



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



CHED MEMORANDUM ORDER

No. 34

Series of 2017

**SUBJECT: POLICIES AND STANDARDS FOR UNDERGRADUATE
PROGRAMS IN PSYCHOLOGY**

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 No. 46 s. 2012, 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 implements the "shift to learning competency-based standards/outcomes-based education." It specifies the 'core competencies' expected of BA/BS Psychology 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 provides "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 AB/BS Psychology programs must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing AB/BS Psychology programs are required to shift to an outcomes-based approach based on this PSG. State universities and colleges (SUCs), and local colleges and universities (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 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 Section 6. The CHED designed a curriculum to attain such outcomes. This curriculum is shown in Article V Section 8 as a **recommended** curriculum. The number of units of this curriculum is here prescribed as the "minimum unit requirement" pursuant to Section 13 of RA 7722. In designing the curriculum the CHED employed a curriculum map which is shown in Article V Section 9 as a **recommended** curriculum map.

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

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. 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 16, 17 and 18 of Article VII. Change brought about by K-12 reform may be addressed when necessary.

ARTICLE IV PROGRAM SPECIFICATIONS

Section 5. Program Description

5.1 Degree Name

The degree programs described herein shall be called:

- a. **Bachelor of Arts in Psychology (AB/BA Psychology)**
- b. **Bachelor of Science in Psychology (BS Psychology)**



5.2 Nature of the Field of Study

Psychology is the scientific study of behavior and mental processes. In general, the emphasis is on the individual person and how the person's mental processes and behavior are affected by internal, relational and social factors. Psychology as a discipline and professional practice contributes to national development through basic and applied research and interventions aimed at solving problems and promoting optimal development and functioning at the individual, family, group, organizations/institutions, community, and national levels. The undergraduate programs in psychology provide initial training for those interested in teaching, research and the practice of psychology. Furthermore, they provide preparation for graduate studies in psychology as well as further studies in other professions such as medicine, law, and business management.

5.3 Program Goals

- a. **AB Psychology** – This program produces graduates with a solid basic knowledge and skills in psychology.
- b. **BS Psychology** – The objectives are the same as in AB Psychology but with additional preparation in the natural sciences

5.4 Specific Professions/careers/occupations for graduates

Graduates of the BA/BS Psychology program could be licensed psychometricians or work in the academe, in HR, research. Graduates may also pursue careers in medicine, law, management, etc. With further specialized training, graduates of this program may pursue specializations in Psychology such as clinical, counseling, developmental, educational, social, industrial/organizational, etc.

Section 6. Program Outcomes

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

6.1 Common to all programs in all types of schools

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



6.2 Common to the Social Sciences and Communication

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

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

6.3 Specific to Psychology

Graduates of AB/BA/BS Psychology must be able to:

- a) Demonstrate the capability to discuss and analyze the major theories and concepts in psychology (knowledge in psychology).
- b) Demonstrate and apply the methods of psychological inquiry in building knowledge on local culture and context (psychological research).
- c) Demonstrate and apply psychological theories and methods in personal and professional setting (application of psychology).
- d) Demonstrate capability for self reflection and independent learning in graduate education or in a professional context (independent learning)
- e) Demonstrate professional and ethical behaviors in research and practice in Psychology (ethics)
- f) Demonstrate harmonious interpersonal relationship with colleagues, clients and others (interpersonal skills) in diverse cultural setting.
- g) Demonstrate the ability to conduct psychological assessments and evaluation (psychological assessment)

All core and elective courses should seek to integrate modules that will help achieve aforementioned outcomes (Refer to Section 10 Recommended Curriculum Map, which shows how core and elective/cognate courses relate to these outcomes).

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

- For professional institutions: a service orientation in one's profession
- 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
- For universities: an ability to participate in the generation of new knowledge or in research and development projects

Graduates of State Universities and Colleges must, in addition, have the competencies to support "national, regional and local development plans." (RA 7722) A PHEI, at its option, may adopt mission-related program outcomes that are not included in the minimum set.



Section 7. Recommended Performance Indicators

Program Outcomes	Performance Indicators
a) Demonstrate the capability to discuss and analyze the major theories and concepts in psychology.	<ul style="list-style-type: none"> • passing licensure exam for Psychometricians, • understand and identify major psychological concepts and theories, principles, concepts, and skills in psychology theories, • develop arguments about and critically evaluate the established principles in psychology, and • comprehend and evaluate new information related to psychology (e.g., theory, concepts, data) that may be presented in various forms and from various sources.
b) Demonstrate and apply the methods of psychological inquiry in building knowledge on local culture and context.	<ul style="list-style-type: none"> • production of good quality psychological research, • demonstrate methods of inquiry in psychology, • critically evaluate the appropriateness of different approaches to problem solving in the field, and • apply inquiry methods in making judgments and solve problems in an applied or an employment context.
c) Demonstrate and apply psychological theories and methods in personal and professional settings	<ul style="list-style-type: none"> • correctly apply the theories, principles, concepts and skills in psychology in an employment context, • undertake research using the knowledge and skills in psychology, and communicate the results of such research to both specialist and non-specialist audiences.
d) Demonstrate capability for self reflection and independent learning in graduate education or in a professional context	<ul style="list-style-type: none"> • acceptance to graduate programs in Psychology and allied fields, • employability in psychology-related profession, • demonstrate the capability capable of handling basic job requirements in the field of teaching, research, human resource management, basic psychometrics, training and development, among others, and in further developing relevant knowledge in skills.
e) Demonstrate professional and ethical behaviors in research and practice in Psychology	<ul style="list-style-type: none"> • demonstrate appropriate behavior required in the psychology profession, • observe ethical rules concerning conduct of research and projects.
f) Demonstrate the ability to relate appropriately with colleagues, clients and others in diverse cultural setting.	<ul style="list-style-type: none"> • establishes, maintains and develops working relationships with professional colleagues, • establishes, maintains and develops appropriate working relationships with clients and others, and • displays sensitivity to cross cultural differences.
g) Demonstrate the conduct of psychological assessments and evaluation.	<ul style="list-style-type: none"> • assesses or evaluates individuals, groups, organizations or situations, • understands assessment or evaluation needs, • selects, designs or develops appropriate assessments or evaluations , and • conducts assessments or evaluations, including administration, scoring, interpretation, feedback and application of results.



ARTICLE V CURRICULUM

Section 8. Curriculum Description

The AB/BS Psychology Curricula shall consist of the following:

- Basic Courses
- Required Courses
- Electives
- Natural Science Courses
- Thesis
- NSTP

The BS Psychology program shall have an additional 20 units of natural science electives. These natural science electives may be in different unit contributions provided they total to 20 units.

The subjects under the General Education (GE) Courses are as per CHED requirements and shall automatically be considered as revised once a new CMO on General Education is issued by CHED, without the need for additional action on the part of the concerned Technical Panel. The Office of Programs and Standards (OPS) will issue an amendment to this CMO at such time to show the revised curriculum.

Section 9. Curriculum Outline

9.1 Components

a. AB/BS Psychology

	No. of Subjects	Equivalent Units per Subject	Total units
General Education (GE) Courses	As per CHED requirements		
	12		36
Understanding the Self			
Readings in Philippine History			
The contemporary World			
Mathematics in the Modern World			
Purposive Communication			
Art Appreciation			
Science, Technology and Society			
Ethics			
Rizal			
Elective 1			
Elective 2			
Elective 3			
Basic Course	2		8
Introduction to Psychology		3	
Psychological Statistics		5	



	No. of Subjects	Equivalent Units per Subject	Total units
REQUIRED COURSES	13		45
Developmental Psychology		3	
Cognitive Psychology		3	
Theories of Personality		3	
Physiological /Biological Psychology		3	
Experimental Psychology		5	
Field Methods in Psychology		5	
Social Psychology		3	
Psychological Assessment		5	
Abnormal Psychology		3	
Industrial/Organizational Psychology		3	
Culture and Psychology/Filipino Psychology/Sikolohiyang Pilipino		3	
Research in Psychology I		3	
Research in Psychology II		3	
Elective Courses			
Psychology Elective Series (I-V)	2		6
Introduction to Counseling		3	
Disaster and Mental Health		3	
Educational Psychology		3	
Psychology of Language		3	
Health Psychology		3	
Gender and Sexuality Perception		3	
Group Dynamics		3	
Environmental Psychology		3	
Positive Psychology		3	
Practicum in Psychology		3	
Psychology of Learning		3	
Current Issues in Psychology		3	
Ethics in Psychology		3	
Strategic Human Resources		3	
Human Resource Employees Staffing and Development		3	
Marketing Psychology		3	
Psychology for Exceptional Children		3	
Community Health Psychology		3	
Other Psychology Courses			
Natural Science Electives (For BS only) The 20 units in Natural Science is in compliance with a Bachelor of Science degree			20
Physical Education (P.E.)	4	2	8
National Service Training Program (NSTP)	2	3	6



	No. of Subjects	Equivalent Units per Subject	Total units
SUMMARY OF UNITS			
General Education Courses	12		36
Basic Courses	2		8
Required Courses	13		45
Elective Courses			
Psychology Elective Series	2		6
NATURAL SCIENCE ELECTIVES (FOR BS ONLY)			20
PE	4		8
NSTP	2		6
TOTAL NO. OF UNITS			
AB Psychology			109
BS Psychology			129

Below are the curriculum guidelines and its components:

- The sequencing of courses is at the discretion of the institution provided that Introduction to Psychology and Psychological Statistics are taken before all of the other courses.
- Theories of Personality is a prerequisite of Psychological Assessment and Abnormal Psychology.
- Experimental Psychology and Field Methods in Psychology are prerequisites of Research in Psychology I, and Research in Psychology II.
- Current Issues in Psychology could be incorporated in different subject areas in psychology.
- Projective Techniques is a graduate level course. It should not be offered in the undergraduate level.
- The Bachelor of Science (BS) Psychology Program has an additional 20 units of natural science electives. These natural science electives may be in different unit contributions provided they total to 20 units.



9.2 Recommended Program of Study

Sample Program of Study

FIRST YEAR

First Semester		Second Semester	
Course	Units	Course	Units
Understanding the Self	3	Readings in Philippine History	3
Mathematics in the Modern World	3	Art Appreciation	3
Science Technology and Society	3	GE Electives 2	3
Purposive Communication	3	Introduction to Psychology	3
GE Electives 1	3	Ethics	3
PE 1	2	PE 2	2
TOTAL	17	TOTAL	17

SECOND YEAR

First Semester		Second Semester	
Course	Units	Course	Units
The Contemporary World	3	Rizal	3
Psychological Statistics	5	Theories of Personality	3
Physiological /Biological Psychology	3	Cognitive Psychology	3
Developmental Psychology	3	Experimental Psychology	5
GE Electives 3	3	*Natural Science Electives I	5
NSTP 1	3	NSTP II	3
PE 3	2	PE 4	2
TOTAL	22	TOTAL	24

THIRD YEAR

First Semester		Second Semester	
Course	Units	Course	Units
Field Methods in Psychology	5	Psychological Assessment	5
Abnormal Psychology	3	Culture and Psychology/	3
Social Psychology	3	Filipino Psychology or	
*Natural Science Electives II	5	Sikolohiyang Pilipino	
		Industrial/Organizational Psychology	3
		*Natural Science Electives III	5
TOTAL	16	TOTAL	16



FOURTH YEAR

First Semester		Second Semester	
Course	Units	Course	Units
Research in Psychology I	3	Research in Psychology II	3
*Natural Science Electives IV	5	Psychology Elective 2	3
Psychology Elective I	3		
TOTAL	11	TOTAL	6

Note: The institution is free to enhance and to follow different patterns and modalities based on the needs of its clientele.

*For BS Psychology only

Practicum Requirements. Practicum is an elective course that should be taken in the Senior Year or preferably in the summer of third year. The minimum number of practicum hours is 150.

Section 10. Recommended Curriculum Map

The set of all courses and the minimum set of program outcomes showing which outcome(s) each course touches upon and in what way is presented in a matrix below.

BA/BS Psychology Course Matrix

OUTCOMES	Knowledge in Psychology	Psychological Research	Psychological Assessment	Application of Psychology	Ethics	Self Reflective/Independent Learning	Interpersonal Skills
COURSES							
Introduction to Psychology	L	P	O	L	L	P	P
Developmental Psych	L	P	O	L	P	P	O
Theories of Personality	L	P	P	L	P	P	O
Physiological Psychology	L	O	O	P	P	P	O
Cognitive Psychology	L	L	O	P	P	P	L
Abnormal Psychology	L	P	P	L	P	P	O
Social Psychology	L	P	O	L	P	P	L
Industrial/Organizational Psychology	L	L	O	P	P	P	L
Sikolohiyang Pilipino / Culture and Psychology	L	L	O	O	P	P	L
Psychological Statistics	L	L	O	P	L	P	O
Experimental Psychology	L	L	P	P	L	P	O
Field Methods in Psychology	L	L	P	P	L	P	O
Psychological Assessment	L	L	L/P	P	L	P	P
Research in Psych I	L	L	P	P	P	P	O
Research in Psych II	P	L	P	P	P	P	O
Psych Electives	L	P	P	L	O	P	P
Practicum (Elective)	P	O	O	L	O	P	P



Legend: (L) Learn; (P) Practice; (O) Opportunity

- Learn (L) : This is formally taught and evaluated.
 Practice (P) : This is not formally taught but this is evaluated.
 Opportunity (O) : This is not formally taught but gives an opportunity to learn and could be evaluated.

Section 11. Recommended Means of Curriculum Delivery (Sample Courses)

Recommended Courses	Recommended Tools of Curriculum Delivery
Introduction to Psychology	<ul style="list-style-type: none"> • Lecture • Discussion (plenary and group) • Multimedia (films and other media productions) • Online-based activities • In-service Training
Developmental Psychology	<ul style="list-style-type: none"> • Lecture • Discussion (plenary and group) • Multimedia (films and other media productions) • Online-based activities • In-service Training
Abnormal Psychology	<ul style="list-style-type: none"> • Lecture • Discussion (plenary and group) • Multimedia (films and other media productions) • Online-based activities • In-service Training
Research in Psychology I/II	<ul style="list-style-type: none"> • Lecture • Discussion (plenary and group) • Database search and analysis • Research workshop • Software training (for both quantitative and qualitative software programs) • Multimedia (films and other media productions) • Online-based activities

Section 12. Recommended Syllabi for Selected Core Courses

Note: For recommended syllabi of elective courses, please refer to Annex A.

Basic Courses

Course Name	Psy ____ Introduction to Psychology
Course Description	A broad coverage of the conceptual and empirical foundations of psychology in its main fields. The discussion of the theories, concepts, and empirical findings focuses on complex human behaviour - how and why we think, feel, and behave the way we do, how we act and interact with others, and why and how we become the unique individuals that we are.

Course Outcome	Understand and apply concepts, theories, and methods to analyze complex human behavior.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	The nature of psychology Neurobiological bases of behavior Human development Perception Consciousness and its altered states Learning Memory Thinking Emotion Personality Health Stress and Coping Abnormal psychology Social psychology

Course Name	Psy ____ Psychological Statistics
Course Description	Basic concepts and methods of descriptive and inferential statistics and their use in the design, analysis, and interpretation of psychological studies.
Course Outcome	Apply the underlying principles of statistical techniques, perform statistical tests, and interpret statistical data.
Course Credits	5 units
Contact Hours/week	5 hours
Prerequisite	None
Suggested Course Content	Descriptive Statistics: Frequency distributions, measures of central tendency and variability Standardized scores and the normal distribution Simple linear correlation and regression Inferential Statistics: Parametric tests Z-test, t-test for independent and correlated recommendeds One-way ANOVA for independent groups and with repeated measures Two-way ANOVA Non-parametric tests Chi-square tests, one-way and two-way



Required Courses

Course Name	Psy ____ Developmental Psychology
Course Description	A study of human development throughout the life span in the areas of physical, social, cognitive, emotional, and moral development. Major developmental theories are tackled. Emphasis is given on the system perspective and the interactive dimensions of human development particularly in the Filipino setting.
Course Outcome	Demonstrate and understand the process of human development in the areas of physical, social, cognitive, emotional, and moral development.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Research approaches in human development Biological and environmental foundations of human development Physical, cognitive, emotional, and social development in: Infancy and toddlerhood Early childhood (two to six years) Middle childhood (six to eleven years) Adolescence Early adulthood Middle adulthood Late adulthood

Course Name	Psy ____ Theories of Personality
Course Description	A survey of the major theories of personality and the theoretical and practical issues involved in the scientific study and understanding of personality formation and dynamics.
Course Credits	3 units
Course Outcome	Apply and understand the major facets personality theory in understanding human behavior.
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	The study of personality: theory and research Psychoanalytic theory Sigmund Freud Neopsychoanalytic theories Carl Jung Alfred Adler Karen Horney Henry Murray Life-span theory Erik Erikson Trait theories Gordon Allport Raymond Cattell Hans Eysenck



	Humanistic theories Abraham Maslow Carl Rogers Cognitive Theory George Kelly Behavioral theory B.F. Skinner Social Learning theory Albert Bandura
--	---

Course Name	Psy __ Experimental Psychology
Course Description	The philosophy and methods of science focusing particularly on experimentation in the investigation of problems and issues in psychology including ethical considerations in the conduct of experimental research. The student is expected to design and conduct experiments in psychology, write research reports, and present and defend the findings of the experiment.
Course Outcome	Demonstrate and apply the scientific process in understanding the behaviour of human beings.
Course Credits	5 units
Contact Hours/week	5 hours
Prerequisite	Psy __ Psychological Statistics.
Suggested Course Content	Psychology as a Science Experimental Psychology and the Scientific Method Alternatives to Experimentation Nonexperimental Designs Correlational and Quasi-experimental Designs Experimental Method Research Problem The Experimental Hypothesis The Basics of Experimentation Independent and Dependent Variables Operational Definitions Reliability and Validity Extraneous Variables and EV Control Basic Experimental Designs and Statistical Analysis Two Independent Groups Design Two Matched Groups Design Within-subjects/Repeated-measures Design Multiple Groups Design Factorial Designs Research Ethics Drawing Conclusions: The Search for the Elusive Bottom Line Writing the Research Report

Course Name	Psy __ Social Psychology
Course Description	The scientific study of human social behavior - how and why we think, feel, behave, and relate to one another in social situations the way we do. The major theories, concepts, and empirical findings in social psychology are dealt with. Social behavior and social phenomena in the Philippine setting are examined from the social psychological perspective.



Course Outcome	Demonstrate the concepts, theories and phenomenon of human behaviour in the psychosocial perspective.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Psy ____ Experimental Psychology
Suggested Course Content	<p>Social thinking processes</p> <p>The social self and self-presentation</p> <p>Social perception and cognition</p> <p>Attitudes</p> <p>Social influence processes</p> <p>Conformity and obedience</p> <p>Persuasion</p> <p>Group influence</p> <p>Social relationships</p> <p>Aggression</p> <p>Interpersonal attraction and intimacy</p> <p>Prosocial behavior</p> <p>Inter-group Relations and Conflict</p> <p>Applied social psychology</p> <p>Environmental psychology</p>

Course Name	Psy ____ Field Methods in Psychology
Course Description	Field Methods in Psychology this course covers both quantitative and qualitative field methods. It includes the design and administration of surveys, interviews, and focus group discussion. Learners will also be oriented on the use of secondary data and observations.
Course Outcome	.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Psy ____ Experimental Psychology
Suggested Course Content	<p>Nature and overview of field methods in psychology</p> <p>Three main types of psychological research:</p> <ul style="list-style-type: none"> • Correlational research • Descriptive research • Experimental research <p>The following are common research designs and data collection methods:</p> <ul style="list-style-type: none"> • Archival research • Case study • Computer simulation (modeling) • Content analysis • Experiment, often with separate treatment and control groups (see scientific control and design of experiments) • Field experiment • Interview, can be structured or unstructured. • Meta-analysis • Neuroimaging and other psychophysiological methods • Observational study, can be naturalistic (see natural experiment), participant or controlled. • Quasi-experiment



	<ul style="list-style-type: none"> • Self-report inventory • Survey, often with a random sample (see survey sampling) • Twin study <p>Research designs vary according to the period(s) of time over which data are collected:</p> <ul style="list-style-type: none"> • Retrospective cohort study: Subjects are chosen, then data are collected on their past experiences. • Prospective cohort study: Subjects are recruited prior to the proposed independent effects being administered or occurring. • Cross-sectional study, in which a population are sampled on all proposed measures at one point in time. • Longitudinal study: Subjects are studied at multiple time points: May address the cohort effect and indicate causal directions of effects. <p>Research in psychology has been conducted with both animals and human subjects:</p> <ul style="list-style-type: none"> • Animal study • Human subject research
--	--

Course Name	Psy ____ Psychological Assessment
Course Description	Orientation into the rudiments of psychological testing. The principles, methods and uses of psychological testing are tackled. Emphasis is placed on issues of item analysis, reliability, and validity in test construction. The administration, scoring, and interpretation of objective cognitive and affective tests used in various applied fields of psychology, particularly the educational, industrial, clinical and government settings are covered. Ethical considerations as well as current trends and issues in psychological testing in the Philippine setting are discussed.
Course Outcome	Apply and demonstrate the psychometric properties of test development, its administration, scoring and interpretation of psychological tests.
Course Credits	5 units
Contact Hours/week	5 hours
Prerequisite	Psy ____ Personality
Suggested Course Content	<p>Statistical foundations:</p> <ul style="list-style-type: none"> Reliability Validity <p>Test construction</p> <ul style="list-style-type: none"> Item analysis Norms <p>Administration, scoring, and interpretation</p> <ul style="list-style-type: none"> Intelligence tests Aptitude tests Objective personality tests <p>Applications of psychological testing:</p> <ul style="list-style-type: none"> Educational setting Industrial setting Government setting <p>Ethics of psychological testing</p>



Course Name	Psy ____ Abnormal Psychology
Course Description	An introduction to the nature, causes, and possible interventions of psychological disorders. The students are expected to be familiar with the nomenclature and classifications of mental disorders, by the end of the course. Indigenous concepts of abnormality and abnormal behavior will also be discussed. Ethical considerations in abnormal psychology/clinical psychology are discussed.
Course Outcomes	Understand and apply the nature, etiology and possible interventions of psychological disorders.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Psy ____ Personality
Suggested Course Content	<p>Definitions of Normality and Abnormality</p> <p>Some Abnormal Behaviors (including indigenous forms)</p> <p>Disorders Usually First Diagnosed in Infancy, Childhood or Adolescence</p> <p>Cognitive Disorders</p> <p>Substance-related Disorders</p> <p>Schizophrenia and Other Psychotic Disorders</p> <p>Mood Disorders</p> <p>Anxiety Disorders</p> <p>Dissociative Disorders</p> <p>Personality Disorders</p> <p>Diagnosis using DSM-IV TR (Axis I to V) and DSM 5</p> <p>Alternative Approaches to Diagnosis (ICD-10)</p> <p>Therapeutic Interventions and Related Issues</p>

Course Name	Psy ____ Industrial/Organizational Psychology
Course Description	A course providing an overview of psychological concepts, theories and research findings for effective human interactions and performance in the workplace. Topics include organizational structures and systems, organizational communication processes, leadership, motivation, conflict resolution, problem solving and decision making, team dynamics, efforts in human resource development and management, and organizational change and development.
Course Outcomes	Demonstrate and understand the concepts, theories and findings for effective human interactions and performance in the workplace.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	<p>History and development of industrial-organizational psychology</p> <p>Organizational structures and systems</p> <p>Team dynamics</p> <p>Human resource development and management</p> <p>Organizational change and development</p>

Course Name	Psy ____ Physiological Psychology/Biological Psychology
Course Description	The physiological approach to studying human behavior. Basic concepts and findings in neuroscience with special emphasis on brain-body relationship, brain-behavior relationship, and mind-behavior relationship are treated in the course.
Course Outcomes	Understand and demonstrate the structure of the brain and its effect to the behaviour of the person.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Overview of Physiological Psychology Neurons and Synapses Nervous System and the Brain (central and peripheral) Sensory Systems (e.g. vision, audition, olfactory) Movement Homeostasis (e.g. hunger, thirst, temperature) Aggression Sexual behavior

Course Name	Psy ____ Cognitive Psychology
Course Description	An introduction to research and knowledge in the psychological study of important cognitive abilities including sensation and perception, attention, memory and representation, language and thinking.
Course Outcomes	Demonstrate the significance of cognitive functions in understanding human beings.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Introduction to Cognitive Science Perception Consciousness and Attention Concept and Knowledge Representation Human Memory: Encoding, Storage, Retention, and Retrieval Language: Structure and Comprehension Problem Solving Reasoning and Decision Making Individual Differences in Cognition

Course Name	Psy ____ Research in Psychology I
Course Description	A research methods course which aims to train the student in psychological research beginning from choosing a relevant problem-topic, reviewing the literature, postulating a conceptual framework, to planning for methodology and data analysis. The output is a mature research proposal.
Course Outcome	Demonstrate and apply the process of scientific inquiry in understanding the psychological behaviour of human beings.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Psy ____ Experimental Psychology



Suggested Course Content	Review of Related Literature Statement of the Problem Conceptual Framework Design and Analysis Ethics of research
--------------------------	---

Course Name	Psy ____ Research in Psychology II
Course Description	The second part is the implementation of the research proposal. The student is expected to come up with a well-written empirical research paper and is expected to defend the results, the discussion, and the conclusions.
Course Outcome	Demonstrate the capability to implement and communicate to others the process of scientific inquiry in understanding the behaviour of the person.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Psy ____ Research in Psychology I
Suggested Course Content	Data Collection Data Analysis and Interpretation Final Report Writing and Oral Defense

Course Name	Psy ____ Sikolohiyang Pilipino OR Filipino Psychology
Course Description	The course is a study of concepts and methods in the field of culture and psychology, giving meaning to psychological reality based on the language and worldview of the Filipino. The students will be introduced to indigenous concepts in Sikolohiyang Pilipino, and its applications in various fields of psychology. They will also be trained in the use of indigenous research methods. Furthermore, issues regarding Sikolohiyang Pilipino as a discipline and as a movement will also be discussed. The course will be conducted in Filipino.
Course Outcomes	Demonstrate and understand the basic tenets of psychological reality using the Filipino perspective.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Indigenized Research Approaches (e.g. pakapa-kapa, pakikiramdam, pakikisalamuha, pakikipagpalagayang loob) Indigenous Concepts (e.g. kapwa, loob) Applications in Various Fields of Psychology

Course Name	Psy ____ Culture and Psychology
Course Description	This course examines selected psychological behaviors and processes in the context of culture with special emphasis on Philippine and Asian cultures. Topics include: impact of culture on psychology; Filipino psychology/Sikolohiyang Pilipino; findings on Asia in relation to values, personality, emotional expression, communication, mental health and wellbeing, family and relationships, leadership, behavior in groups, group dynamics, conflict and peacemaking, among others.



Course Outcomes	By the end of the course, students shall have been able to identify cultural values and contexts that shape selected behaviors and phenomenon such as: parenting, learning, emotions and their expressions, mental health, marriage, politics, work motivation and wellbeing and leadership.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Culture and Psychology Parenting and Marriage Mental health and wellbeing Learning Emotions and their expressions Work attitudes and motivations Leadership Politics and conflict Impact of culture on psychology Filipino psychology/Sikolohiyang Pilipino; findings on Asia in relation to values, personality, emotional expression, communication, mental health and wellbeing, family and relationships, leadership, behavior in groups, group dynamics, conflict and peacemaking, among others.

Psychology Electives

Course Name	Psy ____ Introduction to Counseling
Course Description	This course aims to provide students with a basic understanding the nature, scope and skills used in counseling and other psychological interventions. This course also discusses the roles, functions, and ethical considerations involved in implementing psychological intervention. Emphasis is on various cognitive, affective and behavioral approaches in counseling.
Course Outcome	Students should demonstrate and apply the theoretical framework/orientation in counseling psychology, ethical and legal aspects in the practice of the profession, and appropriate different techniques and approaches of counseling.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	This course also discusses on its nature and scope of counseling psychology, the counselor as a person and as a professional, ethical issues in counseling practice, and different techniques and approaches of counseling.

Course Name	Psy ____ Disaster and Mental Health
Course Description	This is course provides an overview of the impact of disasters on individuals, families, and communities. Learners will be introduced to disaster preparedness and how it can be facilitated. The course seeks to provide learners an understanding of the impact of disasters on mental health and the principles in providing psychosocial support for survivors.



Course Outcome	By the end of the course, learners should also have the knowledge and skills to provide psychological first aid for disaster survivors
Course Credits	5 units
Contact Hours/week	5 hours
Prerequisite	None
Suggested Course Content	Scope of Disaster Mental Health Services Disaster Response Staff Mental Health Services DMH Administrative Procedures Responsibilities During Disaster Elements of Disaster Mental Health Response

Course Name	Psy ____ Introduction to Clinical Psychology
Course Description	The course aims to provide students with a basic understanding of the nature, scope, and techniques used in the field of counseling psychology, including approaches in the assessment and interventions in various psychological disorders. The course also discusses the roles, functions, and ethical considerations involved in the practice of the profession.
Course Outcomes	Recall the nature, scope and techniques in the field of Clinical Psychology especially in the assessment and applications of Clinical Interventions.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Psy ____ Abnormal Psychology
Suggested Course Content	Nature and Scope of Clinical/Counseling Psychology Ethics of Clinical Practice Clinical and Counseling Approaches (e.g. Psychoanalytic, Behaviorist, Cognitive, Humanistic, Existential)

Course Name	Psy ____ Positive Psychology
Course Description	This course will introduce students to the emerging field of Positive Psychology—the science of positive experiences, positive institutions, and human strengths. For the past several years, psychology was devoted mainly on studying mental illness and how to treat patients. The Positive Psychology movement reminds us that psychology is also dedicated to promoting human strengths and virtues and that its goal is not merely to treat but also prevent illness. The course will evaluate empirical studies on happiness and other positive concepts and students will learn primarily from classroom discussions
Course Outcomes	By the end of the course, students should be able to: <ol style="list-style-type: none"> 1. Apply the concepts and history of Positive Psychology 2. Equip oneself with knowledge regarding the recent developments in the field by critically evaluating empirical studies on happiness and other human strengths. 3. Conduct a research on a specific topic under Positive Psychology and write a research paper on that topic.



	4. Apply positive psychology principles in their lives.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Nature and scope of Positive Psychology Viewpoints in Positive Psychology Theories used in Positive Psychology Approaches and Strategies used in Positive Psychology Applications of Positive Psychology

Course Name	Psy ____ Educational Psychology
Course Description	An overview of the field of educational psychology including research in the field. Theories in educational psychology and their application in the classroom are discussed. The analysis of classroom problems and the design of teaching-learning interventions are tackled using the practitioner-researcher approach.
Course Outcomes	Demonstrate and understand the psychological issues and problems in the school setting.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Overview of Educational Psychology Research in Educational Psychology Theories in Educational Psychology Application of Theories in the Classroom

Course Name	Psy ____ Group Dynamics
Course Description	Using experiential/inductive methods, the course provides students the opportunity to understand the dynamics of group processes and functioning such as communication, problem-solving, decision-making, leadership/membership, collaboration/competition, and self-awareness, particularly in a Philippine organizational setting.
Course Outcomes	Demonstrate and apply the structured and unstructured experiential learning experiences in understanding the dynamics of group processes and functioning.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	History and development of group dynamics Communication Problem-solving Conflict Management Decision-making Leadership/membership Collaboration/competition



Course Name	Psy ____ Practicum in Psychology
Course Description	A course that will expose students to the different settings where psychology is practiced as a profession, e.g., school setting, industrial setting, government, non-governmental organizations, hospitals. Students are required to complete a total of 150 hours of practicum work in one or more of the above settings. The Practicum class should meet at least twice a month to discuss the students' work progress, the observations, insights, reflections, and learning of the students during their practicum work, as well as issues in professional psychology including ethics and areas of concern of the students in their practicum work.
Course Outcomes	Demonstrate and apply the theories, concepts and methods learned in the actual setting.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None

Course Name	Psy ____ Psychology of Learning
Course Description	The study of the processes of learning. Biological, cognitive, social, and cultural factors in learning are examined. Problems and issues on learning and education in the Philippine setting are considered.
Course Outcome	Demonstrate and apply the learning process in terms of biological, cognitive, social, and cultural factors in understanding the behaviour of the person.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Overview of the Psychology of Learning Theories of Learning (e.g. Guthrie, Hull, Tolman, Skinner) Factors Affecting Learning (e.g. biological, cognitive, social, cultural) Applications in the Philippine setting

Course Name	Psy ____ Psychology for Exceptional Children
Course Description	A course designed to understand children who are set apart from others due to either an advantage or a disadvantage in terms of their physical, mental, and emotional conditions. Discussions of etiological factors, characteristics of each of the conditions, assessment procedures and intervention approaches are included in the student's exploration of human exceptionality. Orientation on the rights and privileges of Filipinos with special needs shall also be discussed as embodied in the Persons with Disabilities Act of the Philippines (RA 9442).
Course Outcome	Demonstrate and apply multi-disciplinary approach the nature, scope, etiology and appropriate psychological interventions of children with psychological problems.
Course Credits	3 units



Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	<ul style="list-style-type: none"> • Republic Act (RA) 9442: Persons With Disabilities (PWD) Act in the Philippines • Labeling and Human Difference • Describing People with Differences • Fields of Study in Human Exceptionality • Multidisciplinary Perspectives on Children with Disabilities • Assessment and Diagnosis • Components of the Helping process • Gifted, Creative and Talented • Intellectual Disability • Learning Disorders <ul style="list-style-type: none"> - Reading - Mathematics - Written Expression • Communication Disorders <ul style="list-style-type: none"> - Expressive Language and Mixed Receptive-Expressive Language - Phonological - Stuttering • Pervasive Developmental Disorders <ul style="list-style-type: none"> - Autistic - Asperger's - Rett's - Childhood Disintegrative • Disruptive Behavior Disorders <ul style="list-style-type: none"> - Attention-Deficit /Hyperactivity - Oppositional Defiant - Conduct

Course Name	Psy ____ Strategic Human Resource Management
Course Description	This course focuses on Strategic Human Resource Management (SHRM) theories and principles.
Course Outcome	Demonstrate and apply the nature of SHRM and competency-based HR systems. Students are expected to be able to: identify and write competencies and apply these in talent acquisition, learning and development, performance and rewards management, employee relations and organization development. Students are also expected to learn skills in recruitment and selection, training administration, and rewards management.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	<p>Overview of Strategic Human Resource Management Theories and Principles of SHRM</p> <p>Nature of talent acquisition, learning and development, performance and rewards management, employee relations and organization development in SHRM.</p>



	Recruitment and selection, training administration, and rewards management in SHRM. Applications in the Philippine setting
--	---

Course Name	Psy ____ Seminar in Psychology: Recruitment and Selection
Course Description	This course focuses on employee selection and development. By the end of this course, students should be able to conduct assessment of competencies, identify development needs and approaches to training and development of employees. Students will also be oriented on and practice skills in recruiting, targeted interviewing, and profiling of applicants.
Course Outcome	Demonstrate and conduct assessment of competencies, identify development needs and approaches to training and development of employees.
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Overview on employee selection, recruitment and development Theories of employee selection, recruitment and development Development needs and approaches to training and development of employees Skills in recruitment, interviewing, and profiling of applicants Applications in the Philippine setting

ARTICLE VI REQUIRED RESOURCES

Section 12. Program Administration. The minimum qualification of the head of the unit that implements the degree program is as follows:

The director/chair/head of the program shall be a holder of at least a master's degree in psychology.

Section 13. Faculty Requirements

1. **Qualifications.** Seventy-five percent (75%) of the major courses should be taught by faculty with at least a master's degree (M.A. or M.S.) in psychology. The M.A. Guidance and Counseling and M.A. Education major in Guidance and Counseling are **not** considered equivalents of an M.A. or M.S. in Psychology. However, as long as the basic requirement of at least seventy-five percent (75%) of the major courses are taught by faculty with a master's degree in psychology is met, faculty with master's degrees in guidance and counseling may teach counseling-related courses in the AB and BS Psychology Programs.

The faculty should regularly update themselves in the various areas of psychology and should work towards the Ph.D. degree.



2. **Percentage of Full-time faculty.** Schools are encouraged to have at least three (3) full-time tenured/permanent faculty members with at least a master's degree in psychology.
3. **Teaching Load.** The teaching load of full-time faculty shall comply with CHED standards.

Section 14. Library Requirements

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/BS Psychology program.

Section 15. Laboratories and other Facilities

1. There should be a psychological research laboratory with various equipment which may be relevant for conducting psychological (especially experimental) research. For each institution, the type of equipment will depend on the research thrusts and interests of the psychology faculty.
2. There should be an up-to-date collection of psychological test materials (i.e., intelligence, aptitude and personality tests). Each category of test should be represented in the collection.
3. There should be at least three (3) computers in the Department of Psychology with Internet access for the use of faculty and students.

Section 16. Admission. Admission into the AB/BS Psychology program requires a high school diploma from a government-recognized institution and passing the particular college/university's admission requirements.

ARTICLE VII COMPLIANCE OF HEIs

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:

- 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, the CHED shall conduct regular monitoring and evaluation on the compliance of HEIs to this PSG using an outcomes-based assessment instrument.

ARTICLE VIII SANCTION

Section 23. For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of RA 7722 in relation to Sections 68-69 of Batas Pambansa Blg. 232 otherwise known as the Higher Education Act of 1982, Section 63 of Article XII and Sections 142-143 of Article XXVI of the Manual of Regulations for Private Higher Education of 2008, and other related laws.

ARTICLE VIII TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 24. 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/Bachelor of Science in Psychology 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 25 . Repealing Clause

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

Section 26. 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 – List of Sample refereed Journals
Annex B – Psychological Test Materials



ANNEX A
LIST OF SAMPLE REFEREED JOURNALS

Title	Publisher
American Psychologist	American Psychological Association
Developmental Psychology	American Psychological Association
Health Psychology	American Psychological Association
Journal of Abnormal Psychology	American Psychological Association
Journal of Applied Psychology	American Psychological Association
Journal of Consulting and Clinical Psychology	American Psychological Association
Journal of Counseling Psychology	American Psychological Association
Journal of Educational Psychology	American Psychological Association
Journal of Experimental Psychology: Learning, memory and cognition	American Psychological Association
Journal of Experimental Social Psychology	Elsevier
Journal of Personality and Social Psychology	American Psychological Association
Psychological Bulletin	American Psychological Association
Psychological Review	American Psychological Association
Asian Journal of Social Psychology	Blackwell Publishing



ANNEX B
PSYCHOLOGICAL TEST MATERIALS

I. Intelligence Tests and Developmental Scales/Aptitude Tests/Achievement Tests

1. Individual Test Administration (Verbal and Nonverbal Tests)

- 1.1 Latest Stanford-Binet Intelligence Test
- 1.2 Latest Wechsler Scales
 - 1.2.1 Wechsler Intelligence Scale for Children
 - 1.2.2 Wechsler Adult Intelligence Scale
 - 1.2.3 Wechsler Preschool and Primary Scale of Intelligence

2. Group Test Administration (Non-verbal Tests)

- 2.1 Raven's Progressive Matrices (RPM)
- 2.2 Standard Progressive Matrices (SPM) and/or
- 2.3 Advanced Progressive Matrices
- 2.4 Culture Fair Intelligence Test (CFIT)
- 2.5 Purdue Non-language Test (PNLT)
- 2.6 Panukat ng Katalinuhang Pilipino (PKP) by Palacio
- 2.7 Differential Aptitude Tests (DAT)
- 2.8 Thurstone Test of Mental Alertness
- 2.9 Wonderlic Cognitive Ability Tests
- 2.10 Watson Glaser Critical Thinking Tests
- 2.11 Flannagan Industrial Tests
- 2.12 Philippine Aptitude Classification Test (PACT)

II. Personality Inventory Tests/Projective Tests

- 1. Basic Personality Inventory
- 2. Myers-Briggs Type Indicator (MBTI)
- 3. Edward's Preference Personality Schedule
- 4. Sixteen Personality Factor Questionnaire (16PF)
- 5. NEO Five Factor Inventory (NEO-FF-I)
- 6. Pictorial Self-Concept Scale for Children by Pasao
- 7. Panukat ng Ugali at Pagkatao (PUP by Enriquez)/ Panukat ng Pagkataong Pilipino (PPP by Carlota)

III. Interest Tests

- 1. Strong Campbell Interest Inventory Test
- 2. Thurstone Interest Schedule

Please take note of the following:

- * latest version of the above mentioned Psychological Tests
- * at least one individually administered intelligence test
- * at least one test of non-verbal IQ test
- * at least three personality tests
- * at least one aptitude test
- * at least one interest test

