UPDATES ON HIGHER EDUCATION

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

Higher Education Landscape

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

SHS Transition to Higher Education
DISTRIBUTION OF HIGHER EDUCATION INSTITUTIONS (HEIs)

- **88%** PRIVATE
- **12%** PUBLIC

DISTRIBUTION OF STUDENTS ENROLLED IN HEIs

- **55%** PRIVATE
- **45%** PUBLIC

*excluding 453 SUC satellite campuses

Academic Year 2016-2017

- **1,949,015** TOTAL HEIs
- **1,710** PRIVATE
- **233** PUBLIC

Philippine Higher Education Landscape
ENROLLMENT BY CLUSTER OF DISCIPLINES FOR AY 2016-2017

- **Business & Related**: 26% (921,324)
- **Information Technology**: 12% (448,550)
- **Engineering & Technology**: 21% (740,713)
- **Education & Teacher Training**: 11% (398,765)
- **Medical & Allied**: 6% (203,561)
- **Others**: 24% (876,671)

Ph.D. and Master's degree holders in Science and Technology in the Philippines.
IMPERATIVES FOR THE
REVISION OF POLICIES,
STANDARDS AND GUIDELINES
(PSGs) FOR
BACCALAUREATE PROGRAMS
MAJOR REFORMS

K to 12 Implementation

New General Education Curriculum

PQF Institutionalization

Paradigm Shift to Outcomes-based Education
### Major Reforms

#### Basic Education Program

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Junior High School</th>
<th>Senior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder to Grade 6</td>
<td>Grades 7 to 8 (Exploratory TLE)</td>
<td>Grades 9 to 10 (Specialized TLE)</td>
</tr>
</tbody>
</table>

### Core Subjects

- **Academic Track**
  - General Academic Strand
  - STEM
  - ABM
  - HUMSS

### Applied Track Subjects

- **Technical Vocational Livelihood Track**
  - Home Economics
  - Agri-Fishery
  - Industrial Arts
  - ICT

- **Sports Track**
- **Arts & Design Track**

---

**K to 12**
**MAJOR REFORMS**

**SENIOR HIGH SCHOOL**

**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
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
## EXISTING GENERAL EDUCATION CURRICULUM

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language &amp; Literature</td>
<td>24</td>
</tr>
<tr>
<td>Mathematics &amp; Natural Sciences</td>
<td>15</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Mandated Subjects</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

**CMO No. 59, s. 1996 (GEC-A)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English &amp; Filipino</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics &amp; Natural Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
</tr>
<tr>
<td>Elective (Math, Natsci, IT)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Rizal's Life &amp; Works</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

**CMO No. 4, s. 1997 (GEC-B)**
### NEW GENERAL EDUCATION CURRICULUM

CMO No. 20, s. 2013

<table>
<thead>
<tr>
<th>CORE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Appreciation/Pagpapahalaga sa Sining</td>
<td>24</td>
</tr>
<tr>
<td>Ethics/Etika</td>
<td></td>
</tr>
<tr>
<td>The Contemporary World/Ang Kasalukuyang Daigdig</td>
<td></td>
</tr>
<tr>
<td>Readings in Philippine History/Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas</td>
<td></td>
</tr>
<tr>
<td>Mathematics in the Modern World/Matematika sa Makabagong Daigdig</td>
<td></td>
</tr>
<tr>
<td>Purposive Communication/Malayuning Komunikasyon</td>
<td></td>
</tr>
<tr>
<td>Science, Technology, and Society/Agham Teknolohiya, at Lipunan</td>
<td></td>
</tr>
<tr>
<td>Understanding the Self/Pag-unawa sa Sarili</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANDATORY</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Life and Works of Rizal/Ang Buhay at Mga Akda ni Rizal</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary courses to be created by HEIs</td>
<td>9</td>
</tr>
</tbody>
</table>

**TOTAL** 36
Required to be taken by all college students

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

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

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

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

COURSE SYLLABI
Development of Sample Course Syllabi for the 9 GE Core Courses

TRAINING OF TRAINORS
Produce GE Faculty who can serve as Trainors of other GE Faculty

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

Ongoing Faculty Training by CHED
Designated Delivering HEIs until 2018

TRAINING
as of Dec 1, 2017

900 TRAINORS
1,440 TARGET

3,927 FACULTY
17,100 TARGET

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

LEVELS OF EDUCATIONAL QUALIFICATIONS

COMPETENCY-BASED

LABOR MARKET-DRIVEN

STANDARDS FOR QUALIFICATION OUTCOMES

ASSESSMENT-BASED QUALIFICATION RECOGNITION
PQF: COVERAGE

Covers three levels: Basic Education, technical & Vocational, and Higher Education
THE PHL QUALIFICATIONS FRAMEWORK

LEVEL

L8
L7
L6
L5
L4
L3
L2
L1

BASIC EDUCATION

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT

HIGHER EDUCATION

DOCTORAL AND POST DOCTORAL

POST BACCALAUREATE

BACCALAUREATE

DIPLOMA

NC IV

NC III

NC II

NC I

GRADE 12

as per PQF-NCC Resolution No. 2014-03 adopted on December 11, 2014
PQF: COVERAGE

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

### LEVEL 6

*(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)*

<table>
<thead>
<tr>
<th>KNOWLEDGE, SKILLS AND VALUES</th>
<th>Demonstrated broad and coherent knowledge and skills in their field of study for professional work and lifelong learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLICATION</td>
<td>Application in professional/creative work or research in a specialized field of discipline and/or further study</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Substantial degree of independence and or/in teams of related fields with minimal supervision</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Baccalaureate Degree</td>
</tr>
</tbody>
</table>

---

**Commission on Higher Education**

**Office of the President of the University**

**1994**
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)</td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied in professional/creative work or research that requires self-direction and/or leadership in a specialized or multi-disciplinary professional work/research</td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>High substantial degree of independence that involves exercise of leadership and initiative individual work or in teams of multi-disciplinary field</td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Post-Baccalaureate Program</td>
</tr>
</tbody>
</table>
## PQF Descriptors

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>8</th>
<th>(as per PQF-NCC Resolution No. 2014-01 adopted on 22 July 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE, SKILLS AND VALUES</td>
<td>Demonstrated highly advanced systematic knowledge and skills in highly specialized and/or complex multi-disciplinary field of learning for complex research and/or professional practice and/or for the advancement of learning.</td>
<td></td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Applied for professional leadership for innovation, research and/or development management in highly specialized or multi-disciplinary field</td>
<td></td>
</tr>
<tr>
<td>DEGREE OF INDEPENDENCE</td>
<td>Full independence in individual work and/or in teams of multi-disciplinary and more complex setting that demands leadership for research and creativity for strategic value added. Significant level of expertise-based autonomy and accountability</td>
<td></td>
</tr>
<tr>
<td>QUALIFICATION TYPE</td>
<td>Doctoral Degree and Post-Doctoral Programs</td>
<td></td>
</tr>
</tbody>
</table>
**PARADIGM SHIFT TO OUTCOMES BASED EDUCATION (OBE)**

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

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

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

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

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

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

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

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

Transnational Education
- Programs and educational services in which learners are located in a country different from one where the awarding institution is based
- Through inbound or outbound mode with categories such as academic franchising, articulation of programs, establishment of international branch campuses or extension programs, joint or double degrees, online blended or distance learning, offshore programs, twinning arrangement, validation, etc.
CHED Policies, Standards and Guidelines (PSGs) for various higher education programs or disciplines allow HEIs to design curricula suited to their own context and missions that will lead to attainment of required minimum set of outcomes although through different routes or strategies.

- PSGs prescribe the use of curriculum map as basic means to derive the courses and credit units from the required set of program outcomes.
- PSGs define the competency standards or learning outcomes (knowledge, attitudes, and skills) or what students are expected to know, understand and be able to do after completing the program of studies.
- The gap between actual measures of program outcomes serves as basis for program evaluation and interventions for continuous quality improvement of the program.
- HEIs are expected to establish their quality assurance system.
- CHED supports HEIs through several mechanisms which serve as incentives to ensure quality in programs being offered.
MAJOR ELEMENTS OF PSGs

PROGRAM SPECIFICATIONS

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

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

Sample Performance Indicators

CURRICULUM

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

MINIMUM REQUIRED RESOURCES

- Administration
- Faculty
- Library
- Laboratory & Physical Facilities
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.
REVISED TEACHER CURRICULA
BASES FOR THE REVISION OF TEACHER EDUCATION CURRICULA (PRE-SERVICE)

**K to 12 Curriculum** (RA 10533)

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

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

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

**PPST** (DO 42, s. 2017) Career Stage 1 (Beginning Teacher)

**Competency Framework for Teacher in Southeast Asia** (SEAMEO)

**UNESCO-KFIT ICT Competency Standards for Teacher Education**
<table>
<thead>
<tr>
<th>EXISTING PROGRAMS</th>
<th>REVISED PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Elementary Education (BEEEd) (Generalist)</td>
<td>Bachelor of Elementary Education (Generalist)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Inclusive and Special Needs Education (Generalist)</td>
</tr>
<tr>
<td>BEEd with specialization in Special Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSNEd with specialization in Early Childhood Education (new)</td>
</tr>
<tr>
<td></td>
<td>BSNEd with specialization in Teaching Deaf and Hard of Hearing Learners (New)</td>
</tr>
<tr>
<td></td>
<td>BSNEd with specialization in Teaching Learners with Visual Impairment (New)</td>
</tr>
<tr>
<td></td>
<td>BSNEd with specialization in Elementary School Teaching</td>
</tr>
<tr>
<td>BEEd with specialization in Early Childhood Education</td>
<td>Bachelor of Early Childhood Education</td>
</tr>
</tbody>
</table>
### Teacher Education Degree Programs

<table>
<thead>
<tr>
<th>EXISTING PROGRAMS</th>
<th>REVISED PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor of Secondary Education</strong> majors in:</td>
<td><strong>Bachelor of Secondary Education majors in:</strong></td>
</tr>
<tr>
<td>● English</td>
<td>● English</td>
</tr>
<tr>
<td>● Filipino</td>
<td>● Filipino</td>
</tr>
<tr>
<td>● Mathematics</td>
<td>● Mathematics</td>
</tr>
<tr>
<td>● Physical Science</td>
<td>● Science</td>
</tr>
<tr>
<td>● Biological Science</td>
<td>● Social Studies</td>
</tr>
<tr>
<td>● Social Studies</td>
<td>● Values Education</td>
</tr>
<tr>
<td>● Values Education</td>
<td></td>
</tr>
<tr>
<td>● TLE</td>
<td><strong>Bachelor of Technology and Livelihood Education (Major in HE, IA, ICT, AFA)</strong></td>
</tr>
<tr>
<td>● MAPEH</td>
<td><strong>Bachelor of Physical Education</strong>*</td>
</tr>
<tr>
<td><strong>Bachelor of Technical Teacher Education</strong></td>
<td><strong>Bachelor of Physical Education</strong>*</td>
</tr>
<tr>
<td><strong>Bachelor of Physical Education</strong></td>
<td><strong>Bachelor of Physical Education</strong>*</td>
</tr>
<tr>
<td>● Major in School PE</td>
<td></td>
</tr>
<tr>
<td>● Major in Sports and Wellness Management</td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Science in Sports and Exercise Science (Major in Fitness and Sports Mgt and Major in Fitness and Sports Coaching)</strong></td>
<td></td>
</tr>
</tbody>
</table>
It is a 30-unit post-baccalaureate program with the primary goal of providing the appropriate tertiary education program that can respond to the need for competent and committed ALS practitioners to serve marginalized learners in the community.
<table>
<thead>
<tr>
<th>SUMMARY</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Curriculum</td>
<td>36</td>
</tr>
<tr>
<td>Professional Education Courses</td>
<td>42</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>48-81</td>
</tr>
<tr>
<td>Elective/Cognate Courses</td>
<td>3-6</td>
</tr>
<tr>
<td>Mandated Courses (PE &amp; NSTP)</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>140-173</strong></td>
</tr>
</tbody>
</table>
OUTCOMES

TEACHER EDUCATION PROGRAMS

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

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

Demonstrate mastery of subject matter/discipline.

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

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

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

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

Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.
### DISCIPLINAL CLUSTER

<table>
<thead>
<tr>
<th><strong>AGRICULTURE</strong></th>
<th>Veterinary Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCHITECTURE</strong></td>
<td>Architecture, Fine Arts, Landscape Architecture, Interior Design, Environmental Planning</td>
</tr>
<tr>
<td><strong>BUSINESS AND MANAGEMENT EDUCATION</strong></td>
<td>Accountancy, Accounting Information Systems &amp; Technology, Management Accounting, Internal Audit, Business Administration, Entrepreneurship, Office Administration, Hospitality Management/Tourism Management</td>
</tr>
<tr>
<td><strong>ENGINEERING</strong></td>
<td>Agricultural and Biosystems, Aeronautical, Ceramics, Chemical, Civil, Computer, Electrical, Electronics, Geodetic, Industrial, Mechanical, Metallurgical, Mining, Sanitary, Materials</td>
</tr>
<tr>
<td><strong>HEALTH-RELATED PROFESSIONS</strong></td>
<td>Medicine, Nursing, Medical Technology, Pharmacy, Physical Therapy, Occupational Therapy, Respiratory Therapy, Speech Language Pathology, Nutrition &amp; Dietetics</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td>Philosophy, Filipino Language, Foreign Language, Multimedia Arts, Performing Arts, Literature/Literary and Cultural Studies, English Language</td>
</tr>
<tr>
<td><strong>INFORMATION TECHNOLOGY</strong></td>
<td>Computer Science, Information Systems, Information Technology, Entertainment and Multimedia Computing</td>
</tr>
<tr>
<td><strong>MARITIME EDUCATION</strong></td>
<td>Naval Architecture and Marine Engineering, Marine Transportation, Marine Engineering</td>
</tr>
<tr>
<td><strong>SCIENCE AND MATH</strong></td>
<td>Biology, Chemistry, Marine Biology, Mathematics, Statistics</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE</strong></td>
<td>Anthropology, Broadcasting, Psychology, Sociology, History, Social Work, Economics, Communication, Development Communication, Journalism, Political Science, Human Services</td>
</tr>
</tbody>
</table>
## DISCIPLINAL CLUSTER

### AGRICULTURE: Agriculture, Forestry, Fisheries, Food Technology

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

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

### ENGINEERING: Engineering Technology

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

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

### SCIENCE AND MATH: Environmental Science, Geology, Physics and applied Physics, Meteorology
SHS TRANSITION
TO HIGHER EDUCATION
CMO No. 10
s. 2017

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

CEB Resolution No. 232-2017
dated March 28, 2017
PURPOSE: Provide guidance to higher education institutions in the admission of students which are affected by the implementation of the K to 12 program

In the exercise of the HEIs academic freedom, the applicant students may enroll in any higher education program subject to the admission requirements of the admitting HEI.
1. Subject to the institutional policy, only courses taken in Grades 11 and 12 which fall under the heading of General Education shall be considered for unit crediting provided that the admitting institution is implementing the current general education curriculum.

2. In case the admitting institution is an early implementer of the revised GE curriculum, there shall be no crediting of units.
Students who graduated in high school on or before June 2016 may enroll in HEIs as first year college students under the new higher education curricula. However, to ensure college readiness of the students enrolling under the new higher education curricula, the admitting HEIs may require bridging programs for the general education component.
These students may re-enroll in any HEI which shall be offering the new higher education curricula subject to admission requirements of the admitting HEI. However, since the new higher education curricula includes new GEC:

1. The HEI has the option to give the students bridging program or require the students to enroll the course under the new GEC.

2. For professional or major subjects taken by the students other than GE, HEIs may implement their own requirements or policy for crediting
PURPOSE: Provide guidance to higher education institutions in the admission of Senior High School graduates into the higher education programs.

In the exercise of the HEIs academic freedom, the applicant Grade 12 graduates may enroll in any higher education program subject to the admission requirements of the admitting HEI.
All Grade 12 graduates beginning Academic Year 2017-2018 are eligible to enter college regardless of the track or strand taken in the Senior High School.

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

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

Office of Programs and Standards Development

opsd@ched.gov.ph

(02)-4411228