

### **AREA III**

#### **CURRICULUM AND INSTRUCTION**

- A. Curriculum and Program of Studies
- B. Instructional Processes, Methodologies and Learning Enhancement Opportunities
- C. Assessment of Academic Performance
- D. Classroom Management
- E. Graduation Requirements
- F. Administrative Support for Effective Instruction
- G. Documents and Additional Information/Exhibits

### **AREA III: CURRICULUM AND INSTRUCTION**

Curriculum and instruction occupy center stage in any educational program. The enhancement of the quality of these two allied areas deserves utmost consideration for they determine primarily the prestige and strength of the institution. Its areas of concern are encompassing, e.g.: curricula and program of studies, learning opportunities, assessment, instructional materials, classroom management, and academic performance of students, graduation requirements and administrative support for instruction.

#### **A. Curriculum and Program of Studies**

Curriculum must have content and design that will enable the students to achieve intended learning outcomes. It should work towards the pursuit of the mission of the institution, and the attainment of the course objectives. It should include recent developments in teaching and learning techniques, and professional practice and take into account other attributes necessary for employment, such as teamworking, communication and leadership skills, etc.

#### **B. Instructional Processes, Methodologies and Learning Opportunities**

The instructional process should provide learning opportunities for the students. It should also make use of different methodologies, strategies and techniques. Learning opportunities could be in the following areas: 1) teaching and learning; 2) professional development; and 3) collaboration.

#### **C. Assessment of Academic Performance**

Assessment is an integral part of a curricular program for purposes of continuous improvement. It is used to demonstrate how well the program carries out the mission of the institution. The methods used for assessment should demonstrate reliable relationships between the educational experience (curriculum) and the expected outcomes. Assessment may be done before, during, and after the implementation of the curricular program.

#### **D. Classroom Management**

The Rules and practices relating to classroom management should be conducive to effective instruction and should be carefully observed. Measures should be taken to ensure punctual attendance of faculty members in their scheduled classes. Student absences should not exceed the number allowed by CHED. Records of these absences should be kept.

#### E. Graduation Requirements

Requirements for graduation are made clear and well-known to the students. Research, practicum, on-the-job training and other activities prescribed in the curriculum as requirements for graduation should be strictly implemented to further improve quality of graduates.

#### F. Administrative Support for Effective Instruction

To ensure effective instruction, it is necessary that students and faculty are punctual in their respective classes. There should be provisions for substitutions and special arrangements for absences or leaves of faculty members.

Quality instruction should be sustained by requiring needed instructional materials like syllabi, examination questions and departmental examinations. Supervisory visits are extremely necessary.

It is likewise desirable that researches on correlational studies between faculty performance and student achievements be undertaken.

#### G. Documents, Additional Information and Exhibits

Documents or printed materials, which serve as data or provide information for the Program Performance Profile, and others identified to belong to this area, should be available at the Accreditation Center.

During the actual survey visit, additional information and exhibits may be added/presented to clarify issues and concerns about the program, as required by the visiting team to support the claims in the written report.

EXISTENCE OF PROVISION (Check)			NUMERICAL RATING OF PROVISION		
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**A. Curriculum and Program of Studies**

A.1. The curriculum/program of the study meets the requirements and standards of CHED, Professional Regulations Commission, Technical Panels, Professional Organizations or Societies and other related agencies.

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A.2. The curriculum reflects national and regional goals and institutional vision and mission

\_\_\_ \_\_\_ \_\_\_ **---** \_\_\_ \_\_\_

A.3. The curriculum provides for the development of the following professional competences:

\_\_\_ \_\_\_ \_\_\_ **---** \_\_\_ \_\_\_

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A.3.1. acquisition of knowledge of theories based on the field of specialization.

\_\_\_ \_\_\_ \_\_\_

A.3.2. learning the conceptual application of the theories to real problems in the field

\_\_\_ \_\_\_ \_\_\_

A.3.3. demonstrating the skills to carry out the application or strategy in actual work setting.

\_\_\_ \_\_\_ \_\_\_

A.4. The courses are logically sequenced and prerequisite courses are identified

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A.5. The curricular content responds to the needs of the country and recent developments in the profession.

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A.6. The curricular content reflects the depth and breadth of the professional and technical preparation required of its graduates.

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A.7. The curriculum integrates values, reflective of national customs, culture and tradition in cases where applicable.

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A.8. The curriculum provides for opportunities for participation in activities, such as immersion/practical training.

— — — **—** — —

A.9. The following activities are undertaken to ensure quality in the planning, design, monitoring and review of the curriculum.

— — — **—** — —

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A.9.1. Periodic review, assessment, and updating of the curriculum

— — — —

A.9.2. Participation in the development and revision of the curriculum of at least the faculty and/or:

— — — —

A.9.2.1. Students

— — — —

A.9.2.2 Alumni

— — — —

A.9.2.3. Others (pls. specify) \_\_\_\_\_

— — — —

A.9.3 Participation in the review and approval of curricular programs of the Academic Council and/or the following:

— — — —

A.9.3.1. Administrative Board

A.9.3.2. BOR/BOT

A.9.3.3. Others

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**B. Instructional Process, Methodologies and Learning**

**Opportunities**

Syllabus

- |   |     |     |     |            |            |     |
|---|-----|-----|-----|------------|------------|-----|
| B.1. There is an updated syllabus for each subject duly approved by the Dean or official concerned.                 | ___ | ___ | ___ | <b>---</b> | ___        | ___ |
| B.2. The syllabus is comprehensive and appropriate contents for the course are included.                            | ___ | ___ | ___ | ___        | <b>---</b> | ___ |
| B.3. The syllabus allows flexibility to accommodate revisions and adjustments while the course progresses.          | ___ | ___ | ___ | ___        | <b>---</b> | ___ |
| B.4. The syllabus includes a list of suggested readings and references of recent edition.                           | ___ | ___ | ___ | <b>---</b> | ___        | ___ |
| B.5. The faculty provides a copy of the syllabus to each student and discusses this at the beginning of the course. | ___ | ___ | ___ | <b>---</b> | ___        | ___ |

Teaching Methods

- |  |     |     |     |     |     |            |
|--|-----|-----|-----|-----|-----|------------|
| B.6. Classroom instruction is enriched through the following Strategies: | ___ | ___ | ___ | ___ | ___ | <b>---</b> |
|--|-----|-----|-----|-----|-----|------------|

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|--|----------|-----------|----------|----------|
|  | <u>m</u> | <u>na</u> | <u>e</u> | <u>r</u> |
| B.6.1. symposia, seminars, workshops, professional lectures                      | ___      | ___       | ___      | ___      |
| B.6.2. fieldtrips/learning visits/other co-curricular activities                 | ___      | ___       | ___      | ___      |
| B.6.3. peer teaching/cooperative learning  | ___      | ___       | ___      | ___      |
| B.6.4. computer-assisted instruction (CAI) and computer-assisted learning (CAL). | ___      | ___       | ___      | ___      |

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Other Teaching Methods and Techniques

B.7. Instruction is enriched through, at least, ten(10) of the following techniques (Please check the specific techniques used):

	<u>m</u>	<u>na</u>	<u>e</u>
B.7.1. Film showing;	—	—	—
B.7.2. Projects;	—	—	—
B.7.3. Group dynamics;	—	—	—
B.7.4. Case study;	—	—	—
B.7.5. Workshops;	—	—	—
B.7.6. Simulations;	—	—	—
B.7.7. Dimensional question approach	—	—	—
B.7.8. Brainstorming;	—	—	—
B.7.9. Buzz sessions;	—	—	—
B.7.10. Informal creative groups;	—	—	—
B.7.11. Interactive learning;	—	—	—
B.7.12. Team teaching;	—	—	—
B.7.13. Micro teaching;	—	—	—
B.7.14. Macro teaching;	—	—	—
B.7.15. Tandem teaching;	—	—	—
B.7.16. Peer teaching;	—	—	—
B.7.17. Multi-media;	—	—	—
B.7.18. Experiments;	—	—	—
B.7.19. Problem-solving;	—	—	—
B.7.20. Type study methods;	—	—	—
B.7.21. Reporting	—	—	—
B.7.22. Others (specify)	—	—	—
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	EXISTENCE OF PROVISION (Check)			NUMERICAL RATING OF PROVISION		
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	___	___	___	___	___	___
B.8. Course requirements (at least three) that contribute to quality, and independent study such as the following are used:	___	___	___	___	<b>___</b>	___
	<u>m</u>	<u>na</u>	<u>e</u>			
B.8.1. Group/individual projects;	___	___	___			
B.8.2. Group/individual reports;	___	___	___			
B.8.3. Group/ individual term papers;	___	___	___			
B.8.4. Performance activities;	___	___	___			
B.8.5. Written and oral examinations;	___	___	___			
B.8.6. Learning contract;	___	___	___			
B.8.7. Portfolio;	___	___	___			
B.8.8. Research study	___	___	___			
B.8.9. Others (please specify)	___	___	___			
B.9. Teaching strategies stimulate the development of the students' critical and analytical thinking and independent learning.	___	___	___	___	<b>___</b>	___
B.10. Instructional strategies provide for student's individual needs and multiple intelligence.	___	___	___	___	___	<b>___</b>
B.11. Instruction is conducted with the following:	___	___	___	___	<b>___</b>	___
		<u>m</u>	<u>na</u>	<u>e</u>	<u>r</u>	
B11.1. Submission of approved and updated syllabus per course.	___	___	___	___		
B.11.2. Regular classroom observation/ Supervision	___	___	___	___		
B.11.3. Regular faculty meetings with The Dean/Department Head	___	___	___	___		
B.11.4. Regular Faculty Performance Evaluation	___	___	___	___		
B.12. Instruction is enhanced through:	___	___	___	___	___	<b>___</b>
B.12.1. Attendance/participation of faculty in in-service training.	___	___	___	___		
B.12.2. Conduct of experimental classes, and adoption of alternative instructional delivery modes, or use of current/ updated instructional methodologies.	___	___	___	___		



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Instructional Materials

- |   |   |   |   |   |          |          |
|---|---|---|---|---|----------|----------|
| B.13. Varied, multi-sensory materials and computer programs are utilized for instruction  | — | — | — | — | —        | <b>—</b> |
| B.14. Instructional materials are reviewed and recommended by an Instructional Materials Committee.   | — | — | — | — | —        | <b>—</b> |
| B.15. Faculty members are encouraged to produce their own instructional materials such as modules, softwares, visual aids, manuals and textbooks.           | — | — | — | — | —        | <b>—</b> |
| B.16. The academic unit maintains consortia and linkages with other learning institutions for academic exchange of instructional materials.                 | — | — | — | — | —        | <b>—</b> |
| B.17. The prescribed textbook and other reference materials are recent edition and reflect recent trends, issues and content related to the subject/course. | — | — | — | — | <b>—</b> | —        |

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<b>C. Assessment of Academic Performance</b>						
C.1. The program of studies provides for the evaluation of student performance through combination of the following:						
C.1.1. formative tests such as quizzes, units tests						
C.1.2. summative tests such as midterm and final examinations						
C.1.3. project and term papers						
C.1.4. practicum and performance tests						
C.1.5. other course requirements						
C.2. The summative tests administrated are:						
C.2.1. comprehensive enough to test the different levels of cognitive skills and knowledge of content; and						
C.2.2. based on Table of Specifications (TOS)						
C.3. Varied evaluation measures are used, such as:						
C.3.1. portfolio						
C.3.2. rubric assessment						
C.3.3. skills demonstration						
C.3.4. paper and pencil tests						
C.3.5. oral examinations						
C.3.6. group/individual reports						
C.3.7. group/individual research study						
C.3.8. etc.						
C.4. The academic unit encourages and supports assessment for individual differences and multiple intelligence						

EXISTENCE OF PROVISION (Check)			NUMERICAL RATING OF PROVISION		
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C.5. Course and test requirements are returned to students after results are checked, recorded, and analyzed.

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C.6. The system of student evaluation and grading defined, understood, and disseminated to:

___	___	___	___	<b>---</b>	___
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<u>m</u>	<u>na</u>	<u>e</u>	<u>r</u>
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C.6.1. academic administrators

___	___	___	___
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C.6.2. faculty

___	___	___	___
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C.6.3. students

___	___	___	___
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C.6.4. parents/guardians

___	___	___	___
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C.7. The performance of the program under review in government examination is favorably comparable to the national passing percentage.

___	___	___	___	<b>---</b>	___
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Level of Performance	Rating
50% higher than the national passing percentage	5
25% higher than the national passing percentage	4
equal to the national passing percentage	3
25% lower than the national passing percentage	2
50% lower than the national passing percentage	1



	EXISTENCE OF			NUMERICAL		
	PROVISION			RATING OF		
	(Check)			PROVISION		

**D. Classroom Management**

<u>m</u>	<u>na</u>	<u>e</u>	<u>A</u>	<u>E</u>	<u>AE</u>
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D.1. Records of students' daily attendance are filed and used for monitoring and guidance/counseling purposes

___	___	___	___	___	<b>___</b>
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D.2. The policy on student' attendance in classroom and on other instructional activities is enforced.

___	___	___	___	<b>___</b>	___
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D.3. Classroom discipline is maintained in consonance with democratic practices.

___	___	___	___	<b>___</b>	___
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D.4. Class officers and assigned students assist in maintaining cleanliness of classroom, laboratories and corridors.

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	EXISTENCE OF PROVISION (Check)			NUMERICAL RATING OF PROVISION		
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<b>F. Administrative Support for Effective Instruction</b>						
F.1. The institution implement rules on the attendance of the faculty in their respective classes.	—	—	—	—	<b>—</b>	—
F.2. The institution has provisions for substitution or special arrangements whenever a teacher is on leave or absent.	—	—	—	—	<b>—</b>	—
F.3. There is a periodic faculty performance evaluation in accordance with existing institutional policies.	—	—	—	—	—	<b>—</b>
F.4. Dialogues involving the administration, faculty and students are encouraged.	—	—	—	—	—	<b>—</b>
F.5. There is a system of awards and recognition for outstanding achievements of the faculty.	—	—	—	—	—	<b>—</b>
F.6. Quality instruction is assured through the following strategies:	—	—	—	—	—	<b>—</b>
	<u>m</u>	<u>na</u>	<u>e</u>	<u>r</u>		
F.6.1. requiring a syllabus for each subject/course duly approved by the appropriate authority	—	—	—	—		
F.6.2. requiring the submission of copies of the mid-term and final examination questions, including corresponding table of specifications to the department head	—	—	—	—		
F.6.3. requiring the conduct of summative examinations (departmental examination, etc.) where applicable	—	—	—	—		
F.6.4. conducting supervisory visits of classes	—	—	—	—		

	<u>m</u>	<u>na</u>	<u>e</u>	<u>r</u>
F.6.5. holding of regular faculty meetings by the dean/ department chairperson	___	___	___	___
F.6.6. requiring consultations between students and faculty	___	___	___	___
F.6.7. encouraging the conduct of Studies on academic performance of faculty and students	___	___	___	___
F.6.8. providing for the participation/attendance of the faculty in in-service activities	___	___	___	___

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F.7. Supervision/monitoring system is designed to ensure sufficient class preparation by the faculty.

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F.8. Periodic faculty performance evaluation is done by at least three of the following:

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

	<u>m</u>	<u>na</u>	<u>e</u>	<u>r</u>
F.8.1. the academic head/ department chairperson	___	___	___	___
F.8.2. students	___	___	___	___
F.8.3. the faculty member himself/herself	___	___	___	___
F.8.4. peers	___	___	___	___
F.8.5. others (please specify) _____	___	___	___	___

SECTION MEAN: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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## **G. Documents, Additional Information and Exhibit**

1. Grading system.
2. CHED policies and standards for the program under review.
3. Copies of instructional materials actually used.
4. Course curriculum.
5. Course syllabi.
6. Records of faculty performance evaluation done by students, peers, superiors, etc.
7. Records of class observations together with the evaluation criteria used.
8. Records of conducted remedial, special or make-up classes.
9. Samples of old course syllabi used in the last five (5) years.
10. Samples of student projects and term papers in the current school year.
11. Samples of teacher-made test in the current school year.
12. System of accrediting, validating, substituting and determining equivalent courses/subjects taken in other institutions.
13. System to ensure quality in the formulation, monitoring and review of the curriculum.

SUMMARY OF RATINGS  
**CURRICULUM AND INSTRUCTION**

		Numerical Rating	Descriptive Rating
A	Curriculum and Program Studies		
B	Instructional Processes, Methodologies and Learning Enhancement Opportunities		
C	Assessment of Academic Performance		
D	Classroom Management		
E	Graduation Requirements		
F	Administrative Support of Effective Instruction		

Total \_\_\_\_\_

Mean \_\_\_\_\_

**LEAD ACCREDITOR/S**

Chairman: \_\_\_\_\_

Members: \_\_\_\_\_

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