English in the Elementary Grades 1 must come before Teaching English in the Elementary Grades 2.

### 9.2 Sample Program of Study (Distribution of Courses)

#### Bachelor of Culture and Arts Education

<b>FIRST YEAR</b>			
<b>1<sup>st</sup> Semester</b>		<b>2<sup>nd</sup> Semester</b>	
General Education 1	3	General Education 7	3
General Education 2	3	General Education 8	3
General Education 3	3	General Education 9	3
General Education 4	3	General Education 10	3
General Education 5	3	General Education 11	3
General Education 6	3	General Education 12	3
The Child and Adolescent Learner	3	The Teaching Profession	3



and Learning Principles			
PE 1	2	PE 2	2
NSTP 1	3	NSTP 2	3
<b>TOTAL</b>	<b>26</b>	<b>TOTAL</b>	<b>26</b>

<b>SECOND YEAR</b>			
<b>1<sup>st</sup> Semester</b>		<b>2<sup>nd</sup> Semester</b>	
The Teacher and the Community, School Culture and Organizational Leadership	3	Facilitating Learner-Centered Teaching	3
Foundation of Special and Inclusive Education	3	Assessment in Learning 1	3
Foundations of Culture and Arts Education	3	Assessment in Learning 2	3
Perspectives in Philippine Cultural Heritage	3	Culture and Arts Education in Plural Societies	3
Concepts, Principles and Practice of Creative Expressions: Overview I Music -3 units Visual Arts- 3units Dance- 3 units Drama- 3 units	12	Concepts, Principles and Practice of Creative Expressions: Overview II Music -3 units Visual Arts- 3units Dance- 3 units Drama- 3 units	12
PE	2	PE	2
<b>TOTAL</b>	<b>26</b>	<b>TOTAL</b>	<b>26</b>
<b>SUMMER</b>			
Art Apprenticeship I – 3 units			

<b>THIRD YEAR</b>			
<b>1<sup>st</sup> Semester</b>		<b>2<sup>nd</sup> Semester</b>	
Technology for Teaching and Learning 1	3	Research I – Arts and Culture Research	3
The Teacher and the School Curriculum	3	Building and Enhancing New Literacies Across the Curriculum	3
Technology for Teaching and Learning in Culture and Arts Education	3	Creative Industries as Culture and Arts Practice	3
Concepts, Principles and Practice of Creative Expressions: Overview III Music -3 units Visual Arts- 3units Dance- 3 units Drama- 3 units	12	Concepts, Principles and Practice of Creative Expressions: Overview IV Music -3 units Visual Arts- 3units Dance- 3 units Drama- 3 units	12
<b>TOTAL</b>	<b>21</b>	<b>TOTAL</b>	<b>21</b>
<b>SUMMER</b>			
Art Apprenticeship II – 3 units			



FOURTH YEAR				
1 <sup>st</sup> Semester		2 <sup>nd</sup> Semester		
Research II-Culminating Project	3	Practice Teaching		6
Field Study 1	3			
Field Study 2	3			
<b>TOTAL</b>	<b>9</b>		<b>TOTAL</b>	<b>6</b>

### Section 10 Sample Curriculum Map

Courses	PO1	PO2	PO3	PO4	PO5
<b>A. General Education Courses (CMO No. 20, series of 2013)</b>	I			I	
<b>B. Core Professional Education Courses</b>					
<b>Foundation Courses/Theories and Concepts</b>					
The Child and Adolescent Learning Principles		I/P			
The Teaching Profession		I/P			
The Teacher and the Community, School Culture and Organizational Leadership		I/P			
Foundation of Special and Inclusive Education		I/P			
<b>Pedagogical Content Knowledge (PCK)</b>					
Facilitating Learner-Centered Teaching and Learning		I/P			
Assessment of Learning 1		I/P			
Assessment of Learning 2		I/P			
Technology for Teaching and Learning 1		I/P			
The Teacher and the School Curriculum		I/P			
Building and Enhancing New Literacies Across the Curriculum		I/P			
<b>Experiential Learning</b>					
Field Studies	I	I	I	I	I
Teaching Internship	D	D	D	D	D
<b>C. Specialization Courses</b>					
<b>Core Major Courses (9 units)</b>					
Foundations of Cultural Education	I				
Culture and Arts Education in Plural Societies	I				
Perspectives in Philippine Cultural Heritage	I/P			I/P	
<b>Principles and Practices in Creative Expressions (48 units)</b>					
Principles and Practices in Creative Expressions: Overview I					
Music	I/P	I/P	I/P	I/P	
Visual Arts					
Dance					
Drama					
Principles and Practices in Creative Expressions: Overview II					
Music	I/P	I/P	I/P	I/P	
Visual Arts					
Dance					



Courses	PO1	PO2	PO3	PO4	PO5
Drama					
Principles and Practices in Creative Expressions: Overview III					
Music	I/P	I/P	D	I/P	
Visual Arts					
Dance					
Drama					
Principles and Practices in Creative Expressions: Overview IV					
Music	I/P	I/P	D	I/P	
Visual Arts					
Dance					
Drama					
<b>Research</b>					
Research I – Arts and Culture Research			I/P	I/P	P
Research II – Culminating Project			D	D	D
<b>ICT Integration</b>					
Technology for Teaching and Learning in Culture and Arts Education	I/P	I/P	P	I/P	D
<b>D. Elective</b>					
Creative Industries as Culture and Arts Practice	I		I	I	
<b>E. Apprenticeship</b>					
Art Apprenticeship I and II	I	I/P/D	P/D	P/D	

**Legend:**

- I- Introduced** (the student gets introduced to concept/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

- Lecture
- Discussion
- Exercises/Demonstration
- Interactive Learning
- Collaborative Learning
- Reporting
- Multimedia Presentation
- Reading and Writing
- Library Work
- Field Work
- Interview

#### Section 12 Sample Syllabi 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 full-time 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 Board Licensure Examination for Professional Teachers (BLEPT)
4. With 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 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 Teacher (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 the existing CHED requirement for libraries which are embodied in 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 BCAEd program.

#### **Section 16 Laboratory and Physical Facilities**

In addition to the required laboratories and facilities for general education, the following shall be provided:

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.

##### **B. Laboratory School or Cooperating Schools**

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 TEI has no laboratory school, the TEI must have a long-term memorandum of agreement with a Department of Education cooperating school or with a cluster of cooperating schools within which student can undertake their field study and practicum courses.

#### **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, an 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 Bachelor of Secondary Education major in MAPEH program 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 provision 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 after its publication in the Official Gazette or Newspaper of General Circulation.

Quezon City, Philippines, November 2, 2017.



**PATRICIA B. LICUANAN, Ph.D.**  
Chairperson

*Attachments:*

*Annex A – Description of Professional Education Courses*

*Annex B – Description of Major Courses*

*Annex C – ICT Competency Standards for Teachers*

*Annex D – Sample OBE Course Syllabus for TTL1*





**ANNEX A**

**DESCRIPTION OF CORE PROFESSIONAL EDUCATION COURSES**

<b>Course Title</b>	<b>The Child and Adolescent Learners and Learning Principles</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Facilitating Learner Centered Teaching</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>The Teaching Profession</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Technology for Teaching and Learning 1</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	



<b>Course Title</b>	<b>Assessment in Learning 1</b>
<b>Course Description</b>	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 <u>of</u> , <u>as</u> , and <u>for</u> , 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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Assessment in Learning 2</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>The Teacher and the School Curriculum</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>The Teacher and the Community, School Culture and Organizational Leadership</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	



<b>Course Title</b>	<b>Foundation of Special and Inclusive Education</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Building and Enhancing New Literacies Across the Curriculum</b>
<b>Course Description</b>	This course introduces the concepts of new literacies in the 21 <sup>st</sup> century as an evolving social phenomena and shared cultural practices across learning areas. The 21 <sup>st</sup> 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.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	

<b>Course Title</b>	<b>Experiential Learning (Field Studies and Teaching Internship)</b>
<b>Course Description</b>	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.
<b>Course Credits</b>	<b>12 units ( FS 1 -3 units, FS 2- 3 unit, Practice Teaching 6 units)</b>
<b>Contact Hours</b>	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
<b>Prerequisite</b>	All required academic subjects for the degree should be taken before Practice Teaching.



<b>Course Title</b>	<b>Field Study 1- Observations of Teaching-Learning in Actual School Environment</b>
<b>Course Description</b>	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.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	<b>All professional and major/specialization subjects</b>

<b>Course Title</b>	<b>Fields Study 2- Participation and Teaching Assistantship</b>
<b>Course Description</b>	This course is a continuation of Field Study 1. It is school based and allows a pre-service student to participate and assist in a 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.
<b>Course Credit</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours/Week</b>
<b>Pre-requisite</b>	<b>All professional subjects and major subjects</b>

<b>Course Title</b>	<b>Teaching Internship</b>
<b>Course Description</b>	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.
<b>Course Credit</b>	<b>6 units</b>
<b>Contact Hours</b>	<b>40 hours per week full time (no academic units allowed)</b>
<b>Pre-requisite</b>	<b>Field Study 1 &amp; 2</b>



**ANNEX B**  
**DESCRIPTION OF MAJOR COURSES**  
**(MUSIC)**

<b>Course Title</b>	<b>Principles and Practice (Music Overview I)-The Philosophical &amp; Historical Foundations of Creative Expressions in Sound – I</b>
<b>Course Description</b>	Music Overview 1 introduces BCAE second year students to study and explore the physicality of sound and its role in human expressions in the different multicultural worldviews giving weight to explorations and performances that are based on the socio-political-economic and religious contexts as performance standards.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>1.5 hours</b>
<b>Course Outcomes</b>	Ensemble Performance Presentation of expressions in sound based on socio-political-economic religious and cultural contexts as performance standard.
<b>Prerequisite</b>	Instrumental Study level 1 (keyboard, violin, flute, trumpet) Rondalla instruments(guitar, ukulele, laud, banduria), bamboo instruments (angklung, flute, bungkaka, sulibao, s'ludoy), Gong instruments (kulintang, gamelan, gangsa) [or whatever is available in the school's context]

<b>Course Title</b>	<b>Principles and Practice (Music Overview I)-The Philosophical &amp; Historical Foundations of Creative Expressions in Sound – II</b>
<b>Course Description</b>	The second semester is a continuation of the sound continuum as manifested in the varied context of cultural expressions. Choral arrangement as well as ensemble performances in Sound explorations at this level complement advance theories discussed in the sound continuum and will serve as the performance standard of all presentation assessments.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>1.5 hours</b>
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Ensemble Performance Presentation of expressions in sound based on socio-political-economic religious and cultural contexts as performance standard.</li> <li>• A choral performance of an arranged choral music</li> </ul>
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>• The Philosophical &amp; Historical Foundations of Creative Expressions in Sound – I</li> <li>• Instrumental Study(piano, guitar, violin, cello, flute) level</li> <li>• Rondalla instruments(guitar, ukulele, laud, banduria), bamboo instruments</li> </ul>



<b>Course Title</b>	<b>Principles and Practice-Music Pedagogy I (Teachings Methods in Music for K-6)</b>
<b>Course Description</b>	Music Pedagogy I for Kindergarten, primary to intermediate Music prepares third year BCAE students to three teaching demonstrations in music and movement, instrumental ensemble and choral performances demonstrating local, western & indigenous methodologies highlighting a learner-centered, collaborative, inquiry based and reflective pedagogical processes as performance standards.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>1.5 hours</b>
<b>Course Outcomes</b>	<p>Three teaching demonstrations:</p> <ul style="list-style-type: none"> <li>• 1 – Kindergarten (music concepts taught through music &amp; movement)</li> <li>• 1 – Primary(music concepts taught through movement &amp; instrumental activities)</li> <li>• 1 – Intermediate (rondalla &amp; or choral performances)</li> <li>• All teaching demonstrations manifest the principles and philosophy of the method used, highlighting pedagogical approaches that are learner-centered, collaborative, and inquiry based and reflective as specified in R.A 10533 Rule II Sec 10.2.(e)</li> </ul>
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>• The Philosophical &amp; Historical Foundations of Creative Expressions in Sound I &amp; II</li> <li>• Instrumental study level 1 for accompaniment</li> </ul>

<b>Course Title</b>	<b>Principles and Practice-Teachings Methods in Music for Junior &amp; Senior High school</b>
<b>Course Description</b>	Teaching methods in Music for Senior High is an enhanced demonstration skill in music teaching through applied choral arrangement and conducting as well as instrumental ensemble performances. Two performances applying principles in choral conducting and instrumental accompaniment serve as performance standards for assessment.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>1.5 hours</b>
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• 1 – performance in choral conducting</li> <li>• 1 – performance in instrumental ensemble</li> </ul> <p>Note: all performances demonstrate the principles of choral conducting and instrumental accompaniment</p>
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>• Teaching Methods in Music for Primary – Middle School</li> <li>• Instrumental Study for Accompaniment</li> </ul>

<b>Course Title</b>	<b>Principles and Practice-Teachings Methods in Music for Junior &amp; Senior High school</b>
<b>Course Description</b>	Teaching methods in Music for Senior High is an enhanced demonstration skill in music teaching through applied choral arrangement and conducting as well as instrumental ensemble performances. Two performances applying principles in choral conducting and instrumental accompaniment serve as



	performance standards for assessment.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>1.5 hours</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• 1 – performance in choral conducting</li> <li>• 1 – performance in instrumental ensemble</li> </ul> <p>Note: all performances demonstrate the principles of choral conducting and instrumental accompaniment</p>
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>• Teaching Methods in Music for Primary – Middle School</li> <li>• Instrumental Study for Accompaniment</li> </ul>

(ARTS)

<b>Course Title</b>	<b>Visual Arts in Traditional Societies</b> <i>Form, meaning and process in the visual arts of traditional societies</i>
<b>Course Description</b>	<p><i>Visual arts in traditional societies</i> is an introduction to the forms and methods of the visual arts and their functions in traditional societies.</p> <p>The course aims to provide students the requisite knowledge to ably discuss various facets of art forms shaped by critical understanding of art production and circulation in traditional contexts.</p>
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>1.5 hours</b>
<b>Learning Outcomes</b>	<p>An understanding of the visual arts through the framework of form, language and context.</p> <p>A survey of traditional settings wherein art is produced and consumed.</p> <p><i>Term end project:</i> A well informed description of two- and three-dimensional art forms with a thorough discussion of their contexts.</p> <p>Learners are able to provide a wide range of examples from traditional societies in the Philippines and are able to point to parallels elsewhere in the world.</p>
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Contemporary Art in Various Contexts</b> <i>Design and method in contemporary visual arts</i>
<b>Course Description</b>	<p><i>Contemporary art in various contexts</i> is discussion of the central role of design in contemporary visual arts specifically in multidimensional forms.</p> <p>The course aims to provide students an overview of contemporary artistic practices with emphasis on multidimensionality to explore the role of the visual arts in contemporary life.</p>
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	Familiarity with contemporary art utilizing the language of the visual arts.



	<p>Ability to cite situations wherein art discursively and practically engages social issues.</p> <p><i>Term end project:</i> A survey or cultural map of contemporary artists and spaces in the students' immediate communities to be presented in a poster exhibition.</p>
<b>Prerequisite</b>	The Visual Arts in Traditional Societies

<b>Course Title</b>	<b>Analysis and Critical Understanding of the Visual Arts</b>
<b>Course Description</b>	An introduction to art criticism and critical judgment of works of art.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	<p>A well-informed judgment and evaluation of works of art expressed in writing and oral presentations.</p> <p>Skilful use of the language of the visual arts and the framework of form, meaning, and context in reflexive engagement of the arts.</p> <p>A broad and deep understanding of the role of the visual arts in contemporary societies.</p> <p><i>Term end project:</i> A series of art critical papers of varying complexity.</p>
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>• The Visual Arts in Traditional Societies</li> <li>• Contemporary Art in Various Contexts</li> </ul>

<b>Course Title</b>	<b>Teaching the Visual Arts</b>
<b>Course Description</b>	Development of course modules in the visual arts with emphasis on the learning skills of looking, making, and responding to art.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	<p>Creative and skilful development of various course modules on the visual arts for different grade levels.</p> <p><i>Term end project:</i> Modules on visual art forms of varying complexity to be taught at different grade levels.</p>
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>• Teaching methods</li> <li>• The Visual Arts in Traditional Societies</li> <li>• Contemporary Art in Various Contexts</li> </ul>

(DRAMA)

<b>Course Title</b>	<b>Principles and Practice: The Philosophical &amp; Educational Foundations of Creative Drama</b>
<b>Course Description</b>	This is course that grounds the student on the history and philosophy of drama, with introduction to Drama Creation, utilizing improvisational techniques to create character, dialogue, scene and story, complemented with dramatic analysis and staging of simple scenes and plays from Philippine and World dramatic





	literature
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	-Short performances based on selected Philippine and non-Philippine plays -Creation of an original drama based on elements of drama  <i>Term end project:</i> Mounting of a major performance
<b>Prerequisite</b>	• None

<b>Course Title</b>	<b>Introduction to the Basic Elements of Drama and Theater Production</b>
<b>Course Description</b>	Foundational course on drama focusing on basic principles of mounting a theater production with theories and exercises in Acting, Directing, Playwriting, Scenography, and Management
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	-Mounting of a short theater production - Creating and devising laboratory plays as practicum.
<b>Prerequisite</b>	• Principles and Practice: The Philosophical & Educational Foundations of Creative Drama

<b>Course Title</b>	<b>Principles and Practice: Dramaturgy and Aesthetics in Philippine and Non-Philippine Theater Classics</b>
<b>Course Description</b>	This course will expose and train students to the various forms of theater focused on the analysis and mounting of excerpts and plays from Philippine and non-Philippine dramatic literature, understanding their historical, socio-political and cultural contexts and world views, towards developing substantive contemporary interpretations.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	-Comparative analysis of Philippine and Non-Philippine Theater classics -Mounting of theater productions such as <i>komedya</i> , <i>senakulo</i> , <i>linambay</i> , <i>sarswela</i> , <i>kambayoka</i> theater form and other forms to more contemporary theater practices.
<b>Prerequisite</b>	• Principles and Practice: The Philosophical & Educational Foundations of Creative Drama • Introduction to the Basic Elements of Drama and Theater Production

<b>Course Title</b>	<b>Principles and Practice of Teaching Drama</b>
<b>Course Description</b>	This course will teach students the principles, strategies and approaches in teaching theater in the context of K-12. The students will be taught various forms of classroom theater exercises and the application to local setting. The course will teach students on various methodologies on the use of drama in education.
<b>Course Credits</b>	<b>3 units</b>



<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	-Created teaching modules for drama
<b>Prerequisite</b>	<ul style="list-style-type: none"> <li>• Principles and Practice: The Philosophical &amp; Educational Foundations of Creative Drama</li> <li>• Introduction to the Basic Elements of Drama and Theater Production</li> <li>• Principles and Practice: Dramaturgy and Aesthetics in Philippine and Non-Philippine Theater Classics</li> </ul>

**(DANCE)**

<b>Course Title</b>	<b>Foundations of Dance</b>
<b>Course Description</b>	Explores the philosophical and historical basis of dance and movement from various perspectives and contexts. This includes the study of the aesthetics, origins, and development of dance.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>-Demonstrate skillful performance in a variety of physical activities.</li> <li>-Communicate effectively with PE practitioners, other professionals and stakeholders.</li> <li>-Use oral, written, and technology formats deftly.</li> </ul>
<b>Prerequisite</b>	None

<b>Course Title</b>	<b>Philippine Traditional Dances</b>
<b>Course Description</b>	Applies practical skills and understanding the rudiments of folk dancing from the raw materials of published and unpublished dances. Analysis of dance instructions and technical interpretations from the written materials are underscored. Emphasis is given to valuing the context of dance as basis for interpreting dance movements with underpinning of preserving the legacy of the Filipino heritage.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>-Demonstrate skillful performance in a variety of physical activities.</li> <li>-Communicate effectively with PE practitioners, other professionals and stakeholders.</li> <li>-Use oral, written, and technology formats deftly.</li> </ul>
<b>Prerequisite</b>	Foundations of Dance

<b>Course Title</b>	<b>International Dance and other Forms</b>
<b>Course Description</b>	Focuses on dance skill and techniques of other dances of the regions such as Asian and Western- originated dances from Europe and America. Other dance forms shall be introduced like ballet, jazz and social dances of South American culture.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>-Demonstrate skillful performance in a variety of physical activities.</li> <li>-Communicate effectively with PE practitioners, other professionals and stakeholders.</li> <li>-Use oral, written, and technology formats deftly.</li> </ul>
<b>Prerequisite</b>	<b>Foundations of Dance</b>



<b>Course Title</b>	<b>Teaching Dance</b>
<b>Course Description</b>	Focuses on strategies in teaching dance and movement in the context of the K-12 curriculum.
<b>Course Credits</b>	<b>3 units</b>
<b>Contact Hours</b>	<b>3 hours</b>
<b>Learning Outcomes</b>	-Demonstrate skillful performance in a variety of physical activities. -Communicate effectively with PE practitioners, other professionals and stakeholders. -Use oral, written, and technology formats deftly.
<b>Prerequisite</b>	Foundations of Dance International Dance and other Forms Philippine Traditional Dances

<b>Course Title</b>	<b>Foundations of Culture and Arts Education</b>
<b>Course Description</b>	This course focuses on the wide range of concepts, frameworks and methods informing cultural and artistic practices in traditional and contemporary societies.
<b>Course Credits</b>	<b>3 units</b>

<b>Course Title</b>	<b>Culture and Arts Education in Plural Societies</b>
<b>Course Description</b>	This course discusses issues and debates in culture and arts education in relation to local, regional and global social processes, including their implications for policy and practice.
<b>Course Credits</b>	<b>3 units</b>

<b>Course Title</b>	<b>Perspectives in Philippine Cultural Heritage</b>
<b>Course Description</b>	This course discusses the socio-cultural, economic, legal and environmental dimensions of heritage preservation, conservation and safeguarding in relation to culture and arts education.
<b>Course Credits</b>	<b>3 units</b>

<b>Course Title</b>	<b>Research I – Arts and Culture Research</b>
<b>Course Description</b>	This course examines concepts, theories, methods and ethics in arts and culture research.
<b>Course Credits</b>	<b>3 units</b>

<b>Course Title</b>	<b>Research II – Culminating Project</b>
<b>Course Description</b>	This course constitutes the actual implementation in a community setting of a research project conceptualized in Research I.
<b>Course Credits</b>	<b>3 units</b>
<b>Prerequisite</b>	Research I – Arts and Culture Research



<b>Course Title</b>	<b>Technology for Teaching and Learning in Culture and Arts Education</b>
<b>Course Description</b>	This course designs, produces, and evaluates educational technologies in teaching and learning of music, visual arts, drama, and dance. Guided by the principles of Outcomes-Based Teaching and Learning (OBTL) the culminating output is production and assessment of a project-based multimedia production.
<b>Course Credits</b>	<b>3 units</b>
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Manage, organize and produce learning resources in music, dance, drama and visual arts using educational technologies.</li> <li>2. Develop project-/problem-/inquiry-based collaborative plans and activities using educational technologies.</li> <li>3. Evaluate the relevance and appropriateness of educational technologies and resources.</li> <li>4. Use educational technologies to collaborate and share resources among communities of practice.</li> </ol>
<b>Prerequisite</b>	Technology for Teaching and Learning 1, Assessment of Learning 1 and 2

<b>Course Title</b>	<b>Art Apprenticeship I and II</b>
<b>Course Description</b>	This course is enhances the student's knowledge and skills in two (2) fields of culture and arts practice by undergoing pre-arranged apprenticeship program with specialists in the chosen fields.
<b>Course Credits</b>	<b>6 units</b>
<b>Contact Hours</b>	<b>108 hours</b>

<b>Course Title</b>	<b>Elective – Creative Industries as Culture and Art Practice</b>
<b>Course Description</b>	This course discusses the historical and ideological forces that shape culture and arts expressions as produced, circulated and consumed through the creative industries.
<b>Course Credits</b>	<b>3 units</b>

<b>Course Title</b>	<b>Elective Course from Allied Fields</b>
<b>Course Description</b>	This course may be taken from allied fields such as fine arts, music, art studies, theater and communication, and dance.
<b>Course Credits</b>	<b>3 units</b>



**ANNEX C**  
**ICT COMPETENCY STANDARDS FOR TEACHERS**

COMPETENCIES	PERFORMANCE INDICATORS
<b>Domain 1: Understanding ICT in Education</b>	
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.
<b>Domain 2: Curriculum and Assessment</b>	
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 21 <sup>st</sup> 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
<b>Domain 3: Pedagogy</b>	
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)
<b>Domain 4: Technology Tools</b>	
4.1.1 Demonstrate competence in the technical operations of technology tools and systems as	4.1.1.1 Perform basic trouble shooting and maintenance of technology tools and systems;
	4.1.1.2 Use productivity and other tools in



COMPETENCIES	PERFORMANCE INDICATORS
they apply to teaching and learning	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
<b>Domain 5: Organization and Administration</b>	
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.
<b>Domain 6: Teacher Professional Learning</b>	
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
<b>Domain 7: Teacher Disposition</b>	
7.1.1 Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources	7.1.1.1 Discuss safety issues in obtaining resource materials from local area network-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 cyber bullying



COMPETENCIES	PERFORMANCE INDICATORS
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 D**  
**OBE Course Syllabus**



**Course Syllabus Template**

<b>Course Name</b>	<i>Technology for Teaching and Learning 1</i>
<b>Course Credits</b>	3 units
<b>Course Description</b>	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.
<b>Contact Hours/week</b>	3 hours
<b>Prerequisite</b>	<i>None</i>
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explain ICT policies and safety issues as they impact on the teaching-learning process</li> <li>2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching learning</li> <li>3. Integrate media and technology in various content areas</li> <li>4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies</li> <li>5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources.</li> </ol>

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





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

#### Alignment of Course Outcomes with Summative Assessment Tasks

Course Objectives	Summative Assessment Task	Details
<ol style="list-style-type: none"> <li>1. Explain ICT policies and safety issues as they impact on the teaching-learning process</li> <li>2. Identify learning theories and principles applied in the design and development of lessons through appropriate media and technologies for teaching and learning</li> <li>3. Integrate media and technology in various content areas</li> <li>4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies</li> <li>5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources</li> </ol>	<p>e-Portfolio</p> <ul style="list-style-type: none"> <li>● Blog Entries / Posts in the Freedom Wall / Tweets in the Classroom-Made Twitter Wall</li> </ul> <p>A Lesson Plan Integrating Technology</p> <p>Midterm and Final examinations</p>	<p>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.</p> <p>Different outputs made in the class, filing them all together can done in a portfolio or in an electronic portfolio such as foliofor.me.</p> <p>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.</p> <p>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.</p>



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
<p><b>1. Understand ICT in Education</b></p> <p>1.1 Define basic concepts in understanding ICT in Education</p>	<p><b>Unit 1- Introduction to Technology for Teaching and Learning</b></p> <p>A. Basic Concepts to be defined:</p> <ol style="list-style-type: none"> <li>1. Technology</li> <li>2. Information and Communication</li> <li>3. Educational technology</li> <li>4. Technology, Media and Learning</li> <li>5. Instructional System and Instructional technology</li> <li>6. Technology Tools</li> </ol> <p>B. Roles of ICT in Teaching for Learning</p>	<p>Anderson, J. (2010). <i>ICT Transforming Education A Regional Guide</i>. UNESCO Bangkok Asia and Pacific Regional Bureau for Education</p> <p>Ballado, R. (2012). <i>Basic concepts in educational technology 1</i>. Manila, PH: Rex Bookstore</p> <p>Lucido, P. &amp; Corpuz, B. (2012). <i>Educational technology 2</i>. Quezon City, PH: Lorimar Publishing Co.</p> <p><a href="http://k12teacherstaffdevelopment.com/tlb/introduction-to-technology-for-teachers/">http://k12teacherstaffdevelopment.com/tlb/introduction-to-technology-for-teachers/</a></p> <p><a href="http://www.educationscotland.gov.uk/learningandteaching/approaches/ictineducation/roleofictinlearning.aspx">http://www.educationscotland.gov.uk/learningandteaching/approaches/ictineducation/roleofictinlearning.aspx</a></p>	<p>Brief Lecture: With the aid of a powerpoint presentation, provide an overview of the subject Technology for Teaching and Learning.</p> <p>Small Group discussion: Give graphic organizers of the different concepts to be defined through the use of concept mapping</p> <p>Whole group discussion: Present to the whole class group outputs.</p> <p>Individual Research: Encourage students to validate the concept map and conceptual definitions</p>	<p>Use a rating scale for the concept map developed by each group.</p> <p>Pen and Paper test</p>	<p>OHP / Multimedia Projector</p> <p>Computer / Laptop</p> <p>Graphic organizers</p>	

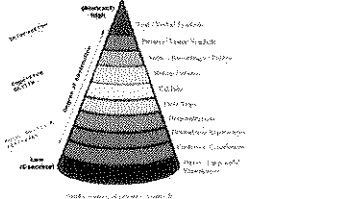
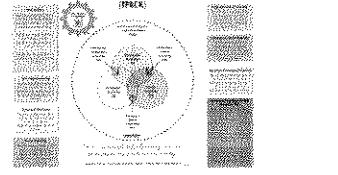


Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
1.2 Enumerate the national ICT policies affecting classroom practices	<b>Unit 2. ICT Policies and Safety Issues in Teaching and Learning</b>  A. ICT National or International Policies That Are Applicable to Teaching and Learning	Anderson, J. (2010). <i>ICT Transforming Education A Regional Guide</i> . UNESCO Bangkok Asia and Pacific Regional Bureau for Education  Lucido, P. & Corpuz, B. (2012). <i>Educational technology 2</i> . 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 week
1.3 Describe the implementation ICT policies in teaching-learning	B. Safety Issues in ICT	Documents: <ul style="list-style-type: none"> <li>• The Philippines ICT Roadmap</li> <li>• DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary</li> <li>• RA 10844, Sec. 3 (An Act Creating the Department of ICT, Defining its Powers and Functions, Appropriating Funds, and Other Purposes)</li> </ul>	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	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
		<ul style="list-style-type: none"> <li>SEAMEO INNOTECH (2010) Report Status of ICT Integration in Education in Southeast Asian Countries</li> </ul>				
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		<p>Individual Research: Encourage students to research on other school ICT Policies and best practices</p> <p>Class Observation (Field Study): Observe how ICT policies are utilized in the classroom.</p> <p>Facilitate the Creation the Classroom ICT Policies agreed upon by all learners</p>	<p>Accomplished observation guide</p> <p>Learners' written description and opinions on their newly crafted ICT Classroom policies</p>	Class Observation Guide on the utilization of ICT policies in the classroom	
<p><b>2. Identify learning theories and principles applied in the use and design of learning lessons with technology</b></p> <p>2.1 Identify learning principles and theories that are applied in technology driven teaching-</p>	<p><b>Unit 3. Theories and Principles in the Use and Design of Technology Driven Learning Lessons</b></p> <p>A. Learning Theories and Principles in:</p> <p>1. Dale's Cone of Experience (with equal attention given to both the Conventional Technology and the Innovative and Emerging Technology for Teaching)</p>	<p>Lucido, P. &amp; Corpuz, B. (2012). Educational technology 1 2<sup>nd</sup> edition. Lorimar Publishing Co.</p> <p><a href="https://www.youtube.com/watch?v=p-eSxgRetvk">https://www.youtube.com/watch?v=p-eSxgRetvk</a></p>	<p>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</p>	<p>Reflection Posted on the online Blog/ 'Classroom-made Twitter Wall'</p>	<p>Online Class Blog or Site/ 'Classroom-made Twitter Wall'</p>	1.5 hours



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
learning models.						
	2.TPACK (Technology, Pedagogy and Content Knowledge)	<p>TPACK in Two Minutes  <a href="https://www.youtube.com/watch?v=FagVSQIZELY">https://www.youtube.com/watch?v=FagVSQIZELY</a></p> <p>Heinich, R. (2003). Instructional media and technologies for learning. (7<sup>th</sup> edition). Upper saddle, New York: Merrill Prentice Hall</p> <p>Newby, T.J. (2011). Educational technology for teaching and learning. (4<sup>th</sup> ed.) Boston: Pearson Education, Inc.</p> <p>Roblyer, M.D. (2003). Integrating educational technology into teaching. (3<sup>rd</sup> ed.) Upper Saddle, New York: Merrill Prentice Hall</p>	<p>Image Analysis: Students analyze and explain the image/diagram. The teacher synthesizes.</p> <p>A brief lecture on TPACK</p> 	Restricted Essay	Video clip Multimedia Projector Computer	1.5 hours



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	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, 8 <sup>th</sup> 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 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	Metacards  Fish Bowl Container	1 week
<b>3.Integrate media and technology in various content areas</b>  3.1 Review teaching plans that require learners to connect the content of the lesson to society	<b>Unit 4. ICT in Various Content Areas</b>  A. 21 <sup>st</sup> Century Literacy Skills  Digital Literacy Skills <ul style="list-style-type: none"> <li>● Media</li> <li>● Information</li> <li>● ICT literacy</li> </ul> B. Instructional Design Models <ul style="list-style-type: none"> <li>● Gagne's Nine Events</li> <li>● Bloom's Revised</li> </ul>	K to 12 Curriculum Guides (DepEd, 2012)  Lucido, P. & Corpuz, B. (2012). <i>Educational technology 2</i> . Quezon City, PH: Lorimar Publishing Co.  Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and	Brief Lecture: Explain 21 <sup>st</sup> century literacy skills with emphasis on digital literacy skills.  Research on Instructional Design Models and Collaborative Work on designing an info graphics or a visual	Oral examination	Multimedia Projector  Laptop  Teacher-made/ Teacher-prepared samples of	2 weeks



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
	<ul style="list-style-type: none"> <li>• Taxonomy</li> <li>• ADDIE</li> <li>• Merrill's Principles of Instruction</li> </ul>	<p>Pacific Regional Bureau for Education</p> <p>Williams, M. (2000). Integrating technology into teaching and learning: An Asia Pacific perspective. Singapore: Prentice Hall</p> <p>UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning, pp. 56-59</p> <p>Bellanca, J &amp; Brandt, R. (2010). 21st Century Skills: Rethinking How Students Learn (Leading Edge)</p>	<p>image of the assigned Instructional Design Model to be presented in class</p>		<p>info graphics</p>	
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, 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall	<p>Inquiry-Based Approach: Introduce a technology-enhanced teaching lesson exemplar</p> <p>Analysis of a teaching plan exemplar -- identifying the elements in designing a lesson and discussing the possibilities of technology integration</p> <p>Demonstration: Demonstrate a sample technology-enhanced lesson</p>	<p>Lesson exemplar analysis output</p> <p>Demonstration Guide</p>	<p>A Lesson Plan exemplar</p> <p>Checklist focusing on how technology is integrated in the lesson</p>	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
3.3 Select ICT and conventional learning materials designed to enhance teaching-learning	<p>D. ICT and Conventional Learning Materials to Enhance Teaching Learning</p> <p>1. Digital Learning Resources</p> <p>a. Google Docs</p> <p>b. Survey Monkey</p> <p>c. Others</p> <p>2. Conventional Learning Resources</p> <p>a. Flip charts</p> <p>b. Realia</p> <p>c. Others</p>	<p><a href="http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html">http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html</a></p> <p><a href="http://www.edtechteacher.org/gafe/">http://www.edtechteacher.org/gafe/</a></p>	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
3.6 Identify flexible learning through online communications (synchronous / asynchronous modality)	<p>E. Distance Learning</p> <p>Types of Online Distance Learning</p> <ul style="list-style-type: none"> <li>• Synchronous</li> <li>• Asynchronous</li> </ul>	<p>Anderson, J. (2010). ICT Transforming Education A Regional Guide. UNESCO Bangkok Asia and Pacific Regional Bureau for Education</p> <p>Melton, R. (2002). Planning and Developing Open and Distance Learning A Quality Assurance Approach</p> <p><a href="http://unesdoc.unesco.org/images/0012/001284/128463e.pdf">unesdoc.unesco.org/images/0012/001284/128463e.pdf</a></p>	<p>Forum-Discussion: Conduct a forum on Distance Learning</p> <p>Demonstration and hands-on exploration on the synchronous and asynchronous online distance learning using the Class Site</p>	<p>KWL Chart</p> <ul style="list-style-type: none"> <li>• What I Know</li> <li>• What I Want to know</li> <li>• What I Learned</li> </ul> <p>Checklist</p>	<p>Teacher-made Class Site (e.g. google site, weebly, etc.)</p> <p>Skype</p> <p>KWL Chart template</p>	





Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
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, 8 <sup>th</sup> 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	2 weeks
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 <ul style="list-style-type: none"> <li>● Appropriateness (Target Learners and Instruction)</li> <li>● Authenticity (Dependable)</li> <li>● Interest</li> <li>● Cost (Economy)</li> <li>● Organization and Balance</li> </ul> And other considerations: Environmental Factors, Dynamic Variables (e.g. size of class, attitudes, etc.)	Smaldino, S. et al. (2005). Instructional technology and media for learning, 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall  Eayde, M. & Lockyer, M. (2013). Tools for Learning Retrieved from: <a href="http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1413&amp;context=asdpapers">http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1413&amp;context=asdpapers</a>	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 their assessment	Gibb's Reflection Cycle template Online Class Blog or Site/ 'Classroom-made Twitter Wall'  Rubric focusing on the appropriateness of the material in instruction	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
<b>4. Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies</b>  4.1 Identify Technology-assisted tools in the assessment of learning	<b>Unit 5. Innovative Technologies for Teaching-Learning and Assessment Task</b>  A. ICT and Assessment in Learning 1. Assessment Tools	Smaldino, S. et al. (2005). Instructional technology and media for learning, 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall  Victoria State Government (2013). Assessment Tools. Retrieved from: <a href="http://www.education.vic.gov.au/school/teachers/support/Pages/tools.aspx">http://www.education.vic.gov.au/school/teachers/support/Pages/tools.aspx</a>	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)	<a href="http://www.edtechteacher.org/assessment">http://www.edtechteacher.org/assessment</a>  UNESCO (2013). Training Guide on ICT Multimedia Integration for Teaching and Learning. pp. 60-63  Angelo, T. & Cross, K.P. (1993). Classroom Assessment Techniques 2nd Ed.. A Handbook for College Teachers	Workshop on the formulation of tools to evaluate assessment tools	Workshop output		



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
Demonstrate proficiency in the formulation of teaching-learning experiences using innovative technologies	C. Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model	Smaidino, S. et al. (2005). <i>Instructional technology and media for learning</i> , 8 <sup>th</sup> 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
<b>5. Demonstrate social, ethical, and legal responsibility in the use of technology tools and resources</b>  5.1 Show, give examples, observe social, ethical, and legal responsibility in the use of technology tools and resources	<b>Unit 6. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources</b>  A. Digital Citizenship  • Nine Elements of Digital Citizenship  B. Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources by Teachers	<a href="http://www.digitalcitizenship.net/">http://www.digitalcitizenship.net/</a>  <a href="http://www.eduscapes.com/session/s/socialtech/">http://www.eduscapes.com/session/s/socialtech/</a>  Smaidino, S. et al. (2008). <i>Instructional technology and media for learning</i> , 8 <sup>th</sup> ed. New Jersey: Pearson Prentice Hall	Lecture-discussion on the nine elements of digital citizenship  Group research on the social, ethical and legal responsibilities in the use of technology tools and resources by teachers  <i>Talk it Out</i> (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	Computer/ laptop Multimedia projector  Computers  A Worksheet for <i>Talk it Out</i>  Scenarios	2 weeks



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.2 Identify examples of compliance of IPR in educational setting.	C. Intellectual Property Rights Applicable to the Educational Setting: Copyright and Related Rights Copyright Law (Part IV)	<a href="http://www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf">www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf</a>	Group Research on the Intellectual Property Rights in the Educational Setting  Class presentation of research outputs (e.g. poster, info graphics, hootboard, etc.)	Rubrics assessing research presentations and outputs	RA 8293 Document 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 <ul style="list-style-type: none"> <li>● Rule 1: Research before you register</li> <li>● Rule 2: Discriminate</li> <li>● Rule 3: Think before typing</li> <li>● Rule 4: Require ID</li> <li>● Rule 5: Trust your gut</li> </ul>	<a href="http://www.safekids.com/kids-rules-for-online-safety">www.safekids.com/kids-rules-for-online-safety</a>  <a href="http://www.educationworld.com/a-tech/tech/tech044.shtml">www.educationworld.com/a-tech/tech/tech044.shtml</a>  <a href="http://www.collegeview.com/articles/article/smart-students-in-a-digital-world">www.collegeview.com/articles/article/smart-students-in-a-digital-world</a>	Four As Activity: <i>You Know the Rules</i> (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? Abstraction, Analysis & Application  Forum Discussion on the digital safety rules	Class formulated Guide on Digital Safety Rules	Computer / Laptop  Multimedia Projector	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.4 Discuss safety rules in obtaining resource materials from local area network-based and the internet	E. Cyberbullying	<a href="https://www.stopbullying.gov/cyberbullying/what-is-it/">https://www.stopbullying.gov/cyberbullying/what-is-it/</a>	Debate on Cyberbullying Small group Discussion	Posters and digital campaign materials	video clips on cyberbullying	
5.5 Describe the community of learners as netizens who share and utilize digital materials.	F. Netizens in Cyberspace Active Citizenship		Brief Lecture		Posters	
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			

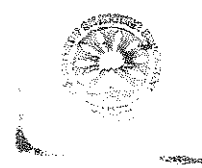


Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.7 Show/ demonstrate support to school learners as part of learning community in their digital culture and behaviors			Joining 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 <a href="http://creativecommons.org/licenses/by-sa/3.0">http://creativecommons.org/licenses/by-sa/3.0</a>  <a href="https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about">https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about</a>	Group Research to identify educational sites and portals  Presentation and Sharing of Research Outputs (e.g. Info graphics, Digital advertisement, brochure, bulletin board display / online bulletin board)	Pencil and Paper Tests  List of educational Sites	Multimedia Projector	2 weeks
5.9 Join online expert and learning communities	I. Online Communities of Learning e.g. <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Twitter</li> <li>• Instagram</li> <li>• Webinar</li> </ul>	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	



Desired Learning Outcomes (DLO)	Course Content/Subject Matter	Textbooks/ References	Teaching and Learning Activities (TLAs)	Assessment of Tasks (ATs)	Resource Materials	Time Table
5.10 Use resources from relevant mailing lists and online journals	J. Online Resources e.g. <ul style="list-style-type: none"> <li>• Opensource</li> <li>• multimedia resources; video sites</li> <li>• finding images</li> <li>• music and audio; webcasts</li> <li>• locate web resources by topic</li> <li>• Others</li> </ul>		Group Research and Application of the identified relevant mailing list and online journals	Check list		
5.11 Describe technology tools that are used in group activities.	K. Collaborative Projects i.e. The Problem-Based Project or Project-Based Project	<a href="http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx">http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx</a>	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. <ul style="list-style-type: none"> <li>• Google drive</li> <li>• edmodo</li> <li>• bubbl.us</li> <li>• Wikispaces</li> <li>• Others</li> </ul>	<a href="http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/">http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/</a>	Lecture-Demonstration  Workshop / hands-on experience on the tools  Online Chat Session	Practical Test	internet connectivity	

<b>Suggested Readings</b>	
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<p><b>and References</b></p>	<p>Abushakara, N. (2016). <i>Netiquette: Modern manners for a modern world, The ultimate guide to online etiquette</i>. Create Space Independent Publishing Platform</p> <p>Anderson, J. (2010). <i>ICT Transforming Education A Regional Guide</i>. UNESCO Bangkok Asia and Pacific Regional Bureau for Education</p> <p>Angelo, T. and Cross, K.P. (1993). <i>Classroom Assessment Techniques 2nd Ed.</i>. A Handbook for College Teachers</p> <p>Chiles, D. (2014). <i>Internet etiquette: Netiquette fundamentals, rules and optimization</i>.</p> <p>Diaz, C.G. and Declaro, R.A. (2013). <i>UNESCO training guide on ICT multimedia integration for teaching and learning</i>. Retrieved from Creative Commons License <a href="http://creativecommons.org/licenses/by-sa/3.0">http://creativecommons.org/licenses/by-sa/3.0</a></p> <p>Heinich, R. (2003). <i>Instructional media and technologies for learning</i>. (7<sup>th</sup> edition). Upper saddle, New York: Merrill Prentice Hall <a href="http://www.safekids.com/kids-rules-for-online-safety">www.safekids.com/kids-rules-for-online-safety</a></p> <p><a href="http://www.educationworld.com/a-tech/tech/tech044.shtml">www.educationworld.com/a-tech/tech/tech044.shtml</a></p> <p><a href="http://www.collegeview.com/articles/artice/smart-students-in-a-digital-world">www.collegeview.com/articles/artice/smart-students-in-a-digital-world</a></p> <p><a href="https://www.stopbullying.gov/cyberbullying/what-is-it/">https://www.stopbullying.gov/cyberbullying/what-is-it/</a></p> <p><a href="http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx">http://www.ascd.org/publications/books/102112/chapters/What_Is_Project-Based_Multimedia_Learning%C2%A2.aspx</a></p> <p><a href="http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/">http://www.emergingedtech.com/2014/05/20-excellent-free-tools-for-interactive-collaboration-experiences-in-the-classroom/</a></p> <p><a href="http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html">http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html</a></p> <p><a href="http://www.edtechteacher.org/assessment">http://www.edtechteacher.org/assessment</a></p> <p><a href="http://www.edtechteacher.org/gafe/">http://www.edtechteacher.org/gafe/</a></p> <p>Lucido, P. &amp; Corpuz, B. (2012). <i>Educational technology 2</i>. Quezon City, PH: Lorimar Publishing Co.</p> <p>Melton, R. (2002). <i>Planning and Developing Open and Distance Learning A Quality Assurance Approach</i></p> <p>Newby, T.J. (2011). <i>Educational technology for teaching and learning</i>. (4<sup>th</sup> ed.) Boston: Pearson Education, Inc.</p> <p>Roblyer, M.D. (2003). <i>Integrating educational technology into teaching</i>. (3<sup>rd</sup> ed.) Upper Saddle, New York: Merrill Prentice Hall</p> <p>Smaldino, S. et al. (2005). <i>Instructional technology and media for learning</i>, 8<sup>th</sup> ed. New Jersey: Pearson Prentice Hall</p> <p>Smaldino, S. et al. (2008). <i>Instructional technology and media for learning</i>, 8<sup>th</sup> ed. New Jersey: Pearson Prentice Hall</p> <p>Tuffley, D. (2014). <i>Email etiquette: Netiquette for the information age</i>. Altiora Publications</p> <p>TPACK in Two Minutes <a href="https://www.youtube.com/watch?v=FaqV5QIZELY">https://www.youtube.com/watch?v=FaqV5QIZELY</a></p> <p>UNESCO (2013). <i>Training Guide on ICT Multimedia Integration for Teaching and Learning</i>. pp. 56-59</p> <p>Williams, M. (2000). <i>Integrating technology into teaching and learning: An Asia Pacific perspective</i>. Singapore: Prentice Hall <a href="http://www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf">www.ipophil.gov.ph/images/Patents/IRRs/RepublicAct8293.pdf</a></p> <p>OurICT <a href="http://www.ourict.co.uk/">http://www.ourict.co.uk/</a> Ten Best Assessment Tools (Posted April 1, 2015) Retrieved from: <a href="http://www.ourict.co.uk/formative-assessment-tools/">http://www.ourict.co.uk/formative-assessment-tools/</a></p> <p>Documents:</p>
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	<ul style="list-style-type: none"> <li>• The Philippines ICT Roadmap</li> <li>• DepED Five-Year Information and Communication Technology for Education Strategic Plan (DepED ICT4E Strategic Plan) Executive Summary</li> <li>• SEAMEO INNOTECH (2010) The Report on the Status of ICT Integration in Education in Southeast Asia</li> <li>• K to 12 Curriculum Guides (DepEd, 2012)</li> <li>• Senior High School Curriculum Guides retrieved from <a href="https://drive.google.com/file/d/0D8x8BBYUc2V91dVJQXQdVMFVDS2C/edit">https://drive.google.com/file/d/0D8x8BBYUc2V91dVJQXQdVMFVDS2C/edit</a></li> </ul>		
<b>Course Requirements</b>	<p>Suggested:</p> <p>A lesson plan exemplar with an appropriate integration of technology</p> <p>Written long exam (Midterm and Finals)</p> <p>ePortfolio</p> <ul style="list-style-type: none"> <li>• A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall'</li> </ul> <p>Class Active Participation (group work, mini-outputs in tasks, among others)</p>		
<b>Grading System</b>	<p>Suggested:</p> <table border="1"> <tr> <td> <p><b>Midterm</b></p> <p>40% -- Written long exam (Midterm)</p> <p>30% -- A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall'</p> <p>30% -- Class Active Participation (group work, mini-outputs in tasks, among others)</p> </td> <td> <p><b>Finals</b></p> <p>25% -- A lesson plan exemplar with an appropriate integration of technology</p> <p>30% -- Summative Exam (Finals)</p> <p>20% - ePortfolio</p> <p>25% -- Class Active Participation (group work, mini-outputs in tasks, among others)</p> </td> </tr> </table>	<p><b>Midterm</b></p> <p>40% -- Written long exam (Midterm)</p> <p>30% -- A complete posted reflection notes in the Class Blog or Wikispace / 'Teacher-made Classroom Twitter Wall'</p> <p>30% -- Class Active Participation (group work, mini-outputs in tasks, among others)</p>	<p><b>Finals</b></p> <p>25% -- A lesson plan exemplar with an appropriate integration of technology</p> <p>30% -- Summative Exam (Finals)</p> <p>20% - ePortfolio</p> <p>25% -- Class Active Participation (group work, mini-outputs in tasks, among others)</p>
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<b>Classroom Policies</b>			

