# NEW INITIATIVES IN HIGHER EDUCATION

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# Presentation Contents

**1** **Updates on New CHED Issuances**

➢ **Policies, Standards and Guidelines for Baccalaureate Programs Aligned to Outcomes-Based Education (OBE)**

➢ **CMO No. 8, s. 2018: Submission of New or Revised Curricula of HEIs for AY 2018-2019**

➢ **CMO No. 02, series of 2018: Delegating to the CHEDROs the processing of Applications for Accreditation of Health Facilities for the Training of Students**
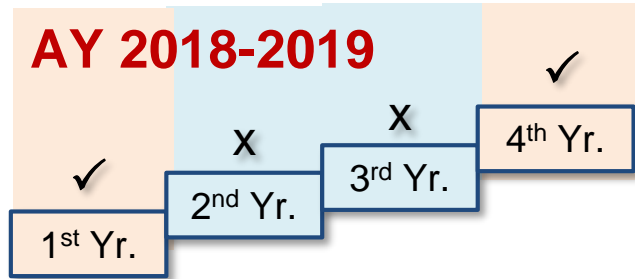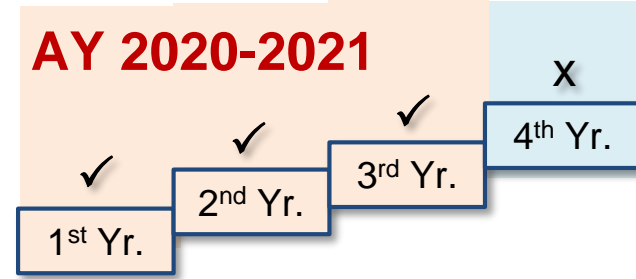
**2** **Upcoming CHED Issuances**

➢ **Proposed Policy on Bridging Programs**

➢ **Proposed Policy on Library Requirements Common to All Programs**

➢ **Proposed PSG for Graduate Education**

➢ **Expanded Tertiary Education Equivalency and Accreditation Program**

➢ **Centers of Excellence and Centers of Development (COEs/CODs)**

# COHORT OF STUDENTS OF 4-YEAR BACHELOR'S PROGRAMS

## AY 2018-2019
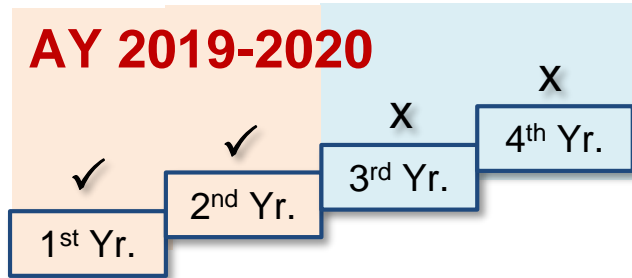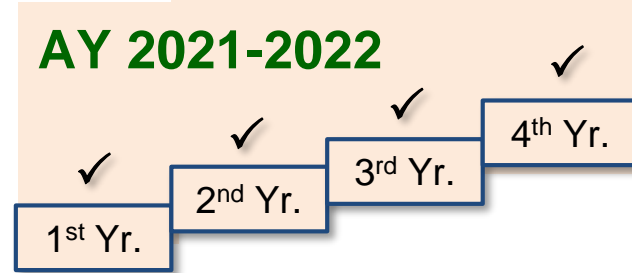
- 1st Yr. ✓
- 2nd Yr. X
- 3rd Yr. X
- 4th Yr. ✓

## AY 2020-2021

- 1st Yr. ✓
- 2nd Yr. ✓
- 3rd Yr. ✓
- 4th Yr. X

## AY 2019-2020

- 1st Yr. ✓
- 2nd Yr. ✓
- 3rd Yr. X
- 4th Yr. X

## AY 2021-2022

- 1st Yr. ✓
- 2nd Yr. ✓
- 3rd Yr. ✓
- 4th Yr. ✓

## IMPLEMENTATION OF REFORMS

## AY 2018-2019

- Admission of first batch of Senior High School (SHS) graduates in higher education institutions

- First year of implementation of New General Education Curriculum (GEC)

- First year of implementation of Outcomes-Based Education (OBE) aligned curricula

- Adoption of Philippine Qualifications Framework (PQF) per Republic Act No. 10968

# THE NEW GENERAL EDUCATION CURRICULUM

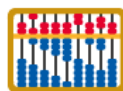## Imperative for Developing New General Education Curriculum

## Implementation of SHS



# SENIOR HIGH SCHOOL (SHS)

## SHS Core Curriculum: The Eight (8) Learning Areas

- LANGUAGE
- MATHEMATICS
- SCIENCE
- COMMUNICATION
- PHILOSOPHY
- HUMANITIES
- SOCIAL SCIENCE
- P.E. & HEALTH

## SHS Tracks

- ACADEMIC*
- TECHNICAL-VOCATIONAL-LIVELIHOOD**
- SPORTS
- ARTS & DESIGN

*The **Academic** track includes four (4) strands: Accountancy, Business, and Management (ABM) Strand; Humanities and Social Sciences (HUMSS) Strand; Science, Technology, Engineering, and Mathematics (STEM) Strand; and General Academic Strand.

**The **Technical-Vocational-Livelihood** track includes four (4) strands: Agri-Fishery Arts; Home Economics; Information and Communications Technology (ICT); and Industrial Arts.

K to 12

A learner-centered education system
#GoKto12

DepED
DEPARTMENT OF EDUCATION

# NEW GENERAL EDUCATION CURRICULUM

CMO No. 20, s. 2013

GEC: Holistic Understandings, Intellectual and Civic Competencies

**GEC**

## GENERAL EDUCATION OUTCOMES:

- Intellectual Competencies

- Personal & Civic Responsibilities

- Practical Skills

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

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

## NEW
GENERAL EDUCATION CURRICULUM

CMO No. 20, s. 2013

# 36 TOTAL UNITS
### (12 COURSES)

**24 units**
8 Core Courses

**9 units**
3 Elective Courses

**3 units**
1 Mandated Course

# NEW
## GENERAL EDUCATION CURRICULUM

CMO No. 20, s. 2013

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

# CLARIFICATION

Status of P.E., NSTP, Filipino and other Mandated/Legislated courses in the New General Education

Required to be taken by all college students

**PHYSICAL EDUCATION (P.E.)**
per RA 5708 (4 subjects - total of 8 units)

**NATIONAL SERVICE TRAINING PROGRAM (NSTP)**
per RA 9163 (2 subjects - total of 6 units)

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

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

# PARADIGM SHIFT TO OUTCOMES BASED EDUCATION (OBE)

OBE

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

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

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

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

# UPDATES ON NEW CHED ISSUANCES

# UPDATES

POLICIES, STANDARDS & GUIDELINES

# BASIC FEATURES

OF THE NEW HIGHER EDUCATION CURRICULA

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

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

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

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

- Engineering, Accountancy, Physical Therapy, Occupational Therapy were reduced from 5 years to 4 years

- Doctor of Dental Medicine and Doctor of Veterinary Medicine were retained as 6-year programs

# MAJOR ELEMENTS OF PSGs

## PROGRAM SPECIFICATIONS

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

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

**Sample Performance Indicators**

## CURRICULUM

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

## MINIMUM REQUIRED RESOURCES

- Administration
- Faculty
- Library
- Laboratory & Physical Facilities

# REVISED UNDER-GRADUATE PSGs

CMOs Issued for 85 Programs

## DISCIPLINAL CLUSTER

**AGRICULTURE :** Veterinary Medicine

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

**BUSINESS AND MANAGEMENT EDUCATION:** Accountancy, Accounting Information Systems & Technology, Management Accounting, Internal Audit, Business Administration, Office Administration, Entrepreneurship, Hospitality and Tourism Management

**CRIMINAL JUSTICE:** Criminology, Industrial Security Management

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

**HEALTH-RELATED PROFESSION :** Medicine, Nursing, Physical Therapy, Medical Technology, Occupational Therapy, Respiratory Therapy, Speech Language Pathology, Nutrition & Dietetics, Dental Medicine, Radiologic Technology, Optometry

**HUMANITIES:** Multimedia Arts, Literature, Filipino, Foreign Language, English, Performing Arts, Philosophy

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

**MARITIME EDUCATION:** NAME, Marine Engineering, Marine Transportation

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

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

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

# REVISED UNDER-GRADUATE PSGs

CMOs STILL TO BE ISSUED for 32 Programs

# DISCIPLINAL CLUSTER

**AGRICULTURE :** Agriculture, Forestry, Fisheries, Food Technology, AgroForestry

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

**CRIMINAL JUSTICE:** Forensic Science, Law Enforcement Administration

**ENGINEERING:** Engineering Technology, Industrial Technology

**HEALTH-RELATED PROFESSION :** Pharmacy, Midwifery

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

**SCIENCE AND MATH:** Environmental Science, Geology, Physics, Meteorology

**ASSOCIATE PROGRAMS:** Associate in National Security & Public Safety Management, Associate in Computer Technology, Associate in Library & Information Science

## CMO No. 8, series of 2018:

Extension Period in Submission of New or Revised Curricula for AY 2018-2019

- HEIs can submit provisional curricula that they will implement for AY 2018-2019. However, HEIs are allowed to submit final new or revised curricula aligned to new PSGs in various disciplines & CMO No. 04, s. 2018 within the first term (semestral/trimester/quarter) of AY 2018-2019. Students who enrolled in the provisional curricula during first term of AY 2018-2019 will have to be shifted to final new or revised curricula to be submitted by the HEIs within the first term of AY 2018-2019 duly acknowledged by the CHEDROs for record purposes.

## CMO No. 02, series of 2018:

Delegating to the CHEDROs the processing of Applications for Accreditation of Health Facilities for the Training of Students

- CHED-DOH Joint Administrative Order entitled Policies and Guidelines on the Affiliation of HEIs with Hospitals and Other Health Facilities for the Training of Students in Health Professions Education

- CHEDROs shall be assisted by the RQATs in the evaluation of the compliance of the health facilities for the training of students

- Initially, with existing CMOs for Medical Laboratory Science/Medical Technology, Occupational Therapy, & Physical Therapy

- For other programs, meantime CMOs are not yet issued, evaluation of applications & issuance are being undertaken by DOH

# UPCOMING CHED ISSUANCES

# BRIDGING PROGRAMS

In 2017, CHED Issued PSGs which require Bridging programs for SHS graduates who took a track that is not aligned to the intended college program

Per Section 8, Curriculum Description of the following CHED PSGs, there are provisions regarding the offering of bridging program:

**a) For Business and Management programs**

- **Business Administration, Entrepreneurship, and Office Administration:**
  "*This curriculum is vertically aligned with the Accounting, Business and Management (ABM) strand of the senior high school academic track. For students who did not take the ABM academic strand, HEIs should offer bridging courses such as the specialization courses in K-12 ABM strand, but not limited to said courses to make them at par with those who have taken the ABM academic strand and comply with K-12 requirements.*" **(CMO No. 17, 18, 19, series of 2017)**

- **Accountancy, Management Accounting, Internal Auditing, and Accounting Information Systems:** "*This curriculum is vertically aligned with the Accounting, Business and Management (ABM) strand of the senior high school academic track.*" **(CMO No. 27, 28, 29, and 30, series of 2017)**

- **Hospitality Management and Tourism Management:**
  "*For non-ABM Academic strand students, HEIs should offer five (5) ABM courses as defined specialization courses in K-12 ABM strand prescribed courses are as follows: Fundamentals of Accounting/Business and Management (3 units), Organization and Management (3 units), Business Marketing (3 units), Business Finance (3 units), Applied Economics (3 units).*" **(CMO No. 62, series of 2017)**

**b) For Engineering programs**: "*For non-STEM strand graduates, the HEI shall provide a bridging program prior to admission to the four-year BS in Engineering programs.*" **(CMO No. 86, series of 2017)**

## ISSUES ON BRIDGING PROGRAMS

➢ OPSD, in consultation with the concerned Technical Panels had the following positions:

- Bridging program is not part of the minimum curricular requirements.

- The HEIs, in view of academic freedom have the discretion to prescribe or not to prescribe any form of bridging program. Hence, bridging cannot be mandatory.

- The TPET and Technical Panel for Business and Management Education (TPBME) recommended that any provision relating to bridging program as stated in the PSGs should be amended, stating that the HEIs, in view of academic freedom have the discretion to prescribe or not to prescribe any form of bridging program

## CHED AMENDMENT to PSGs which require Bridging Programs

Amendments in the approved Revised Policies, Standards and Guidelines (PSGs) for Business and Management Programs and Engineering Programs with regard to Implementation of Bridging Program Making it Optional

- **CHED shall issue a CHED Memorandum Order to Amend the said PSGs**

- **In the exercise of academic freedom, the HEIs have the discretion to prescribe or not to prescribe any form of bridging program**

- **BRIDGING PROGRAMS CANNOT BE MANDATORY**

# REQUIREMENTS FOR ACADEMIC LIBRARIES (Highlights)

**Adapts to 21st Century Learning**

**Provides Conducive Learning Spaces**

**Technology Driven**

**Enabling Students**

**Think**

**Create**

**Innovate**

# Library Human Resources

1) The library shall be administered by a licensed full-time head librarian with the following qualifications:
   a) Master's degree holder in Library and Information Science or closely allied field
   b) member of accredited professional organization
   c) with at least two (2) years of library-related supervisory experience

2) For HEIs having several campuses, the presence of a licensed full- time librarian for each campus shall be based on librarian-student ratio

| Ratio | Minimum Requirement |
|---|---|
| For 1,000 and below user population (combined students, faculty and staff) | At least one (1) full-time licensed librarian and at least one (1) full-time support staff |
| For every additional 3,000 or a fraction thereof | At least one (1) additional full-time licensed librarian and at least three (3) full time support staff |

# Library Holdings

**Book Collection**

Start up - 3,000 titles / Recognition - 5,000 titles

➢ Combination of print & electronic formats

➢ Include Filipiniana books equivalent to 15% of the total collection

➢ Maximum of 50% of the total collection in subscribed electronic formats may be allowed. These may be augmented with materials from open educational resources (OER)

➢ **For each _undergraduate_ program**, the library shall provide 5 distinct & relevant book titles _for each major or professional subject_ published within the last 5 years, combination of print & subscribed or purchased electronic formats

➢ **For each _graduate_ program**, the library shall provide 5 distinct & relevant book titles _for each subject_ published within the last 5 years, combination of print & subscribed or purchased electronic formats

o Maximum of 50% of total collection in subscribed electronic formats may be allowed

o For subjects that do not normally come out with new edition/book titles, the required recency of publication of five (5) years may be waived

## Library Facilities

- There shall be adequate *learning commons/learning spaces* for reading, discussions and Web surfing that can accommodate at least five percent (5%) of the total user population. *Makerspaces* may also be considered as one of the channels to help students and researchers to think, create, and innovate.

- The library shall establish and provide for an *electronic library (e-Lib)* to be attuned with the new technology of learning. A dedicated website linked to the institution's portal shall be created to provide immediate and faster access to library resources, among others.

- With continuous advances in ICT, libraries may utilize new technologies such as *RFID system* (for circulation, inventory, preservation), security gates, *eBook Readers*, 3D printers, etc.

# Proposed PSG for Graduate Education

**Rationale:**

- New or enhanced competencies should meet the requirements set by globalization, regional integration, and ICT-enabled economies.

- A revised PSG in graduate education is necessary to pursue the needed reforms (including those recommended by the TFGER – generally hodge-podge; oriented toward career enhancements and prestige; generally "more of the same" college-level education; generally weak in supporting national development; comparably a low performer when compared to graduate education in many countries; exiting programs, curricular designs, faculty resources and learning methods and facilities are not fully responsive to the challenging issues and new realities of Philippine society, economy and culture).

# General Types of Graduate Programs

## Master's Program

- Master of Science (M.Sc.)/ Master of Arts (M.A.) (Academic and Research Track)
- Master's degree (Professional Track) - graduate professional degree programs consisting of advanced studies in professional or vocational fields

## Doctoral Program

- Doctor of Philosophy (Ph.D.) (Academic and Research Track)
- Doctoral Degree (Professional Track) - represents a mastery of the   subject matter and techniques of a professional field at a stage of competence parallel to that required for the Ph.D.
- Straight Doctoral Program (Baccalaureate-Masters-Doctoral Degree)

HEIs shall offer the following types of graduate degree programs based on the respective description/s and requirement/s

| | DEGREE | DESCRIPTION | REQUIREMENTS |
|---|---|---|---|
| **I. A. Master's Academic Research Track** | | | |
| 1. | MSc/MS/MA Master of Science/ Master of Arts | Coursework | Thesis Publishable manuscript/Juried creative work |
| 2. | MS/MA by Research | Less Coursework more research activity (at least ¾ or 75% of the total units is focused on research) Research-based output and milestones | Thesis Publication in refereed journal or Juried creative work |
| **I.B.** | **Master's Professional Track** | | |
| 3. | Professional Master's | Coursework | Non-Thesis Capstone Project |
| **II. A. Doctoral Academic Research Track** | | | |
| 1. | Doctor of Philosophy (PhD) | Coursework and research Pre-requisite: Masters Degree (MS/MSc/MA) | Dissertation(Theory-building) Publication in refereed journal or Juried creative work |
| 2. | Doctoral Degree by Research (PhD) | At least ¾ or 75% of the total units is focused on research Admission Requirement: demonstrated research aptitude, research experience and skills, and a body of past and/or ongoing research work and publications and/or capsule research proposal Pre-requisite: Master's Degree | Dissertation (Theory-building) Publication in refereed journal or Juried creative work |
| **II. B. Doctoral Professional Track** | | | |
| 3. | Professional Doctoral Degree | Coursework and Practice-based Research Pre-requisite: Master's Degree | Practice-based dissertation |

# WHAT IS THE **ETEEAP?**

**The Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)**

❑ It is an educational assessment scheme that recognizes knowledge, skills, attitudes, and values (KSAVs) and prior learning obtained by individuals from non-formal and informal education experiences.

❑ CHED deputizes HEIs for ETEEAP to determine the candidate's KSAVs relevant to a particular program/discipline, and awards appropriate equivalency credit or academic degree to the successful candidate.

## 403 Program Offerings

# 96
## DEPUTIZED HEIs
**71** PRIVATE HEIs | **25** SUCs

| REGION | HEIs | REGION | HEIs |
|--------|------|--------|------|
| Region 1 | 12 | Region 8 | 3 |
| Region 2 | 9 | Region 9 | 1 |
| Region 3 | 6 | Region 10 | 7 |
| Region 4 | 6 | Region 11 | 3 |
| MIMAROPA | 2 | Region 12 | 5 |
| Region 5 | 10 | CAR | 3 |
| Region 6 | 5 | Caraga | 1 |
| Region 7 | 9 | NCR | 14 |

### TOP 5 PROGRAMS:

Criminology

Business Administration

Public Administration

Psychology

Political Science

# 21,071
## GRADUATES
from various degrees
from SY 1999-2017

## SY 2016-2017

# 3,232
ENROLLMENT

# 2,154
GRADUATES

# Proposed Amendment to the Revised PSG for ETEEAP

- Major requirement of Level III program accreditation and/or COE/COD, however in regions where there are few CHED deputized HEIs or in provinces where there is no deputized HEI, CHED shall allow an HEI to apply if the undergraduate program has Level II program accreditation from any CHED recognized accrediting bodies.

- Coverage shall be expanded to programs which will address the regional and national needs of the industry/job market i.e. industrial technology and other related programs.

- CHED shall support deputized HEIs through provision of incentives and implementation of capacity building programs.

# Centers of Excellence & Centers of Development (COEs/CODs)

- **Designation of COEs and CODs is valid until December 31, 2018**

- **On going review and revision of guidelines and selection criteria in view of new developments and innovations:**
  - **Existing Guidelines – CMO 55, s. 2006**
  - **Issuance of new PSGs for various programs**
  - **Aligned with Outcomes-Based Education (OBE)**
  - **Philippine Qualifications Framework (PQF)**
  - **Expanded roles of COEs/CODs**
  - **Globalization/Internalization**
  - **ASEAN Qualifications Regional Framework**

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# Thank you!