

# Annexes

## Annex 1.1

### Day 1 Recap

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#### From VC Pacheco's Welcome Remarks

- Warm welcome for everyone, thanking all who came, with special mention of colleagues from other CUs.
- Called on coming together for thoughtful deliberations on how to have a GE program that is better able to *bridge mind and body, different academic disciplines, UP's constituent universities, and the University and the outside world.*
- Annual UPD GE Conference serves as major multi-, inter-, trans-disciplinary platform for discussion of various GE program concerns
- Significance of current GE Conference
  - UPD GE Committee formally reconstituted
  - Timely opportunity to consider outputs of 11 mini-conferences on newly proposed GE courses plus Rizal course completed three months prior as inputs vis-à-vis UPD's current and future GE curriculum
  - Urgency and focus on challenges: ASEAN Integration, K-to-12 Program, Internationalization
- Objectives: 2014 UPD GE Conference
  - Review past and current GE programs of UP and other institutions
  - Identify the challenges and opportunities for UPD's GE program
  - Delineate the objectives, performance metrics, and general structure of UPD's future GE program

#### From Chancellor Tan's Keynote Address

- Moving towards a transdisciplinary GE program
  - elaborated with an analogy of a gourmet lunch; also referring to the CHE Food Conference where the resource persons, a food philosopher and biochemist, had different perspectives on food but they showed how food can be taught in a very exciting way, as in a transdisciplinary endeavor.
- Rethink the way GE is thought of right now
- Distinctions
  - *Transdisciplinary*: people from different domains working together from the beginning to identify problems and solutions
  - *Interdisciplinary*: people from a domain working together
  - *Multidisciplinary*: people from different disciplines working separately but coming together to share ideas
- Emerging field is psychoneuroimmunology
- Looking to the future
  - Old problems, new challenges need new ways of thinking
  - New disciplines from neurogastronomy to psychoneuroimmunology
- Objectives in transition of UPD's GE Program
  - Nationalism and internationalism

- Development of critical thinking skills towards integrative thinking
- Shape GE program beyond the four walls
- Video – How do we transform places into spaces

### **Conference Orientation by VC Pacheco**

- 2014 UPD GE Conference was reiterated
- 2-day Conference Goal: Synthesis

### **From Dr. Rivera's Historical Review of GE Program Objectives (Plenary Session 1)**

- Presented an overview of the development of GE in the Philippines and the historical milestones of GE in UP
- Shared that almost conversations on GE lead to a discussion of frameworks

#### *Some GE Historical Highlights in the Philippines*

- 1950s – idea of GE education in the Phil. gained traction in the 1950s with the creation of the Magsaysay Committee on GE
- 1960 – UE published book: "Towards General Education in the Philippines," majority of the chapters of which was written by then Dean Antonio Isidro of the UP College of Education and also chair of the committee
- Inspired by the Greek classic tradition of liberal education, the 20<sup>th</sup> century American concept of general education, and the 1956 Philippine Board of National education, Dean Isidro enumerated a list of basic aims of education
- This was expanded in the Philippine Congress "Concurrent Resolution No. 8" and used as basis for a new GE program as laid down by the Magsaysay Committee.

#### *GE Objectives (1960 GE Book)*

1. To inculcate moral and spiritual values inspired by an abiding faith in God
2. To develop an enlightened, patriotic, useful, and upright citizenry in a democratic society
3. To instill habits of industry and thrift, and to prepare individuals to contribute to the economic development and wise conservation of the Nation's natural resources.
4. To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace.
5. To promote the sciences, arts and letters for the enrichment of life and the recognition of the dignity of the human person.

#### *Expanded GE Objectives in Philippine Congress Concurrent Resolution #8*

1. To live a moral life guided by faith in God and love for his fellowmen.
2. To love and serve the Republic of the Philippines as citizens, willingly performing duties, intelligently exercising rights, and faithfully practicing the ideals of democracy.
3. To be able to read and listen understandingly, talk and write intelligently, and think and act wisely in solving the problems of daily life.
4. To be efficient in earning and honest living and to contribute to the economic well-being of the Philippines through productive labor and the wise use and conservation of the Nation's resources.

5. To maintain family unity, live a happy home life, and discharge efficiently responsibilities for worthy home membership.
6. To carry on healthful living in a wholesome environment so as to become physically strong and mentally fit.
7. To spend leisure wisely in order to attain self-realisation and contribute to the welfare of the community.
8. To appreciate the arts and letters and to attain self-fulfillment by enriching them with their own contribution; to apply science and add to the universal fund of knowledge so that life may be made richer and fuller.
9. To carry on the Filipino way of life, retaining the priceless heritage of our Malayan culture, especially the ethical virtues, while using the advantage of valuable experiences of the human race.
10. To understand other countries, develop good will towards their peoples, and promote the cause of world peace and the ideal of world brotherhood

### *Foundations of UP GE*

- 1960s - GE program set into motion during Pres. Cinco's term
- A. Bonifacio's reflections
  - most college graduates were ill prepared to face social responsibilities
  - "sadly mis-oriented educational scheme" produced "mediocre specialists" lacking a well-rounded education
  - incongruous primary and secondary education resulted in students with weak language and mathematical skills
- Bonifacio's mentioned solutions
  - employ rigid entrance examination which he feared would exclude potentially good students and curtail its influence on Phil society
  - lower the standards of instruction which would undermine the University's quest for excellence and turn out mediocre graduates
- Bonifacio's compromise solution
  - craft less selective examination focused mainly on language qualification
  - re-orientation of instructional techniques and revision of course syllabi
  - courses formerly presented in a highly technical and abstruse manner will be reconstructed in such a way that they would be comprehensible to the great majority of students
  - author better textbooks

*Lays premise on the hotly contested Inter-disciplinary approach (also integrated approach) that will balance "crippling" specialization in higher education, and help produce "well-rounded" graduates.*

- Bonifacio's 5 important areas of knowledge
  - English language
  - The Sciences
  - The Formal Sciences
  - The So-Called Social Sciences
  - The Arts
  - added basic courses on Philosophy

*This resulted in a core curriculum of 54 units with additional courses from the student's own specialization. He called for the formation of a GE Committee, ending with the declaration of academic freedom and autonomy and the University's right to determine what is best for its students.*

- Leopoldo Yabes
  - defined general education as *the endeavour to understand, to live intelligently with,*

*and to help improve one's environment*

- classified environment into natural and man-made, or somatic and extra-somatic.

*In other words, general education concerns itself with not only the physical universe but with forces that have something to do with the development of man's culture.*

- Yabes explained three aspects of culture:
  - technological, which constitutes the basis, and which includes materials, instruments, and techniques of use;
  - sociological, which includes economics, politics, kinship, ethical, and professional systems; and
  - ideological, which includes beliefs, ideas, knowledge expressed in symbolic form such as literature, science, common sense knowledge, history, and legend.
- Yabes' four subject matter areas:
  - tools for learning
  - basic or pure sciences
  - social sciences
  - humanities

*Compartmentalization of subject areas were eventually instituted as three "divisions" in the College of Arts and Sciences, and later three independent colleges in Diliman: CAL, CS, and CSSP. It also lives on as "clusters" in our curricular system: Arts and Humanities, Social Science and Philosophy; and Mathematics, Science and Technology. What has disappeared is a separate area "tools for learning", or what we nowadays call "skills courses."*

- University College Dean Augusto Tenmatay
  - articulated that basic to the concept of general studies is the **development of effective use of language, reading with understanding, analyses and integration of materials into knowledge, and ability to make sound decisions.**
- Tenmatay mentioned the dilemma that general studies was being marginalized by specialist studies and courses in professional schools
  - cited a number of ideas that would fuel this basic concept, such as:
    1. education as a lifelong process
    2. the broadening of education
    3. the balance between the free elective system and the rigid curriculum of specialization.

### *Ideas and Strategies Live On*

- Concepts in the 21<sup>st</sup> century RGEF objectives has much in common with original GE framework
  - Broad intellectual and cultural horizons
  - Nationalism balanced with internationalism
  - Awareness of various disciplines
  - Integration of knowledge & skills
- Same can be said of some entries in the 2009 UP System GE Workshop re-examination of the RGEF framework, which focused on critical thinking, a sense of humanity and justice, a sense of being Filipino, service to the nation, integrity and honesty, and professionalism.
- Yabes

"Any curriculum, even if the product of the best judgment of the best curriculum experts, should lend itself open to improvement through change by revision or addition or subtraction during the course of its development."

- Dr. Rivera

"...I would like to encourage, and challenge all of us to document, consolidate, and make accessible our own reflections, arguments, and possible innovations which will articulate a new framework so

that future generations of U.P. faculty may be informed from our experience, just as we are illuminated by our predecessors. "

### *Discussion Highlights*

- On presenter's reflection on GE:
  - GE and the transdisciplinary approach were not fully understood; an important program but not everybody knows about its objective
  - Learning from the past: create our GE committee; create a program for our needs; document the whole process
- On whether GE's definition in the 1960's is the same nowadays:
  - Changed over the decade, lot of new terms and issues
- Are we behind, that's why we need to change our GE program?
  - Supposed to have planned for a new GE program when K-to-12 was established; adopted GE Hybrid in 2012 in response to the CHED memo
- How far are we in the GE program?
  - Priority has been set whether to go amateur or specialist track. In the interest of students, we have to be aware of the percentage of the curriculum directed to the workforce and the direction of the country towards education.

### **From Dean Matias' Presentation of the CHED-Mandated GE Framework**

- CHED Memorandum Order No. 20 Series of 2013: General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies
  - in pursuit of the on-going educational reforms that include the enhanced basic education through K-to-12 which is in its consideration of the College Readiness Standards has integrated GE courses in the higher education program in senior high school core courses and thus created a window for the revision of the current GE curriculum.
- The new GE curriculum aims to expose undergraduate students to various domains of knowledge and ways of comprehending social and natural realities, developing in the process, intellectual capacities and civic capacities

### *Article 1: Curriculum Overview*

- Section 1. Goals and Context of General Education
- Section 2. General Education Outcomes
- Section 3. Revised Core Courses
- Section 4. General Education Electives

### *Section 1. Goals & Context of GE*

- In GE the holistic development of the person takes place in overlapping realms:
  - **Individual**, where the student is enabled to develop one's identity as a person, conscious of one's talents, rights, and responsibilities toward the self and others;
  - **Filipino society and nation**, where the individual is award and proud of one's collective identity, and able to contribute meaningfully to the development of Filipino society at local and national levels
  - **Global community**, where the Filipino student recognizes and respects the fundamental humanity of all, respects and appreciates diversity, and cares about the problems that affect the world.

## *Section 2. GE Outcomes*

- Categorized into:
  1. Intellectual Competencies
  2. Personal and Civic Competencies
  3. Practical Responsibilities

## *Section 3. Revised Core Courses*

- Minimum of 36 units distributed as:
  - 24 units of core courses
  - 9 units of elective courses
  - 3 units on the life and works of Rizal (as mandated by law)
- The GE courses may be taught in English or Filipino.

## *Section 4. GE Electives*

- A total of nine (9) units, the elective courses, each must qualify as a GE where it must:
  1. Conform to the philosophy and goals of General Education
  2. Apply an inter- or cross-disciplinary perspective; and
  3. Draw materials, cases or examples from Philippine realities and experiences, and not just from those of other countries.
- Electives must cover at least any two (2) domains of knowledge:
  1. Arts and Humanities
  2. Social Sciences and Philosophy
  3. Science, Technology and Mathematics

## *Article 2: Transitory Provisions*

1. Orientation and training of GE Faculty so as to:
  - (i) orient them towards the philosophy of liberal education, away from the disciplinary and remedial thrust of current GE courses
  - (ii) enable them to teach the core courses using new material
  - (iii) recognize best practices in general education
2. Design of new, interesting, challenging elective courses that satisfy the GE criteria, including emphasis on competence-based outcomes;

## *Discussion Highlights*

- On differences of GE program implementation in UPD and other UP units: UP System GE program proposal
- On the spirit to harmonize: No intention
- On the reduction in completion years of College degree programs: 4 year-program will most likely be retained; Engineering is exploring the reduction to 4 or the 5- year program, technical panels will determine; consider enrichment of programs
- On the impetus for new GE program:
  - Readiness of our programs, considering K-to-12 curricular preparation for GE courses already taught in senior high school problem with accreditation standards which would follow the GE system; transferee requirements; as national university it has responsibility to harmonize with national education initiatives of CHED;

University should be able to produce outcomes-based education in connection with Tatak UP as well as to follow the global needs; courses were remedial in nature and are basic; life-long learning skills are lacking which prompted GE revision- to make students employable after high school

- Questions/ Concerns Raised
  - Difficult to only have outcome-based education vis-à-vis international standards
  - Whatever influences there are, we have to decide on our own
  - Access to education; i.e., private schools will have the greater facility for GE in senior high school, which has implications to UP admission
  - ASEAN blueprint , completion of elementary education
  - GE program should be reviewed in the light problems that dictate the need to revise it; Bautista, et al. study cited there are no problems in communication skills but in life-long learning, i.e, conflict management
- Questions/concerns raised on the New GE Program:
  - Is there pressure outside the University?
  - Gender and indigenous peoples should be included in the core (how to promote these if they are only electives)
  - K-12 implies there is no need for everyone to go to college, not everyone may not have the means to finish senior high school make the University more inaccessible to the masses
  - Discussion about GE framework is not only a matter of structure but addressing the question: for what and for whom is education; a matter of political will; the philosophy of education; relationships of academic disciplines; UP as national university – a social critic to national and global issues

### **From Dr. Alampay's UP GE Initiative (Plenary Session 3)**

- Presented the overall UP GE program proposal, aims, framework, schedule and logistical arrangements
- Conducted 11 GE mini-conferences that has produced the course outlines for the respective GE courses
- Results of various GE consultation fora will be presented to the UPD community

### *UP GE Proposal 2013*

- K-12 education in the Philippines
- Globally: emphasis on greater specialization of disciplines
  - intensified the compartmentalization of knowledge
- New GE: continue the tradition of liberal education
  - a liberally educated student "is marked by a general cultivation, by certain scholarly traits, and by an attitude toward learning and the process of thought" (Tenmatay, 1961)
- emphasizes an interdisciplinary approach = link the humanities, sciences, mathematics, and the social sciences
  - complements the areas of specializations (major courses)
- broad perspective
- engage with issues and realities of their own times as citizens
- sturdy moral and intellectual integrity
- enhance the ability to create, innovate, and communicate for the production of knowledge and the actual implementation of advocacies and projects
- inter/trans/multidisciplinary
- blended learning

### *Aims of GE Program*

1. instill a passion for learning and reading, and an understanding of the nature of art, science, philosophy, and culture;
2. develop critical, dialectical, and integrative thinking necessary for examining ideas and values and making sound judgments;
3. inculcate the value of respect for self, others, and the environment;
4. nurture love for country based on our unique historical experience as the inner source of our strength and the basis for our cultural mooring and national identity;
5. motivate and challenge the student to serve the nation with utmost dedication and integrity;
6. enkindle an activism strongly founded on moral conviction where one's action, whether as leader or team-player, is rational and responsible; and
7. foster an aspiration to be a peace-loving citizen of our country and of the world, tolerant, compassionate, and judicious in behavior, speech, and action.

### *UP GE Proposal*

- Total number of GE courses = 36 units, 24 units (core) + 12 units (elective)
- Suggested categories of core courses
  1. Living Art and Culture: Interpretive and Aesthetic Understanding
  2. Self and Society
  3. Mathematics, Culture and Society
  4. Ethics
  5. Living Systems
  6. Understanding the Physical Universe
  7. Science, Technology and Society
  8. The Life and Works of Rizal

### *Discussion Highlights*

- On the basis of the GE framework: guided by the mini conferences, evolving concept; what is the GE framework?
- On the UP system GE proposal: Has the previous GE been evaluated to necessitate the need for a new one? What was wrong with the old one?
- On the operationalization of the transdisciplinary approach: capability and expertise of faculty; retooling of faculty; logistical requirements – API is a window
- If internationalization is the premise for the GE revision, why are there no courses on Law and Economics?

### **On Prof. Yacat's: From RGEP to Hybrid GE**

- Overall, there seems to be a difference in student perceived outcomes (e.g. critical thinking) in the RGEP and Hybrid program.
- However, direct tests of critical thinking skills of students in the RGEP and Hybrid GE reveal no differences when academic performance is controlled.
- Grades in GE courses and (even course evaluation by students) may not necessarily reflect supposed student outcomes in GE.
- Challenge: How do we actually know if students are developing the necessary knowledge, skills and orientation in the GE program?

### **From Dr. Amor, A Look into the Current GE Courses: Some Performance Statistics**

- Provided an overview of the number of GE classes offered, the demand for courses, the faculty to student ratio, average grades per domain and its implication to teaching and logistical requirements.
- Some findings reveal that
  - AH offers the highest number of courses than SSP and MST. There are more the SSP and AH choices.

#### *Some Findings*

- Demand is always higher than supply. Should faculty number be increased, class size be increased, or student intake be decreased?
- FN 1 and MS 1 are most in demand (pre-enlistment data)
- Average grade is slightly higher in hybrid and in AH and SSP
- Students better performing in Filipino taught courses – implications to language policy

#### *Assessment/Reflection*

- Based on grades, students appear to be generally good in the GE courses. How do we find out if they learned the desired GE competencies and values?
- How is the objective of enhancing competencies of students met by making them take GE courses in their first two years?

### **From Prof. Jay Yacat's Comparing GE Program Objectives (Session 4)**

- Observed common themes in GE program objectives (1958, 1986, 2002 RGEP, and Proposed):
  - broaden cultural and intellectual horizons (knowledge)
  - develop critical thinking to a deepening of the integration of knowledge and skills (skills)
  - fostering nationalism balanced with internationalism (orientation)
- All are part of the proposed UPD GE program. In addition is the objective of instilling a passion for life-long learning and reading
- Clarified that "goals" are general or broad statements of purpose of an educational program and that "objectives" are brief, clear statements that describe the learning outcomes of instruction.
- Noted the above terms are used interchangeably, and that GE program objectives are not phrased as outcome statements but as goals.
- Suggested considering an outcome-based design of the UP GE program and the need to specify a set of core competencies and corresponding student outcomes and indicators for the relevant GE program goals and objectives.

### **Workshop 1**

- Objectives of the GE program
- Framework and Metrics of the GE program
- What is Tatak UP?

## Workshop Highlights

- Basis for GE program Revision
  - Needs to assess what happened to necessitate changing the GE program; revisiting the program
  - Define parameters for evaluation
  - Performance metrics that need to be determine to ascertain whether objectives have been met
  - Look into best practices
  - Needs more time to study and assess
  - Is there a need to change the UPD program objectives?
- GE Framework
  - UP VMG/GE philosophy/framework (historical)
  - Should produce students with Tatak UP; what difference it makes for a student who has undergone the GE program
  - Objectives of the GE program to produce Tatak UP students
  - How will GE framework compare with framework/objectives of the UP system and CHED?
  - What are corresponding measurable expectations that we could set for each objective identified?
  - Teaching GE should be in the service of the people
  - Hybrid GE is important because with RGEP courses, anything goes but students need basic skills
  - Broad exposure/background/perspective of students
  - GE prepares students to be well-rounded to address the challenges of serving the nation
- Tatak UP
  - *Isang estudyanteng may malalim na pagkilala sa sarili, malay sa kanyang kasaysayan, nakalubog sa kanyang kultura, may panlipunang pananagutan at makabayang paninindigan.*
  - leadership and service to country
  - not exclusivity; excellence, integrity; nationalism (not turning a blind eye on wrongs)
  1. *Orientation/Attitude*
    - Service to the people
    - Critical Filipino and global citizenship
    - Intellectual courage
    - Independent-minded & honorable
    - Integrity
    - Revolutionary
    - Nationalist
    - Proactive
    - Willing to work locally
    - Relevant
    - Respect for diversity
    - Gender sensitive
  2. *Knowledge*
    - Academic excellence (reflexive)
    - Awareness of state of the art in the field
    - Sapul ang kaalamang local (kultura at teknolohiya) tungo sa paglinang ng pambansang kakanyahan

- Grounded, aware of social issues
- Culturally aware
- Understanding the past
- 3. *Skills*
  - Critical thinking
  - Strong research culture
  - Creative & innovative
  - Adaptive
  - Effective communicator
  - Sensitive
  - Capacity to formulate problems
  - Leader and team player
  - Think globally, act locally

#### *Workshop Recommendations*

- Form a GE committee/task force to address the questions, basis for formulating the framework
- This committee/task force will draft GE Framework

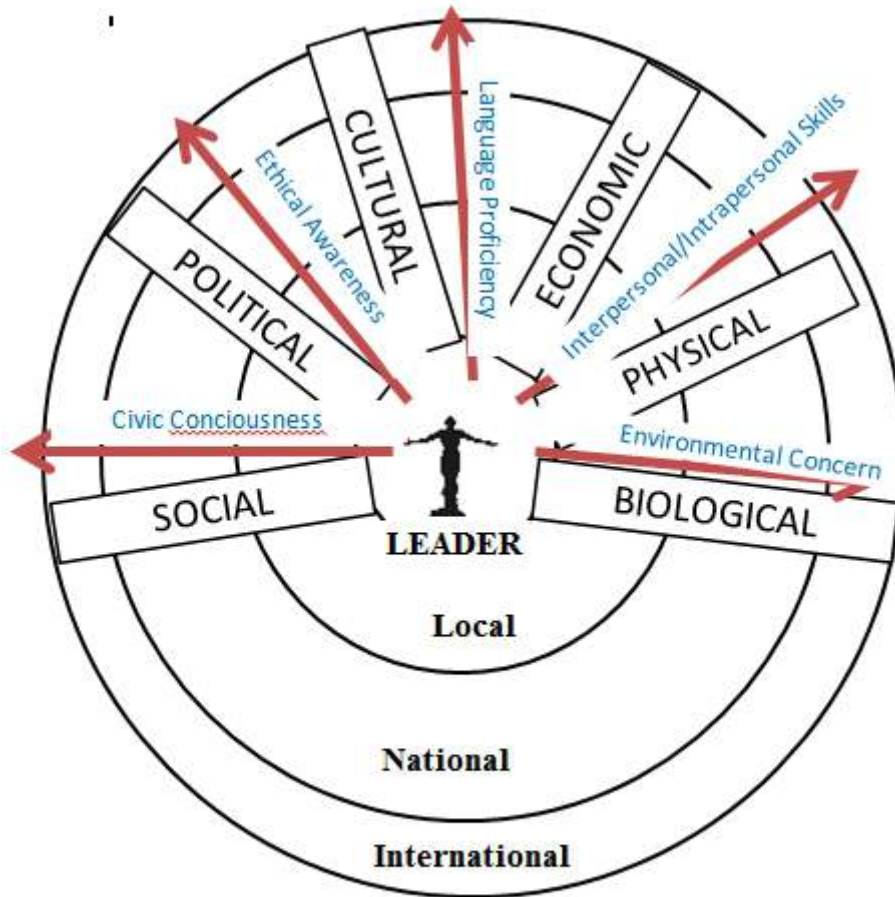
#### **Recurring Concerns**

- Basis for the GE curricular revision
- Where we now as far as the GE program is concerned; need to refer to documentation of previous GE conferences; for, are we moving forward or just repeating the previous discussions/process
- GE framework
  - local and global context
  - philosophy of education
  - for what and for whom is the GE program
  - GE "product" TATAK UP
- GE Committee/Task Force to draft GE framework
- Faculty capability and readiness for the GE Program
- Logistical requirements
- Operational concerns

**Annex 1.2**

**Modified GE Framework of UP Manila**

Assistant Prof. Ma. Nora B. del Rosario



### Annex 1.3

#### Comparison of General Education Programs between Thailand Universities and UP Diliman

KhonKaen University [1], through the Office of General Education	Mahidol University International College [2] (2013)  Purpose of GE: -broadens one's horizons -creates new perspectives -deepens one's understanding & appreciation	Chulalongkorn University [3], through its General Education Office**	UP Diliman (Present Hybrid GE since 2012)
Group # 1 Communication and Self – Learning (4 subjects)	English Communications* (4 courses, 16 credits)	Language	
Group # 2 Analytical and Critical Thinking (2 required, 2 electives)	Natural Sciences (2 courses, 8 credits)	Sciences	Math, Science & Technology (3 courses, 15 units)
Group # 3 Morals, Ethics & Values of Life to Society (2 required, 2 electives)	Humanities (4 courses, 16 credits)	Humanities	Arts & Humanities (3 courses, 15 units)
Group # 4 Cultures & Intellectuals (2 required, 2 electives)	Social Sciences (2 courses, 8 credits)	Social Sciences	Social Sciences & Philosophy (3 courses, 15 units)
Group # 5 Becoming well- rounded, adapting to Globalization (2 required, 4 electives)	Health Science & Physical Education (4 courses, 4 credits)	Interdisciplinary	[Physical Education, 4 courses, 8 units, not part of RGEP]
Total: 22 subjects	Total: 20 courses (52 credits)  Per degree program: 178 – 188 credits (split of credits: GE, Major Field, Free Electives)	Total: 30 credits	Total: 45 units (+ PE 8 units)  Per degree program: 144 – 178 Units

From the National Qualifications Framework for Higher Education in Thailand  
Implementation Handbook (November 2006)

Domains of Learnings (Outcomes based)

2006
Knowledge
Cognitive skills
Interpersonal skills & responsibility
Analytical & communication skills
Ethical & moral development

References:

[1] [http://www.genedu.kku.ac.th/GE\\_en/course2010.html](http://www.genedu.kku.ac.th/GE_en/course2010.html), accessed on 29 October 2014

[2] <http://www.muic.mahidol.ac.th>, accessed 29 October 2014

[3] [http://www.academic.chula.ac.th/eng/Distance/General\\_Ed.htm#](http://www.academic.chula.ac.th/eng/Distance/General_Ed.htm#), accessed 29 October 2014

\*From Ref. [2]:

“The Importance of English

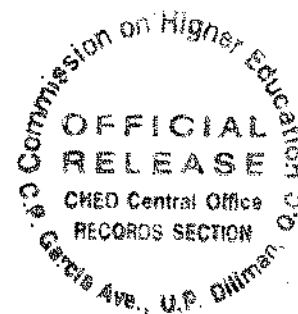
Central to our students’ needs is having a high level of English fluency. We live in a globalizing world in which competence in written and spoken English is a primary requirement for graduates seeking employment in multinational firms and organizations. It is also the predominant language of international business and the Internet.”

\*\*From Ref. [3]:

“The main function of the General Education Office is to manage, organize, cooperate, facilitate and give an advice to students, faculty members and others concerning general education. In addition, the office also offers interdisciplinary courses, conducts research and data base concerning general education.”



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

**CHED MEMORANDUM ORDER**No. 20

Series of 2013

**SUBJECT : GENERAL EDUCATION CURRICULUM: HOLISTIC  
UNDERSTANDINGS, INTELLECTUAL AND CIVIC COMPETENCIES**

**Background and Rationale**

In accordance with pertinent provisions of the Constitution that: the state "shall protect and promote the right of all citizens to quality education at all levels..." (Article XIV) Section 1); "establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society" (Article XIV Section 2); "exercise reasonable supervision and regulation of all educational institutions" and as reiterated in Republic Act 7722 otherwise known as the "Higher Education Act of 1994", the Commission on Higher Education "shall set minimum standards for programs and institutions of higher learning (Section 8d)";

In furtherance of the ongoing paradigm shift to learning competency based standards in Philippine higher education that underlies the provisions of CHED Memorandum Order No. 2 series 2011;

In the pursuit of the ongoing educational reforms that include the enhanced basic education curriculum through K to 12 which in its consideration of the College Readiness Standards (CEB Resolution No. 298-2011) has integrated GE courses of higher education programs in the senior high school core courses thus, has created a window for the revision of the current GE curriculum (CHED Memorandum NO. 59 series 1996). The new GE curriculum aims to expose undergraduate students to various domains of knowledge and ways

of comprehending social and natural realities, developing in the process, intellectual competencies and civic capacities;

Pursuant to CEB Resolution No. 192-2013 dated March 11, 2013, the Commission approved the New General Education Program and its appended Brief Explanations of the GE Core Courses, Technical Committees/Panels/HEI Concerns About K-12, HEI Concerns About the new GEC, as revised in response to the suggestions articulated by stakeholders in zonal public consultations held within the period from August 2- September 14, 2012;

This CMO provides the framework and rationale of the revised GE as a paradigm shift and in the context of the K to 12 curriculum based on college readiness standards. It sets the goals, outcomes and competencies, revised core courses and electives. It also includes capacity building for start up and for continuing sustainability program. It is a set of minimum standards for the general education component of all degree programs that applies to private and public Higher Education Institutions in the country.

## **ARTICLE I CURRIULUM OVERVIEW**

General Education is the portion of the curriculum common to all undergraduate students regardless of their major. It exposes them to various domains of knowledge and ways of comprehending social and natural realities, developing in the process:

- Intellectual competencies such as critical, analytical and creative thinking, and multiple forms of expression; and
- Civic capacities demanded of membership in the community, country, and the world.

For this reason, general education is distinct from specialized learning. The former introduces students to different ways of knowing; the latter focuses on a particular discipline. General education is oriented toward broad or wide-ranging understandings, while specialized learning is directed at more theoretical and technical knowledge. As such, general education undergirds the entire undergraduate education curriculum and cannot be expected, by itself, to deliver all the objectives of higher education. The prerequisite to the



success of general education is the consonance of its goals with those of higher education.

## GENERAL AND HIGHER EDUCATION

Of the four missions of Philippine higher education articulated by the Commission on Higher Education, the first precisely describes the goal of general education, namely:

To produce thoughtful graduates imbued with 1) values reflective of a humanist orientation (e.g., fundamental respect for others as human beings with intrinsic rights, cultural rootedness, an avocation to serve); 2) analytical and problem solving skills; 3) the ability to think through the ethical and social implications of a given course of action; and 4) the competency to learn continuously throughout life—that will enable them to live meaningfully in a complex, rapidly changing and globalized world while engaging [in] their community and the nation's development issues and concerns.<sup>1</sup>

The rest of the goals - to produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies aligned with national and, when applicable, international standards; provide focused support for research; and help improve the quality of Filipino life—are also consistent with the purposes of general education. The fundamental purpose of higher education, therefore, is not only to develop knowledgeable and competent graduates in a particular field, but also well-rounded individuals who appreciate knowledge in a general sense, are open-minded because of it, secure in their identities as individuals and as Filipinos, and cognizant of their role in the life of the nation and the larger community.

### **Section 1. Goals and Context of General Education**

General education thus lays the groundwork for the development of a professionally competent, humane and moral person. It also prepares the Filipino for the demands of 21<sup>st</sup> century life and the requisite abilities to anticipate and adapt to swiftly changing situations, to think innovatively, and

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<sup>1</sup> CHED Memorandum Order No. 46 s. 2012, "Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA," 11 December 2012.



create solutions to problems. General education enables the Filipino to find and locate her/himself in the community and the world, take pride in and hopefully assert her/his identity and sense of community and nationhood amid the forces of globalization. As life becomes more complex, the necessity of appreciating the gifts of nature and addressing social problems in the general education program increasingly become more pressing.

In general education the holistic development of the person takes place in overlapping realms:

- Individual, where the student is enabled to develop her/his identity as a person, conscious of her/his talents, rights, and responsibilities toward the self and others;
- Filipino society and nation, where the individual is aware and proud of her/his collective identity, and able to contribute meaningfully to the development of Filipino society at local and national levels;
- Global community, where the Filipino student recognizes and respects the fundamental humanity of all, respects and appreciates diversity, and cares about the problems that affect the world.

In sum, knowing the self, Filipino society, the world, and the environment and how these intersect are the goals of general education.

## Section 2. General Education Outcomes

Categorized into: 1) Intellectual Competencies; 2) Personal and Civic Competencies; and 3) Practical Responsibilities, the proposed General Education Curriculum aims to develop the following competencies-based outcomes.

Category	Competencies
Intellectual competencies	<ul style="list-style-type: none"> <li>• Higher levels of comprehension (textual, visual, etc.)</li> <li>• Proficient and effective communication (writing, speaking, and use of new technologies)</li> <li>• Understanding of basic concepts across the domains of knowledge</li> </ul>



	<ul style="list-style-type: none"> <li>• Critical, analytical, and creative thinking</li> <li>• Application of different analytical modes (quantitative and qualitative, artistic and scientific, textual and visual, experimental, observation, etc.) in tackling problems methodically</li> </ul>
Personal and civic responsibilities	<ul style="list-style-type: none"> <li>• Appreciation of the human condition</li> <li>• Capacity to personally interpret the human experience</li> <li>• Ability to view the contemporary world from both Philippine and global perspectives</li> <li>• Self-assuredness in knowing and being Filipino</li> <li>• Capacity to reflect critically on shared concerns and think of innovative, creative solutions guided by ethical standards</li> <li>• Ability to reflect on moral norms/imperatives as they affect individuals and society</li> <li>• Ability to appreciate and contribute to artistic beauty</li> <li>• Understanding and respect for human rights</li> <li>• Ability to contribute personally and meaningfully to the country's development</li> </ul>
Practical skills	<ul style="list-style-type: none"> <li>• Working effectively in a group</li> <li>• Application of computing and information technology to assist and facilitate research</li> <li>• Ability to negotiate the world of technology responsibly</li> <li>• Problem-solving (including real-world problems)</li> <li>• Basic work-related skills and knowledge</li> </ul>

In practice these outcomes mean, among others, that GE courses extend beyond the orientation of specific disciplines and require higher-level reading, research and writing competencies. In conventional practice these are requirements that GE faculty tend to leave to major courses. Under the proposed GEC, however, these lie at the core of the program

### Section 3. Revised Core Courses

As proposed, the GEC will be reduced to a minimum of 36 units, distributed as follows:

- 24 units of core courses;
- 9 units of elective courses; and



- 3 units on the life and works of Rizal (as mandated by law).

The general education courses maybe taught in English or Filipino.

The eight core courses are described below. Brief explanations of each course are appended to this proposal (Annex A).

#### Description of GE Core Courses

Title	Description
Understanding the Self/Pag-unawa sa Sarili	Nature of identity; factors and forces that affect the development and maintenance of personal identity/ Mga katangian at elemento ng identidad; mga salik at mga puwersa na umaapekto sa paghubog at pagpatnubay sa personal na identidad.
Readings in Philippine History/ Mga Babasahín hinggil sa Kasaysayan ng Pilipinas	Philippine History viewed from the lens of selected primary sources in different periods, analysis and interpretation./ Mga piling primaryang sanggunian ukol sa iba't ibang yugto ng kasaysayan ng Pilipinas, pagsusuri at interpretasyon.
The Contemporary World/ Ang Kasalukuyang Daigdig	Globalization and its impact on individuals, communities and nations, challenges and responses./ Globalisasyon at ang epekto nito sa mga indibidwal, mga komunidad, at mga nasyon; mga hamon at mga tugon.
Mathematics in the Modern World/ Matematika sa Makabagong Daigdig	Nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life./ Mga elemento ng matematika, pagpapahalaga sa mga praktikal, intelektuwal, at estetikong dimensiyon nito; at gamit ng matematika sa araw araw na buhay.
Purposive Communication/ Malayuning Komunikasyon	Writing, speaking and presenting to different audiences and for various purposes./Pagsulat, pagsasalita, at paglalahad para sa iba't ibang madla at iba't ibang layunin.
Art Appreciation/ Pagpapahalaga	Nature, function and appreciation of the arts in contemporary society./ Kalikasan, tungkulin, at



sa Sining	pagpapahalaga sa mga sining sa kasalukuyang lipunan.
Science, Technology and Society/ Agham, Teknolohiya, at Lipunan	Interactions between science and technology and social, cultural, political and economic contexts which shape and are shaped by them; specific examples throughout human history of scientific and technological developments./ Interaksyon ng agham at teknolohiya at ang mga kontekstong panlipunan, pangkultura, pampulitika, at pangkabuhayan na humuhubog at hinuhubog ng mga ito; mga yaman halimbawa ng mga pagbabago na siyentipiko at teknolohiko sa kasaysayan ng sangkatauhan.
Ethics/ Etika	Principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources./ Mga simulain ng ugaling pang-etika sa makabagong lipunan sa antas na pantao at panlipunan at sa ugnayan ng mga ito sa kalikasan at sa ibang kolektibong yaman.

The core courses are inter-disciplinary and are stated broadly enough to accommodate a range of perspectives and approaches. Starting with the self, the courses expand to cover the nation and the world and various ways of comprehending social and natural realities (artistic, scientific, mathematical). Two other important dimensions are given attention: communicating in different modalities and for varied purposes, and basic ethical considerations that enable communities and societies to live peaceably in the face of competing claims, opposing viewpoints, and diverse faiths and cultures.

#### Section 4. General Education Electives

A total of nine units, the elective courses, each must qualify as a GE subject where it must:

1. Conform to the philosophy and goals of General Education as stated in this document;
2. Apply an inter- or cross-disciplinary perspective; and



3. Draw materials, cases or examples from Philippine realities and experiences, and not just from those of other countries.

In addition, the electives must cover at least any two domains of knowledge (arts and humanities; social sciences and philosophy; and science, technology and mathematics). They may not all be taken from a single domain so as to ensure some balance across disciplines and retain the well-rounded character of General Education.

Although GE electives are categorized by knowledge domain, primarily to ensure a balanced and well-rounded course design, the content and perspectives of the GE electives traverse disciplinary borders. Below are some examples.

Mathematics, Science & Technology	<ul style="list-style-type: none"> <li>• <u>Environmental Science</u>. Interrelationships among components of the natural world; environmental problems, their causes, associated risks, preventive measures and alternative solutions</li> <li>• <u>People and the Earth's Ecosystems</u>. Impact of human activities on the environment; consequences of environmental modification on human activity</li> <li>• <u>Human Reproduction: Biocultural and Ecological Perspectives</u>. Human reproduction from the perspective of human ecology; environmental, socioeconomic, and cultural factors that affect human reproduction</li> <li>• <u>Living in the IT Era</u>. Science, culture and ethics of information technology, its influence on modern living and human relationships, and uses for personal, professional, and social advancement</li> </ul>
Social Sciences & Philosophy	<ul style="list-style-type: none"> <li>• <u>Religions, Religious Experiences and Spirituality</u>. Role and impact of religions and spirituality on human history and personal life</li> <li>• <u>Philippine Indigenous Communities</u>. Indigenous groups in the Philippines, their way of life, role in and contribution to Filipino society</li> <li>• <u>Gender and Society</u>. Gender as a social construction, its role in and impact on different facets of societal life</li> <li>• <u>The Entrepreneurial Mind</u>. Meaning and attributes of entrepreneurship (e.g., innovativeness, risk-taking and self reliance), the social role and impact of entrepreneurship</li> </ul>



- Great Books. Selected masterpieces to be read in their entirety
- Philippine Popular Culture. New forms in art, music, and literature arising from opportunities and demands of mass audiences, markets and mass media, and their social, economic, and political contexts
- Indigenous Creative Crafts. Traditional forms of weaving, woodwork and other crafts, where they are done, how and by whom, and their artistic and social purposes
- Reading Visual Art. Visual art including film as text, techniques of reading and analysis

## ARTICLE II TRANSITORY PROVISIONS

### Section 1. General Provision

Prior to the entry of the first batch of Grade 12 students to college in AY 2018-2019, higher education institutions with higher education development assistance of CHED shall prepare the basic requirements in the implementation of the revised GE curriculum as follows:

1. Orientation and training of GE faculty so as to: (i) orient them toward the philosophy of liberal education, away from the disciplinal and remedial thrust of current GE courses; (ii) enable them to teach the core courses using new material; and (iii) recognize best practices in general education.
2. Design of new, interesting, challenging elective courses that satisfy the GE criteria, including the emphasis on competence-based outcomes;
3. Development of up-to-date and appropriate course syllabi, readings, materials and resources; and
4. Development of a Monitoring and Assessment System of GE programs as implemented by the various departments or colleges and universities, including a provision for the regular review of the GE program.

### Section 2. Provision for Transition in Some Private Basic Education Schools



In light of the transition models implemented by some private basic education schools where they re-label the grades, such that students will graduate as early as 2016, the new GE shall be implemented earlier than 2018.

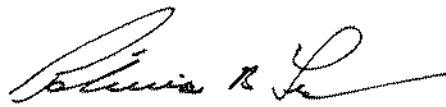
**ARTICLE XIII  
REPEALING CLAUSE**

All previous issuances pertaining to general education curriculum that are inconsistent with the provisions of this CMO are deemed repealed, revoked, or rescinded after the transitory provisions are implemented.

**ARTICLE XIV  
EFFECTIVITY**

This CMO shall take effect fifteen (15) days after the publication in an official gazette or in a newspaper of general circulation.

Issued this 28 day of June 2013.



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



**BRIEF EXPLANATION OF GE CORE COURSES**

1. Understanding the Self. Nature of identity; factors and forces that affect the development and maintenance of personal identity. 3 units.

Adolescence is a developmental stage commonly thought to be a time of physical, emotional, and psychological vulnerability. Foremost among the concerns of this life stage are issues of self and identity. The course is intended to enable the process of exploration and thereby help students arrive at an understanding of the concepts of personality, self and identity. Two major objectives are thus envisioned: the introduction of major theories of personality—its nature, development and dynamics as well as those forces and factors that lead to the formation of a self and identity; and the provision of experiential learning so as to ground these theories and perspectives in students' concerns and issues relating to their personal self and identity.

Thus self-discovery exercises and activities, reflection papers and personal journals will be used as the focal point of lectures and class discussions, thereby providing the foundation and structure for all course learnings. Other learning tools such as personality tests and measures will also be used.

At the end of the course, the student is expected to have acquired: (a) a basic knowledge of personality theories; (b) a better understanding of their personality, self and identity, along with knowledge of the influential forces which impact on these such as gender, culture, family and relationships; and (c) basic skills in managing the self and identity.

2. Readings in Philippine History. Philippine history viewed from the lens of selected primary sources in different periods, analysis and interpretation. 3 units.

The course aims to expose students to different facets of Philippine history through the lens of eyewitnesses. Rather than rely on secondary material such as textbooks, which is the usual approach in teaching Philippine history, different types of primary sources will be used—written (qualitative and quantitative), oral, visual, audio-visual, digital—covering various aspects of Philippine life (political, economic, social, cultural). Students are expected to analyze the



selected readings contextually and in terms of content (stated and implied). The end goal is to enable students to understand and appreciate our rich past by deriving insights from those who were actually present at the time of the event.

Contextual analysis considers the following: (i) the historical context of the source (time and place it was written and the situation at the time), (ii) the author's background, intent (to the extent discernible), and authority on the subject; and (iii) the source's relevance and meaning today.

Content analysis, on the other hand, applies appropriate techniques depending on the type of source (written, oral, visual). In the process students will be asked, for example, to identify the author's main argument or thesis, compare points of view, identify bias, and evaluate the author's claims based on the evidence presented or other available evidence at the time. The course will guide the students through their reading and analysis of the texts and require them to write reaction essays of varied length and present their ideas in other ways (debate format, power point presentation, letter to the author of the source, etc.).

The instructor may arrange the readings chronologically or thematically, and start with the present (more familiar) and go back to the earlier periods or vice-versa.

3. The Contemporary World. Globalization and its impact on individuals, societies and communities, challenges and responses. 3 units.

The course aims to introduce students to the state of the world today and the new global order. What does "globalization" mean both theoretically and from the perspective of individuals and societies affected by global firms, processes, and movements? The phenomenon of globalization is thus examined from a variety of perspectives as well as its effects on traditional cultures and communities, nations and political institutions, and local, national and regional economies.

Students will be asked to identify the challenges posed by globalization and consider responses to these challenges as demonstrated by experiences on the ground. For this purpose, students will produce case studies of communities (in the Philippines and other countries) experiencing the impact of globalization and their respective responses to issues that arise. There are global civil societies engaged in advocacies relating to climate and environmental protection, for



example, human trafficking across borders, the application of advances in science and technology to serve some of the world's poorest communities, and so on. There are, too, communities that have managed, in varying degrees of success, to deal with the effects, good and bad, of globalization.

The course will focus on contemporary global conditions from a Filipino perspective primarily and also as a member of the global community. Through a combination of readings, class discussions, writing and group presentations, the students are expected to formulate an understanding of globalization that is theoretically informed and rooted in the experiences of communities and nations.

4. Mathematics in the Modern World. Nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life. 3 units.

The course begins with an introduction to the nature of mathematics as an exploration of patterns (in nature and the environment) and as an application of inductive and deductive reasoning. By exploring these topics, students are encouraged to go beyond the typical understanding of mathematics as merely a bunch of formulas, but as a source of aesthetics in patterns of nature, for example, and a rich language in itself (and of science) governed by logic and reasoning.

The course then proceeds to survey ways in which mathematics provides a tool for understanding and dealing with various aspects of present day living, such as managing personal finances, making social choices, appreciating geometric designs, understanding codes used in data transmission and security, and dividing limited resources fairly. These aspects will provide opportunities for actually doing mathematics in a broad range of exercises that bring out the various dimensions of mathematics as a way of knowing and test the students' understanding and capacity.

5. Purposive Communication. Writing, speaking and presenting to different audiences and for various purposes. 3 units.

The five skills of communication (listening, speaking, reading, writing, viewing) are studied and simulated in advanced academic settings, such as conversing intelligently on a subject of import, reporting on group work and/or assignments, writing and delivering a formal speech, writing minutes of meetings



and similar documents, preparing a research or technical paper, and making an audio-visual or web-based presentation. In the process, the criteria for effective communication are discussed and used as the basis of peer evaluation of communication exercises in the class as well as for judging communication techniques used by public officials, educators, industry leaders, churches, and private individuals. The purpose of these combined activities is to enable students to practice strategies of communication with a clear purpose and audience in mind, guided by the criteria of effective communication and the appropriate language.

At the end of the course, students should be able to listen, comprehend, critique, and respond to live or recorded conversations, speak in public with confidence, explain extended texts in their own words using examples and other aids to bolster their explanation, write texts ranging from a simple report to a full-length technical or research paper (scientific, social science, or literary, depending on the student's major), and prepare an audio-visual or web-based presentation on an assigned topic.

6. Art Appreciation. Nature, function and appreciation of the arts in contemporary society. 3 units.

The course aims to provide students the opportunity to observe, participate in, or otherwise experience works of art in order to appreciate their role and purpose in life. Students will be exposed to various works of art, ranging from the classical art forms to modern art installations, performance art, indie films, enhanced e-books, and multimedia aesthetics. These works of art will be examined from an aesthetic point of view and also as reflections or critiques of the societies that produced them. The course will thus build upon and hone the skill of understanding, critical appreciation, and expression of one's views.

At the end of the course, students should be able to approach a work of art from a perspective informed by the history and tradition of art and the social milieu in which it was produced as well as the perspective of aesthetics. Such an approach would require a written appraisal of the meaning and value of the works of art taken up in class and possibly some within the immediate vicinity of the student's experience. The written essays must clearly demonstrate not only understanding and appreciation of a specified work of art, but also a sense of the work's importance in life and history.



7. Science, Technology and Society. Interactions between science and technology and social, cultural, political and economic contexts which shape and are shaped by them; specific examples throughout human history of scientific and technological developments. 3 units.

The course is designed to enable students to appreciate, in broad terms, the societal impact of developments in science and technology at the global and national level. This includes a review of the history of science and technology globally—from the prehistoric era all the way to today's advances in sciences and technology—and similarly in the Philippines, including science policy. The historical survey, which is grounded on an understanding of basic science concepts, will examine how these developments have affected the course of human society: politically, economically, and socially (including culturally).

The second part of the course focuses on current issues arising from the application of science and technology, how such applications relate to ethical and political decisions in both the public and private sector, and their effects (positive and negative) on society and life in general. Examples of issues that can be taken up are:

- Climate change
- Food security
- The environment and natural resource management
- Biotechnology including genetic engineering
- Medical ethics (human experimentation)
- Health policy
- Neurobiology
- The revolution in ICT
- Intellectual property rights over patents and discoveries from bioprospecting
- Weapons of mass destruction
- Impact assessment of technology

The course entails a variety of readings, group discussions, and research, culminating in a presentation of findings regarding a particular issue.

8. Ethics. Principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources. 3 units.



The course introduces students to the ethical dimension of human existence at various levels—personal, societal, environmental, and cultural. What is ethics, how is it framed and practiced, and what is its value to society and the person are the major questions the course seeks to answer. The first part lays the groundwork—the meaning of ethics—and leads students through the analysis of human experience, linking it to elements of the ethical dimension. Part one of the course culminates in the students' ability to translate human experiences into ethical cases.

The second part of the course takes students through the various classical ethical frameworks—utilitarianism, deontological ethics, virtue ethics, and natural ethics—providing them with the tools by which to articulate and analyze the ethical cases they constructed. These frameworks also embed sets of values that students will be asked to examine. This portion of the course culminates in the students' ability to express their constructed ethical cases in the language and form of particular ethical frameworks.

The last part guides students through the analysis and evaluation of the strengths and weaknesses of the various ethical frameworks and their value to human life and society. The end goal is for students to be able to make informed decisions on their constructed ethical cases.

The course will require considerable reading, discussion and writing, as students learn about ethical frameworks, raise questions, reflect, comment upon, and evaluate the frameworks and ethical cases they construct in class.



## RATIONALE FOR CHANGE

Changed internal and external conditions have prompted the revision of the present general education program. The external factors:

Today's world, as Carol Schneider, president of the Association of American Colleges and Universities, puts it, is no longer a 'multiple-choice' world; instead, 'big-picture thinking' is in demand<sup>2</sup> amid the complexity of life and the massive explosion of knowledge across all fields. The globalized, technology-driven world order, with effects both good and ill, has also spawned different types of realities and problems that individuals and societies are expected to deal with in different facets of life. Issues of health, climate change, crime, and socio-economic disparity are no longer confined to national borders, making a broad understanding of the world imperative. At the same time, to make sense of the world, perspectives must be grounded in home realities and securely anchored on a sense of personal and national identity and self-understanding.

These external changes in turn impose new demands on higher learning. The GEC must make room for some flexibility (in contrast to its present fully-prescribed structure) so that students are able to adapt to changing conditions. The curriculum must broaden the student's horizon for understanding humanity, life and the world today in all their diversity and complexity. A keener ability to conceptualize, reflect, analyze, and create solutions in a collaborative way is also in order, as is the ability to connect developments and appreciate nuances beyond tailored responses to longstanding problems that metamorphose over time into new and possibly more injurious forms.

Internally, the rationale for revising the GE curriculum stems from the need for a more holistic and less disciplinary program than what exists at present, where goals are described by separate knowledge domains instead of as a whole,

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<sup>2</sup> Carol Geary Schneider, "In Defense of a Liberal Education," *Forbes*, 10 August 2009 <<http://www.forbes.com/2009/08/10/liberal-arts-education-curriculum-degree-opinions-colleges-geary-schneider.html>> Accessed 31 May 2010.

and where courses tend to be taught as introductory or foundation courses of the discipline rather than as general education courses.

Moreover, the present GEC requires remedial courses such as in math and communication that detract from the liberal education character of the program. Instead the general education attends to basic knowledge and skills that ought to have been learned in basic education. Two significant developments in the country's educational system, however, warrant a serious revision of the GEC, namely:

- College readiness standards developed by the CHED Technical Panel on General Education, approved by CHED and adopted by the Department of Education; and
- K-12 basic education curriculum, which hinges on college- and work-ready (drafted by TESDA) standards that define the content and competencies that Grade 12 students must have acquired upon graduation.



**COLLEGE READINESS STANDARDS GOALS**

Overall, college readiness standards expect K-12 education to connect the individual student with local, national and global communities, concerns, and challenges. Concretely, K to 12 graduates should be able to:

1. Produce all forms of texts (e.g., written, oral, visual, digital) based on:
  - Solid grounding on Philippine experience and culture;
  - An understanding of the self, community, and nation;
  - Application of critical and creative thinking and doing processes;
  - Competency in formulating ideas/arguments logically, scientifically, and creatively; and
  - Clear appreciation of one's responsibility as a citizen of a multicultural Philippines and a diverse world.

2. Systematically apply knowledge, understanding, theory, and skills for the development of the self, local, and global communities using prior learning, inquiry, and experimentation;

3. Work comfortably with relevant technologies and develop adaptations and innovations for significant use in local and global communities;

4. Communicate with local and global communities with proficiency, orally, in writing, and through new technologies of communication; and

5. Interact meaningfully in a social setting and contribute to the fulfillment of individual and shared goals, respecting the fundamental humanity of all persons and the diversity of groups and communities.

The specific goals are framed within the subject areas, and were approved by CHED in 2011.<sup>3</sup>

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<sup>3</sup> CHED CEB Resolution No. 298-2011, 28 October 2011.



## SENIOR HIGH SCHOOL CURRICULUM AND GENERAL EDUCATION

The college readiness standards serve as the partial basis of the curricula of Grades 11 and 12, especially for students aiming to take higher education. In broad strokes (since the details are still in the process of finalization), the senior high school curriculum possesses the following features.

1. It consists of: (i) a core curriculum for all SHS students consisting of subjects in English (108 hours), Filipino, literature, communication, mathematics, natural science, social science, and philosophy, which conform to the college readiness standards; and (ii) three tracks that will prepare the student for either work or college.

2. Students shall choose from among three tracks: (i) Technical-Vocational-Livelihood (TVL); (ii) Academic (humanities, education and social sciences (HESS); science, technology, engineering and math (STEM); and business, accountancy, and management (BAM); and (iii) Sports and Arts.

The specific subjects within the different strands of the academic track are currently being fleshed out. The academic track as a whole appears in Table 2 (next page).

Putting the college readiness standards together with the foregoing features of the senior high school curriculum, one can safely assume that:

- Core subjects in grades 11 and 12 will consume the remedial courses in the present GE curriculum, especially in communication, mathematics and science; and
- Certain specialized courses in the academic track will exceed the remedial level of current GE courses.

As a result of changes in the basic education curriculum, portions of the present GE program will become unnecessary or irrelevant.



Senior High School Curriculum Academic Track<sup>4</sup>

Subject		Grade 11		Grade 12		Total Hours
		1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	
Core Curriculum	English	54	54			108
	Filipino	54	54			108
	21 <sup>st</sup> Century Regional Phil Lit			54		
	21 <sup>st</sup> Century World Literature				54	
	Media and Information Literacy			54		
	Math	54	54			
	Philosophy of the Human Person				54	
	Life/Physical Sciences	54	54			
	Contemporary Issues	54	54			
Tracks	Strands	108	108	270	270	756
Total Hours		378	378	378	378	1,512
Hours/Day		4.2	4.2	4.2	4.2	

<sup>4</sup> Approved by Education Secretary Armin Lustrero and CHED TP Chairs, 5 December 2012.



## DIFFERENCES BETWEEN PRESENT AND THE REVISED GENERAL EDUCATION CURRICULUM

The revised GEC differs from the present curriculum in the following ways. First, the new GE program has clearly articulated goals and outcomes. In general education the conventional emphasis has been the structure and content of required GE courses. Rarely do higher learning institutions take a look at the teaching and learning processes that take place, which, in practice, translate into outcomes. The GE Technical Panel has taken note of this omission and proposes the outcomes outlined earlier.

Second, because it is outcome-oriented, the proposed GEC highlights competencies in addition to the standard emphasis on content. GE history, for instance, will not just entail factual knowledge but also critical competencies ranging from detecting bias, appreciating the effect of perspective on the construction and understanding of history, and interpreting facts.

Third, the revised program is leaner and more in keeping with the liberal nature of general education. From the current requirement of 63/51 units, a minimum of 36 units of courses is proposed across the three basic domains of math and science, social sciences and philosophy, and arts and humanities. The proposed GEC strips away remedial courses, those that duplicate subjects in Grades 11 and 12, and introductory courses to the disciplines.

Finally, the new GE program provides an element of choice through nine units of elective courses. The electives can accommodate a university's particular philosophy and address new developments that students must know. In this manner the GE program remains current and perhaps even futuristic, preparing students for life in this century.



## IMPLEMENTATION AND TIMETABLE

The GE courses need not be taken all in one year; they can be scheduled across the years for optimum effectiveness as determined by the department, college or university.

The new GE curriculum will take effect in AY 2018-2019 or when the first batch of Grade 12 students graduate. Within this time frame, it is imperative that higher education institutions consider and prepare the requirements of the revised GEC, namely:

- Orientation and training of GE faculty so as to: (i) orient them toward the philosophy of liberal education, away from the disciplinal and remedial thrust of current GE courses; (ii) enable them to teach the core courses using new material; and (iii) recognize best practices in general education.
- Design of new, interesting, challenging elective courses that satisfy the GE criteria, including the emphasis on competence-based outcomes;
- Development of up-to-date and appropriate course syllabi, readings, materials and resources; and
- Monitoring and assessment of GE programs as implemented by the various departments or colleges and universities, including a provision for the regular review of the GE program.

The timetable followed by the TPGE\* is as follows.

To Be Done	'12	'13	'14	'15	'16	'17	'18
Public consultations (TCs, TPs, HEIs)	■						
Finalization of GE curriculum		■					
Submission of GEC for approval		■					
Preparation of course materials		■	■				
Formulation of training design		■	■				
Training of GE faculty			■	■	■	■	
Design of monitoring and assessment scheme					■	■	
Implementation of new GEC							■



## DOCUMENTATION OF PUBLIC CONSULTATIONS

## 1. PUBLIC CONSULTATIONS, AUGUST-SEPTEMBER 2012

## HEI CONCERNS ABOUT K-12

Senior high school pathways	<ul style="list-style-type: none"> <li>• Is DepEd prepared to cater to different streams in senior high school for technical/vocational programs and degree programs in various disciplines?</li> </ul>
Entrance tests and student preparedness for college	<ul style="list-style-type: none"> <li>• Is there legislation that says those who complete 12 years of basic education are automatically admitted to college?</li> <li>• Is it possible to offer two entrance exams: one for entry into senior high school, and another for college? Will the NCEE or a similar test be worked out to ensure that Grade 12 graduates are ready for college?</li> <li>• If a student takes the technical/vocational track in senior high school, can s/he take science in college?</li> </ul>
Teacher preparedness for senior high school	<ul style="list-style-type: none"> <li>• Who will teach the physics and calculus courses in senior high school?</li> <li>• In general, are high school teachers ready for the Grades 11 and 12 curricula? Can they comply with the college ready standards</li> </ul>
HEI faculty teaching senior high school	<ul style="list-style-type: none"> <li>• In light of the present capabilities of high school teacher, HEIs should be allowed to teach Grades 11 and 12.</li> <li>• Can they without having to go through the 'modeling' approach adopted by the Department of Education?</li> <li>• If HEI faculty who will teach technical subjects in senior high school must possess NC1 and NC2 credentials, must those who teach the academic track pass the LET? Some HEIs are giving their faculty a crash course in education subjects so that they can qualify for the LET.</li> </ul>



## 2. PUBLIC CONSULTATIONS, AUGUST-SEPTEMBER 2012

## TECHNICAL COMMITTEES/ PANELS/ HEIs CONCERNS ABOUT THE NEW GEC

Prior to the nationwide public consultations, the TPGE consulted the CHED Technical Panels and Committees on 2 August 2012. More than 200 took part in the day-long consultation.

Table 5. Number of Attendees in Consultation with Technical Committees/Panels, 2 August 2012

Technical Panel/Committee	Number of Attendees
Criminal Justice Education	12
Business Education	20
Humanities	17
Teacher Education	6
Social Sciences	9
Non-Conventional Higher Education	4
Health-Related Programs	27
Information Technology	9
Architecture	9
Engineering	14
Maritime	5
Agriculture	12
NAFES	3
Science and Mathematics	20
CHED NCR office	9
CHED OPS/CHEDCO	39
Total	215

The proposed GEC was generally welcomed. No negative opinion or opposition was expressed. One principal concern, however, is the need to train GE faculty, especially those who will teach the core courses as these are not only different but also challenging. Assistance will also be needed by some HEIs in the formulation of their GE electives. A couple of participants asked about the absence of their disciplines (e.g., music, philosophy) in the core courses and the need for an emphasis on civics and cultural literacy. Other questions had to do



with whether existing requirements such as the Rizal course and NSTP, which are mandated by law, and PE can be moved to senior high school.

### 3. PUBLIC CONSULTATIONS WITH HEIs

Following the meeting with CHED panels, the TPGE held public consultations with stakeholders in August and September 2012. A total of 708 individuals from 561 HEIs and 44 other individual stakeholders took part in the consultations (see table next page).

Like the CHED Technical Panels, the HEIs expressed some apprehension about the impact of K-12, particularly Grades 11 and 12, on higher education. Although these questions lie outside general education, they are presented in Annex B because they could have an effect on the GE program and also because the participants asked that these issues be referred to the Commission.

Table 6. Number of Attendees in Nationwide Public Consultations, August-September 2012

Consultation Site/Date	Region	Number of Attendees		
		From HEIs		Other Individuals
		Individuals	HEIs	
Luzon (CHED head office) 14 September 2012	NCR	198	109	7
	I	18	12	1
	II	17	13	1
	III	38	28	1
	IV-A	54	42	1
	IV-B	1	1	3
	V	26	23	2
	CAR	9	47	1
Visayas (Crown Regency Hotel, Cebu City), 7 Sept 2012	VI	16	10	1
	VII	111	93	4
	VIII	38	30	1
Mindanao (Grand Men Seng Hotel, Davao City) 31 August 2012	IX	7	4	1
	X	12	9	1
	XI	104	90	12
	XII	34	28	2
	CARAGA	9	9	1
	ARMM	16	13	4
Total Number		708	561	44

The second set of questions raised during the public consultations dealt with the proposed GE program, such as:

- Tension between general and major courses
- Flexibility and number of units of GE units
- Standardized course content
- Removal of remedial courses
- Implementation date
- GE materials
- Displacement of GE faculty owing to the reduced number of GE courses

	Query/Comment	Response
Tension between general and major courses	With the reduced number of GE units, HEIs might increase the number of their major courses, resulting in a tug-of-war between general and specialized education. Do HEIs have the option to offer more than the 36 GE units so that the role of GE in higher education is not diminished?	The proposed GEC provides for a minimum number of 36 units. HEIs may add courses to the required minimum.
Flexibility and number of units	<ul style="list-style-type: none"> <li>• Some HEIs require more than the current requirement of 63/51 units. If the total number is reduced to 36 units as proposed, what will happen to the other liberal arts courses currently in place?</li> <li>• Can we be allowed to add institutional courses especially among private schools? If yes, how do we standardize/limit the number of these institutional courses?</li> <li>• Is it right to say that HEIs may</li> </ul>	<ul style="list-style-type: none"> <li>• Existing liberal arts course, provided their character is consistent with general education (and they are not remedial, they are not introductory disciplinary course), may be offered as GE electives.</li> <li>• Yes since the proposed number of GE units is the minimum, and if the institutional courses are liberal education in nature. The HIE will have to set its own limits on the number and content of the</li> </ul>



	add other elective course on top of the 9 units mentioned?	institutional courses. • Yes.
Removal of remedial courses	Instead of term 'remove' remedial course from the GE program, why not we use 'adjust' these course because we can expect that certain students will still need remedial help. HEIs will have to be flexible.	Remedial course have no place in GE. Should some students still require remediation, it is the HEI's responsibility to offer bridge course without credit or as prerequisites to the GE.
Standardize course content	Are we also to standardize the content and implementation of the core courses, such as, for example, the readings in Philippine history?	Once the GE revisions are approved, the TPGE will work out the syllabi, course materials and readings for the core courses. HEI may, of course, enrich the readings with other material. In this manner the basic content will be satisfied. As for the implementation of the GEC, this will primarily be the responsibility of the HEIs. The TPGE will design a monitoring and review scheme in consultation with the HEIs to ensure that the program runs as planned.
Start of Implementation	Is 2018 the correct date of implementation of the new GE or should it not be 2016?	2018 is when we expect graduates of the regular and full implementation of K to 12. But it is true that even now, there are private basic education schools implementing a so-called transition program where they re-label the grades so as to comply with the 12 required grades. In this case some students will graduate as early



		as 2016. The TPGE will therefore suggest that the CMO on the new GE indicate implementation earlier than 2018 in light of the transition models by private schools.
GE Materials	Ensure that materials (syllabi, readings etc.) become available to all regions because some, like Region V, have had difficulty accessing materials.	The materials will be uploaded on the CHED website to ensure maximum access.
GE faculty displacement	What is the stand of CHED regarding the GE faculty who face the likelihood of displacement with the reduced number of GE units?	Faculty can either join their disciplinal program or undergo re-tooling so as to remain in the GE program and teach either core or elective course.

It is important to emphasize that after all the discussions, the public hearings concluded with the participants' acceptance of the proposed GEC.



**THE UP GENERAL EDUCATION PROGRAM (2013)  
A Proposal**

***UP's Liberal Education and the GE Program: A Historical Overview***

Liberal education is the bedrock on which the University of the Philippines rests (Kintanar 1991, 123).<sup>1</sup> It is also the very philosophy that is at the core of our GE Program which, despite having been reworked to be more responsive to the changing times, has always remained true to the ideals of liberal education.

Rafael Palma, the first UP president who elaborated on the concept of liberal education also articulated its crucial role in the development of the Philippine nation. In his inaugural address in 1925, he explained that this kind of education should not only provide the students with a “broader outlook on God, man, and events” but also develop their “acumen and quickness of mind,” a skill which will enable them to fully understand specific “practices of a certain professional or technical activity.” The latter, he claimed, was “nothing more or less than the specific utilization of general cultural attainment”(in Kintanar 1991, 124). Thus, the liberal education tradition of UP has, from its very conception, envisioned scholars characterized by open mindedness and “strong habits of mental discipline”( in Kintanar 1991, 124). This is the education that made UP an embodiment of the people’s efforts to become a nation.

Twenty-six years later, President Vidal A. Tan underscored the importance of liberal education in the creation of an educational system that was “spiritual and cultural in emphasis.” It was a kind of spirituality anchored on the “deep-seated customs, virtues, and traditions”( in Cortes 1985, 306). Liberal education enabled the scholar to know not merely “the facts and the accomplishments and ideas of the masters” but also the “various disciplines” and approaches used in the social sciences, humanities, the natural sciences, and mathematics.

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<sup>1</sup> The College of Liberal Arts, established in 1910, was tasked to immediately “prepare “ the students for the professions by providing courses informed by the liberal education philosophy. These subjects were Logic, English, History, Music, all of which had a “humanistic and general culture orientation” (Kintanar 1991, 122).

The “liberalizing influence of great literature” was likewise fundamental in the University’s envisioned education (in Cortes, 1985 306).<sup>2</sup>

Educational reorganization and curricular reforms constituted the primary goal of Vicente G. Sinco who took on the helm as UP President in 1958. To be best institution in the country, UP had to focus on three main areas, one of which was its liberal or general education program.<sup>3</sup> The times called for a general liberal education program that would be at the core of the students’ training in order to be “enlightened and free citizens” (in Guerrero 1985, 356). Every student was expected to understand “materials of great value<sup>4</sup>,” understand his/her history, culture, and society, perceive “the nature of science as an intellectual process,” think critically, make sound judgments, and communicate effectively (in Guerrero 1985, 356). This program therefore included “those disciplines that have relevance to a better understanding of man as a unit of civilized society and as a member of a democratic society” (in Guerrero 1985, 356). As a critical component of UP’s education, the GE was conceived as a “the intervening factor that works for harmony, order and understanding among the different elements constituting our social system” (in Kintanar 1991, 130).

In the early 60s, when President Carlos P. Romulo presented his plan to make UP the best university for the Filipinos, he explained that a general education went beyond formal course work, prescribed syllabi, and classroom attendance. Liberal education was a way of thinking and the liberally educated student had to “think and live his education, wherever he is and whatever he is doing” (in Kintanar 1991, 132). Moreover, it was also important for the GE program to expose the students to the achievements not only of the Philippines, but also of those of its Asian neighbours. Such consciousness, complemented by the attitudes and skills strengthened by GE courses, constituted a strong foundation for the student’s “professional

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<sup>2</sup> Under Tan’s term, the groundwork for a GE program at the College of Liberal Arts was laid, but it was the next administration that carried out the plans (Kintanar 1991, 129).

<sup>3</sup> The other two were training for the professionals and research work (in Guerrero 1985, 355)

<sup>4</sup> Its aim was also to expose students to “the best that has been thought and said” in Asia and in the West” (in Kintanar 1991, 130)

pursuits” and will eventually be useful “in any endeavour. ” Like his predecessors, Romulo wanted an education characterized by a “spirit of free inquiry,” in the context of a strong sense of personal and national identity (in Kintanar 1991, 133).

The succeeding UP Presidents recognized the basic tenets of liberal education in their respective efforts to uphold the intellectual integrity of the University. During the tumultuous years of his presidency between 1969-1975, Salvador P. Lopez reiterated the core values of liberal education: “academic and intellectual freedom, nationalism, and search for truth” (in Kintanar 1991, 133). In its aim to achieve academic excellence, it was imperative that UP continue in its “tireless pursuit of knowledge”(in Evangelista 1985, 447).

Replacing Lopez in 1975, Onofre D. Corpuz echoed his predecessor’s ideas on the role of UP in the search for truth. Corpuz pointed out that the “intellectual life of the University” was grounded on the continuous “seeking, and questing, for ideas” (in Endriga 1991, 505). Nonetheless, he made clear that this “has nothing to do with warring opinions” because the University must not offer itself as a cockpit for fighting ideas, especially if those ideas are merely orthodoxies for, or orthodoxies against, an issue of partisan nature.” It was important for UP to constantly “engage in the politics of ideas” but it should encourage the discussion of unorthodox views because as a premiere University, it was a “catalyst and an enriching agent” (in Endriga 1991, 505).

Still reeling from the effects of Martial Law, the University in the 80s experienced major changes in its system, both academic and administrative. Edgardo J. Angara vowed to make UP a “source of national pride” and a recognized academic institution in the international community; UP was to be the “source of alternative ideas and a crucible for their refinement and adaptation to our own Philippine context ” (in Bauzon 1995, 548). The three-way split of the College of Arts and Letters was lamented upon by the faculty of Humanities and the Social Sciences who felt that this could only result in the “fragmentation of knowledge in the arts and sciences , thus damaging the sense of wholeness and unity which is at the heart of liberal

education” (in Kintanar 1991, 136). This notwithstanding, the new GE program was geared towards bridging the arts and sciences. As a common experience of all UP students, a new program was adopted by all units and had for its major objective the infusion of “a passion for learning with a high sense of moral and intellectual integrity (in Kintanar 1991, 137).”

The years of Martial Law eroded the democratic ideals and moral fiber of the nation and tested the educational institution’s integrity and resilience but the University’s uncompromising determination to uphold its ideals prevailed. In response to the new challenges, UP championed “values that make life humane, meaningful and purposive” because these “values are considered more important educational results than the cognitions which each discipline contains and which may easily be forgotten” (in Kintanar 1991,137).

It was under Angara’s term that the multidisciplinary and interdisciplinary approaches of the GE program were solidified. These were concretized in the coordination of several departments teaching courses in the Sciences and Social Sciences. For example, the course Science, Technology, and Society was envisioned to be handled by faculty from the mentioned disciplines, and eventually from the humanities (in Kintanar 1991, 137).

The dialogue among disciplines was likewise reiterated by the Revitalized General Education Program (RGEP) under President Francisco Nemenzo’s administration which encouraged the development of interdisciplinary courses and proposed the creation of a central GE “Council” to monitor the GE offerings and programs of the University. He was likewise one with Romulo’s idea on basic or general education and its goal to prepare “students for lifelong learning” (Re-examining UP’S General Education Program 2010,11). Like other UP Presidents who believed in providing the students with basic knowledge, Nemenzo stressed that “premature specialization at the undergraduate level might only result in the production of half-baked technicians”( Re-examining UP’S General Education Program 2010,11). This concern for liberal education remained at the core of UP education despite the drastic changes in its GE program.

The changes in the program, according to Nemenzo's successor, President Emerlinda R. Roman were inevitable considering the developments in the liberal education in the United States, after which our very own educational system was patterned. The RGEP that the University adopted in 2001/2002<sup>5</sup> (some CUs in 2001, some in 2002) thus reflected the "cafeteria model" of the U.S. GE program approach which "either specific[ed] three or more subject areas within which courses may be taken or disregard[ed] requirements all together" (Re-examining UP'S General Education Program 2010,11). UP adopted the latter and gave the students the freedom to choose five GE courses in each of the following domains: Humanities, Social Sciences, and Math, Science and Technology.

Although UPD, UPM, and UPMIN had a slightly different GE framework from UPLB and UPV, all units shared the fundamentals of general education earlier articulated by former UP presidents in their discussions on liberal education. The RGEP had the following objectives: to broaden the students' intellectual horizons, balance nationalism with internationalism, develop an awareness of various ways of knowing/disciplines, and teach integration of knowledge and skills. The latter covered quantitative and other forms of reasoning, interpretative and aesthetic modes/approaches, communication skills (both oral and written), and creative, independent, and critical thinking. Looking back at UP's history, it is clear that the RGEP also embodied the objectives, modes of inquiry and competencies integral to liberal education.

Seven years after the implementation of the RGEP, the program had to be reviewed in the context of its ideals and implementation problems. Changes were necessary but these had to be carried out "without undermining the spirit that underlies liberal education" (Re-examining UP'S General Education Program 2010, 24). The efforts to evaluate the program were spearheaded by Roman's administration which studied the results of the cafeteria model in

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<sup>5</sup> The new Program was a result of the GE review in 2001. Prior to this, the program though was also revisited in 1991, 1992, and 1995.

American universities.<sup>6</sup> In 2012, without changing the RGEP framework,<sup>7</sup> UPD decided to adopt a new GE Program which required the students to take a number of specific courses under each domain: Eng 10, Comm 3, and Fil 40 under the Humanities Domain, Kas 1 and Philo 1 under the Social Science and Philosophy Domain, and STS and Math 1 under the Math, Science, and Technology Domain. The unit felt that students needed these basic courses to assure their knowledge in history, literature, and logic which were to be complemented by their skills in communication

It is thus clear in the evolution of UP's GE program that despite the changes and modifications that have been made over the years, liberal education has always remained at its core.

This year, the University faces a great challenge. Anticipating the profound effects of the K12 program, we now confront the inevitable changes in the country's educational system. Many, if not most of our higher educational institutions are cynical about the quality of students we will have beginning 2018, but this should not deter us from reconfiguring our GE program. Amidst the realities of our educational system, all of which are results of socio-political and economic forces, we are placed in a position to rework our GE Philosophy, keeping in mind the essence of UP's liberal education.

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<sup>6</sup> President Roman reviewed some revised undergraduate programs in the U.S. and discovered that although students were allowed to choose their GE courses, some universities started to require courses on "writing, a foreign language, and American Government either as part of the GE requirement or in addition to it." Other universities strongly recommended the enrolment in courses in US History, Constitution and American Ideals. In fact, in Harvard University, History was integrated in the new GE program. According to the faculty, students must take "at least one course 'engaged substantially with the study of the past, a move that was seen as largely symbolic and a concession to those who felt the new curriculum was a present-day curriculum'" (Re-examining UP'S General Education Program 2010, 11).

<sup>7</sup> One of the weaknesses of the RGEP administration as noted by President Roman in her Systemwide conference speech "is the absence of an accountable person or unit, i.e. "the unit or person to blame". Having a GE czar—who is mandated to fight for the GE and Tatak UP vis-à-vis the interests of major disciplines; to monitor the teaching of GE and initiate interventions and research that would improve it across units and campuses (e.g. mentoring etc); to review courses regularly with the power to delist those that do not hew closely to the objectives of the program; to incorporate good features of past GE programs including relevant elements of the old university college; and to provide both systems of incentives and penalties—seems to be imperative at this juncture." (Re-examining UP'S General Education Program 2010, 24).

We find ourselves hemmed in by forces of globalization which have pushed for a greater disciplinal outlook and strengthened specialization in learning and production of knowledge. Although these have already been problematized since Palma's time, the 21<sup>st</sup> century has definitely intensified the compartmentalization of knowledge. At the core of the the new GE Program we propose is still the tradition of liberal education, embodying the belief that a liberally educated student "is marked by a general cultivation, by certain scholarly traits, and by an attitude toward learning and the process of thought"(Tenmatay 1961, 34).

In light of the implementation of the K12 that will incorporate the skills courses in the various disciplines, particularly in the last two years of basic education, eight courses that provide broader and integrative perspectives would sufficiently complement the basic education of students. As an answer to the problem of excessive specialization of disciplines and the high demand for technical skills, the new program emphasizes an interdisciplinary approach, one which will link the sciences, social sciences, mathematics, and the humanities. This integrative approach of the GE program, complemented by the areas of specialization will ensure that UP education fulfils its mission as an engine of progress in nation building.

### ***General Education Philosophy***

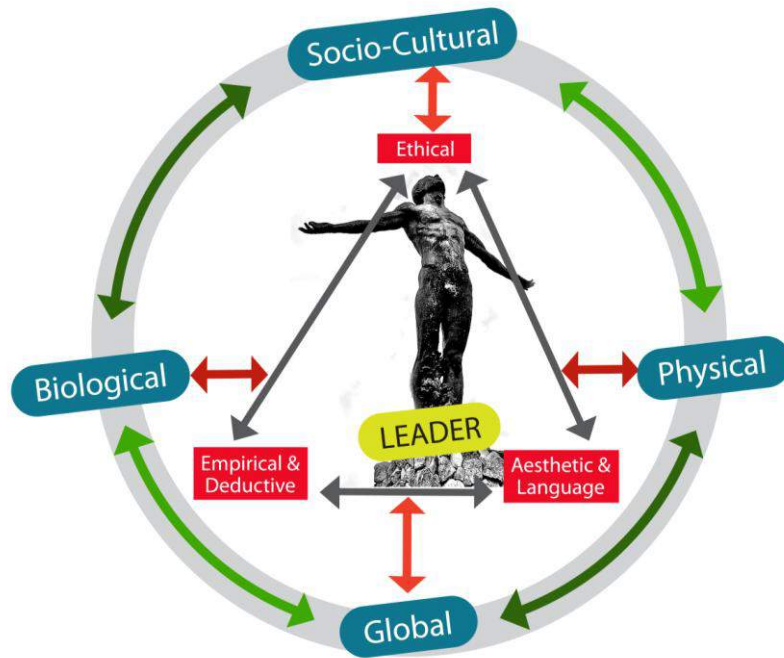
At the heart of liberal education is the UP General Education Program which aims to provide our students with a *broad perspective* that would enable them, outside their own field of specialization, to *engage with issues* and realities of their own times as citizens with sturdy moral and intellectual integrity. That broad perspective implies various approaches or ways of looking at things, concomitant with discernment and good judgment, whereby is enhanced the ability to create, innovate, and communicate for the production of knowledge and the actual implementation of advocacies and projects. The General Education Program, sensitive to the synergistic relationship between the sciences and the humanities, would therefore effect the marriage, as it were, of lofty ideals and constructive action for the common good.

Although it is obvious that everyone is, from childhood, shaped and continues to be shaped or transformed by many factors (one's schooling not the least), still the General Education Program (core and elective courses) aims to:

1. instill a passion for learning and reading, and an understanding of the nature of art, science, philosophy, and culture;
2. develop critical, dialectical, and integrative thinking necessary for examining ideas and values and making sound judgments;
3. inculcate the value of respect for self, others, and the environment;
4. nurture love for country based on our unique historical experience as the inner source of our strength and the basis for our cultural mooring and national identity;
5. motivate and challenge the student to serve the nation with utmost dedication and integrity;
6. enkindle an activism strongly founded on moral conviction where one's action, whether as leader or team-player, is rational and responsible; and
7. foster an aspiration to be a peace-loving citizen of our country and of the world, tolerant, compassionate, and judicious in behavior, speech, and action;

The qualities of mind and traits of character that the General Education Program aims to achieve are precisely the distinctive internalized attributes of the U.P. graduate. Needless to say, such an outcome or result of the students' entire academic course in U.P. depends much on the competence and enthusiasm of our faculty and the maturity and diligence of our students. Any Program is of course, above all, its faculty and their commitment to teaching and scholarship.

## GE Framework



### Objectives

1. To instill a passion for life-long learning and reading
2. To broaden intellectual & cultural horizons
3. To foster nationalism balanced with internationalism
4. To deepen the capacity for the integration of knowledges & of skills

### Methods of Inquiry

1. Empirical & Deductive Forms of Reasoning
2. Interpretive & Aesthetic Approaches
3. Ethical Reasoning

### Competencies and Values

1. Communication (Oral, Visual, Written, Digital & Performative)
2. Independent, Creative, Critical, Dialectical and Integrative Thinking
3. Integrity, honor, and excellence

## **Number of GE Courses**

The total number of GE courses is 36 units, 24 units are core and 12 units are elective.

### **Suggested Categories of Core Courses**

1. Living Art and Culture: Interpretive and Aesthetic Understanding
2. Self and Society
3. Mathematics, Culture and Society
4. Ethics
5. Living Systems
6. Understanding the Physical Universe
7. Science, Technology and Society
8. The Life and Works of Rizal

## ANNEX 4

### List of Participants

ABARA Ma. Nerissa M.	College of Science
ABIERA Aura Berta A.	College of Arts and Letters
ABRERA Maria Bernadette L.	College of Social Sciences and Philosophy
ALFELOR Ana Marie C.	UP Diliman Extension Program in Pampanga
ALMAZAN Rainier V.	College of Social Work and Community Development
ALMORO Percival F.	College of Science
ALONZO Rosario I.	College of Education
AMOR Evangeline C.	Office of the University Registrar
ANGELES Adrian A.	College of Engineering
APOLINARIO Rhea Rowena U.	School of Library and Information Studies
ARCEO Carlene P.	College of Science
ARCILLA Carlo A.	College of Science
ARGUELLES Nico Paolo P.	College of Arts and Letters
ARSAD Nefertari A.	Institute of Islamic Studies
ATIENZA Glecya C.	College of Arts and Letters
AUSTRIA Celia M.	UP Baguio
AUSTRIA Romanlito S.	College of Fine Arts
BAGARINAO Ricardo T.	UP Open University
BAILON Rowena Q.	College of Social Sciences and Philosophy
BALDO-CUBELO Julianne Thesa Y.	College of Mass Communication
BALISTA Junius Andre F.	UP Los Baños
BALMACEDA Jose Maria P.	College of Science
BANTANG Johnrob Y.	College of Science
BANZON Ronald S.	College of Science
BARIA Rosario M.	UP Los Baños
BARIL Joselito A.	UP Los Baños
BARRIOS Erniel C.	School of Statistics
BASCOS Neil Andrew D.	College of Science
BAWAGAN Aleli B.	College of Social Work and Community Development
BIEN Juliet R.	UP Manila
BOLINAO Ma. Luisa D.L.	College of Social Sciences and Philosophy
BO-OT Luis Maria T.	College of Science
CADIZ Nina M.	UP Los Baños
CALINAWAGAN Czarina A.	UP Baguio
CARAGAY Jocelyn T.	College of Social Work and Community Development
CARIÑO, Florida A.	College of Science
CATALIG Miguel Antonio P.	UP Manila
CAYABYAB Cristina Maria P.	College of Arts and Letters
CLARETE Ramon L.	School of Economics
CLAUDIO Gil C.	College of Science
CONGJUICO Theresa S.	College of Mass Communication
COX Christine R.	College of Mass Communication
CUNANAN Farah C.	College of Social Sciences and Philosophy
DALISAY John Dewitt E.	College of Engineering
DALISAY Soledad Natalia M.	College of Social Sciences and Philosophy
DATUIN Flaudette May V.	College of Arts and Letters
DAVID Laura T.	College of Science
DAVID Rommel Aries T.	College of Arts and Letters
DE GUZMAN Ines A.	College of Home Economics
DE GUZMAN Odine Maria M.	College of Arts and Letters
DE JESUS Rameses A.	UP Diliman Extension Program in Pampanga

## List of Participants (cont'n.)

DE LUNA Teresa Paula S.	College of Arts and Letters
DE OCAMPO Anna Melinda T.	College of Arts and Letters
DE PANO Jose Carlo G.	College of Arts and Letters
DEANG Richard Karl S.	College of Arts and Letters
DECENTECEO Ludendorffo T.	College of Arts and Letters
DEL ROSARIO Maria Nora B.	UP Manila
DELA CRUZ Lenore P.	College of Social Work and Community Development
DELA PAZ Cecilia S.	College of Arts and Letters
DIESTRO Dwight David A.	UP Los Baños
DIOLA Nathaniel B.	College of Engineering
DIONISIO Josephine C.	College of Social Sciences and Philosophy
DIZER Ronualdo U.	College of Human Kinetics
DIZON Hazel M.	College of Social Sciences and Philosophy
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DUKA Ivan Marcelo A.	UP Los Baños
ELLSON Adela G.	UP Mindanao
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ESGUERRA Jose Perico H.	College of Science
ESPINA Mary Ann A.	College of Architecture
FERRER Oscar P.	College of Social Work and Community Development
FLORES Herisadel P.	National College of Public Administration & Governance
FLORES Melania L.	College of Arts and Letters
FLORES Patrick D.	College of Arts and Letters
FONTANILLA Ian Kendrick C.	College of Science
FRANCISCO Ma. Leonora D.L.	College of Home Economics
FRANCISCO Rosa Pilipinas F.	UP Los Baños
GABRIEL Florenda S.	College of Home Economics
GALEON Florence A.	College of Engineering
GARCIA John Carlo S.	College of Engineering
GARIN Wilson	College of Science
GO Jose A.	UP Visayas
GOCHUICO Regina B.	College of Arts and Letters
GONZALES Vladimeir B.	College of Arts and Letters
GONZALEZ Rhodora M.	College of Engineering
GOZON Patrick Andrew E.	College of Architecture
GUERRERO Raymund Gerard I.	College of Home Economics
GUEVARRA Shirley V.	College of Home Economics
GUILLERMO Ramon G.	College of Arts and Letters
GUTIERREZ Filomin C.	College of Social Sciences and Philosophy
HERNANDEZ Christine C.	College of Science
HILA Ma. Corazon A.	College of Fine Arts
ICK Judy Celine A.	College of Arts and Letters
IMBANG Glen A.	Technology Management Center
IMPERIAL Reynaldo H.	UP Manila
ITO-TAPANG Lisa	College of Fine Arts
JACINTO Sonia D.	College of Science
JALAO Eugene Rex L.	College of Engineering
JAMANDRE Niel Kenneth F.	College of Arts and Letters
JAMON Roehl L.	College of Mass Communication
JAVIER Jem R.	College of Social Sciences and Philosophy
JIMENEZ Ma. Carmen C.	College of Social Sciences and Philosophy
JOCANO Felipe Jr. P.	College of Social Sciences and Philosophy
JOHNSON Sarah C.	UP Manila

## List of Participants (cont'n.)

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JOVER Elmer L.	UP Visayas
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## Annex 5

UP DILIMAN GENERAL EDUCATION CONFERENCE 2014

# E V A L U A T I O N F O R M

*Please check the column corresponding to your rating of each of the items below.*

Items	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
<b>A. Venue</b>					
1. Accessible to the participants					
2. Well-ventilated and lighted					
3. Spacious					
<b>B. Time Allotment</b>					
1. Sufficient for each presentation/session					
2. Schedule followed as planned					
<b>C. Topics Explored/Discussed</b>					
<i>Keynote</i>					
1. Relevant to my teaching					
2. With well-defined purposes					
<i>Plenary Sessions</i>					
1. Relevant to my teaching					
2. With well-defined purposes					
<i>Poster Presentations</i>					
1. Relevant to my teaching					
2. With well-defined purposes					
<i>Workshops</i>					
1. Relevant to my teaching					
2. With well-defined purposes					
<b>D. Conference Kit</b>					
1. Systematically distributed					
2. Adequate in content					
<b>E. Food</b>					
1. Palatable					
2. Adequate servings					

## Recommendations/Suggestions

1. Future topics to be explored

2. Improvements needed

3. Other comments