PRELIMINARY SURVEY VISIT

AREA III:

CURRICULUM AND INSTRUCTION

PRELIMINARY SURVEY VISIT

AREA III:

CURRICULUM AND INSTRUCTION

A. CURRICULUM AND PROGRAM STUDIES

A 1. Copy of the Curriculum FSC

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

INSTITUTE OF SPORTS, PHYSICAL EDUCATION AND RECREATION
Bachelor of Exercise and Sports Science (BSESS)
Major in Fitness and Sports Coaching
Revised Curriculum __ based on CMO No. 81 s. 2017 and CMO No. 20 s. 2013
BOR Res. No. 102 s. 2022, 99-D s. 2024
Effective 1st Semester AY 2024-2025

CHED RO XII
RECORDS SECTION
RECEIVED
BY: _____ DATE: 9/11/24

First Year – First Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
GE 01	Understanding the Self	3	0	3	None
GE 02	Readings in Philippine History	3	0	3	None
GE 03	The Contemporary World	3	0	3	None
ESS 01	Anatomy of Human Movements and Performance	3	0	3	None
ESS 02	Philosophical and Anthropological Foundations of Physical Education and Sports	3	0	3	None
GE 05	Purposive Communication	3	0	3	None
PE 01	PATHFit 1: Movement Competency Training	2	0	2	None
NSTP 01	Civic Welfare Training Service 1/Reserved Officers Training Corps 1	3	0	3	None
	TOTAL	23	0	23	

First Year – Second Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
GE 06	Art Appreciation	3	0	3	None
GE 04	Mathematics in the Modern World	3	0	3	None
GE 07	Science, Technology and Society	3	0	3	None
ESS 03	Physiology of Exercise and Physical Activity	2	3	3	ESS 01
ESS 04	Principles of Motor Control and Learning of Exercise, Sports and Dance	2	3	3	None
PE 02	PATHFit 2: Exercise-based Fitness Activities	2	0	2	PE 01
NSTP 02	Civic Welfare Training Service 2/Reserved Officers Training Corps 2	3	0	3	NSTP 01
	TOTAL	21	6	20	

Second Year – First Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
GE 08	Ethics	3	0	3	None
GE 09	The Life and Works of Rizal	3	0	3	None
FSC 02	Strength and Conditioning	2	3	3	ESS 03
FSC 03	Prevention and Management of Exercise and Sports Related Injuries	2	3	3	None
ESS 05	Swimming and Aquatics	1	6	3	None
FSC 01	Biomechanics	2	3	3	None
PE 03	PATHFit 3: Menu of Dance, Sports, Martial Arts, Group Exercises, Outdoor and Adventure Activities	2	0	2	PE 02
	TOTAL	18	15	20	

Second Year – Second Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
GESSP 03	Gender and Society	3	0	3	None
GESSP 04	The Entrepreneurial Mind	3	0	3	None
ESS 06	Individual and Dual Sports I (Racket Sports)	1	6	3	None
ESS 07	Individual and Dual Sports II (Athletics or Martial Arts)	1	6	3	None
ESS 08	Musculoskeletal Fitness/Resistance Training Methods	2	3	3	None
PE 04	PATHFit 4: Menu of Dance, Sports, Martial Arts, Group Exercises, Outdoor and Adventure Activities	2	0	2	PE 02
	TOTAL	18	15	20	

Third Year – First Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
GEMST 03	Living in the IT Era	3	0	3	None
FSC 04	Fundamentals of Management Practice	3	0	3	None
ESS 09	Sports and Exercise Psychology	3	0	3	None
ESS 10	Team Sports I	1	6	3	None
ESS 11	Team Sports II (Ultimate/Hand ball/Floor ball/Sepak Takraw)	1	6	3	None
FSC 05	Sports Ethics and Law	3	0	3	None
ESS 12	Ergogenics and Healthy Eating in Exercise and Sports	3	0	3	None
	TOTAL	17	12	21	

Third Year – Second Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
FSC 06	Movement Education	2	3	3	None
FSC 07	Motivation and Group Dynamics	3	0	3	None
FSC 08	Cardiorespiratory Fitness / Aerobic Training Methods	2	3	3	ESS 03
ESS 13	Contemporary Issues in Exercise and Sports	3	0	3	None
ESS 14	Outdoor and Adventure Education	2	3	3	None
ESS 15	Assessment of Fitness and Sports Performance	2	3	3	None
ESS UT 01	Undergraduate Thesis A	3	0	3	Stat 01
	TOTAL	17	12	21	

Republic of the Philippines
COMMISSION ON HIGHER EDUCATION
Regional Office No. XII, Koronadal City
CONTENTS NOTED
OSMARO R. ANDRES, CESE
Education Supervisor II
Date: _____

Fourth Year – First Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
FSC 09	Coaching Theory and Practice in Exercise in Sports	3	0	3	All previous Specialization Courses
FSC 10	Professional Preparation	3	9	6	All previous Specialization Courses
FSC 11	Exercise Prescription and Programming	2	3	3	FSC 02, ESS 09
ESS UT 02	Undergraduate Thesis B	0	9	3	ESS UT 01
	TOTAL	8	21	15	

Fourth Year – Second Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
FSC OJT 01	Internship (Industry Immersion)	0	480	6	All courses
	TOTAL	0	480	6	

CURRICULUM COMPONENT	CMO	USM
General Education Courses (including Life and Works of Rizal)	36	36
PE and NSTP Courses	14	14
Institutional GE Courses	-	
Specialization Courses	51	57
Professional Courses	27	27
Elective	9	9
Additional Courses	-	-
TOTAL UNITS	137	143

Prepared by:

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Department Curriculum Coordinator

PRISCILLA P. DAGOC, MSPE
Department Chairperson

Reviewed by:

NORGE D. MARTINEZ, Ed.D-PE
College Dean

Verified by:

MARIA LUZ D. CALIBAYAN, EdD
University Curriculum Specialist

LEORENCE C. TANDOG, PhD
Director for Instruction

MARCOS F. MONDERIN, JD
Vice President for Academic Affairs

Approved by:

FRANCISCO GIL N. GARCIA, PhD
USM President

Recommending Approval for Notation:

Republic of the Philippines
COMMISSION ON HIGHER EDUCATION
Regional Office No. XII, Kidapawan City
CONTENTS NOTED
GERARD R. ANDRES, CESE
Education Supervisor II
Date. _____

A 1. Copy of the Curriculum FSM

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

INSTITUTE OF SPORTS, PHYSICAL EDUCATION AND RECREATION
Bachelor of Exercise and Sports Science (BSESS)
Major in Fitness and Sports Management
Revised Curriculum __ based on CMO No. 81 s. 2017 and CMO No. 28 s. 2013
BOR Res. No. 102 s. 2023, 59-D s. 2024
Effective 1st Semester AY 2024-2025

CHED RO XII
RECORDS SECTION
RECEIVED
BY: DATE:

First Year – First Semester

Course Code	Course Title	Lec	Lab	Unit Credit	Pre-requisite
GE 01	Understanding the Self	3	0	3	None
GE 02	Readings in Philippine History	3	0	3	None
GE 03	The Contemporary World	3	0	3	None
ESS 01	Anatomy of Human Movements and Performance	3	0	3	None
ESS 02	Philosophical and Anthropological Foundations of Physical Education and Sports	3	0	3	None
GE 05	Purposive Communication	3	0	3	None
PE 01	PATHFit 1: Movement Competency Training	2	0	2	None
NSTP 01	Civic Welfare Training Service 1/Reserved Officers Training Corps 1	3	0	3	None
	TOTAL	23	0	23	

First Year – Second Semester

Course Code	Course Title	Lec	Lab	Unit Credit	Pre-requisite
GE 06	Art Appreciation	3	0	3	None
GE 04	Mathematics in the Modern World	3	0	3	None
GE 07	Science, Technology and Society	3	0	3	None
ESS 03	Physiology of Exercise and Physical Activity	2	3	3	ESS 01
ESS 04	Principles of Motor Control and Learning of Exercise, Sports and Dance	2	3	3	None
FSM 01	Business Ethics and Law	3	0	3	None
PE 02	PATHFit 2: Exercise-based Fitness Activities	2	0	2	PE 01
NSTP 02	Civic Welfare Training Service 2/Reserved Officers Training Corps 2	3	0	3	NSTP 01
	TOTAL	21	6	23	

Second Year – First Semester

Course Code	Course Title	Lec	Lab	Unit Credit	Pre-requisite
GE 08	Ethics	3	0	3	None
GE 09	The Life and Works of Rizal	3	0	3	None
FSM 02	Strength and Conditioning	2	3	3	None
FSM 03	Principles of Marketing	3	0	3	None
FSM 04	Prevention and Management of Exercise and Sports Related Injuries	3	0	3	None
ESS 05	Swimming and Aquatics	1	6	3	None
PE 03	PATHFit 3: Menu of Dance, Sports, Martial Arts, Group Exercises, Outdoor and Adventure Activities	2	0	2	PE 02
	TOTAL	17	9	20	

Second Year – Second Semester

Course Code	Course Title	Lec	Lab	Unit Credit	Pre-requisite
GESSP 04	The Entrepreneurial Mind	3	0	3	None
ESS 06	Individual and Dual Sports I (Racket Sports)	1	6	3	None
ESS 07	Individual and Dual Sports II (Athletics or Martial Arts)	1	6	3	None
ESS 08	Musculoskeletal Fitness/Resistance Training Methods	2	3	3	None
FSM 05	Principles of Finance	3	0	3	None
PE 04	PATHFit 4: Menu of Dance, Sports, Martial Arts, Group Exercises, Outdoor and Adventure Activities	2	0	2	PE 03
	TOTAL	12	15	17	

Third Year – First Semester

Course Code	Course Title	Lec	Lab	Unit Credit	Pre-requisite
GESSP 03	Gender and Society	3	0	3	None
FSM 06	Fundamentals of Management Practice	3	0	3	None
ESS 09	Sports and Exercise Psychology	3	0	3	None
ESS 10	Team Sports I (Basketball/Volleyball/Soccer/Football, Baseball/Softball)	1	6	3	None
ESS 11	Team Sports II (Ultimate/Hand ball/Floor ball/Sepak Takraw)	1	6	3	None
FSM 07	Macroeconomics	3	0	3	None
ESS 12	Ergogenics and Healthy Eating in Exercise and Sports	3	0	3	None
	TOTAL	17	12	21	

Third Year – Second Semester

Course Code	Course Title	Lec	Lab	Unit Credit	Pre-requisite
FSM 08	Principles of Accounting	3	0	3	None
FSM 09	Operations Management	3	0	3	None
FSM 10	Cardiorespiratory Fitness / Aerobic Training Methods	1	3	3	None
ESS 13	Contemporary Issues in Exercise and Sports	3	0	3	None
ESS 14	Outdoor and Adventure Education	2	3	3	None
ESS 15	Assessment of Fitness and Sports Performance	2	3	3	None
FSM UT 01	Undergraduate Thesis A	3	0	3	Previous major courses
	TOTAL	18	9	21	

CONTENTS NOTED

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Third Year – Summer

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
FSM UT 02	Undergraduate Thesis B (Research 2 Entrepreneurship and Innovation)	0	9	3	FSM UT 01
	TOTAL	0	9	3	

Fourth Year – First Semester

Course Code	Course Title	Lec	Lab	Unit Credit	Pre-requisite
FSM 11	Human Resource Management	3	0	3	None
FSM 12	Management Information System and Technology	3	0	3	None
FSM 13	Exercise Prescription and Programming	2	3	3	None
FSM UT 03	Undergraduate Thesis C (Manuscript/Research 3 Entrepreneurship and Innovation)	0	9	3	FSM UT 02
GEMST 03	Living in the IT Era	3	0	3	None
	TOTAL	11	12	15	

Fourth Year – Second Semester

Course Code	Course Title	Lec Hours	Lab Hours	Unit Credit	Pre-requisite
FSM OJT 01	Internship (Industry Immersion)	0	480	6	All previous courses
	TOTAL	0	480	6	

SUMMARY

CURRICULUM COMPONENT	CMO	USM
General Education Courses (including Life and Works of Rizal)	36	36
PE and NSTP Courses	14	14
Specialization Courses	51	57
Professional Courses	36	36
Elective	6	6
Additional Courses	-	-
TOTAL UNITS	143	149

Prepared by:

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Department Chairperson

Reviewed by:

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Director for Instruction

MARCOS F. MONDERIN, JD
Vice President for Academic Affairs

Approved by:

FRANCISCO GIL N. GARCIA, PhD
SUC President IV

Recommending Approval for Notation:

A 2. CHED Policies and Standards, CMOs where applicable.

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

ARTICLE III
GENERAL PROVISIONS

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirement and the specific professional courses.

Section 3 The Articles that follow give minimum standards and other requirements and prescriptions. The minimum standards are expressed as a minimum set of desired program outcomes which are given in Article IV Section 6. The Technical Committee designed a curriculum to attain such outcomes. This curriculum is shown in Article V Section 9 as a **sample** curriculum. The number of units of this curriculum is here prescribed as the "minimum unit requirement" under Section 13 of RA 7722. In designing the curriculum the Technical Committee employed a curriculum map which is shown in Article V Section 9 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach the Technical Committee also determined appropriate curriculum delivery methods shown in Article V Section 10. The sample course syllabi given in Article V Section 11 show some of these methods.

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

Section 4 The HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and in terms of specification and deployment of human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives can be assured by the alternative means they propose.

The HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA)** as a guide in making their submissions for Sections 18 to 23 of Article VII.

These PSGs reflect the reform towards outcomes-based education and are based on the previous CMO 23, Series of 2011 PSGs on the Bachelor of Physical Education programs, K to 12 reforms, and the New General Education curriculum (CMO No. 20, Series of 2013).

ARTICLE IV
PROGRAM SPECIFICATION

Section 5 Program Description

5.1 Degree Name

The program shall be called **Bachelor of Science in Exercise and Sports Sciences (BSESS)** and has two areas of specialization, namely:

1. **Fitness and Sports Coaching**
2. **Fitness and Sports Management**

5.2 Nature of the Field of Study

It is an interdisciplinary field designed to provide graduates with a broad and coherent understanding of applied exercise and sports sciences in terms of fitness and sports coaching, and the management of fitness and sports programs in various industry settings. The fitness and sports coaching major is a standalone degree but it enhances and complements the coaching licensure and/or certification accredited by relevant international and national governing sports bodies, as well as fitness-related certifications by reputable organizations in the field. This knowledge and skills base allow graduates to address the relevant needs of employers and pursue further specialization studies.

5.3 Program Goals

As a four-year degree program, the BSESS aims to provide graduates with the ability to:

1. Understand the key concepts, processes and theories related to fitness and sports coaching or management;
2. Plan, design, manage, execute and evaluate safe, effective and enjoyable fitness and sports programs in various industry settings (i.e. commercial and corporate);
3. Communicate fluently and accurately their knowledge of applied exercise and sports sciences to those they work with and work for; to their fellow professionals, allied professionals and practitioners, and to other relevant stakeholders;
4. Communicate effectively in oral, written and technology formats advocacies that relate to the promotion of fitness and wellness, the advancement of the profession and the disciplines of exercise and sports sciences, sports management and physical education, respectively by pursuing and supporting policy initiatives as well as social reforms;
5. Discriminate among the different methods of research or inquiry, data collection and analysis; as well as properly evaluate evidence in the context of research methods and data sources.
6. Recognize their moral and ethical responsibilities by acting with integrity, and a high degree of professionalism;
7. Engage in reflective practice by identifying personal learning

goals and professional development goals; advocating for a healthy and active lifestyle by striving to be a role model to others.

5.4 Specific Professions/Careers/Occupations for graduates

A. Major in Fitness and Sports Coaching

1. Exercise and Sport Specialist working in national sports associations (NSAs), government organizations, scholastic and professional sports programs
2. Fitness and Sports Program Specialist in community sports and wellness
3. Strength and Conditioning Specialist
4. Corporate and Commercial Fitness Practitioners

B. Major in Fitness and Sports Management

1. Fitness and Recreation Leader/Consultant
2. Sports, Fitness and Wellness Facilities Manager
3. Sports, Fitness and Recreational Events Manager
4. Sports Tourism Officer (i.e. local government)
5. Fitness, Sports and Recreation Entrepreneur

5.5 Allied Fields

Exercise and Sports Sciences are integrative disciplines comprised of Physical Education, the Life sciences (e.g. human anatomy and exercise physiology, health promotion), the Social Sciences (e.g. history, sociology, philosophy and education) and the Behavioral Sciences (coaching practice, nutrition, psychology), Business and Management.

Section 6 Program Outcomes

The minimum standards for the **BSESS** program are expressed in the following minimum set of learning outcomes:

6.1 Common to all programs in all types of schools

The graduates have the ability to:

a. articulate and discuss the latest developments in the specific field of practice. (Philippine Qualifications Framework level 6 descriptor)
b. effectively communicate orally and in writing using both English and Filipino
c. work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
d. act in recognition of professional, social, and ethical responsibility
e. preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722)

6.2 Common to the discipline

a. Communicate effectively the foundations of applied exercise and sports sciences to stakeholders, other professionals and practitioners
b. Exhibit professional integrity by adhering to ethical behaviors and discerning boundaries of competence
c. Organize, administer and evaluate fitness, sports and recreational programs and activities
d. Employ evidence-based interventions in fitness, sports and recreation

6.3 Specific to a sub-discipline and a major

A. BSESS-Fitness and Sports Coaching

PO1-Disciplinal Knowledge-Create and adapt appropriate programs and interventions in exercise, sports and recreation.

PO2-Professional Competence-Apply concepts, processes and theories in the organization, administration and evaluation of evidence-based interventions in fitness, sports performance and wellness.

PO3-Professional Accountability and Responsibility-Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.

PO4-Communication-Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.

B. BSESS-Fitness and Sports Management

PO1-Disciplinal Knowledge-Create and adapt appropriate programs and interventions in exercise, sports and recreation.

PO2-Professional Competence-Apply concepts, processes and theories on the management of resources and operations to exercise, sports, and recreational programs and facilities. This includes demonstrating management capabilities and techniques in different contexts: managing oneself, managing organizational life, and managing others.

PO3-Professional Accountability and Responsibility-Promote the advancement of the profession through research, lifelong learning, adherence to work and professional ethics, and advocacy pursuits.

PO4-Communication-Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.

6.4 Common to a horizontal type as defined in CMO 46, 2012

a. Graduates of professional institutions demonstrate service orientation in their respective professions
b. Graduates of colleges are qualified for various types of employment and participate in development activities and public discourses, particularly in response to the needs of the communities they serve
c. Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects

Moreover, graduates of State Universities and Colleges (SUCs) must have the competencies to support "national, regional and local development plans" (RA7722).

All private higher education institutions (PHEI), may adopt mission-related program outcomes that are not included in the minimum set of learning outcomes.

Section 7 Performance Indicators

A. Bachelor of Science in Exercise and Sports Sciences major in Fitness and Sports Coaching (BSESS-FSC)

Program Outcomes	Sample Performance Indicators	Subjects
PO1-Disciplinal Knowledge • Create and adapt appropriate programs and interventions in exercise, sports and recreation • Critique programs and interventions in fitness, sports and recreation	• Analyze movement based on body parts • Analyze how the body responds and adapts to exercise • Analyze exercise responses and adaptations to the environment and among at-risk populations • Apply mechanical principles in the analysis of human movement • Discuss how PE and sports converge from a philosophical perspective. • Analyze the distinction between PE and sports from a socio-anthropological perspective.	• Anatomy of Human Movement and Performance • Physiology of Exercise and Sports • Biomechanics • Socio-anthropological Foundations of PE and Sports • Philosophy of PE and Sports • Prevention and Management of Exercise and Sports related Injuries • Motor Control and Learning • Contemporary Issues in Exercise and Sports
PO2-Professional Competence • Apply concepts and processes in the	• Apply training and coaching principles to methods of conditioning in exercise	• Strength and Conditioning • Exercise Prescription and Programming

organization and administration of evidence-based interventions in fitness, sports performance and wellness.	and sports for (a) Low-risk/Apparently healthy populations (b) At-risk populations, and (c) Performance enhancement • Select and administer appropriate assessments for fitness and sports performance • Develop and implement strategies and techniques to modify behavior in sports and exercise	• Coaching Theory and Practice in Fitness and Sports • Assessment of Fitness and Sports Performance • Psychology of Sports and Exercise
PO3-Professional Accountability and Responsibility • Promote the advancement of the profession through research, lifelong learning and adherence to work and professional ethics.	• Synthesize and evaluate information from research literatures in sports, exercise and recreation • Defend research findings in a chosen topic related to sports, exercise and recreation • Examine current and future prospects in sports and exercise • Exhibit ethical behaviors in fitness and sports	• Research I- Quantitative Research Methods • Research II- Applied research project • Sports Ethics and Law • Ergogenics and Healthy Eating in Sports and Exercise • Contemporary Issues in Sports and Exercise
PO4-Communication • Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.	• Synthesize evidence from a variety of sources to shed light to current issues in the field. • Develop evidence-based arguments. • Justify a program proposal to diverse audiences. • Use appropriate language in oral and written communication.	• All subjects

B. Bachelor of Science in Exercise and Sports Sciences major in Fitness and Sports Management (BSESS-FSM)

Program Outcomes	Sample Performance Indicators	Subjects
PO1-Disciplinal Knowledge • Apply a problem-analysis and decision making paradigm to the management of fitness and sports	• Write a critique on occurring issues in managerial decision-making • Evaluate the execution of physical activity programs • Develop recommendations on enhancing exercise, sports and recreation programs	• Fundamentals of Management Practice • Principles of Accounting • Principles of Marketing • Anatomy of Human Movement and Performance • Physiology of Exercise and Sports • Strength and Conditioning
PO2-Professional Competence • Apply concepts and processes in the organization and administration of evidence-based interventions in fitness, sports performance and wellness • Demonstrate management capabilities and techniques in different contexts—managing oneself, managing organizational life, and managing others	• Plan and manage safe, enjoyable and effective fitness and sports programs in various industry settings • Create and adapt appropriate programs and interventions in exercise, sports and recreation • Formulate and present a business plan • Produce a portfolio of immersion experiences	• Exercise Prescription and Programming • Assessment of Fitness and Sports Performance • Prevention and Management of Exercise and Sports related Injuries • Operations Management • Human Resource Management • Principles of Finance • Entrepreneurship and Innovation
PO3-Professional Accountability and Responsibility • Promote the advancement of the profession through research, lifelong learning and adherence to work and professional ethics.	• Synthesize and evaluate information from research literatures in sports, exercise and recreation • Defend research findings in a chosen topic related to sports, exercise and recreation • Examine current and future prospects in sports and exercise • Exhibit ethical behaviors in fitness and sports •	• Research I- Quantitative Research Methods • Sports Ethics and Law • Contemporary Issues in Exercise and Sports • Eating Habits and Ergogenics in Sports and Exercise

PO5-Communication • Communicate effectively through oral, written, and technological format with stakeholders, allied professionals, and various practitioners.	• Synthesize evidence from a variety of sources to shed light to current issues in the field. • Develop evidence-based arguments. • Justify a program proposal to diverse audiences. • Use appropriate language in oral and written communication.	• All subjects

ARTICLE V
CURRICULUM

Section 8 Curriculum Description

The BSESS program is composed of General Education Courses, Specialization Courses, Professional Courses, Cognate/Elective Courses, and Mandated Courses.

Section 9 Sample Curriculum

Higher Education Institutions (HEIs) offering the Bachelor of Science in Exercise and Sports Sciences may exercise flexibility in their curricular offering. However, the following courses are prescribed as minimum requirements to be implemented.

9.1 Curriculum Components

A. Bachelor of Exercise and Sports Science Major in Fitness and Sports Coaching

Courses	No. of Subjects	Equivalent Units per Subject	Total Units
A. General Education (GE) Courses (CMO 20, series 2013)	**12**	**3**	**36**
B. Specialization Courses			**51**
Foundation/Theory and Concepts in PE and Sports	***7***	***3***	***21***
Philosophical and Socio-anthropological Foundations of Physical Education and Sports	1	3	
Anatomy of Human Movement and Performance	1	3	
Physiology of Exercise and Physical Activity	1	3	
Principles of Motor Control and Learning of Exercise, Sports and Dance	1	3	
Research 1	1	3	
Sports and Exercise Psychology	1	3	
Contemporary Issues in Exercise and Sports	1	3	

Content-Performance Courses	***6***	***3***	***18***
Games, Sports and Recreation			
• Individual and Dual Sports I (any racket sport) or Individual and Dual Sports II (Athletics or Martial Arts)	1	3	
• Team Sports I (any of Soccer/Football, Basketball, Volleyball, Baseball, Softball) or Team Sports II (any of the non-traditional sports: Ultimate, Handball, Floorball, Futsal, Sepak takraw)	1	3	
• Swimming and Aquatics	1	3	
• Outdoor and Adventure Education	1	3	
Fitness			
• Cardiorespiratory fitness/Aerobic training methods	1	3	
• Musculoskeletal fitness/Resistance training methods	1	3	
Experiential Learning Courses	***2***	***6***	***12***
Professional Preparation	1	6	
Internship (Industry Immersion)	1	6	
C. Professional Courses	**9**	**3**	**27**
Biomechanics	1	3	
Prevention and Management of Exercise and Sports-related Injuries	1	3	
Strength and Conditioning	1	3	
Exercise Prescription and Programming	1	3	
Coaching Theory and Practice in Exercise and Sports	1	3	
Assessment of Fitness and Sports Performance	1	3	
Sports Ethics and Law	1	3	
Ergogenics and Healthy Eating in Exercise and Sports	1	3	
Research 2 (Applied Research in Exercise and Sports)	1	3	
D. Electives	**3**	**3**	**9**
Education (choose only one)			
• Curriculum and Assessment for PE and Health Education			
• Movement Education			
Management (choose only one)			
• Fundamentals of Management Practice			
• Principles of Accounting/ Marketing/ Finance			
Psychology (choose only one)			
• Motivation and group dynamics			
• Stress management			
E. Mandated Courses		**3**	**14**
PE 1-4	4	2	8
NSTP 1-2	2	3	6

Summary of Units	Total Units
A. General Education Courses	36
B. Specialization Courses *Foundation/Theory and Concept Courses in Sports* *Content-Performance Courses in PE* *Experiential Learning Courses*	51
C. Professional Courses	27
D. Elective Courses	9
E. Mandated Courses (PE and NSTP)	14
TOTAL	137

B. Bachelor of Science in Exercise and Sports Science Major in Fitness and Sports Management

Courses	No. of Subjects	Equivalent Units per Subject	Total Units
A. General Education (GE) Courses (CMO 20, series 2013)	**12**	**3**	**36**
B. Specialization Courses			**42**
Foundation/Theory and Concepts in PE and Sports	***7***	***3***	***21***
Philosophical and Socio-anthropological Foundations of Physical Education and Sports	1	3	
Anatomy of Human Movement and Performance	1	3	
Physiology of Exercise and Physical Activity	1	3	
Principles of Motor Control and Learning of Exercise, Sports and Dance	1	3	
Research 1	1	3	
Sports and Exercise Psychology	1	3	
Contemporary Issues in Exercise and Sports	1	3	
Content-Performance Courses	***6***	***3***	***18***
Games, Sports and Recreation			
• Individual and Dual Sports I (any racket sport) or Individual and Dual Sports II (Athletics or Martial Arts)	1	3	
• Team Sports I (any of Soccer/Football, Basketball, Volleyball, Baseball, Softball) or Team Sports II (any of the non-traditional sports: Ultimate, Handball, Floorball, Futsal, Sepak takraw)	1	3	
• Swimming and Aquatics	1	3	
• Outdoor and Adventure Education	1	3	
Fitness			
• Cardiorespiratory fitness/Aerobic training methods	1	3	
• Musculoskeletal fitness/Resistance	1	3	

training methods			
Experiential Learning Courses	**2**	**6**	**12**
Industry Immersion	1	6	
Research 2 (Entrepreneurship and Innovation)	1	6	
C. Professional Courses	**12**	**3**	**36**
Fundamentals of Management Practice	1	3	
Principles of Accounting	1	3	
Principles of Marketing	1	3	
Principles of Finance	1	3	
Operations Management	1	3	
Macroeconomics	1	3	
Human Resource Management	1	3	
Business Ethics and law	1	3	
Exercise Prescription and Programming	1	3	
Assessment of Fitness and Sports Performance	1	3	
Prevention and Management of Exercise- and Sports-related Injuries	1	3	
Ergogenics and Healthy Eating in Exercise and Sports	1	3	
D. Electives	**2**	**3**	**6**
Exercise and Sports Sciences (choose only one) • Biomechanics • Strength and Conditioning ***Management/Business Administration (choose only one)*** • Consumer Behavior and Market Research • Management *Information System and Technology*			
E. Mandated Courses			14
PE 1-4	4	2	
NSTP 1-2	2	3	

Summary of Units	Total Units
General Education Courses	36
Specialization Courses *Foundation/Theory and Concept Courses in Sports* *Content-Performance Courses in PE* *Experiential Learning Courses*	51
Professional Courses	36
Elective Courses	6
Mandated Courses (PE and NSTP)	14
TOTAL	143

9.2 Guidelines for Preparing a Program of Study

1. Offer the courses based on the availability of faculty and resources.
2. Not all General Education courses need to be completed in First Year or Second Year.
3. Ensure that sequential subjects are scheduled accordingly e.g. Teaching English in the Elementary Grades 1 must come before Teaching English in the Elementary Grades 2.

9.3 Sample Program of Study (Distribution of Courses)

A. BSESS major in Fitness and Sports Coaching (FSC)

FIRST YEAR			
1st Semester	Units	2nd Semester	Units
Understanding the Self/Pag-unawere sa Sarili (GE)	3	Mathematics in the Modern World/Matematika sa Makabagong Daigdig (GE)	3
Readings in Philippine History/Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas (GE)	3	Purposive Communication/Malayuning Komunikasyon	3
The Contemporary World/Ang Kasalukuyang Daigdig (GE)	3	Art Appreciation/Pagpapahalaga sa Sining (GE)	3
Anatomy of Human Movement and Performance	3	Principles of Motor Control and Learning of Exercise, Sports and Dance	3
Individual and Dual Sports I or II	3	Physiology of Exercise and Sports	3
PE1	2	Team Sports I or II	3
NSTP	3	PE 2	2
		NSTP 2	3
TOTAL	20	TOTAL	23

SUMMER 1	
Courses	Units
Swimming and Aquatics	3
Prevention and Management of Exercise- and Sports-related Injuries	3
TOTAL	6

SECOND YEAR			
1st Semester	Units	2nd Semester	Units
Science, Technology & Society/Agham, Teknolohiya at Lipunan (GE)	3	GE Elective	3
Ethics/Etika (GE)	3	GE Elective	3
GE Elective	3	Life and Works of Rizal	3
Biomechanics	3	Socio-anthropological Foundations of PE and Sports	3
Individual and Dual Sports I or II	3	Cardiorespiratory Fitness/Aerobic Training	3

Team Sports I or II	3	Musculoskeletal Fitness/Resistance Training	3
Philosophical and Socio-anthropological Foundations of Physical Education and Sports	3	Ergogenics and Healthy Eating in Exercise and Sports	3
PE3	2	PE4	2
TOTAL	23	TOTAL	23

SUMMER 2	
Courses	**Units**
Outdoor and Adventure Education	3
Elective 1 (Education)	3
TOTAL	6

THIRD YEAR			
1st Semester	**Units**	**2nd Semester**	**Units**
Strength and Conditioning	3	Sports Ethics and Law	3
Assessment of Fitness and Sports Performance	3	Elective 3 (Psychology)	3
Psychology of Exercise and Sports	3	Contemporary Issues in Exercise and Sports	3
Exercise Prescription and Programming	3	Professional Preparation	6
Research I	3	Internship (Industry Immersion)	6
Elective 2 (Management)	3		
Coaching Theory and Practice	3		
TOTAL	21	TOTAL	18

B. BSESS major in Major in Fitness and Sports Management (FSM)

FIRST YEAR			
1st Semester	**Units**	**2nd Semester**	**Units**
Understanding the Self/Pag-unaware sa Sarili (GE)	3	Mathematics in the Modern World/Matematika sa Makabagong Daigdig (GE)	3
Readings in Philippine History/Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas (GE)	3	Purposive Communication/Malayuning Komunikasyon	3
The Contemporary World/Ang Kasalukuyang Daigdig (GE)	3	Art Appreciation/Pagpapahalaga sa Sining (GE)	3
Anatomy of Human Movement and Performance	3	Principles of Motor Control and Learning of Exercise, Sports and Dance	3
Individual and Dual Sports I or II	3	Physiology of Exercise and Sports	3
PE1	2	Team Sports I or II	3
NSTP	3	PE 2	2
		NSTP 2	3
TOTAL	20	TOTAL	23

SUMMER 1	
Courses	**Units**
Swimming and Aquatics	3
Outdoor and Adventure Education	3
TOTAL	6

SECOND YEAR			
1st Semester	**Units**	**2nd Semester**	**Units**
Science, Technology & Society/Agham, Teknolohiya at Lipunan (GE)	3	GE Elective	3
Ethics/Etika (GE)	3	GE Elective	3
GE Elective	3	Life and Works of Rizal	3
Fundamentals of Management Practice	3	Socio-anthropological Foundations of PE and Sports	3
Philosophical and Socio-anthropological Foundations of Physical Education and Sports	3	Cardiorespiratory Fitness/Aerobic Training	3
Principles of Accounting	3	Musculoskeletal Fitness/Resistance Training	3
Prevention and Management of Exercise- and Sports-related Injuries	3	Principles of Finance	3
PE3	2	PE4	2
TOTAL	23	TOTAL	23

SUMMER 2	
Courses	**Units**
Macroeconomics	3
Ergogenics and Healthy Eating in Exercise and Sports	3
TOTAL	6

THIRD YEAR			
1st Semester	**Units**	**2nd Semester**	**Units**
Operations Management	3	Elective 2 (Management/Business Administration	3
Human Resources Management	3	Business Ethics and Law	3
Principles of Marketing	3	Contemporary Issues in Exercise and Sports	3
Exercise Prescription and Programming	3	Internship (Industry Immersion)	6
Assessment of Fitness and Sports Performance	3		
Elective 1 (Exercise and Sports Sciences)	3		
Research 1	3		
TOTAL	21	TOTAL	15

SUMMER 3	
Courses	**Units**
Research 2 (Entrepreneurship and Innovation)	6
TOTAL	6

Section 10 Sample Curriculum Map

A. BSESS major in Fitness and Sports Coaching

Courses	PO1	PO2	PO3	PO4
General Education (GE) Courses (CMO 20, series 2013)				
PE & NSTP				
Specialization Courses				
Philosophical and Socio-anthropological Foundations of Physical Education and Sports	T	E	E	R
Anatomy of Human Movement and Performance	T	E	E	R
Physiology of Exercise and Sports	T	E	E	R
Principles of Motor Control and Learning of Exercise, Sports and Dance	E	T	T	R
Research 1	T	E	E	R
Contemporary Issues in Exercise and Sports	R	T	T	E
Games, Sports and Recreation	E	R	R	R
Fitness	E	R	R	R
Biomechanics	T	E	E	R
Prevention and Management of Exercise and Sports-related Injuries	E	T	T	R
Strength and Conditioning	E	T	T	R
Exercise Prescription and Programming	E	T	T	R
Coaching Theory and Practice in Exercise and Sports	E	T	T	R
Assessment of Fitness and Sports Performance	E	T	T	R
Psychology of Exercise and Sports	E	T	T	R
Sports Ethics and Law	E	T	T	R
Research 2 (Applied Research in Exercise and Sports)	E	T	T	R
Ergogenics and Healthy Eating for Physical Activities	E	T	T	R
Professional Preparation	R	R	R	R
Internship (Industry Immersion)	T	T	T	T
Electives	E	R	R	R

B. Bachelor of Science in Exercise and Sports Science major in Fitness and Sports Management

Courses	PO1	PO2	PO3	PO4
General Education (GE) Courses (CMO 20, series 2013)				
PE & NSTP				
Specialization Courses				
Philosophical and Socio-anthropological Foundations of PE and Sports	T	E	E	R
Anatomy of Human Movement and Performance	T	E	E	R
Physiology of Exercise and Sports	T	E	E	R
Principles of Motor Control and Learning of Exercise, Sports and Dance	E	T	T	R
Research 1	T	E	E	R
Contemporary Issues in Exercise and Sports	R	T	T	E
Games, Sports and Recreation	E	R	R	R
Fitness	E	R	R	R
Biomechanics	T	E	E	R
Prevention and Management of Exercise and Sports-related Injuries	E	T	T	R
Strength and Conditioning	E	T	T	R
Exercise Prescription and Programming	E	T	T	R
Coaching Theory and Practice in Exercise and Sports	E	T	T	R
Assessment of Fitness and Sports Performance	E	T	T	R
Psychology of Exercise and Sports	E	T	T	R
Sports Ethics and Law	E	T	T	R
Research 2 (Applied Research in Exercise and Sports)	E	T	T	R
Ergogenics and Healthy Eating for Physical Activities	E	T	T	R
Fundamentals of Management Practice	T	E	E	R
Principles of Accounting	R	T	E	R
Principles of Finance	R	T	E	R
Principles of Marketing	R	T	E	R
Macroeconomics	T	R	E	R
Operations Management	T	R	E	R
Human Resource Management	T	R	E	R
Business Ethics and Law	E	E	T	R
Internship (Industry Immersion)	T	T	T	T
Research II (Entrepreneurship & Innovation)	T	T	T	T
Electives	E	R	R	R

CODES:

***E** (Enabling): Facilitates the achievement of the terminal outcome*
***R** (Reinforced): Enhancement of existing competency/ contributory to the program outcomes*
***T** (Terminal):The achieved course outcome(s)*

Section 11 **Sample Means of Curriculum Delivery**

- Lecture/ discussion
- Use of cooperative/ active learning strategies such as games, role play, project based learning, dialogues, journals, buzz sessions, brain storming, concept mapping, think – pair – share, counsel brainstorming exercise
- Return demonstration
- Scenario thinking
- Exposure trip (local or international)
- Community or industry immersion
- Self-assessment
- Reflective learning experience
- Case analysis
- Creation of individual learning portfolio
- Community/ industry mapping exercise
- Critique or reflections
- Partnership and linkage

Section 12 **Sample Syllabi for Selected Core Courses**
(Please see attached Annexes)

ARTICLE VI
REQUIRED RESOURCES

Section 13 **Administration**

Dean/Department Head

The Dean/ Department head offering the degree must possess the following qualifications:

1. Filipino Citizen
2. Holder of doctorate degree in related discipline (Medicine or Allied Health Sciences) or a Master's degree in Exercise and Sports Science or in Physical Education
3. Has at least 3 years of teaching experience.
4. Has at least 2 years of administrative/managerial experience.

Section 14 **Faculty**

A. General Requirements

1. As a general rule, master's degree is required for teaching in the tertiary level.
2. Faculty teaching general education and major subjects should have an appropriate master's degree in the field they are assigned to teach.

B. Full-time faculty members of the college

1. The institution shall maintain 50% of the faculty members teaching in the Exercise and Sports Science program as full-time.
2. At least 3 years of teaching experience

C. Faculty Development

The college/department offering the program must have a system to support faculty development anchored on their institution's faculty development program. It should require the faculty members to:

1. complete doctoral degrees;
2. attend continuing education seminars, workshops, conferences, and others;
3. undertake research activities related to the exercise and sports science program and to publish their research outputs in refereed publications; and
4. give lectures and present papers in national/international conferences, symposia and seminars.

Section 15 Library

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the BSESS program.

Section 16 Laboratory and Physical Facilities

1. Science Laboratory for Science Courses in General Education
2. Exercise and Sports Science Laboratory
3. Fitness and Sports Performance Assessment Equipment
4. Gymnasium
5. Fitness and Sports Equipment
6. Swimming pool and their amenities
7. Clinic

ARTICLE VII
COMPLIANCE OF HEIs

Using the ***CHED Implementation Handbook for OBE and ISA*** as reference, a HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program:

Section 17 The complete set of program outcomes, including its proposed additional program outcomes.

Section 18 Its proposed **curriculum** and its justification including a curriculum map.

Section 19 Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.

Section 20 Proposed **outcomes-based syllabus** for each course.

Section 21 Proposed system of program assessment and evaluation

Section 22 Proposed system of program **Continuous Quality Improvement (CQI)**.

For existing programs, CHED shall conduct regular monitoring and evaluation on the compliance of HEIs to this Policies, Standards and Guidelines using an outcomes-based assessment instrument.

ARTICLE VIII
TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 23 **Transitory Provision**

All private HEIs, State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) with existing authorization to operate the **Bachelor of Physical Education major in Sports and Wellness Management, Bachelor of Sports Studies** and **Bachelor of Science in Sports and Recreational Management** programs are hereby given a period of three (3) years from the effectivity thereof to fully comply with all the requirements in this CMO. However, the prescribed minimum curricular requirements in this CMO shall be implemented starting Academic Year 2018-2019.

Section 24 **Sanctions**

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, the Manual of Regulations for Private Higher Education (MORPHE) per CMO No. 40, series of 2008 and other related laws.

Section 25 **Repealing Clause**

Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

Section 26 Effectivity Clause

This Order shall take effect after its publication in the Official Gazette or Newspaper of General Circulation.

Quezon City, Philippines, November 2, 2017

PATRICIA B. LICUANAN, Ph.D.
Chairperson

Attachments:
ANNEX A – Sample OBE Course Syllabus
ANNEX B – Description of Courses in Fitness and Sports Coaching
ANNEX C – Description of Courses in Fitness and Sports Management
ANNEX D – Glossary of Terms

ANNEX A
SAMPLE OBE COURSE SYLLABUS

Course Title	Biomechanics
Course Credit	3.0 units
Contact Hours	3 hours per week
Course Description	The study of the kinematics of movement and an introduction to kinetics. At the end of the course, the student should be able to accurately and evaluate the effectiveness and efficiency of movements.
Course Outcomes	At the end of the course, the learner will be able to: Weeks 1-2 (6 hours) 1. Apply concepts of anatomical reference planes and axes in different human movements 2. Relate the lever system to movements Weeks 3-4 (6 hours) 3. Analyze the lever system in the human body Weeks 5-8 (12 hours) 1. Analyze both sequential and simultaneous movements happening while performing a certain movement or skills. Week 9 Mid-term Weeks 10-11 (6 hours) 2. Analyze human movement and skills in relation to adaptation to stress 3. Create a free body diagram Weeks 12-17 (18 hours) 4. Identify the forces that affect motion: impact, momentum, acceleration and friction 5. Explain the effects of forces on the human body during performance Week 18-Finals

SAMPLE LEARNING PLAN

WEEKS	COURSE INTENDED LEARNING OUTCOMES	CONTENT/ TOPICS	TEACHING-LEARNING ACTIVITIES	ASSESSMENT TASKS	GRADING CRITERIA
1-2	1. Apply concepts of anatomical reference planes and axes in different human movements 2. Relate the lever system to movements	1. Overview of the course 2. Review of the musculoskeletal system 3. Planes of reference and their axes 4. Joints and their degrees of freedom (ROM) 5. Classification of levers in the body	• Course syllabus discussion • Mediated lecture • Observation of movements • Film-showing	• Short Quizzes Quiz 1: Planes and axes Quiz 2: Bones and joints • Account for the movement, planes and axes of the movement using a checklist • Draw and label anatomical parts	Quizzes (8) Score Points 25-22 5 21-18 4 17-15 3 14-12 2 11-9 1 ≤ 8 0
3-4	3. Analyze the lever system in the human body	1. Different type of levers in the body 2. Classification of upper extremity levers 3. Classification of lower extremity levers 4. Levers of the trunk	• Mediated lecture • Observation of movements • Video recording or photograph of movements	Quiz 3: Different levers of the body • Practical test • Video or photo analysis	

5-8	4. Analyze both sequential and simultaneous movements happening while performing a certain movement or skills.	1. Decision trees on movements (kinematic and sequential)	• Mediated lecture • Observation of movements	• Creation of decision tree	
9	MIDTERM				
10-11	1. Analyze human movement and skills in relation to adaptation to stress 2. Create a free body diagram	1. Mapping of several sports skills/movements 2. Rigid body mechanics	1. Mediated lecture 2. Observations	• Free body diagram of a specific movement phase • Kinematic decision tree	
12-17	1. Identify the forces that affect motion: impact, momentum, acceleration and friction 2. Explain the effects of forces on the human body during performance	1. Acceleration and momentum 2. Collision and impact 3. Friction 4. Angles 5. Deformation and refraction	1. Mediated lecture 2. Film showing 3. Observation 4. Presentation of group report (analysis of forces)	• Quiz 4: Forces that affect motion • Annotate film showing • Group presentation	Group Presentation Rubrics 1. Knowledge and understanding (5pts.): How well do you know and understand the topic? How well do you relate the topic in the context of sports performance,where relevant? 1. Interpretation and personal response (5pts.):

					How precise and relevant are your supporting details? 2. Presentation (5pts.): Did you present a clearly focused and well-developed report? 3. Use of language (5pts.): How accurate, clear and precise is your language? Did you have any significant lapses in grammar and expression? Score Points 25-22 5 21-18 4 17-15 3 14-12 2 11-9 1 ≤ 8 0
18	1. Final Exam 2. Performance evaluation in the course				

ANNEX B
COURSE DESCRIPTION OF FITNESS AND SPORTS COACHING

SPECIALIZATION COURSES
(Foundation/Theory and Concepts in PE and Sports)

Course Name	**Philosophy and Socio-anthropological Foundations of Physical Education and Sports**
Course Description	A study of the diverse justifications on the educational value of PE and an examination how the various structures, patterns, organizations, and institutions in culture and society create, relate to, and influence physical education and sports; discussion of the historic tradition of mind/body and theoretical/practical knowledge dualism; conceptual analysis of the issues of sport as a human activity and the distinction and relationship between PE and sport.
Course Credits	3 units
Contact Hours	3 hours/week
Learning Resources (e.g. Textbooks/ References)	1. Wuest, Deborah: Foundations of Physical Education, Exercise Science and Sport, 2015 2. Routledge Handbook of Sport, Race and Ethnicity, 2017 3. Coakley, Jay: Sports in Society: Issues and Controversies, 2015

Course Name	**Anatomy and Physiology of Human Movement**
Course Description	The course provides an understanding of the structure of the body and how they operate as systems. Students use anatomical models and digital media to provide a basis for understanding the structure and function of the human body in terms of how it responds and adapts to physical activities in all its forms.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	None
Program Specialization Outcomes	**PO1-Disciplinal Knowledge:** Apply scientific and evidence-based practices crucial to teaching and learning. **PO5-Communication:** 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Laboratory/Equipment/ Materials/Chemicals (if any)	Science Anatomy Lab
Learning Resources (e.g. Textbooks and References)	Clement, Annie & Artman, Betty G. 1996 The Teaching of Physical Skills, WCB Brown & Benchwork Howley, Edward T. & Franks, Don B. 1992 Health Fitness Instructor's Handbook 2nd Edition Human Kinetics Books, Champaign, Illinois Jensen, Clayne R. et. al. 1983 Applied Kinesiology and Biomechanics 3rd edition McGraw Hill Book Company.

Course Name	Physiology of Exercise and Physical Activity
Course Description	The course provides an understanding of the physiological responses of the body to the acute and chronic stresses of exercise and training stimuli, and the adaptations that result from these. Students are expected to: (1) define the physiological responses and adaptations to exercise and training of different types, intensities and duration; and (2) report and interpret physiological data and refute the fallacies usually associated with exercise performance; (3) discuss the mechanisms and effects of exercise and physical activity on pathology.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	None
Learning Resources (e.g. Textbooks and References)	1. Mc Ardle, William: Essentials of Exercise Physiology, 2016 2. Kraemer, William: Exercise Physiology: Integrating Theory and Application, 2016 3. Murray, Robert: Practical Guide to Exercise Physiology, 2016 4. Powers, Scott: Exercise Physiology: Theory and Application to Fitness and Performance, 2015 5. Mc Ardle, William: Exercise Physiology: Nutrition, Energy and Human Performance, 2015

Course Name	Principles of Motor Control and Learning of Exercise, Sports and Dance
Course Description	This course covers human information processing in relation to the development of motor skills. The student should be able to apply structure, present and evaluate effective learning situations when teaching human movement.
Course Credits	3 units
Contact Hours	3 hours/week
Learning Resources (e.g. Textbooks and References)	1. Cengage Learning: Human Development and Performance throughout the lifespan, 2016 2. Magill, Richard and David Anderson "Motor Learning and Control: Concepts and Applications" 2014 3. Schmidt, Richard and Craig Wrisberg "Motor Learning and Performance: A Situation-Based approach 4 th Edition" 2008 4. Schmidt, Richard and Timothy Lee "Motor Learning and Performance: From Principles to Application 5 th Edition", 2014 5. Routlede: Routledge Handbook of motor control and motor learning, 2014

Course Name	Research I
Course Description	Deals with the general concepts and methods of research focused on the physical and health education specializations. The emphasis is on the actual experience in the research process from the conceptualization of the problem to gathering of support literature and corresponding methodology. A research proposal is a requirement in the course.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	None
Program Specialization Outcomes	**PO1-Disciplinal Knowledge:** Apply scientific and evidence-based practices crucial to teaching and learning. **PO5-Communication:** 1. Communicate effectively with PE practitioners, other professionals and stakeholders. 2. Use oral, written, and technology formats deftly.
Laboratory/Equipment/ Materials/Chemicals (if any)	Research Lab and Related Facilities
Learning Resources (e.g. Textbooks and References)	1. Balajadia-Ducut, Ruth M. and Diana B. Pangilinan. Manual of Standards for Research. University of the Assumption, 2006. 2. Miller, David K. Measurement by the Physical Educator. McGraw-Hill, 2001. 3. Thomas, Jerry R. and Jack K. Nelson. Research Methods in Physical Activity. U.S.A.: Human Kinetics, 1996. 4. Research Methodology and Techniques in Statistics, 2015 5. Flick, UWE: Introducing Research methodology: a Beginner's Guide to doing a research project, 2015 6. Miluwi, Josua: Research methodology: Principles, methods and practices, 2015 7. Kumar, Ranjit: Research Methodology: a step by step guide for beginners, 2014 8. Novikov, Aleksandr: Research Methodology: from philosophy of science to research design, 2013

Course Name	Sports and Exercise Psychology
Course Description	This course provides an understanding of the social, psychological and environmental factors that influence exercise behavior, sports participation and performance through observations and analysis of sports and exercise settings.
Course Credits	3 units
Contact Hours	3 hours/week
Prerequisite	None

Course Name	Contemporary Issues in Exercise and Sports
Course Description	This course will aim to equip students to analyze and examine the complex interaction of social and cultural values as it relates to health and wellness in the past, present, and future.
Course Credits	3 units
Contact Hours	3 Hours/week
Learning Resources (e.g. Textbooks and References)	1. Knowles, Zoe: Reflective Practice in the Sport and Exercise Sciences Contemporary Issues, 2014 2. Routledge: Understanding Sport: A socio-cultural Analysis, 2012

(Content-Performance Courses)
Games, Sports and Recreation

Course Name	Individual and Dual Sports I & II; Team Sports I & II; Swimming and Aquatics
Course Description	The course covers: (1) the sport-specific skills or techniques, tactics and game situations for the adaptation, transfer and improvisation of movement competencies, and (2) the continuum of learning a sport. At the end of the course, students will engage theoretically and practically the methodologies for teaching the sport from teacher-directed to self-directed approaches. They will also think critically about the value and limitations of both of these approaches to learning.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Course Name	Outdoor and Adventure Education
Course Description	This course provides students the venue to learn and enjoy outdoors, emphasizing on outdoor activity skills, safety, positive group dynamics, and environmental awareness.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Fitness

Course Name	Cardiorespiratory Fitness/Aerobic Training
Course Description	This course examines the knowledge and skills in formulating a program to improve cardiovascular fitness.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Course Name	Musculoskeletal Fitness/Resistance Training
Course Description	This course deals with the application of knowledge and skills pertaining to resistance training exercises.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Experiential Learning Courses

Course Name	Internship (Industry Immersion)
Course Description	An experiential course designed to give students an opportunity to be mentored in the working environment.
Course Credits	6 units
Contact Hours	25 hours/week
Prerequisite	

Course Name	Professional Preparation
Course Description	This course provides students with a systematic approach to developing a strategy for entry into the workplace. It is focused on an understanding of the needs of the employees,
Course Credits	6 units
Contact Hours	40 hours/week
Prerequisite	

PROFESSIONAL COURSES

Course Name	Biomechanics
Course Description	The study of the kinematics of movement and an introduction to kinetics. At the end of the course, the student should be able to accurately and evaluate the effectiveness and efficiency of movements.
Course Credits	3 units
Contact Hours	3 Hours/week
Learning Resources (e.g. Textbooks and References)	1. Latash, Mark: Biomechanics and Motor Control: Defining Central Concepts, 2016 2. Hall, Susan: Basic Biomechanics, 2015 3. Humphrey, Jay: An Introduction to Biomechanics: Solids and Fluids, Analysis and Design, 2015 4. Watkins, James: Fundamental Biomechanics of Sport and Exercise, 2014 5. Ganvir, Shyam: Biomechanics of Joints, 2013

Course Name	Prevention and Management of Exercise and Sports-related Injuries
Course Description	This course discusses the theory and practice of reducing risks for, as well as management of sports-related injuries.
Course Credits	3 units
Contact Hours	3 Hours/week
Learning Resources (e.g. Textbooks and References)	1. Chichester, West Sussex: Wiley-Blackwell: The IOC manual of Sports Injuries, 2012 2. Brandon, Leigh: Anatomy of Sports Injuries for Fitness and Rehabilitation, 2011 3. Norris, Christopher: Managing Sports Injuries: A Guide for Students and Clinicians, 2011 4. Stark, Clifford: Living with Sports Injuries, 2010 5. Sarwark, John: Pediatric Orthopaedics and Sports Injuries a Quick Reference Guide, 2010

Course Name	Strength and Conditioning
Course Description	This course introduces the basics of resistance training with emphasis on hypertrophy, strength and power gains. It also deals with the training of the other physical performance parameters, such as endurance, movement efficiency and body composition.
Course Credits	3 units
Contact Hours	3 Hours/week
Learning Resources (e.g. Textbooks and References)	1. Moir, Gavin: Strength and Conditioning: A Biomechanical Approach, 2016 2. Essentials of Strength Training and Conditioning, 2016 3. Routledge, Taylor and Francis Group: Strength and 4. Conditioning for Sports Performance, 2016 5. Conditioning for Strength and Human Performance, 2013

Course Name	Exercise Prescription and Programming
Course Description	This course involves the design of training programs based on scientific principles specific to the needs of individuals. The student should be able to demonstrate and create exercises appropriate to different needs of individuals.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	
Course Objectives	1. Create an exercise program for an individual based on his current fitness level geared towards a specific goal taking into consideration the individual's lifestyle or sport. 2. Demonstrate the proper execution of all the different exercise techniques; assist individuals in the use of all exercise equipment safely and effectively. 3. Actively participate in all exercises designed to improve health related and skill related parameters of physical fitness
Laboratory/Equipment	Human performance Laboratory

Learning Resources (e.g. Textbooks and References)	1. Baechle and Earle. (2015). Essentials of Strength and Conditioning. 4th Ed

Course Name	Coaching Theory and Practice
Course Description	This course covers the theoretical aspects of the science of coaching, individuals and groups, and the development of coaching philosophy.
Course Credits	3 units
Contact Hours	3 Hours/week
Learning Resources (e.g. Textbooks and References)	1. Routledge: Learning in sports coaching: theory and application, 2016 2. Ribbers, Anne: E- coaching: theory and practice for a new online approach to coaching, 2015 3. Ives, Yossi: goal focused coaching: theory and practice, 2012 4. Garvey, Robert: Coaching and Mentoring: theory and practice, 2014 5. Lyle, John: Sport Coaching Concepts: a Framework for coaching practice, 2017

Course Name	Assessment of Fitness and Sports Performance
Course Description	This course will deal with the examination of tools, tests and measures that will aid in the assessment and analysis of fitness and sports performance.
Course Credits	3 units
Contact Hours	3 Hours/week
Learning Resources (e.g. Textbooks and References)	1. Australian Sports Commission: Physiological tests for elite athletes 2 nd edition, 2013

Course Name	Psychology of Sports and Exercise
Course Description	This course deals with the application of psychology to sports and exercise settings, focusing on how performance may be enhanced by methods and strategies that modify behavior.
Course Credits	3 units
Contact Hours	3 Hours/week
Learning Resources (e.g. Textbooks and References)	1. Chawla, Ganesh: Education and Sports Psychology, 2014 2. Aprueba, Roxel: Sports Psychology, 2005 3. Weinberg, Robert: Foundations of Sport and Exercise Psychology, 2015 4. Measurement in Sport and Exercise Psychology, 2012

Course Name	Sports Ethics and Law
Course Description	This course deals with the comprehensive study of ethical concepts, principles and issues, as well as the law of the land relevant to exercise and sports science.
Course Credits	3 units
Contact Hours	3 Hours/week
Learning Resources (e.g. Textbooks and References)	1. Lumpkin, Angela: Modern Sports Ethics: a reference hand book, 2009 2. Routledge: The ethics of sports coaching, 2011 3. Iordanou, Ioanna: Values and Ethics in coaching, 2017 4. Routledge: The ethicsof sports: a reader, 2010

Course Name	Ergogenics and Healthy Eating Habits for Physical Activities
Course Description	This course explores issues in food consumption in relation to physical activity energy requirements. It also covers performance enhancement through physical, mental and mechanical aids. The student should be able to recommend appropriate adjustments to individual's eating habits as well as provide sound advice on the choice of performance enhancement aids.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	
Course Objectives	1. Understand the importance of having a well-planned balance diet in improving athletic performance and when managing weight 2. Understand the role of different nutrients in the body when active or exercising 3. Analyze the factors affecting the nutritional requirements of an individual 4. Understand the importance of proper timing and selecting foods before, during and after exercise 5. Create a specific nutritional program for an individual based on his activity level or sport that is geared towards improving health and performance
Laboratory/Equipment/ Materials/Chemicals (if any)	Human performance Laboratory
Learning Resources (e.g. Textbooks and References)	1. Clark, N. (2008). Nancy Clark's Sports Nutrition Guidebook (4th ed.). Human Kinetics - (basic) 2. Williams, M. (2007). Nutrition For Health, Fitness and Sport. 8th Ed. 3. McArdle, W.D., Katch, F.I., Katch, V.L.(2009). Sports and Exercise Nutrition. Philadelphia, Lippincott Williams and Wilkins 4. Baechle and Earle, (2015). Essentials of Strength and Conditioning. 4th Ed. 5. Gatorade Sports Science Institute. www.gssiweb.org

Course Name	Research II-Applied Research Project
Course Description	The course provides mentoring of the student during execution of the approved research proposal, supervision during fieldwork and advising during the write-up and presentation of the research study before a panel of judges. Passing the oral defense, revision and submission of the final research paper are the course requirements.
Course Credits	3 units
Contact Hours	3 Hours/week

ANNEX C
COURSE DESCRIPTIONS

(FITNESS AND SPORTS MANAGEMENT)

For the description of Foundation/Theory and Concept and Content-Performance Courses, please refer to the BSESS major in FSC program n Annex B

Professional Courses

Course Name	**Fundamentals of Management Practice**
Course Description	An overview of management, both as science and art, and its application to both business and non-business enterprise. The understanding of the theory, principles and practice of management is grounded on an understanding of man's nature, purpose and motivation. Application of the management functions in business planning and the decision-making process relates to the basic managerial functions, concepts and processes provide the framework for business planning and decision-making. Building on Drucker's perspective of management, the learner This enables the student to X that lead students to provides a basic understanding of the importance of business planning and the decision-making processes involved in management functions. The learner will be able to apply the basic management functions of planning, organizing, leading and controlling to .. summarize the basic steps in business planning, outline the managerial decision-making process, identify the ethical, economic, social, and environmental dimensions, as well as the short and long term effects of decisions and synthesize the important issues that relate to corporate social responsibility.
Course Credits	**3 units**
Contact Hours	**3 Hours/week**
Learning Resources (e.g. Textbooks and References)	Bateman, T., Snell, S., and Konopaske, R. (2017). Management: Leading and Collaborating in a Competitive World. United States: McGraw-Hill Education. Schermerhorn, J. (2011). Introduction to Management. United States: John Wiley & Sons, Inc. Dyck, B. and Neubert, M. (2012). Management. Singapore: CEngage Learning Asia Pte Ltd.

Course Name	**Principles of Accounting**
Course Description	An introductory course for future professional managers grounded on an entrepreneurial and ethical mindset. The framework consists of typical transactions and accounting problems of single proprietorships engaged in service and merchandising businesses.
Course Credits	**3 units**
Contact Hours	**3 Hours/week**
Prerequisite	

Course Name	Principles of Marketing
Course Description	This course provides an overview of the dynamics of marketing in terms of its process and function in the organization.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Course Name	Principles of Finance
Course Description	This course covers key concepts, principles and techniques of decision-making directed for creating economic value.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Course Name	Operations Management
Course Description	This course focuses on recent trends, developments, and applications of operations management principles in the business and non-business context.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Course Name	Human Resource Management
Course Description	This course focuses on key leadership roles, organizational structure, planning, recruitment and selection, training and development, and performance management.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Course Name	Business Ethics and Law
Course Description	This course highlights work as a human activity for the development of the worker, co-workers, culture and society.
Course Credits	3 units
Contact Hours	3 Hours/week
Prerequisite	

Course Name	Industry Immersion
Course Description	An experiential course designed to give students an opportunity to be mentored in the working environment.
Course Credits	6 units
Contact Hours	
Prerequisite	

Course Name	Entrepreneurship and Innovation
Course Description	Designed to prepare students to become creative, thoughtful and determined professionals who are able to apply their analytical skills in developing well-planned and socially responsible ventures and innovations and persuasively convince clients or audiences. In addition, students are expected to exploit change as an opportunity for a different business or a different service.
Course Credits	6 units
Contact Hours	40 hours
Prerequisite	

ANNEX D
GLOSSARY OF TERMS

Adapted physical education: Developmentally appropriate activities for students with limitations who may not safely or successfully engage in unrestricted participation in various activities of the general physical education program

Advanced Skills: Skills used in sport applications

Aerobic activity: Light to vigorous intensity physical activity that requires more oxygen than sedentary behavior and thus promotes cardiovascular fitness and other health benefits (e.g. jumping rope, biking, swimming, running; playing soccer, basketball, or volleyball)

Agility: A skill-related component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy

Anaerobic activity: Intense physical activity that is short in duration and requires a breakdown of energy sources in the absence of sufficient oxygen. Energy sources are replenished as an individual recovers from the activity. Anaerobic activity (e.g., sprinting during running, swimming, or biking) requires maximal performances during a brief period.

Assessment: Process that enables teachers to evaluate a student's performance, knowledge or achievement

Athletics: Structured participation in organized sports

Atrophy: Decrease in muscle size

Balance: A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving

Basic Skills: Skills that utilized either locomotor (e.g. walk, run, jump, skip, gallop) or manipulative (e.g. throw, catch, kick, strike) fundamental movements

Body composition: A health-related component of physical fitness that relates to the relative amounts of muscle, fat, bone and other vital parts of the body

Cardiovascular fitness: A health-related component of physical fitness that relates to ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity

Competence: Sufficient ability to enjoy safe participation in an activity; the ability to perform and apply skills

Complex Skills: Skills that combine two or more locomotor and/or manipulative fundamental movements

Content Area: The categories of skill students should possess as a result of instruction

Coordination: A skill-related component of physical fitness that relates to the ability to use the senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately

Developmentally appropriate: Those aspects of teaching and learning that change with the age, experience and ability of the learner

Directionality: An awareness of space outside the body involving knowledge of directions in relation to right and left, in and out, up and down

Disaster Response: An immediate action responding to a situation in land, water and natural calamities (i.e. flood, typhoon)

Duration: Amount of time spent participating in a physical activity session

Exercise: Activities that are planned and structured, and that maintain or improve one or more of the components of physical fitness; leisure time physical activity conducted with the intention of developing physical fitness

Fine Motor Coordination: Movement involving limited movement of parts of the body in the performance of precise movements (e.g. writing, tying shoelaces.)

Fitness: A state of well-being that allows people to perform daily activities with vigor, participate in a variety of physical activities, and reduce their risks for health problems

Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint

Force: The strength that moves the body; the amount of strength or tension necessary or advisable to execute a given movement

Frequency: The number of physical activity sessions during a specific time period (e.g. 1 week)

Fundamental motor skills: Basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities; includes both locomotor skills such as walking, running, hopping, skipping, jumping, leaping and galloping, as well as manipulative skills such as throwing, passing, kicking, dribbling and catching

Gross-motor coordination: Performing skills involving large muscle groups

Health-related physical fitness: Consists of those components of physical fitness that have a relationship with good health: body composition, cardiovascular fitness, flexibility, muscular endurance and strength

Hypertrophy: Increase in size of muscles

Intensity: How vigorously an individual must exercise to improve in fitness; the rate of energy expenditure

Interpersonal communication skills: Verbal or non-verbal abilities that help to share feelings, thoughts and information with another person in a positive manner

Interpersonal social skills: Skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance

Lead-up games: Games that utilize basic skills and strategies related to specific sports and activities

Leisure activity: Physical activity undertaken during discretionary time

Lifestyle activity: Physical activity typically performed on a routine basis (e.g. walking, climbing stairs, mowing or raking the yard), which is usually light to moderate in intensity

Locomotor skills: Skills used to move the body from one place to another including walking, running, skipping, leaping, sliding, galloping, jumping and hopping

Low-organized games: Activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways

Manipulative skills: Skills developed when a person handles some kind of object including throwing, kicking, batting, catching, redirecting an object in flight (such as volleyball) or continuous control of an object such as a hoop

Mature form: The basic movement that can be performed with ease, is smooth, efficient, repetitive and can be performed without thinking out each step of the movement; the most efficient technique for the development of force production in a skill; usually associated with the highly skilled performances; using the critical elements of a skill (e.g. step with the opposite foot when throwing)

Morbidity: The rate of disease or proportion of diseased people

Mortality: The rate or proportion of death from all causes

Motor skills: Non-fitness abilities that improve with practice (learning) and relate to one's ability to perform specific sports and other motor tasks

Movement concepts: A generalized idea concerning human motion (e.g. the lower the center of gravity, the more stable the object; throwing a ball in front of a moving receiver)

Movement concepts and principles: Relates to the cognitive information concerning the development of physical fitness and motor development and its application in real life such as specificity in training and other principles of conditioning, application of force, center of gravity, and stress management

Muscular endurance: A health-related component of physical fitness that relates to the muscle's ability to continue to perform without fatigue

Muscular strength: The ability of muscles to exert a force one time

Non-locomotor skills: Skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking

Perceptual motor skills: Movement involving the interrelationships between the perceptual or sensory processes and motor activity including balance and directionality

Performance Indicator: The indices of quality that specify how competent a student must be to meet the standard

Physical Activity: Physical movement involving the large skeletal muscles; a wide variety of activities that promote health and well-being; bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure

Physical Fitness: A set of physical attributes related to a person's ability to perform physical activity successfully, without undue strain and with a margin of safety

Physical Literacy: A composite of fundamental movement, motor and activity-specific skills that serves as the foundation for confident, enjoyable and sustained participation in a wide range of physical activities.

Power: Skill-related component of physical fitness relating to the ability of the rate at which one can perform work

Psychomotor development: Area of learning involving the attainment of movement skills and competencies needed for a lifetime of activity

Quality physical education programs: Those that are developmentally appropriate and provide a progressive, systematic curriculum

Reaction time: A skill-related component of physical fitness that relates to the time elapsed between stimulation and the beginning of the reaction to it

Recess: A time set aside for children to engage in free, usually unstructured, play

Rhythm/s: Involves motion that possesses regularity and a predictable pattern often involving music such as dance patterns and jumping rope

Rudimentary Application: Movements acquired during the first year of life concerning stability (control of head/neck/truck, sitting, standing), locomotion (crawling, creeping, upright gait), and manipulation (reaching, grasping, releasing)

Sequential: Following one movement pattern to the next in an orderly pattern

Skill-related physical fitness: Consists of those components of physical fitness that have a relationship with enhanced performance in sports and motor skills: agility, balance, coordination, power, speed and reaction time

Space awareness: Perception of where the body moves, including general and self space, directions, pathways, levels, and extensions

Specialized movement skill: Movement skills used specifically for structured sports and games, as opposed to skills fundamental to many sports (i.e. lay up shot, volleyball spike, golf drive, tennis forehand); skills basic to a movement form (basketball chest pass, soccer dribble, fielding a softball with a glove)

Speed: A skill-related component of physical fitness that relates to the ability to perform a movement within a short period of time

Sport: A general term for structured physical activities and athletics

Standard: The agreed upon level of accomplishment; what all students must know and be able to do as a result of instruction

Strength: The ability of the muscle to exert force

Stress management: The ability to cope with stress as a normal part of life including the ability to identify situations and conditions that produce stress and adopt healthy coping behaviors

Team sports: Includes games, sports and leisure pursuits that require the participation of one or more groups of individuals on teams such as basketball, football and soccer

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 Section2); "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 N0. 59 series 1996). The new GE curriculum aims to expose undergraduate students to various domains of knowledge and ways

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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.[1]

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.

Section1. 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 21st century life and the requisite abilities to anticipate and adapt to swiftly changing situations, to think innovatively, and

[1] 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	• Higher levels of comprehension (textual, visual, etc.) • Proficient and effective communication (writing, speaking, and use of new technologies) • Understanding of basic concepts across the domains of knowledge

	• Critical, analytical, and creative thinking • Application of different analytical modes (quantitative and qualitative, artistic and scientific, textual and visual, experimental, observation, etc.) in tackling problems methodically
Personal and civic responsibilities	• Appreciation of the human condition • Capacity to personally interpret the human experience • Ability to view the contemporary world from both Philippine and global perspectives • Self-assuredness in knowing and being Filipino • Capacity to reflect critically on shared concerns and think of innovative, creative solutions guided by ethical standards • Ability to reflect on moral norms/imperatives as they affect individuals and society • Ability to appreciate and contribute to artistic beauty • Understanding and respect for human rights • Ability to contribute personally and meaningfully to the country's development
Practical skills	• Working effectively in a group • Application of computing and information technology to assist and facilitate research • Ability to negotiate the world of technology responsibly • Problem-solving (including real-world problems) • Basic work-related skills and knowledge

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 Babasahin 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 pang-kabuhayan 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 disciplinal borders. Below are some examples.

Mathematics, Science & Technology	• Environmental Science. Interrelationships among components of the natural world; environmental problems, their causes, associated risks, preventive measures and alternative solutions • People and the Earth's Ecosystems. Impact of human activities on the environment; consequences of environmental modification on human activity • Human Reproduction: Biocultural and Ecological Perspectives. Human reproduction from the perspective of human ecology; environmental, socioeconomic, and cultural factors that affect human reproduction • Living in the IT Era. Science, culture and ethics of information technology, its influence on modern living and human relationships, and uses for personal, professional, and social advancement
Social Sciences & Philosophy	• Religions, Religious Experiences and Spirituality. Role and impact of religions and spirituality on human history and personal life • Philippine Indigenous Communities. Indigenous groups in the Philippines, their way of life, role in and contribution to Filipino society • Gender and Society. Gender as a social construction, its role in and impact on different facets of societal life • The Entrepreneurial Mind. Meaning and attributes of entrepreneurship (e.g., innovativeness, risk-taking and self reliance), the social role and impact of entrepreneurship

Arts & Humanities (A&H)	• 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 ens 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[1] 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 disciplinal program than what exists at present, where goals are described by separate knowledge domains instead of as a whole.

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1 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.

APPENDIX C

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.[3]

[3] 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.

Proposed Senior High School Curriculum B for Academic Track**

(In Maximum Number of Hours)

LEARNING AREA		SUBJECT	GRADE 11		GRADE 12		Total
			1st Sem	2nd Sem	1st Sem	2nd Sem	
CORE CURRICULUM	Language	Oral Communication / Reading & Writing	54	54			108
		Talastasang Filipino sa Lipunang Pilipino / Pagbasa, Pagsulat, Pananaliksik sa Wika at Kulturang Filipino	54	54			108
	Literature	21st Century Phil. Lit. from the Regions			54		54
		21st Century Literatures of the World				54	54
	Communication	Media & Information Literacy			54		54
	Mathematics	General Math / Statistics & Probability	54	54			108
	Philosophy	Intro to Philosophy of the Human Person				54	54
	Natural Science *	Life/Physical Sciences – Lecture	54	54			108
		Life/Physical Sciences – Laboratory	54	54			108
	Social Sciences	Personal Development / Understanding Society & Culture	54	54			108

* *For BAM and HESS Strands only; STEM students will go through enriched Natural Science*

** *Approved by Br. Armin Luistro and Sub-TWG for SHS on 27 February 2013*

Proposed Senior High School Curriculum B for Academic Track**

(In Maximum Number of Hours)

LEARNING AREA		SUBJECT	GRADE 11		GRADE 12		Total
			1st Sem	2nd Sem	1st Sem	2nd Sem	
TRACKS	Academic	**STRANDS**	108	108	270	270	756
		Total Hours (Core + Track)	**432**	**432**	**378**	**378**	**1620**
		Hours/Day (maximum)	**4.8**	**4.8**	**4.2**	**4.2**	

* *For BAM and HESS Strands only; STEM students will go through enriched Natural Science*

** *Approved by Br. Armin Luistro and Sub-TWG for SHS on 27 February 2013*

APPENDIX E

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.

APPENDIX F

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							

APPENDIX G

DOCUMENTATION OF PUBLIC CONSULTATIONS

1. PUBLIC CONSULTATIONS, AUGUST-SEPTEMBER 2012

HEI CONCERNS ABOUT K-12

Senior high school pathways	• Is DepEd prepared to cater to different streams in senior high school for technical/vocational programs and degree programs in various disciplines?
Entrance tests and student preparedness for college	• Is there legislation that says those who complete 12 years of basic education are automatically admitted to college? • 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? • If a student takes the technical/vocational track in senior high school, can s/he take science in college?
Teacher preparedness for senior high school	• Who will teach the physics and calculus courses in senior high school? • In general, are high school teachers ready for the Grades 11 and 12 curricula? Can they comply with the college ready standards
HEI faculty teaching senior high school	• In light of the present capabilities of high school teacher, HEIs should be allowed to teach Grades 11 and 12. • Can they without having to go through the 'modeling' approach adopted by the Department of Education? • 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.

Appendix H

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 8 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		709	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	• 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? • 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? • Is it right to say that HEIs may	• 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. • Yes since the proposed number of GE units is the minimum, and if the institutional courses are liberal education in nature. The HE will have to set its own limits on the number and content of the

	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.

A. 3 Copies of MOA or MOU with agencies/ institutions regarding Immersion, OJT, RLE, Practice Teaching and other related activities.

MEMORANDUM OF AGREEMENT
for ON- the -Job Training (OJT) Program

This Memorandum of Agreement is made and entered into by and between:

The **UNIVERSITY OF SOUTHERN MINDANAO (USM),** a Level IV, State University created under Republic Act No. 763, s. 1952 as amended and Presidential Decree No. 1312, s. 1978 with a principal and postal address at Bai Matabay, Plang Avenue, Poblacion Kabacan, Cotabato, Philippines represented herein by its University President, **FRANCISCO GIL N. GARCIA, PhD** hereinafter referred to as the **"FIRST PARTY,"**

and

The **DEPARTMENT OF EDUCATION- REGION XII**, a government entity mandated by law under Batas Pambansa Blg.232, otherwise known as the "Education Act of 1982", as amended by Republic Act No. 9155, otherwise known as "Governance of Basic Education Act of 2001", with office address at Carpenter Hill, Koronadal City, represented herein by- **CARLITO D. ROCAFORT,** CESO V, Director IV, hereinafter referred to as the **"SECOND PARTY."**

WITNESSETH:

WHEREAS, On- the-Job-Training (OJT) is part of the course work which requires a student to undergo work immersion in an institution or organization with work requirements related to their specialization and academic preparation.

WHEREAS, the **University of Southern Mindanao** requires its students to undergo On-the-Job Training (OJT) for a duration of seven hundred twenty (720) hours.

WHEREAS, USM and DepEd Region XII are committed to improve the quality of basic education in the Division of Cotabato.

WHEREAS, USM and DepEd Region XII believe that a major key to reaching that goal is a quality pre-service training program that will provide practice teachers with opportunities to:

1. develop the competencies set for Beginning Teachers in the Philippine Professional Standards for Teachers (PPST);
2. apply their theoretical knowledge and pedagogical skills in actual teaching-learning situations;
3. gain comprehensive and realistic perspective of the teaching-learning situation and day-to day school activities;
4. reflect on their qualities and commitment vis-à-vis the demands of the teaching profession; and
5. equip them for the challenges of teaching in the new normal.

USM-DIO-F14-Rev.1.2023.05.31

WHEREAS USM and DepEd Region XII believe that intensive practice teaching is necessary to adequately prepare the practice teachers for their functions and responsibilities.

NOW, THEREFORE, premises, the parties hereby agree to the following:

1. The **UNIVERSITY OF SOUTHERN MINDANAO** shall:

   1.1. Coordinate with the DepEd Region XII, Schools Division Superintendent and the identified School Heads on the deployment of the Practice Teachers (PTs)

   1.1.1 that a maximum of two (2) Practice Teachers (PTs) are assigned to a Cooperating Teacher (CT) within a specific term;
   1.1.2 that the number of PTs to be assigned in each cooperating school shall not exceed twenty-five (25) per term, except in big schools;
   1.1.3 that all practice teachers shall pass medical examination;
   1.1.4 that all practice teachers shall have accident insurance;
   1.1.5 that the conduct of at least three (3) meetings with PTs during their experiential learning program in the designated cooperating schools be facilitated;
   1.1.6 that the conduct of meetings with the CTs on the performance of the PTs and for the improvement of the program be facilitated;
   1.1.7 that the relevant DepEd policies and guidelines, and applicable laws and regulations are respected and complied with, and that the PTs are well-oriented, informed, and guided also to ensure their compliance.

   1.2 Provide incentives for the following:

   1.2.1 that the Cooperating Principal shall receive an honorarium not exceeding one thousand pesos (Php 1,000) per semester for accommodating Practice Teachers and Field Study students assigned to his/her school; the amount will be delivered directly to the cooperating Principal concerned; and the amount will be reviewed regularly.
   1.2.2 that the Cooperating Teacher (CT) for internship will be given financial remuneration in the amount of Php 900 computed based on the number of Practice Teachers (PTs) handled in a quarter /semester; the amount will be delivered directly to the Cooperating Teacher (CT) concerned; and the amount will be reviewed regularly.
   1.2.3 that the said amount will be obtained from the laboratory fee of the students.

   1.3. Award Certificate of Appreciation to:

   1.3.1 the Cooperating Principal/ Department Head and Cooperating Teachers shall receive a certificate of appreciation for their work each term regardless of the number of Practice Teachers they have handled.

5 This Agreement will be subjected for review by both parties at the end of every school year.

6. This Memorandum of Agreement shall take effect on the first semester of Academic Year 2024-**2025 until 2026- 2027** and shall remain in full force unless otherwise terminated for the following cause:

   a. non-compliance by any of the parties with the terms and conditions set forth in this Memorandum of Agreement; and
   b. upon request by USM and DepEd for causes beyond their control.

7. This agreement shall take effect immediately upon signing by both parties and from memorization of this document.

8. Any dispute, controversy, difference or claim arising out of or in relation to this agreement, including any question as to the interpretation, implementation, existence, validity, breach or termination thereof or as to any non-contractual obligation arising out of or relating thereto, shall be referred to and finally resolved by arbitration. The arbitration shall be conducted by one or more arbitrators to be appointed in accordance with the mutual will of the parties.

IN WITNESS WHEREOF, parties of the agreement hereunto affixed their signatures this ____day of _____,20____at the City of _____, Philippines.

UNIVERSITY OF SOUTHERN MINDANAO

Represented by:

FRANCISCO GIL N. GARCIA, PhD
SUC President IV
Valid ID No. _____

DEPARTMENT OF EDUCATION

Represented by:

CARLITO D. ROCAFORT, CESO V
Director IV
Valid ID No. _____

Signed in the presence of:

MARCOS F. MONDERIN, JD
Vice President for Academic Affairs
Valid ID No. _____

MA. LESLIE C. SALES, EdD
Dean, College of Education
Valid ID No. _____

A. 4. MINUTES OF THE ACADEMIC COUNCIL MEETING

Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Tel. No. 63(64)572-2406
Email Address:di@usm.edu.ph

ACADEMIC COUNCIL

EXCERPTS FROM THE MINUTES OF THE JUNE 7, 2024 MEETING OF THE ACADEMIC COUNCIL HELD ON SITE

ENDORSEMENT OFTHE CANDIDATES FOR GRADUATION FOR SY 2023-2024 FROM DIFFERENT ACADEMIC UNITS OF THE UNIVERSITY OF SOUTHERN MINDANAO FOR CONFIRMATION BY THE BOARD OF REGENTS

Resolution No. 02
Series of 2024

Endorsing the candidates for graduation for SY 2023-2024 from different academic units for confirmation by the Board of Regents as per Annex A.

APPROVED

x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x

CERTIFIED TRUE AND CORRECT:

ELSA A. GONZAGA, PhD
Secretary, University Academic Council/
Director for Instruction

ATTESTED BY:

MARCOS F. MONDERIN, JD
Vice Chairperson, University Academic Council
Vice President for Academic Affairs

FRANCISCO GIL N. GARCIA, PhD
Chairperson, University Academic Council
SUC President IV

A. 5. POLICIES ON CURRICULUM DEVELOPMENT/ REVIEW

UNIVERSITY OF SOUTHERN MINDANAO				
DESIGN, DEVELOPMENT AND REVISION OF CURRICULUM				
Document No.	USM-EDU-003-Rev.4.2024.07.19	Rev. No.	4	Page 1 of 6

EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
July 19, 2024	4	Partial	Changed document code of Curriculum form. Revised paragraph 2.0, 4.2, 4.4, 5.1, 6.1.5.3.2, 6.4.1, 6.4.2.1, 6.4.4, 6.4.7, 6.4.8, 6.5.5, 6.6.1, 6.6.3, and 8.1	ALL	LEORENCE C. TANDOG KHARLO J. SUBRIO
January 08, 2021	3	Total	Changed document title and document code. Revised all sections except Section 4.0. Deleted subsection 6.3, 6.4 and 6.6. Inserted Course Catalog (USM-EDU-F46-Rev.0.2021.01.08) as additional form.	ALL	MARICAR U. JUANEZA SAMSON C. RAPUZA GEMKARL RUFER DENAYN B. GALANG
February 18, 2020	2	Partial	Changed document code	ALL	KHARLO J. SUBRIO
February 15, 2018	1	Total	Reviewed and amended in accordance with the Quality Management System Requirements	ALL	JENNIFER E. SINCO / LAWRENCE ANTHONY U. DOLLENTE
July 04, 2016	Ø	New	Newly established in accordance with the Quality Management System Requirements	ALL	LYDIA C. PASCUAL/ JENNIFER E. SINCO

Prepared by:	Reviewed by:	Approved by:	DCC USE ONLY
LEORENCE C. TANDOG KHARLO J. SUBRIO Name and Signature	CONCEPCION E. MAGALLON Name & Signature	LAWRENCE ANTHONY U. DOLLENTE, PhD Name & Signature	DOCUMENT CONTROL INDICATOR MASTER 2024-07-19 COPY

ELECTRONICALLY RELEASED
2025.06.09

1.0. PURPOSE

This procedure serves as guide for all faculty members and stakeholders in the process of the design and development of program curricula. This ensures that the new or revised curriculum have undergone comprehensive and systematic process of review, verification and validation before its approval for implementation.

2.0. SCOPE

This procedure applies to the curricula of all degree program offerings proposed by permanent faculty members in the University.

3.0. DEFINITION OF TERMS

3.1. **Curriculum** refers to the set of courses, their sequence and distribution within the prescribed duration of study taken by a student enrolled in a particular program.

3.2. **Prospectus** is a document which embodies the curriculum of the program and used for promotion, academic evaluation and student advising.

3.3. **Course Catalog** is a document that lists the courses contained in the curriculum including course code, course title, course description and equivalent units.

3.4. **Curriculum Design and Development** refers to the process of conceptualizing the curriculum of a new program offering

3.5. **Curriculum Revision** is the process of modifying the curriculum of an existing program offering based on policy changes (new CMO), inputs from the stakeholders and suggestions and recommendations from reviewing bodies.

3.6. **Curriculum Review** is the process of evaluating the content and design of the curriculum, its alignment to the college goals and objectives and compliance to the CHED requirements and institutional policies.

3.7. **Curriculum Verification** is the process of checking whether the technical and administrative requirements of the curriculum are being met.

3.8. **Curriculum Validation** refers to the process of determining the acceptability of the curriculum to the stakeholders. This ensures that the curriculum is relevant and responsive to the demands of the local, regional, national and international socio-economic agenda as well as its sustainability.

3.9. **Feasibility Study** is a study conducted among prospect students to determine the viability of the proposed program. The study includes their socio-demographic profile, academic profile, level of awareness of the proposed program and willingness to enroll.

4.0. REFERENCES

4.1. USM Code

4.2. USM Quality Management System Manual (USM-QMS-002-Rev.7.2024.01.12)

4.3. Commission on Higher Education (CHED) Memorandum Order

4.4. Academic Policies and Guidelines

5.0. RESPONSIBILITY AND AUTHORITY

5.1. The **Program Proponent/s** are member/s of Department within the discipline who is/are responsible for the conceptualization of the new or revised curriculum, presentation to reviewing bodies, and incorporation of recommended revisions.

5.2. The **Department Curriculum Review and Development Committee**, which is composed of the Department Chairperson, Program Head and the Subject Matter Expert/s, is tasked to construct the Proposed or Revised Curriculum and attached documents. The committee shall also be responsible for conducting the feasibility study and consultation with the stakeholders before submitting this to the College Curriculum Review and Development Committee.

5.3. **College Curriculum Review and Development Committee** is composed of Department Curriculum Coordinators who serve as representatives of the different departments in the College. They are tasked to review the contents of the Curriculum whether they conform with the institutional policies and align with the CMO and/or benchmark with other higher education institutions (HEI).

5.4. **College Academic Council** further reviews the proposed new or revised curriculum to determine its consonance with the College goals and objectives.

5.5. **University Curriculum Specialist** receives, checks and controls pertinent documents submitted by program proponents for the University Curriculum Review. The specialist shall also facilitate the notation of the curriculum by CHED Regional Office before the submission for approval of the Board of Regents.

5.6. **Director for Instruction** oversees the entry or updating of the curriculum in the enrolment system and monitors its implementation in accordance with applicable academic policies.

5.7. **University Curriculum Review and Development Committee** verifies the endorsed curriculum if the necessary technical and administrative requirements are being met before recommending it to the University Academic Council.

5.8. **University Academic Council** shall validate and endorse the approval of the curriculum to the Board of Regents.

5.9. **Vice-President for Academic Affairs** is responsible for providing directives and guidelines on the matters of curriculum design and development as stipulated in the University Code and serving as chair of the University Curriculum Review and Development Committee.

6.0 PROCEDURE DETAILS

6.1 Curriculum Design and Development

6.1.1 The Program Proponent constructs the draft curriculum of the proposed new program offering based on existing applicable CMO and/or benchmark with similar program of other HEIs.

6.1.2 A feasibility study shall be conducted among prospect students to determine the viability of the proposed program.

6.1.3 If the program is feasible, a consultation shall be conducted among stakeholders (alumni, industries, government, and/or community) to obtain necessary data on the employment needs, relevance to development agenda and socio-cultural implications.

6.1.4 The Department Curriculum Review and Development Committee, reconstructs the Curriculum incorporating the inputs from the planning in the Department and consultation with stakeholders.

6.1.5 The Department Curriculum Review and Development Committee submits the proposed curriculum to the College Curriculum Review and Development Committee for review with the following attachments

6.1.5.1 Course Catalog

6.1.5.2 Feasibility Study

6.1.5.3 Program proposal containing the following:

6.1.5.3.1 Program title

6.1.5.3.2 Program description

6.1.5.3.3 Rationale

6.1.5.3.4 Curriculum summary

6.1.5.3.5 Faculty profile

6.1.5.4 List of Qualified Faculty (USM-EDU-F08-Rev-1.2021.01.08)

6.1.5.5 List of Required Facilities (USM-EDU-F32-Rev-1.2021.01.08)

6.1.5.6 Applicable CHED Memorandum Order (CMO)

6.1.5.7 Benchmarked Curricula (if necessary)

6.1.5.8 Curriculum Design Checklist (USM-EDU-F02-Rev-1.2021.01.08)

6.2 Curriculum Revision

6.2.1 The curriculum shall be subjected to revision every four (4) years or as needed to maintain its relevance to the changes and updates in industry competency requirements and socio-economic needs.

6.2.2 The proponents of the revision prepare the draft of revised curriculum of the existing program offering based on research findings (tracer studies, exit interviews/exams), course evaluation results, newly issued CMO and/or benchmark with similar program of other HEIs.

6.2.3 A consultation shall be conducted among stakeholders (students, faculty, alumni, industries, government and/or community) to obtain necessary feedback on the implications of the revisions and to gather updated data on the employment needs, relevance to development agenda and socio-cultural implications.

6.2.4 The Department Curriculum Review and Development Committee reconstructs the revised Curriculum incorporating the inputs from the consultation with stakeholders.

6.2.5 The Department Chairperson submits the revised curriculum to the College Curriculum Review and Development Committee for review with the following attachments:

6.2.5.1 Revised Course Catalog (if applicable)

6.2.5.2 Applicable CHED Memorandum Order (CMO)

6.2.5.3 Benchmarked Curricula (if necessary)

6.3 Curriculum Review

6.3.1 The College Curriculum Review and Development Committee reviews the proposed or revised curriculum using the Curriculum Review and Verification Checklist (USM-EDU-F03-Rev-2.2024.07.19). They shall use the CMO, USM Code, existing academic policies and guidelines and pertinent attachments mentioned in 6.1.1 and 6.2.5 as references.

6.3.2 Upon reviewing the curriculum, the committee shall decide on the following recommendations based on their findings:

6.3.2.1 Recommended for endorsement without need for revisions

6.3.2.2 Recommended for endorsement subject to compliance of suggested revisions

6.3.2.3 Not recommended for endorsement

6.3.3 Upon incorporation of all recommendations the Committee shall forward the proposed or revised curriculum to the College Academic Council.

6.3.4 The College Academic Council shall further review and scrutinize the Proposed or revised Program Curriculum to ensure that it is in consonance with the College Goals and Objectives.

6.3.5 Upon scrutiny of the curriculum, the College Academic Council shall decide on the following recommendations based on their findings

6.3.5.1 Endorsed without need for revision

6.3.5.2 Endorsed subject to compliance of suggested revision

6.3.5.3 Not endorsed

6.3.6 If the curriculum is endorsed, the Dean sends a request to the Office of the Vice President for Academic Affairs (VPAA) to conduct verification. If it is not endorsed, it shall be returned to the program proponents.

6.4 Curriculum Verification

6.4.1 The curriculum must be verified by the University Curriculum Review and Development Committee (UCRDC) not later than one (1) month before its planned date of implementation.

6.4.2 Upon approval of the VPAA on the request for curriculum verification, the Department Chairperson shall submit to the University Curriculum Specialist the proposed or revised curriculum with the following attachments.

6.4.2.1 Course Catalog

6.4.2.2 Program Proposal (for new program offerings)

6.4.2.3 Feasibility study (for new program offerings)

6.4.2.4 List of Qualified Faculty (for new program offerings)

6.4.2.5 List of Facilities (for new program offerings)

6.4.2.6 Applicable CMO

6.4.2.7 Benchmarked Curricula (if necessary)

6.4.3 Upon receipt of the proposed or revised curriculum with attachments, the University Curriculum Specialist checks the integrity of the documents, prepares the agenda for the meeting and provide the copy of the agenda and the pertinent documents to the committee members.

6.4.4 The VPAA issues a memorandum to the members of the committee and the deans of the concerned colleges to convene after the approval of the request for curriculum verification.

6.4.5 During the UCRDC meeting, the University Curriculum Specialist acts as the secretary while the VPAA chairs the committee. Using the Curriculum Review and Verification Checklist (USM-EDU-F03-Rev-22.2024.07.19) the committee shall scrutinize the curriculum in terms of the following:

- 6.4.5.1 Compliance to the minimum requirements of the applicable CMO in terms of
  - 6.4.5.1.1 Course code
  - 6.4.5.1.2 Course title
  - 6.4.5.1.3 Credit units
  - 6.4.5.1.4 Contact hours
  - 6.4.5.1.5 Pre-requisites and co-requisites
  - 6.4.5.1.6 Faculty qualification and assignment (for new offerings)
  - 6.4.5.1.7 Instructional facilities (for new offerings)
- 6.4.5.2 Adherence to other relevant CMO
- 6.4.5.3 Adherence to institutional policies
- 6.4.5.4 Appropriateness of the semestral load
- 6.4.5.5 Consistency and completeness

6.4.6 Upon scrutiny of the curriculum, the committee shall decide on the following recommendation based on their findings:

- 6.4.6.1 Recommended for endorsement without need for revisions
- 6.4.6.2 Recommended for endorsement subject to compliance to suggestions
- 6.4.6.3 Not recommended for endorsement

6.4.7 The committee shall then forward the findings to the University Curriculum Specialist for the finalization of the Curriculum Review Report/Minutes.

6.4.8 If the curriculum is recommended for approval, the Specialist forwards the Curriculum to the University Academic Council for endorsement. If not recommended, it is returned to the program proponent.

6.5 Curriculum Validation

6.5.1 Validation of the curriculum occurs during the University Academic Council wherein tenured faculty members with academic rank of Assistant Professor I and above from various disciplines scrutinizes the curriculum to evaluate its alignment to local, regional, national and international socio-economic agenda as well as its sustainability.

6.5.2 The University Curriculum Specialist forwards the curriculum to the Director for Instruction for its presentation during the University Academic Council meeting.

6.5.3 The Council scrutinizes the curriculum and ensures no loopholes exist in its planned implementation.

6.5.4 Upon scrutiny of the curriculum, the Council shall decide on the following recommendation based on their findings:

- 6.5.4.1 Endorsed for approval without need for revisions
- 6.5.4.2 Endorsed for approval subject to compliance to suggestions
- 6.5.4.3 Not endorsed for approval

6.5.5 If the curriculum is endorsed for approval, the Specialist requests the proponent to submit a final copy incorporating the recommendations, if any, for approval. If not endorsed, it is returned to the program proponent.

6.6 Approval of the Curriculum

6.6.1 After the curriculum was endorsed by the University Academic Council, the program proponent prepares the final copy signed up to the level of the University President.

6.6.2 The University Curriculum Specialist prepares the Final Curriculum Review Report/Minutes and Transmittal.

6.6.3 The University Curriculum Specialist submits the Curriculum and Transmittal to the Commission on Higher Education Regional Office (CHEDRO XII) for notation.

6.6.4 After notation, the University Curriculum Specialist forwards the Curriculum to the Board Secretary for its deliberation in the Board of Regents (BOR) meeting.

6.6.5 The Board of Regents (BOR) deliberates the endorsed curriculum and gives the following decision based on the results of their discussion:

6.6.5.1 Approved

6.6.5.2 Disapproved

6.6.6 The University Curriculum Specialist receives the Curriculum with the corresponding decision on its approval. If the curriculum is approved, it shall be implemented henceforth. If it is disapproved, the Curriculum is returned to the program proponent.

6.7 Implementation

6.7.1 The University Curriculum Specialist receives the approved Curriculum and files it for future reference. The Specialist then forwards duplicate copies to the Director for Instruction and the Chairperson of the Department offering the program.

6.7.2 Upon receipt of the duplicate copy, the Director for Instruction directs the entry or update of the courses of the program curriculum in the enrolment system and ensures applicable academic policies are being observed in its implementation.

6.7.3 Upon receipt of the duplicate copy of the approved curriculum, the Department Chairperson prepares the prospectus and implements the curriculum until another curriculum revision becomes necessary.

7.0 Records Retention and Disposal

7.1 Records of this procedure shall be retained for a period of five (5) years for possible review and recall.

7.2 Disposal shall be done through shredding with the permission and authorization of the MR.

8.0 Forms & Records

8.1 Curriculum (USM-DIO-Fo8-Rev.4.2024.07.19)

8.2 Course Catalog (USM-EDU-F46-Rev.0.2021.01.08)

8.3 Curriculum Design Checklist (USM-EDU-Fo2-Rev-1.2021.01.08)

8.4 Curriculum Review and Verification Checklist (USM-EDU-Fo3-Rev-2.2024.07.19)

8.5 List of Faculty (USM-EDU-Fo8-Rev-1.2021.01.08)

8.6 List of College Facilities (USM-EDU-F32-Rev.1.2021.01.08)

Republic of the Philippines
UNIVERSITY OF SOUTHER MINDANAO
Kabacan, Cotabato

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM No. 017
Series of 2025

TO : **ALL MEMBERS OF USM CURRICULUM REVIEW & DEVELOPMENT COMMITTEE**

FROM : **THE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

SUBJECT : **CURRICULUM REVIEW**

DATE : **March 21, 2025**

You are hereby directed to review the Bachelor of Science in Social Work on March 25, 2025, 3:00 pm at the USM Board Room, Administration Building.

Regular members
Chairman: VPAA (Dr. Leorence C. Tandog)
Members:
_____DIO (Dr. Leonard M. Paleta)
_____USM Curr. Specialist (Dr. Maria Luz D. Calibayan)
_____UQAC (Dr. Lawrence Anthony Dollente)
_____Curriculum Expert (Dr. Ma. Lezel P. Pataray)
_____ Curriculum Expert (Dr. Tessie E. Lerios)
_____ Director- Library (Prof. Susan S. Martinez)
_____UICTO (Prof. Eugene G. Ranjo)
_____IM Coordinator (Engr. Kharlo J. Subrio)
_____Head, Internationalization (Prof. Bryan Lloyd P. Bretaña)
_____Curriculum Expert (Prof. Jean M. Millare)
_____Head, Gender & Development (Prof. Roselyn M. Clemen)

Provisional members:
___Marlyn M. Resurreccion, PhD
____ Erwin A. Mallo, PhD

Your cooperation is highly appreciated,

Tandog Leorence Condes
2025-03-21 14:52:08

LEORENCE C. TANDOG, PhD
Vice-President for Academic Affairs

"UNITY IN DIVERSITY AND SUSTAINABLE DEVELOPMENT IN MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."

Republic of the Philippines
UNIVERSITY OF SOUTHER MINDANAO
Kabacan, Cotabato

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM No. 041
Series of 2024

TO : ALL MEMBERS OF USM CURRICULUM REVIEW & DEVELOPMENT COMMITTEE

FROM : THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

SUBJECT : CURRICULUM REVIEW

DATE : May 27, 2025

You are hereby directed to review the following programs: BSAgBuS, BSE major in Filipino, English, Mathematics, Science and Social Studies (Harmonization), BEEd, BECEd and BSN on **May 29,2025, 11 :00 AM to 2:00 PM at the USM Board Room.**

Regular Members:
Chairman: VPAA Dr. Leorence C. Tandog
Members:

____ DIO (Dr. Leonard M. Paleta)
____ USM Curr. Specialist (Dr. Maria Luz D. Calibayan)
____ UQAC (Dr. Lawrence Anthony Dollente)
____ Curriculum Expert (Dr. Tessie E. Lerios
____ Curriculum Expert (Prof. Jean M. Millare)
____ Curriculum Expert (Dr. Ma Lezel P. Pataray)
____ Director-Library (Prof. Susan S. Martinez)
____ UICTO (Prof. Eugene G.Ranjo)
____ IM Coordinator (Engr. Kharlo J. Subrio)
____ Exe. Asst. for International Linkages for Research (Prof. Bryan Lloyd P. Bretaña)
____ Head, Gender and Development (Prof. Roselyn M. Clemen)

Provisional Members:
Deans
____ Irving T. Fajarito, DBM
____ Ma. Leslie C. Sales. EdD
____ Thaddeus M. Averilla, RN, MD
____Efren E. Magulama, PhD

Your cooperation is highly appreciated.

LEORENCE C. TANDOG
Vice-President for Academic Affairs

"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."

UNIVERSITY OF SOUTHER MINDANAO
Kabacan, Cotabato

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM No. 014
Series of 2024

TO : ALL MEMBERS OF USM CURRICULUM REVIEW & DEVELOPMENT COMMITTEE

FROM : THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

SUBJECT : CURRICULUM REVIEW

DATE : March 10, 2025

You are hereby directed to review the following programs BCAED, RadTech, BindTech, and BSBA-HRD on March 12,2025, 12:30 PM at the USM Board Room.

Regular Members:
Chairman: VPAA Dr. Leorence C. Tandog
Members:

____ DIO (Dr. Leonard M. Paleta)
____ USM Curr. Specialist (Dr. Maria Luz D. Calibayan)
____ UQAC (Dr. Lawrence Anthony Dollente)
____ Curriculum Expert (Dr. Tessie E. Lerios
____ Curriculum Expert (Prof. Jean M. Millare)
____ Curriculum Expert (Dr. Ma Lezel P. Pataray)
____ Director-Library (Prof. Susan S. Martinez)
____ UICTO (Prof. Eugene G.Ranjo)
____ IM Coordinator (Engr. Kharlo J. Subrio)
____ Exe. Asst. for International Linkages for Research (Prof. Bryan Lloyd P. Bretaña)
____ Head, Gender and Development (Prof. Roselyn M. Clemen)

Provisional Members:
Deans
____ April Rose B. Flores, Ph.D
____ Irving T. Fajarito, DBM
____ Ma. Leslie C. Sales, EdD
____ Thaddeus M. Averia, RN, MD

Your cooperation is highly appreciated.

LEORENCE C. TANDOG
Vice-President for Academic Affairs

"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."

A. 6 Policies on validation of subjects taken by transferees, and accomodation of students with special needs.

6. VALIDATION OF COURSES

This is processed by transferees from private schools and transferees whose grades in their subjects from their previous school is below 2.0.

CLASSIFICATION	SIMPLE
TYPE OF TRANSACTION	G2C – GOVERNMENT TO CLIENT
WHO MAY AVAIL	All students in the University
CHECKLIST OF REQUIREMENTS	WHERE TO SECURE
1. Properly filled out validation form 2. Photocopy TOR	1. Admission and Records Office (ARO) 2. Provided by client

CLIENT STEPS	ACTION OF THE OFFICE	FEES TO BE PAID	PROCESSING TIME	PERSON RESPONSIBLE
1. Present filled- up validation form with the photocopied TOR	1.1 Evaluate the course code, the descriptive title and grade	None	2 minutes	Department Chair/ Dept. Curriculum Coordinator
2. Confer with course teacher for exam schedule.	2.1 Set schedule for validation exam.	None	5 minutes	Department Chair/ Dept. Curriculum Coordinator
3. Appear on the date set and take the exam.	3.1 Administer exam	None	2 hours	Department Chair/ Dept. Curriculum Coordinator
	3.2 Forward form to Dean's Office for submission to ARO	None	5 minutes	College Clerk
TOTAL		None	2 hours and 12 minutes	

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NELIA O. DU, PhD
DIRECTOR, ADMISSION & RECORDS

5. SUBSTITUTION OF COURSES

This is processed by transferees for courses needed to be credited as equivalent of the course offered in the University.

CLASSIFICATION	SIMPLE
TYPE OF TRANSACTION	G2C – Government to Client
WHO MAY AVAIL	STUDENT TRANSFEREES

CHECKLIST OF REQUIREMENTS	WHERE TO SECURE
1. Filled out Substitution Form – 2 copies 2. Photocopy of TOR – 1 copy 3. Course outline or copy of class materials of the original course	1. Admission and Records Office 2. Provided by client 3. Provided by client

CLIENT STEPS	ACTION OF THE OFFICE	FEES TO BE PAID	PROCESSING TIME	PERSON RESPONSIBLE
1. Present requirements.	1.1 Check for accuracy of entries on the form.	None	2 minutes	Department Chair/ Dept. Curriculum Coordinator
2. Sign the logbook for department document transactions.	1.2 Ask student to sign the logbook.	None	30 seconds	Department Chair/ Dept. Curriculum Coordinator
	1.3 Evaluate the course code and the descriptive title stated in the TOR, and additional documents.	None	10 minutes	Department Chair/ Dept. Curriculum Coordinator
	1.4 Forward the document to the Dean's Office for submission to the ARO.	None	10 minutes	College Clerk
3. View the grade of the substituted course thru student portal	3.1 Check the substitution form and substitute the course	None	5 minutes	ARO Evaluator
	TOTAL	None	27 minutes and 30 seconds	

NELIA O. DU, PhD
DIRECTOR, ADMISSION & RECORDS