CHED MEMORANDUM ORDER (CMO)
No. 35
Series of 2017

SUBJECT:	REVISED POLICIES, STANDARDS, AND GUIDELINES (PSGs) FOR BACHELOR OF ARTS IN COMMUNICATION (BA Comm) PROGRAM

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," in pursuance of an outcomes-based quality assurance system as advocated under CMO 46 s. 2012 entitled "Policy Standards to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA," and by virtue of Commission en banc Resolution No. 231-2017 dated March 28, 2017, the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

ARTICLE I
INTRODUCTION

Section 1. Rationale

Based on the Guidelines for the Implementation of CMO No. 46 s. 2012, this PSG implement the "shift to learning competency-based standards/outcomes-based education." These specify the 'core competencies' expected of BA Communication graduates "regardless of the type of HEI they graduate from." However, in "recognition of the spirit of outcomes-based education and ... of the typology of HEIs," this PSG also provide "ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions ..."

ARTICLE II
AUTHORITY TO OPERATE

Section 2. Government Recognition

All private higher education institutions (PHEIs) intending to offer BA Communication must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing BA Communication programs are required to shift to an outcomes-based approach based on this PSG. State universities and colleges (SUCs), and local universities and colleges (LUCs) should likewise strictly adhere to the provisions of 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 requirements 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. The CHED 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 herein prescribed as the "minimum unit requirement" under Section 13 of RA 7722 (Higher Education Act of 1994). In designing the curriculum the CHED employed a curriculum map which is shown in Article V, Section 10 and Annex B as a **sample curriculum map**.

Using a learner-centered/outcomes-based approach, the CHED also determined the **appropriate curriculum delivery methods,** shown in Article V, Section 11. The **sample course syllabus** format is given in Article V, Section 12.

Based on the curriculum and the means of its delivery, the CHED 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. In recognition of the HEIs' vision, mission, and contexts under which they operate, the HEIs may design curricula suited to their own needs. However, the HEIs must demonstrate that the same leads to the attainment of the **required minimum set of outcomes** as shown in Article IV, Section 6 and their proposed additional program outcomes. In the same vein, they have latitude in terms of curriculum delivery and in specifying and deploying human and physical resources as long as they attain the institutional outcomes and satisfy program outcomes.

The HEIs can use the **CHED Handbook on Typology, Outcomes-Based Education (OBE), and Institutional Sustainability Assessment (ISA)** as a guide in making their submissions for Article VII.

This PSG takes off from the new K to 12 basic education system and the new GE curriculum (CMO 20, s. 2013). These reforms are consistent with outcomes-based education.

ARTICLE IV
PROGRAM SPECIFICATIONS

Section 5. Program Description

5.1 Degree Name

The degree program described herein shall be called "**Bachelor of Arts in Communication (BA Comm)**".

5.2 Nature of the Field of Study

Communication as a field of study covers the various ways by which humans communicate. It focuses on how verbal and non-verbal messages are used to create meanings in different contexts using diverse media platforms. It includes a broad range of subject matter ranging from the study of communication in interpersonal relationships, groups, organizations, and cultures.

5.3 Program Goals

This program aims to equip students with the knowledge and skills in the theory and practice of communication applicable in various professions and contexts, with focus on the media professions.

5.4 Specific Professions/Careers/Occupations for Graduates

Graduates of this program may find employment as public and corporate communication/information officers, social science and communication researchers/analysts, communication/media planners and managers, program/project development officers, public relations and advertising practitioners, media practitioners, learning system designers, multimedia designers, and allied/related professions.

5.5 Allied and Related Fields

The allied programs for BA Communication are Development Communication, Journalism, Broadcasting, Communication Research, Multimedia (Digital Media) Studies, Film, Public Relations, Advertising, and Integrated Marketing Communication. Related fields include Social Sciences such as Anthropology, Economics, History, Human Services (Guidance and Counseling), Political Science, Psychology, Social Work, and Sociology.

Section 6.   Program Outcomes

The minimum standards for the BA Communication program are expressed in the following minimum set of learning outcomes:

Common to all programs in all types of schools

- The ability to engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice. (Philippine Qualifications Framework or PQF level 6 descriptor)
- The ability to effectively communicate orally and in writing using both English and Filipino
- The ability to work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
- A recognition of professional, social, and ethical responsibility
- An appreciation of "Filipino historical and cultural heritage" (based on RA 7722)

Common to Social Sciences and Communication

Graduates of the Social Sciences and Communication programs are able to:

- Understand and apply social science concepts and theories to the analysis of social issues;
- Design and execute social research using appropriate approaches and methods; and
- Practice professional and ethical standards in the fields of social sciences and communication.

Specific to the Bachelor of Arts in Communication Program

Graduates of BA Communication are able to:

- Define and access information needs; assess and organize information and knowledge; produce, share and utilize information and knowledge;
- Communicate in different formats and platforms (print, broadcast, and online);
- Prepare communication/media plan;
- Conduct communication and media research and evaluation;
- Develop and produce communication materials in different formats and platforms;
- Demonstrate communication management and leadership skills;
- Develop entrepreneurial capabilities;
- Adhere to ethical standards and practices;
- Know and practice rights and responsibilities and accountabilities in the communication profession;
- Demonstrate a development orientation in communication work; and
- Apply communication theories/models, principles, practices, and tools in development work.

Common to a horizontal type as defined in CMO No. 46 s. 2012

1. For professional institutions: a service orientation in one's profession
2. For colleges: an ability to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the communities one serves
3. For universities: an ability to participate in the generation of new knowledge or in research and development projects

Graduates of State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) must, in addition, have the competencies to support "national, regional and local development plans" (RA 7722).

A private higher education institution (PHEI), at its option, may add mission-related program outcomes that are not included in the minimum set.

Section 7. Sample Performance Indicators

Program Outcomes	Sample Performance Indicators
Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge.	Efficient accessing and gathering of need-based, accurate, authentic, and reliable information through print, broadcast, and online sources, research, and other investigative techniques. Skillful selection, analysis, organization, and presentation of essential information in the development and production of print, broadcast, and online stories. Appropriate and responsible sharing and use of information and knowledge generated from different sources
Communicate in different formats and platforms (print, broadcast, and online)	Clear and effective writing for different formats and platforms. Clear, fluent, and engaging delivery of speeches, broadcast news and commentaries, and other oral presentations. Effective and responsible use of non-verbal cues, pictures, graphics, and images in oral and online communication.
Prepare communication/media plan	Evidence-based situational analysis Audience-specific communication objectives and strategies Concrete monitoring and evaluation indicators

Program Outcomes	Sample Performance Indicators
Conduct communication and media research and evaluation	Comprehensive literature review and exhaustive research Appropriate research or evaluation framework Sound research or evaluation design
Develop and produce communication materials in different formats and platforms	Creative and innovative conceptualization and design of audience-specific communication materials Skillful and responsible use of relevant technical equipment and software Skillful use of gender and culture –sensitive and politically-correct language in message development
Demonstrate communication management and leadership skills	Efficient and effective use of resources Sound design of communication programs and projects Competent use of planning, monitoring, and evaluation (controlling) tools
Develop entrepreneurial capabilities	Skillful business analysis and identification of communication-driven business opportunities Innovative and creative engagement in business ventures Effective use of marketing communication strategies
Adhere to ethical standards and practices	Strong foundation in moral philosophy and ethical system Clear understanding of professional codes of conducts, standards, and practices Ethical in making choices and decisions professionally
Know and practice rights, responsibilities, and accountabilities in the communication profession	Clear understanding of freedom, rights, and responsibilities Observance of communication media laws Clear understanding of the role of media in a democratic society
Demonstrate development orientation in communication work	Clear understanding of local, national, and global development issues and agenda Clear understanding of development theories and paradigms Deft integration of development issues and concerns in communication projects
Apply communication theories/ models, principles, practices, and tools in development work	Skillful use of participatory strategies in planning, implementing, and evaluating communication programs. Skillful use of communication strategies in mediation, negotiation, and resolution.

ARTICLE V
CURRICULUM

Section 8. Curriculum Description

The curriculum for BA Communication includes general education courses, core courses, required courses, electives, and thesis/special project. Courses that would generate a particular track, concentration, or area specialization may also be offered.

General Education Courses essentially prepare the students for the study of communication with exposure to multidisciplinary courses based on the new General Education curriculum (CMO 20, s. 2013).

Core Courses provide an overview of the discipline.

Required Courses introduce the student to the subfields of communication. There are two types of required courses: CHED-required courses which are non-negotiable; and required courses to be identified based on Institutional and Program Outcomes.

Electives expose students to various fields of inquiry in the field of communication as well as in the social sciences (e.g., psychology, anthropology, sociology, history, political science) and the humanities (e.g., arts, literature, theater). Nine units of elective courses in the new General Education curriculum must cover at least two knowledge domains from the following: (1) Mathematics, Science, and Technology; (2) Social Sciences and Philosophy; and (3) Arts and Humanities. The HEI will be asked to develop these new GE elective courses based on institutional and program outcomes.

Internship provides the students a hands-on experience in the use of communication in the industry.

Thesis/Special Project enables students to apply research skills, from conceptualization of a research topic to data gathering, report writing, and presentation of findings or production of a creative work. The student takes this course in the final year. HEIs shall implement a six-unit course where preferably, the first three units will be offered in the first semester to cover conceptualization and development of a proposal and the remaining three units will be for the second semester for data gathering, analysis, and interpretation and thesis defense. Communication Research, as a distinct subject in the third year, will include the basic concepts, traditions of inquiry, methods and processes of communication research. Proposal development is not included in Communication Research.

Curriculum Guidelines

1. Required courses and electives have prerequisites to ensure maximum appreciation and understanding of the courses. These should be followed, except in cases where the faculty adviser/instructor decides that these could be waived.

2. HEIs are encouraged to promote and pursue a seamless curriculum integration wherein instruction, research, and extension are interrelated to promote a closer link between theory and practice and a more holistic understanding of the program.

3. The BA Communication curriculum requires an internship course with a minimum of 200 hours of communication-related work preferably in a communication media organization. This may be taken during the summer after the student's third year or during his/her fourth year or final year.

4. The institution may offer particular major courses in Communication, depending on its strengths and areas of concentration, in addition to the minimum core and required courses in this CMO.

5. Electives in the social sciences and humanities are included in the curriculum to enrich the student's understanding of communication as a field of study, and to highlight the interdisciplinary nature of communication.

6. HEIs may add courses aligned with their institutional vision, mission, and goals and are free to enhance and follow different patterns and modalities based on their areas of strengths and the needs of their clients; provided minimum program outcomes have been integrated, and required prerequisites have been satisfied.

7. HEIs may also adopt a ladderized curriculum scheme consistent with the provisions of Republic Act No. 106471 (An Act Strengthening the Ladderized Interface between Technical-Vocational Education and Training and Higher Education). Ladderization leads to an Associate degree after first two years in the program and works towards a Bachelor's degree if the student wants to continue and finish the course.

Section 9. Sample Curriculum (BA Communication)

9.1. Components:

Courses	No. of subjects	Equivalent Units Per Subject	Total Units
General Education Courses	12	3	36
Core Courses 1. Understanding the Self/ Pag unawa sa Sarili 2. Readings in Philippine History/ Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas 3. The Contemporary World/Ang Kasalukuyang Daigdig 4. Mathematics in the Modern World/ Matematika sa Makabagong Daigdig 5. Purposive Communication/ Malayuning Komunikasyon	8	3	

6. Art Appreciation/ Pagpapahalaga Sa Sining 7. Science, Technology, and Society/Agham, Teknolohiya, at Lipunan 8. Ethics/Etika			
Elective Courses -- courses covering at least two knowledge domains from the following: 1. Mathematics, Science, and Technology 2. Social Sciences & Philosophy 3. Arts and Humanities	3	3	
Mandated Subject Life and Works of Rizal	1	3	
Core Courses in BA Communication 1. Introduction to Communication Media 2. Communication Theory 3. Communication Research 4. Communication, Culture and Society 5. Communication Media Laws and Ethics 6. Communication Planning 7. Communication Management	7	3	21
Required Courses	6	3	18
CHED-Required Courses 1. Development Communication 2. Risk, Disaster, and Humanitarian Communication 3. Knowledge Management	3	3	
Required Courses based on Institutional and Program Outcomes (Any three from the subjects below.) 1. Journalism Principles and Practices 2. Broadcasting Principles and Practices 3. Social Media Principles and Practices 4. Advertising Principles and Practices 5. Public Relations Principles and Practices 6. Integrated Marketing Communication 7. Introduction to Film	3	3	
Electives (based on Institutional and Program Outcomes)*	9	3	27
*HEIs may propose their own cluster featuring a unique set of related electives.			
A. Communication-Related Electives (Any 4 subjects from only one of the following clusters:)	4	12	

1. Political Communication
   a. Civic Engagement and Participatory Communication
   b. Public Information Principles and Practices
   c. Political Economy of Communication
   d. Peace Communication
   e. Communication in the ASEAN Setting			

2. Creative and Performing Arts
   a. Introduction to Theater Arts
   b. Digital Imaging
   c. Performance Media
   d. Game Development
   e. Creative Writing			

3. Communication and Socio- Cultural Change
   a. Organizational Culture and Communication
   b. Science and Health Communication
   c. Cross-Cultural Communication
   d. Behavioral and Social Change Communication
   e. Creative Cultural Content Development			

4. New Media
   a. Multimedia Storytelling
   b. Social Media and Mobile Technology for Communication Campaigns
   c. Digital Learning Materials Development
   d. Web Content Management
   e. Digital Publishing			

B. Social Sciences/Humanities Electives* *	5	15	
** Electives in the Humanities and/or Social Sciences will be based on communication-related clusters of applied communication chosen by the student as follows:			
1. Those whose major electives are in Political Communication should take additional 15-unit electives in Political Science, History, or Public Administration.			
2. Those whose major electives are in Creative and Performing Arts should take additional 15-unit electives in Theater, Speech and Drama, or Multimedia Arts.			
3. Those whose major electives are in Communication and Socio-Cultural Change should take additional 15-unit electives in Sociology, Anthropology, Psychology, History, Social Work, Community Development, or Economics.			
4. Those whose major electives are in New Media should take additional 15-unit electives in Multimedia Arts.			
Thesis/Special Project & Internship	**2**		**9**
Thesis or Special Project		6	
Internship		3	
Physical Education (PE)	**4**		**8**
National Service Training Program (NSTP)	**2**		**6**
Total	**38**		**125**

Note: The Core Courses in BA Communication are non-negotiable. HEIs may select Required Courses based on their institutional expertise. Communication-related Electives Clusters may be modified based on the Institutional and Program Outcomes. Please be guided by the definitions of Required Courses and Electives in this CMO.

9.2. Program of Study

FIRST YEAR

First Semester	Units	Second Semester	Units
Purposive Communication/ Malayuning Komunikasyon	3	Art Appreciation/ Pagpapahalaga sa Sining	3
Understanding the Self/ Pag-unawa sa Sarili	3	The Contemporary World/Ang Kasalukuyang Daigdig	3
Readings in Philippine History/Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas	3	Mathematics in the Modern World/Matematika sa Makabagong Daigdig	3
Science, Technology, and Society/ Agham, Teknolohiya, at Lipunan	3	Ethics/Etika	3
NSTP	3	Introduction to Communication Media	3
PE 1	2	PE 2	2
TOTAL	**17**	**TOTAL**	**17**

SECOND YEAR

First Semester	Units	Second Semester	Units
Arts and Humanities (GE Elective)	3	Mathematics, Science, and Technology (GE Elective)	3
Social Sciences & Philosophy (GE Elective)	3	Life and Works of Rizal	3
Communication, Culture, and Society	3	Communication Theory	3
Development Communication	3	Risk, Disaster, and Humanitarian Communication	3
NSTP	3	Required Course 1	3
PE 3	2	PE 4	2
TOTAL	**17**	**TOTAL**	**17**

THIRD YEAR

First Semester	Units	Second Semester	Units
Communication Research	3	Communication Media Laws and Ethics	3
Required Course 2	3	Communication Elective 2	3
Required Course 3	3	Communication Elective 3	3
Communication Elective 1	3	Social Science/Humanities Elective 2	3
Social Science/Humanities Elective 1	3	Social Science/Humanities Elective 3	3
TOTAL	**15**	**TOTAL**	**15**

Summer	
Subject	Unit
Internship	3

FOURTH YEAR

First Semester	Units	Second Semester	Units
Course		Course	
Thesis/Special Project 1	3	Thesis/Special Project 2	3
Communication Planning	3	Communication Management	3
Communication Elective 4	3	Knowledge Management	3
Social Science/ Humanities Elective 4	3	Social Science/Humanities Elective 5	3
TOTAL	**12**	**TOTAL**	**12**

Section 10. Sample Curriculum Map

The curriculum map is a tool to validate if a match exists between core program outcomes (competencies) and the content of a curricular program (on a per course or subject basis). The following letter symbols have been used:

L – whether subject course facilitates learning of the competency (input is provided and competency is evaluated)

P – whether subject course allows student to practice competency (no input but competency is evaluated)

O – whether subject course is an opportunity for development (no input nor evaluation, but competency is practiced).

For the curriculum map of core courses, please refer to Annex B.

Section 11. Sample Means of Curriculum Delivery

The BA Communication curriculum adheres to a constructivist and learner-centered paradigm. It begins with a clear identification of competencies the student must acquire and demonstrate at the end of the four-year program. Appropriate teaching-learning strategies facilitate the acquisition of these competencies. Under this paradigm, the student is the subject of the learning process enabling the learner to achieve his/her full potentials.

The teaching-learning process is interactive, participatory, collaborative, and experiential. The teacher emphasizes the connection among relevant communication subjects to achieve a seamless integration towards holistic learning. For example, issues discussed in Communication, Culture, and Society can be related to relevant communication theories, media laws, and cross-cultural communication.

The teacher is transformed into a facilitator and collaborator.

The following methodologies/strategies may be utilized:
- Lecture-discussion
- Structured learning exercises (SLE)
- Oral reports and reflections
- Individual or group projects with peer review
- Case analysis and resolution
- Individual & group exercises with group processing
- Class/public presentation with teacher and student feedback
- Games with guided discussion and processing
- Field work with course-relevant outputs
- Practicum with performance evaluation, journal, and internship program assessment
- Digital/online activities as blended learning strategies
- Portfolio assessment

The use of massive open online courses (MOOCs) and Open Educational Resources (OER) to enhance teaching and learning process should be promoted and pursued.

Section 12. Sample Syllabi for Selected Core Courses

Course syllabi may vary in format but must include the following required components:

1. Course Title
2. Course Description
3. Course Prerequisites (if any)
4. Course Learning Outcomes
5. Course Content
6. Course Methodology
7. Course Assessment
8. Course Requirements (outputs matching the course learning outcomes)
9. References (both print and online sources)

For sample syllabi for selected core courses, please refer to Annex C.

ARTICLE VI
REQUIRED RESOURCES

Section 13. Administration

The BA in Communication program should be administered by a Dean and/or Department Chair, Head, and/or Coordinator with appropriate qualifications specified below.

Qualifications of the Dean or Head

The dean or head of a college or institution must:
1. hold a master's degree in communication or allied fields;
2. preferably be a holder of an earned doctorate in communication or allied fields;
3. have at least five (5) years teaching experience; and
4. have at least three (3) years administrative experience.

Functions/Responsibilities of the Dean

1. Provides overall direction in the attainment of program outcomes and objectives.
2. Appoints qualified faculty members to teach in the program, on the recommendation of the Department Chair, Head or Coordinator.
3. Provides administrative support to the Department.
4. Attends department meetings upon invitation of the Chair, Head or Coordinator.
5. Undertakes all other functions as may be explicitly required by the institution.

Teaching Load

The Dean shall be allowed to teach provided the regular teaching load shall not exceed 6 units per semester or term.

Qualifications of the Department Chair, Head, or Coordinator

The Chair, Head, or Coordinator of a department or program in Communication must be a regular full-time faculty with the following qualifications:

1. at least a master's degree holder in Communication or allied fields; and
2. have at least five (5) years teaching experience.

Functions/Responsibilities of the Department/ Unit Chairperson

1. Reviews periodically the curriculum along with the department faculty.
2. Ensures that the outcomes-based syllabus of each course in the program is fully implemented within the term.
3. Recommends the appointment of qualified faculty members.
4. Convenes regular and special departmental faculty meetings.
5. Schedules classes and assigns faculty-teaching load.
6. Ensures that student grades are submitted on time by the faculty.
7. Supervises student evaluation of faculty.
8. Monitors progress of students.
9. Exercises strategic leadership by spearheading strategic planning and initiatives, including the development of programs for training, research and extension of the department.
10. Fulfills other functions as may be assigned by the Dean

Teaching Load

The department chair, head or coordinator shall be allowed to teach provided the regular teaching load shall not exceed 9 units per semester or term.

Section 14. Faculty

Qualifications

1. At least a master's degree in communication or allied fields from a recognized HEI; or
2. Holders of master's degree in social sciences or humanities from a recognized HEI, with at least five (5) years of part-time teaching experience; or
3. Recognized professionals in the field of communication who do not meet the above degree requirements but have achieved demonstrably distinguished practice characterized by any of the following:
   - minimum of five (5)-year active practice in communication and media,
   - must have an outstanding track record (awards received), or
   - must have held at least managerial positions

Teaching Load

The regular teaching load of full-time faculty members shall not exceed 24 units per semester or term. Any load in excess shall be considered a teaching overload and must be fairly compensated.

All faculty or academic personnel who do not meet the above requirements are considered part time.

Except when permitted by the HEIs, all faculty or academic personnel who are at the same time holding positions in the government, whether appointive or elective, shall also be considered part-time.

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 core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the BA Communication (BA Com) program.

Section 16. Laboratory and Physical Facilities

Classroom requirements
For lecture classes, ideal size is twenty (20) students per class, maximum of forty (40). Lectures classes with more than forty (40) shall be allowed, provided attendant facilities are made available. For laboratory classes, the number of students must be 15-20 only.

Laboratory requirements
1. Computer/multimedia laboratory
2. Broadcast equipment/facilities

HEIs offering broadcast production courses shall provide an adequately-equipped production laboratory.

ARTICLE VII
QUALITY ASSURANCE

Section 17. Assessment and Evaluation

The institution/department shall establish a program assessment and evaluation system. The HEI must show this in their syllabi and catalogue. Institutions may refer to the **CHED Implementation Handbook for Outcome-Based Education (OBE)** and the **Institutional Sustainability Assessment (ISA)** for guidance.

Section 18. Continuous Quality Improvement (CQI) System

The HEI shall maintain at all times a high standard of instruction and delivery through the establishment of a Continuous Quality Improvement System for each program. Institution/department must show organizational and process plans, and implementation strategies. Institutions may refer to the **CHED Implementation Handbook for Outcome-Based Education (OBE)** and the **Institutional Sustainability Assessment (ISA)** for reference.

Section 19. CHED Monitoring and Evaluation

The CHED shall conduct regular monitoring on the compliance of HEIs to these policies and standards. An outcomes-based assessment instrument based on CHED existing guidelines shall be used during the conduct of monitoring and evaluation.

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

a) The complete set of program outcomes, including its proposed additional program outcomes.
b) Its proposed **curriculum** and its justification including a curriculum map.
c) Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.
d) Proposed **outcomes-based syllabus** for each course.
e) Proposed system of program assessment and evaluation.
f) Proposed system of program **Continuous Quality Improvement (CQI)**.

ARTICLE VIII
TRANSITORY, REPEALING AND EFFECTIVITY PROVISIONS

Section 20. Transitory Provision

All private HEIs, state universities and colleges (SUCs) and local universities and colleges (LUCs) with existing authorization to operate the Bachelor of Arts in Communication (BA Comm) program 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 22. Repealing Clause

All CHED issuances, rules and regulations, or parts thereof, which are inconsistent with the provisions of this CMO, are hereby repealed.

Section 23. Effectivity Clause

This CMO shall take effect fifteen (15) days after its publication in the Official Gazette, or in two (2) newspapers of national circulation. This CMO shall be implemented beginning Academic Year 2018-19.

Quezon City, Philippines _____ May 11 _____, 2017.

For the Commission:

PATRICIA B. LICUANAN, Ph.D.
Chairperson

Attachments:
Annex A – Definition of Terms
Annex B – Sample Curriculum Map
Annex C – Sample Course Description
Annex D – Sample Course Syllabi

TERMS/ACRONYMS	DEFINITION
Assessment	one or more process that identify, collect, analyze, and report data that can be used to evaluate achievement of the program educational objectives and program outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the outcome or objective being measured. (CMO No. 37, s. 2012)
Competency	statement of a set of related knowledge, attitudes and skills required to successfully perform a task that supports the desired program outcomes through a course or series of courses
Course Outcomes	the knowledge, values and skills all learners are expected to demonstrate at the end of a course to a certain level of performance.
Evaluation	one or more process interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which program or student outcomes are achieved. Evaluation results in decisions and actions regarding program continuous quality improvement. (CMO No. 37, s. 2012)
Learning outcomes	outcomes of a specific lesson supporting the Course outcomes.
Outcomes-based assessment	measure of students' demonstration of their learning with agreed explicit criteria for assessing each outcome.
Outcomes-based education	an approach that focuses and organizes the educational system around what is essential for all learners **to know, value and be a**ble to **do** to achieve a desired level of competence at the time of graduation.
Outcomes-based teaching and learning	the constructive alignment of intended learning outcomes with essential content, appropriate learner-centered activities and outcomes-based assessment.
Program Goal	Broad statements describe the career and professional accomplishments that the program is preparing graduates to achieve within 3-5 years of graduation. Program goals are based on the needs of the program constituencies.
Program outcomes	the knowledge, values and skills all learners are expected to demonstrate to a certain level of performance at the time of graduation

ANNEX B
SAMPLE CURRICULUM MAP

	Define and access information needs, assess and organize info, etc.	Communicate in different formats & platforms (print, broadcast, & online)	Prepare communication and media plan	Conduct communication & media research & evaluation	Develop and produce communication materials in different formats and platforms	Demonstrate communication management and leadership skills	Develop entrepreneurial capabilities	Adhere to ethical standards & practices	Know and practice rights & responsibilities in the communication profession	Demonstrate development orientation in communication work
Introduction to Communication Media	P	P	O	O	O	O	O	O	O	O
Communication Theory	P	P	P	P	P	O	O	O	O	O
Communication Research	L	P	P	L	P	P	O	P	P	P
Communication, Culture and Society	P	O	O	P	O	O	O	P	P	P
Communication Media Laws and Ethics	P	O	O	P	O	P	P	L	L	P
Communication Planning	L	L	L	L	P	O	O	L	L	L
Communication Management	P	P	L	L	P	L	L	P	P	P
Knowledge Management	L	L	O	L	L	L	P	L	P	P
Risk, Disaster, and Humanitarian Communication	L	L	L	L	L	L	O	L	L	L

L – whether subject course facilitates learning of the competency (input is provided and competency is evaluated

P – whether subject course allows student to practice competency (no input but competency is evaluated)

O – whether subject course is an opportunity for development (no input nor evaluation, but competency is practiced).

SAMPLE COURSE DESCRIPTION

Core Courses

Introduction to Communication Media
Overview of communication as a discipline, as a field of study, and as a profession; the communication process and its elements, history, growth and development of communication media.

Communication Theory
Theories, principles and concepts in communication; issues and perspectives in the study of communication

Communication Research
The communication research process: principles, methods and techniques in the conceptualization, design, implementation, analysis, interpretation and utilization of communication studies.

Communication, Culture, and Society
Existing and emerging global and national communication media landscape. The role of communication and culture in society with emphasis on the issues in the Philippine setting, including rights and responsibilities of communicators.

Communication Media Laws and Ethics
Principles underlying freedom of expression, information, and of the press; statutes dealing with the communication media and their operations; case studies, issues and problems on regulatory and self-regulatory mechanisms including professional codes of ethics.

Communication Planning
Principles and strategies on how to develop an evidence-based and results-oriented communication campaign plan. It covers the planning process, elements of a communication plan, and measuring effects and impacts. The campaign may refer to public information and education, advocacy, social mobilization, and similar communication-related programs.

Communication Management
Application of management theories, functions, principles, and strategies in communication organizations (including programs and projects)

CHED-Required Courses

Development Communication
Concepts, theories, principles and practices of communication in development contexts. Includes case studies of development communication programs locally and internationally.

Risk, Disaster, and Humanitarian Communication
The process of communicating effectively with vulnerable stakeholders prior to, during, and after the onset of risk situations. It also seeks to familiarize students with

communication strategies used in humanitarian aid operations, which contribute to the protection of people and property in times of disasters or emergencies.

Knowledge Management
Principles, processes, and strategies of identifying, capturing, analyzing, storing, and sharing knowledge within an organization. These elements are facilitated by the use of ICT.

Required Courses based on Institutional and Program Outcomes

Journalism Principles and Practices
The scope and responsibilities of journalism work in a multimedia world, including an introduction to the basic skills required such as news writing, the interview and feature writing.

Broadcasting Principles and Practices
Principles and practices in the use and operations of radio and television as broadcast media including basic skills in writing for broadcast.

Social Media Principles and Practices
The different types of social media channels (e.g., social networking sites, collaborative projects, blogs and microblogs, and content communities such as YouTube), distinct characteristics, and applications of each channel. Ethical considerations in the use of social media are also discussed.

Advertising Principles and Practices
The role of advertising in a free market economy and commercial media system; theories on persuasion and advertising; and practical advertising principles and practices integrated in an advertising campaign plan.

Public Relations Principles and Practices
Basic concepts, principles, and practices of public relations and its applications to education, government, business and industry and other institutions.

Integrated Marketing Communication
The strategic blend of public relations, advertising, online marketing, promotions, personal selling and events management to create a unified and consistent message for products, services, and social ideas.

Introduction to Film
History and principles of film; film as art, as medium of communication, and as popular culture; language and grammar of film.

Electives

Civic Engagement and Participatory Communication
How participatory communication theories, principles and strategies can lead to civic engagement. Special attention is given on the use of social media channels and mobile technologies to facilitate civic journalism, user-generated content, crowd sourcing, and similar concepts.

Public Information Principles and Practices
Principles and strategies in public information work as practiced by government, private, and non-government organizations. It also introduces new paradigms of managing public information, e.g., interactive rather than a one-way dissemination strategy.

Political Economy of Communication
The interplay between politics and economics as they impact on communication media ownership structure and control; regulatory mechanisms and tools; content development, sharing, and dissemination; and the role of advertising.

Peace Communication
Principles, concepts, and practices in the use of communication strategies for conflict resolutions in business and industry, interfaith situations, and local and community contexts.

Communication in the ASEAN Setting
Principles, concepts and practices in various communication contexts among ASEAN member-countries to achieve international understanding towards ASEAN integration and cooperation.

Introduction to Theater
Fundamentals of the art of drama onstage, with emphasis on acting, directing, and production design.

Digital Imaging
Principles, programs, and techniques in improving photos, managing colors and typography, as well as creating new images and designs for print, web and digital publications.

Performance Media
The development of performance skills for various program genres on radio, television and other media channels. Includes integration of media and communication technologies in performing arts.

Game Development
Planning, design, and production of interactive offline and online games preferably for social development. It also includes learning theories and principles. Students are equipped with skills in game design, storyboarding, animation, scripting, etc.

Creative Writing
Poetry and fiction as a means of developing imaginative approaches to experience.

Organizational Culture and Communication
Communication processes in any type of organization to create a distinct organizational culture, achieve company's goals and objectives, and spur organizational productivity. Includes the relationship between communication and organizational effectiveness.

Science and Health Communication
Communicating science and health issues to various stakeholders; the importance of science and health literacy in improving quality of life

Cross-Cultural Communication
Theories, conceptual and practical dimensions of communication within and between various cultures

Behavioral and Social Change Communication
Theories of change; research-based and participatory behaviour and social change, principles and strategies in supporting development initiatives

Creative Cultural Content Development
A survey of the steps involved in creative content development with emphasis on the development of skills in research, writing, and development of prototype for promoting culture.

Multimedia Storytelling
Storytelling for online content of websites, news sites, blogs, and social networks using video, photography, and data visualization technologies. It covers principles storyboarding, planning, production, and delivery using different platforms – mobile, tablet, and desktop.

Social Media and Mobile Technology for Communication Campaigns
Planning, implementation, and evaluation of new media-driven and results-based communication campaigns. Includes competencies in narrow targeting, creating influencers, using viral content, generating customer intelligence, and online/offline engagement.

Digital Learning Materials Development
Conceptualization, design and development of learning materials for interactive web, compact disk production and other similar digital authoring and development strategies.

Web Content Management
Principles and practices in developing and managing online content for institutional visibility and impact beyond interface and navigation design.

Digital Publishing
Conceptualization, design, and development of materials for digital production and reproduction.

SAMPLE COURSE SYLLABUS

Course Title : Introduction to Communication Media

Course Description : The overview and historical development of communication and media in the world and in the Philippines.

Course Learning Outcomes : At the end of the course, the students should have:

1. Explained communication as a science and an art;
2. Recalled the historical development of communication and media;
3. Identified and explained the relations between the different forms of communication and media in each historical period; and
4. Analyzed the functions of communication and media in society.

Course Outline
A. Defining Communication and Its Functions
B. Levels of Communication
C. History of Communication as a Study
D. Basic Communication Models (linear, interactive, transactional)
   1. linear
   2. interactive
   3. transactional
E. Defining Media
   1. Forms, Platforms, and Morphosis
   2. Power, Influence, Control and Structures of Media
F. History of Communication and Media
   1. Indigenous Period
   2. Spanish Colonial Period (1565-1898)
   3. American Colonial Period (1901-1941; 1945-1946
   4. Japanese Occupation (1942-1945)
   5. Philippine Republic I (1946-1972)
   6. Philippine Republic II (1972-1986)
   7. Philippine Republic III (1986 – present)

Course Methodology
Lecture-discussion
Structured learning exercises (SLE)
Oral reports and reflections
Individual or group projects with peer review/group processing
Case analysis and resolution
Class/public presentation with teacher and student feedback
Field work with course-relevant outputs (e.g., Visit to National Museum and AIJC-PIA MediaSeum

Course Requirements
Passing the major term examinations
Active participation in individual and/or group presentations/activities
Critical/creative/reflective analysis of a media program or output

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COURSE SYLLABUS

Course Title : **Communication Theory**

Course Description : The communication process and the development of communication and media theories.

Course Prerequisite : Introduction to Communication Media

Course Learning Outcomes: At the end of the course, the students should have:

1. Traced the historical development and context of communication and media theories;
2. Identified and analyzed the basic principles, strengths and weaknesses of various communication and media theories;
3. Explained possible communication theories behind communication programs and strategies;
4. Proposed a communication theory in investigating a particular research problem; and
5. Proposed a communication theory as a frame for a communication campaign or program.

Course Content

I. Introduction
   A. Mass Media as a Product of Modernity
   B. The Development of Media as an Academic Discipline
   C. Defining Theory and Media Theory
   D. Organizing Communication Theory

II. Positivist Theories
   A. Theories of Individual Outcomes
      1. Magic bullet, hypodermic needle theories
      2. Two-step flow of media
      3. Reinforcement theory

      4. Expectancy-value theory
      5. Dependency theory
      6. Uses and gratification theory

  B. Theories of Cultural Outcomes
      1. Functions of mass media
      2. The diffusion of innovation
      3. Spiral of silence
      4. Cultivation analysis
      5. Agenda setting

III.   Cultural/ Critical Theories
  A. Cultural Analysis
      1. Ritual rather than transmissional perspectives
      2. Macroscopic vs. microscopic theories
      3. Framing and frame analysis

  B. Linguistics-Based Theories
      1. Semiotics and semiology
      2. Structuralist theory
      3. Poststructuralist theory
      4. Narrative theory
      5. Postmodern theory

  C. Critical Cultural Analysis
      1. Marxism and related theories (Frankfurt, British-colonial, political economy and hegemony and power theories)
      2. Psycho-analytical theories
      3. Critical theory of technology
      4. Postcolonial theory
      5. Reader-oriented theories
      6. Gender theories (feminist, gay, lesbian and queer theories)

IV.   Other Schools
  A. Toronto School
  B. Social Construction of Reality
  C. Interactionism: Chicago and Iowa Schools
  D. Message Reception and Production
  E. Special Topics (to be tailored to students' interests)

V.   Developing a Framework for Philippine Media
  A. Sikolohiyang Pilipino
  B. Pantayong Pananaw
  C. Pagkataong Filipino
  D. Others

VI.   Integration
  A. Communication Science vs. Culture-Centered Paradigm
  B. The Blurring of Disciplinal Boundaries

Course Methodology
Lecture-discussion
Oral reports and reflections
Individual or group projects with peer review/group processing
Case analysis and resolution
Games with guided discussion and processing

Course Assessment
Tests
Rubrics

Course Requirements
Passing the mid-semester examination
Active and informed participation in individual and/or group
presentations/ activities
Reflection papers on communication/media theories
Critique of communication models/theories and their applications

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COURSE SYLLABUS

Course Title	:	Communication Research
Course description	:	The course provides the student with a landscape of communication research, its beginnings and development, its process, as well as its applications both in the media and in organizational and developmental contexts.
Course Prerequisite	:	Communication Theory (or may maybe taken concurrently)

Course Learning Outcomes:

At the end of the semester, the student is expected to be able to:

1. Articulate the beginnings, scope, and relevance of communication research;
2. Identify the various steps in the communication research process;
3. Explain the different approaches to communication research;
4. Apply the principles of communication research in a research project.

Course Content:

A. The landscape of communication research
   1. Foundations of inquiry about communication
   2. History of communication research
   3. Traditions and paradigms in communication research
   4. Status, problems and issues in the scholarship and practice of communication research

B. Steps in the communication research process
    1. Conceptualization
        a. Problem formulation
        b. Objective setting
        c. Review of the literature
        d. Framework: theory in research
        e. Research design
            • Quantitative methods
            • Qualitative methods
    2. Data collection/construction
    3. Analysis and interpretation
    4. Writing
    5. Dissemination of research findings

C. Applications of communication research
    1. Research in the media
        a. advertising research
        b. internet research

    2. Communication research in organizational and developmental contexts
        a. communication evaluation
        b. organizational communication
        c. stakeholder analysis

D. Ethics and politics in communication and media research

Course Methodology
- Lecture-discussion
- Oral reports and reflections
- Individual or group projects with peer review
- Individual and group exercises with group processing
- Class/public presentation with teacher and student feedback
- Field work with course-relevant outputs

Course Assessment
    Tests
    Rubrics
    Benchmarking

Course Requirements

    Mid-semester examination
    Active and informed participation in individual and/or group
    presentations/activities
    Individual exercises
    Group research paper

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COURSE SYLLABUS

Course Title : Communication Media Laws and Ethics

Course Description : Statutes dealing with communication and media and their operations and legal issues relating to freedom of the press and freedom of expression. Codes of ethical conduct in the practice of communication and media.

Course Learning Outcomes: At the end of the course, the student should have:

1. Identified the pertinent laws, legal principles and jurisprudence relating to communication and the media, and
2. Analyzed the various issues and problems pertaining to the laws on communication and media.
3. Defined the bases of ethical systems;
4. Identified the ethical standards adhered to by international and local media groups;

5. Examined communication current and emerging behaviors and practices which may be violative of communication media laws and ethics;
6. Identified the ethical standards adhered to by international and local media groups; and
7. Analyzed significant and emerging legal and ethical issues and problems in media and proposed appropriate policy options or action agenda.

Course Outline

I. International Declarations on Freedom of Expression and Related Freedoms
    A. Article 19 of the UN Declaration of Human Rights
    B. Article 19 of the International Covenant on Political and Civil Rights
    C. Other UN and UNESCO Declarations

II. The Legal and Judicial System with Focus on Philippine and American Constitutional and Legal Principles

III. Freedom of Expression, Press Freedom, and Free Speech/Prior Restraint 1 week
    A. The Dangerous Tendency Test
    B. The Clear and Present Danger Test
    C. The Balancing of Interest Test

IV. The Provisions Relating to Communication and Media in the 1987 Constitution of the Philippines
    A. Section 24 and 28, Article II (Declaration of Principles and State Policies)
    B. Sections 2, 3, 4, and 7, Article III (Bill of Rights)
    C. Section 4, Article IX (C) (Constitutional Commissions)
    D. Section 11 and 17, Article XII (National Economy and Patrimony)
    E. Section 17, Article XII ((National Economy and Patrimony)
    F. Sections 10 and 11, Article XVI (General Provisions)
    G. Section 23, Article XVII (Amendments or Revisions)

V. Libel Law
    A. Definition
    B. Defenses
    C. Jurisdiction and Venue

VI. The Law on Privacy
    A. Constitutional Provision
        Sections 2 and 3 of Article 3 (Bill of Rights)
    B. Civil Code Provisions on Privacy
        Articles 26 and 723, New Civil Code of the Philippines
    C. Invasion of Privacy/Defenses

VII. Obscenity
    A. Definition
    B. Tests of Obscenity

VIII. The Law on Contempt
    A. Definition
    B. Occasions for Contempt/Contemptuous Act

      C. Prejudicial Publicity and Confidentiality of Sources
      D. Defenses

IX.   Intellectual Property Law
      A. Definition
      B. Intellectual Property Code (excluding provisions on Patent Law)

X.   Ethics in General
      A. Definitions
      B. Historical and Philosophical Bases of Ethical Systems

XI.   Local and Foreign Codes of Ethics in Communication
      and Media
      A. Print Media
      B. Broadcast Media
      C. Cinema
      D. Human Subjects Research
      E. Advertising Industry
      F. Public Relations
      G. New Media

XII.   Emerging Issues and Problems Relating to
      Communication and Media Law and Ethics
      A. Hate Speech
      B. Use of Media in Promoting Radicalization and Extremism
      C. Gender and Media
      D. Others

Course Methodology

Lecture-discussion
Oral reports and reflections
Individual or group projects with peer review
Case analysis and resolution
Individual & group exercises with group processing
Class/public presentation with teacher and student feedback
Field work with course-relevant outputs
Practicum with performance evaluation, journal, and internship program assessment
Portfolio assessment

Course Requirements

Passing the Major Term Examinations
Case reflection paper

References
The 1987 Constitution of the Republic of the Philippines

The Revised Penal Code

The Civil Code of the Philippines

The Revised Rules of Court

Article 19 of the International Covenant on Political and Civil Rights

UN Declaration on Human Rights

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COURSE SYLLABUS

Course Title : Communication, Culture, and Society

Course Description : A critical analysis of how the communication media
affect and shape the sociocultural, political and economic structures and systems and how these ecosystems also shape media structures and processes including their impact on media users/audiences.

Course Learning Outcomes :

At the end of the course, the student should have:

1. Identified and analyzed the different socio-cultural, political and economic structures and systems which affect or shape global and national (local) communication media structures, systems, policies, and practices;
2. Described the effects of communication media on socio-cultural, political and economic settings especially on individual behavioral and broader social changes;

Course Outline

A. Review of Communication Media Channels, Platforms and Formats
Traditional Mass Media

New Media and Social Media

Media Convergence

B. Media and Economics

Communication Media as a Business Enterprise
Communication Media Ownership Structures and Systems including cross-media, media chains, and conglomeration
Transnationalization of media ownership and control
Communication Media and Advertising (including Commodification and Commercialization of Media Content))
Communication Media and Consumerism

C. Communication, Politics, and Governance

Revisting the Four Theories of the Press
Regulatory Mechanisms and Media Freedoms (including Freedom of Expression, Access to Information)
Communication Media Ownership and Politics
Communication Media and the Elections (including political advertising, media personalities as political candidates)
Communication Media and Good Governance (reporting on corruption)

D. Communication Media and Culture

Communication Media, Race, and Ethnicity (including individual and group identities)
Communication Media and Religion
Communication Media and Socioeconomic Classes
Communication Media, Gender, and Sexuality

E. Communication and Development

Communication and the Millennium Development Goals
Communication and Sustainable Development Goals

Course Methodology
Lecture-discussion
Film/video viewing
Group presentations with teacher and student feedback
Individual exercises with reflections
Case analysis (e.g., media outputs) and resolution
Games with guided discussion and processing

Course Requirements
Passing the major term examinations
Active participation in individual and/or group presentations/activities
Critical/creative/reflective analysis of a media program or output
Media studies project

References

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