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

CHED MEMORANDUM ORDER
No. 17
Series of 2017

SUBJECT: REVISED POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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 BS Business Administration 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 BS Business Administration must first secure proper authority from the Commission in accordance with these PSGs. All PHEIs with an existing Bachelor of Science in Business Administration program are required to shift to an outcomes-based approach based on these PSGs. State universities and colleges (SUCs), and local universities and colleges (LUCs) should likewise strictly adhere to the provisions in these policies and standards.

ARTICLE III
GENERAL PROVISIONS

Per Section 13 of RA No. 7722, the higher education institutions 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, expressed as a minimum set of desired program outcomes (detailed in Article IV Section 6, below). The sample curriculum presented in Article V Sections 8 to 13, is designed to attain these desired program outcomes. The number of units of the curriculum is hereby prescribed as the "minimum unit requirement" under Section 13 of RA 7722. Curriculum maps are a useful tool for determining the ability of a curriculum to achieve the desired program outcomes. A sample curriculum map is presented in Article V, Section 15.

A variety of curriculum delivery methods should be employed to effectively provide a learner-centered and outcomes based education. Some of the possible curriculum delivery methods that HEIs can use are presented in Article V, Section 16. Article V, Section 17 presents a sample course syllabus that demonstrates the use of some of these methods.

The physical as well as human resource requirements that are deemed necessary for the effective delivery of the curriculum are presented in 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 guides in making their submissions pursuant to Article VII.

ARTICLE IV
PROGRAM SPECIFICATIONS

Section 5 Program Description

5.1 Degree Name

The degree program described herein shall be called Bachelor of Science in Business Administration (BSBA). The degree of Bachelor of Science in Commerce (BSC) shall henceforth be discontinued, and Higher Education Institutions (HEIs) that currently offer the Bachelor of Science in Commerce (BSC) are enjoined to

rename their programs following this new nomenclature. Five distinct majors, or specializations, may be offered under the BSBA program: Human Resource Management, Marketing Management, Financial Management, Operations Management and Business Economics.

HEIs may offer other majors, subject to the approval of the Commission, provided that the minimum curricular requirements for core business and management education courses, business administration core courses and major and elective courses are met.

a. Bachelor of Science in Business Administration *Major in Human Resource Management (HRM)*

The Human Resource Management Program prepares the graduate for a career in the Human Resources Department of any organization, handling the many diverse human capital requirements of the organization, including recruitment, staffing, training and career development.

b. Bachelor *of* Science in Business Administration *Major in Marketing Management (MM)*

The Marketing Management program prepares the graduate for careers in marketing, market research, advertising and public relations. The curriculum provides the graduate with both technical skills and competencies required in the field, but also the flexible mindset that is necessary to stay competitive in a constantly changing business environment.

c. Bachelor of *Science* in Business Administration *Major in Financial Management (FM)*

The Financial Management program prepares the graduates for various careers in financial management as well as in related fields, including but not limited to, corporate finance, investment management, banking, credit, trust operations, insurance, foreign currency markets, money markets, capital markets, and other financial securities markets. The curriculum provides the graduate with knowledge on financial institutions and technical skills based on established financial theories, methodologies, and various analytical tools. It also promotes an outlook that is based primarily on ethics, market integrity, regulations, good governance and competitive global perspective, necessary for effective financial decision making.

d. Bachelor of Science in Business Administration *Major in Operations Management (OM)*

The Operations Management program prepares students to manage the operations of manufacturing, agri-business, as well as service enterprises, focusing on the need to effectively and efficiently produce and deliver products and services on time and within budget. The program curriculum covers all aspects of operations within the organization, including the management of

purchases, inventory, production and service quality, logistics, supply chain and distribution.

e. Bachelor of Science in Business Administration *Major in Business Economics (BE)*

The Business Economics program prepares graduates for careers in banking, economic and development planning, as well as general management. The program focuses on the relationship of business operations and the economy as a whole. It integrates economic principles and strategies into standard business practices so that the student can have both the micro view of how the business can acquire capital, generate profit and efficiently produce goods and services, as well as the macro view of how external economic factors such as government regulation can affect, and should influence, business decisions.

5.2 Nature of the Field of Study

The Business Administration program utilizes an integrated approach to study the interrelationships among the different functional areas of business and examine how the effective orchestration of these different components of business operations can lead to organizational success. At the end of the program, students are expected to appreciate the economic, social, technological as well as legal environments within which all businesses must operate, and possess the basic business knowledge, skills, values and attitudes to effectively lead an organization and achieve the desired results.

It is an interdisciplinary and problem-focused program comprising three integrated elements: core business and management education courses, business administration core and major courses. Each major consists of courses designed to develop the critical thinking and analytical information/communication technology skills, human relation, communication, quantitative and computer skills needed by the graduates to successfully serve as leaders in business organizations. The program also addresses contemporary organizational issues such as global competition, continuous quality improvement, good governance, and the relationship between organizations and various environmental forces which are key components of a global economy.

A distinctive feature of the program is that the majority of upper-level courses include a practical project component, offering the opportunity to apply the problem-solving theories and concepts learned in the classroom to real situations. Extensive opportunities are available for students to meet business professionals and gain practical experience.

5.3 Program Goals (*Program Goals are the expected outcomes for the Business administration graduates 2 to 5 years after completing the program.*)

- Assume supervisory and/or managerial responsibilities within their organization.
- Pursue graduate studies in business and management.
- Manage a business

5.4 Specific Professions/Careers/Occupations for BSBA graduates

Human Resource Management	Marketing Management
Management Trainee in Human Resource Management	Management Trainee in Marketing
Office Assistant	Marketing Assistant
Administrative Assistant	Account Executive
Human Resource Assistant	Merchandising Assistant
Executive Assistant	PR/Advertising Assistant
Entrepreneur	Service Crew
Recruitment Assistant	Customer Service Agent/ Representative
Compensation Assistant	Junior Sales Trainer
Benefits Assistant	Receptionist
Training and Development	Entrepreneur
	Product/Brand/Assistant Order/Billing Assistant
Financial Management	**Operations Management**
Management Trainee in Corporate Finance	Management Trainee in Operations/Production
Management Trainee in a bank or insurance company	Operations Management Assistant
New Account Personnel	Technical Staff
Credit and Collection Assistant	Warehouse Assistant
Credit Analyst	Inventory Assistant
Treasury Assistant	Project Assistant
Entrepreneur	Logistics Management Personnel
Cashier	Stock Personnel
Trader/Financial Analyst	Entrepreneur
Business Economics	
Management Trainee	
Research Assistant	
Field Researcher	
Corporate Planning Analyst	
Entrepreneur	
Trader	

5.5 Allied Fields

Business Administration is related to the fields of entrepreneurship, management, agribusiness, economics, industrial psychology, hospitality management, office administration, and all programs that involve business, management and organizational processes.

Section 6. Program Outcomes

The minimum standards for the Bachelor of Science in Business Administration program are expressed in the following minimum set of learning outcomes:

6.1 Common to all programs in all types of schools

The graduates have the ability to:

6.1.1 Articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor)

6.1.2 Effectively communicate orally and in writing using both English and Filipino.

6.1.3 Work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)

6.1.4 Act in recognition of professional, social, and ethical responsibility.

6.1.5 Preserve and promote *"Filipino historical and cultural heritage"*. (based on RA 7722)

6.2 Common to the Business and Management discipline

A graduate of a business or management degree should be able to:

6.2.1 Perform the basic functions of management such as planning, organizing, staffing, directing and controlling.

6.2.2 Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations.

6.2.3 Select the proper decision making tools to critically, analytically and creatively solve problems and drive results

6.2.4 Express oneself clearly and communicate effectively with stakeholders both in oral and written forms.

6.2.5 Apply information and communication technology (ICT) skills as required by the business environment.

6.2.6 Work effectively with other stakeholders and manage conflict in the workplace.

6.2.7 Plan and implement business related activities.

6.2.8 Demonstrate corporate citizenship and social responsibility

6.2.9 Exercise high personal moral and ethical standards

6.3 Specific to the Business Administration program

A graduate of a business administration degree should be able to:

6.3.1 Analyze the business environment for strategic direction

6.3.2 Prepare operational plans

6.3.3 Innovate business ideas based on emerging industry

6.3.4 Manage a strategic business unit for economic sustainability
6.3.5 Conduct business research

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

A graduate of a business administration degree should be able to:

6.4.1 For professional institutions: demonstrate a service orientation in one's profession
6.4.2 For colleges: to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the communities one serves
6.4.3 For universities: generate new knowledge using research and development projects

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

A Private Higher Education Institution, at its option, may adopt mission-related program outcomes that are not included in the minimum set.

Section 7. Sample Performance Indicators

Performance Indicators are specific, measurable statements identifying the performance(s) required to meet the outcome through confirmable evidence (using appropriate rubrics set by the higher education institutions).

Table 1. Sample of Program Outcomes and Indicators common to all Graduates of business or management degree:

Program Outcomes	Performance Indicators
Demonstrate corporate and Social responsibility	Propose social responsibility strategies and compliance action plan for a business.
Perform the basic functions of management such as planning, organizing, staffing, directing, leading and controlling	Prepare comprehensive strategic business plan
Apply information and communication technology (ICT) effectively and efficiently	Prepare a social media marketing plan.
Work effectively with other stakeholders and manage conflict in the workplace	Conduct a planning and problem solving meeting to resolve issues related to a planned business event.
Select the proper decision tools to critically, analytically, and creatively solve problems and drive results	Apply appropriate quantitative tools to address a business case problem

Table 2. Sample of Program Outcomes and Indicators for Graduates of BS Business Administration

Program Outcomes	Performance Indicators
Analyze the business environment for strategic direction	Prepare market needs analysis
Prepare operational plans	Prepare product/service specifications plan
Innovate business ideas based on emerging industry	Formulate compensation and incentive policies Formulate supplier support policies
Manage a strategic business unit for economic sustainability	Prepare environment impact and mitigation plan

ARTICLE V
CURRICULUM

Section 8. Curriculum Description

The curriculum for BSBA covers a balanced treatment of functional areas in human resource management, marketing, finance, operations and economics. It broadens the knowledge and skills for local and international business environment.

The **122** units are broken down into the following components:

Courses	Minimum Units Prescribed	
1. General Education (GE) Courses	36	
2. National Service Training Program (NSTP)	6	
3. Physical Education (PE) courses	8	
Sub-total	*50*	*Units*
4. Common Business and Management Courses (CBMEC) • Operations Management (TQM) • Strategic Management	6	
5. Business Administration Core	24	
6. Professional Major	24	
Electives	12	
Internship (600 hrs.)	6	
Sub-total	*72*	
Total including GE, NSTP and PE	*122*	*Units*

The subjects under the General Education (GE) Courses are as per CHED Memorandum No. 20 series of 2013.

This curriculum is vertically aligned with the Accounting, Business and Management (ABM) strand of the senior high school academic track.

For students who did not take the ABM academic strand, HEIs should offer bridging courses such as the specialization courses in K-12 ABM strand, but not limited to said courses to make them at par with those who have taken the ABM academic strand and comply with K-12 requirements

New program offerings under Business and Management cluster (allied) must offer the 6 units common business and management courses.

The HEIs may be allowed to credit subjects /course taken by students abroad provided they have the same required number of units and course description.

Section 9. General Education, NSTP and Physical Education Courses

These courses can significantly prepare the students as they transition from high school to tertiary education and pursue professional level of education. This component of business administration education is purposefully designed to strengthen four (4) important learning outcomes or competencies:

- **Communication skills** – Ability to write and speak clearly and persuasively, gather evidence and construct a coherent argument; shape speech and writing to the nature of one's audience.
- **Logical and critical thinking** – Ability to analyze, synthesize and evaluate information and ideas from multiple perspectives; differentiate between objective information and subjective points of view and identify ways of making provisional judgments.
- **Quantitative reasoning and computer literacy** – Development of quantitative reasoning in mathematics or statistics combined with a basic computer literacy which is essential in contemporary technological society.

A broad general education can significantly contribute to the acquisition of professional skills. This component of the curriculum focuses on the development of non-professional knowledge, intellectual skills, personal skills, interpersonal and communication skills. A good foundation of general education, although not an end in itself, is one way of helping students become broad-minded individuals who think and communicate effectively and who have the basis for conducting inquiry, carrying out logical thinking and undertaking critical analysis. This foundation will enable students to make decisions in the larger context of society, to exercise good judgment and professional competence, to interact with diverse groups of people, to think globally, and to begin the process of professional growth. The acquisition of these skills is more important than the way in which they are learned.

Courses	Minimum Units Prescribed
1. General Education (GE) Courses	36
2. NSTP	6
3. Physical Education (PE) courses	8
Total	**50 Units**

The 36 units of GE Core Courses include:
- 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's Life and Works (as mandated by law)

The GE Electives are:
- Mathematics, Science & Technology
- Social Science and Philosophy
- Arts & Humanities

Section 10. Core Business and Management Education Courses

These courses cover all the major functional areas of business, and provide the foundational knowledge of the environment and the context in which a graduate of BSBA work.

COURSES	No. OF UNITS		
	LEC	LAB	Total
Operations Management (TQM)	3		3
Strategic Management	3		3
Total			**6**

Section 11. Business Administration Core Courses

These courses consist of the four functional areas of business. A student of business and management has to have basic knowledge on these four functional areas.

COURSES	No. OF UNITS		
	LEC	LAB	Total
1. Basic Microeconomics (Eco)	3		3
2. Business Law (Obligations and Contracts)	3		3
3. Taxation (Income Taxation)	3		3
4. Good Governance and Social Responsibility	3		3
5. Human Resource Management	3		3
6. International Business and Trade	3		3
7. Business Research	3		3
8. Thesis or Feasibility Study	3		3
Total	**24**		**24**

Section 12. Professional Major Courses

The following are the professional courses of the BSBA curriculum. These courses lay the fundamental concepts that every business administration student has to know in the field of business.

COURSES	No. OF UNITS		
	LEC	LAB	Total
1. Human Resource Management			
Administrative and Office Management	3		3
Labor Law and Legislation	3		3
Recruitment and Selection	3		3
Training and Development	3		3
Compensation Administration	3		3
Labor Relations and Negotiations	3		3
Special Topics in Human Resource Management	3		3
Organizational Development	3		3
Total			**24**

COURSES	No. OF UNITS		
	LEC	LAB	Total
2. Marketing Management			
Professional Salesmanship	3		3
Marketing Research	3		3
Marketing Management	3		3
Distribution Management	3		3
Advertising	3		3
Product Management	3		3
Retail Management	3		3
Pricing Strategy	3		3
Total			**24**

COURSES	No. OF UNITS		
	LEC	LAB	Total
3 Financial Management			
Financial Management	3		3
Financial Analysis and Reporting	3		3
Banking and Financial Institutions	3		3
Monetary Policy and Central Banking	3		3
Investment and Portfolio Management	3		3
Credit and Collection	3		3
Capital Market	3		3
Special Topics in Financial Management	3		3
Total			**24**

COURSES	No. OF UNITS		
	LEC	LAB	Total
4. Operations Management			
Environmental Management System	3		3
Inventory Management and Control	3		3
Project Management	3		3
Costing and Pricing	3		3
Logistics Management	3		3
Productivity and Quality Tools	3		3
Facilities Management	3		3
Special Topics in Operations Management	3		3
Total			**24**

COURSES	No. OF UNITS		
	LEC	LAB	Total
5. Business Economics			
Basic Macroeconomics	3		3
History of Economic Thoughts	3		3
Advanced Microeconomics	3		3
Advanced Macroeconomics	3		3
Managerial Economics	3		3
International Economics	3		3
Project Development Management	3		3
Special Topics in Business Economics	3		3
Total			**24**

Section 13. Elective Courses

HEIs may enhance the curriculum by providing electives based on the vision and mission of the college or school. A school may offer other electives that may help a student pursue his or her specialization.

COURSES	No. OF UNITS		
	LEC	LAB	Total
1. Human Resource Management			
Suggested Electives			**12**
Marketing Management	3		3
Management	3		3
Managerial Accounting	3		3
Entrepreneurial Management	3		3
Logistics Management	3		3
Environmental Management System	3		3
Global/International Trade	3		3
Project Management	3		3
Personal Finance	3		3

COURSES	No. OF UNITS		
	LEC	LAB	Total
2. Marketing Management			
Suggested Electives			**12**
Consumer Behavior	3		3
Sales Management	3		3
International Marketing	3		3
Franchising	3		3
E-Commerce and Internet Marketing	3		3
Entrepreneurial Management	3		3
Direct Marketing	3		3
Services Marketing	3		3
Industrial/Agricultural Marketing	3		3
Cooperative Marketing	3		3
New Market Development	3		3
Strategic Marketing Management	3		3
Environmental Marketing	3		3
Special Topics in Marketing Management	3		3
Personal Finance	3		3

COURSES	No. OF UNITS		
	LEC	LAB	Total
3 Financial Management			
Suggested Electives			**12**
Public Finance	3		3
Cooperative Management	3		3
Entrepreneurial Management	3		3
Treasury Management	3		3
Risk Management	3		3
Security Analysis	3		3
Behavioral Finance	3		3
Franchising	3		3
Financial Controllership	3		3
Mutual Fund	3		3
Venture Capital	3		3
Global Finance with Electronic Banking	3		3
Personal Finance	3		3

COURSES	No. OF UNITS		
	LEC	LAB	Total
4. Operations Management			
Suggested Electives			**12**
Marketing Management	3		3
Managerial Accounting	3		3
Entrepreneurial Management	3		3
Balanced Scorecard	3		3
Global/International Trade	3		3
Financial Management	3		3
Environmental Management	3		3
Operations Research	3		3
Configuration Management	3		3
Management Information Systems	3		3
Enterprise Resource Planning	3		3
Personal Finance	3		3

COURSES	No. OF UNITS		
	LEC	LAB	Total
5. Business Economics			
Suggested Electives			**12**
Economic Development	3		3
Mathematical Economics	3		3
Economic Statistics	3		3
Current Economic Issues	3		3
Operations Research	3		3
Industrial Economics	3		3
Monetary and Fiscal Economics	3		3
Economic Research	3		3
Labor Economics	3		3
Environmental Economics	3		3
Agricultural Economics	3		3
Entrepreneurial Management	3		3
Personal Finance	3		3

Section 14. Sample Program of Study

FIRST YEAR

First Semester

Courses	Lec	Lab	Units
GE1- Understanding the Self	3		3
GE2- Readings in Philippine History	3		3
GE3- The Contemporary World	3		3
GE4- Mathematics in the Modern World	3		3
PE 1	2		2
NSTP	3		3
Total	17		17

Second Semester

Courses	Lec	Lab	Units
GE 5- Purposive Communication	3		3
GE 6- Art Appreciation	3		3
GE 7- Science, Technology, and Society	3		3
GE 8- Ethics	3		3
PE 2	2		2
NSTP	3		3
Total	17		17

SECOND YEAR

First Semester

Courses	Lec	Lab	Units
GE- 9- Rizal's Life and Works	3		3
GE Elective 1- Mathematics, Science & Technology	3		3
GE Elective 2- Social Science and Philosophy	3		3
BA core course 1- Basic Microeconomics (Eco)	3		3
Prof. 1	3		3
PE 3	2		2
Total	17		17

Second Semester

Courses	Lec	Lab	Units
GE Elective 3- Arts & Humanities	3		3
BA Core courses 2- Business Law (Obligations and Contracts)	3		3
BA core course 3- Taxation (Income Taxation)	3		3
Prof. 2	3		3
Prof. 3	3		3
PE 4	2		2
Total	17		17

THIRD YEAR

First Semester

Courses	Lec	Lab	Units
CBMEC -Strategic Management	3		3
BA core course 4- Good Governance and Social Responsibility	3		3
BA core course 5- Human Resource Management	3		3
BA core course 6-. International Trade and Agreements	3		3
Prof. 4	3		3
Prof. 5	3		3
Total	18		18

Second Semester

Courses	Lec	Lab	Units
BA Core Courses 7- Business Research	3		3
CBMEC-Operations Management (TQM)	3		3
Prof. 5	3		3
Prof. 6	3		3
Elective 1	3		3
Total	15		15

FOURTH YEAR

First Semester

Courses	Lec	Lab	Units
Prof. 7	3		3
Elective 2	3		3
Elective 3	3		3
BA Core Courses 8- Thesis or Feasibility Study	3		3
Total	12		12

Second Semester

Courses	Lec	Lab	Units
Elective 4	3		3
Practicum/Work Integrated Learning		6	6
Total			9

Section 15. 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 - Facilitate LEARNING of the competencies (input is provided and competency is evaluated)

P - Allow student to PRACTICE competencies (no input but competency is evaluated)

O - Provide OPPORTUNITY for development (no input or evaluation, but there is opportunity to practice the competencies)

Core Business and Management Education Courses (CBMEC)	Program Outcomes Common to the Business and Management discipline.								
	62.1	6.2.2	6.2.3	6.2.4	6.2.5	6.2.6	6.2.7	6.2.8	6.2.9
Operations Management (TQM)	P	P	L	P	P	P	P	P	P
Strategic Management	L	P	P	P	P	P	P	P	P

Business Administration Core Courses	Program Outcomes Specific to a sub-discipline and a major			
	6.3.1	6.3.2	6.3.3	6.3.4
1.Basic Microeconomics (Eco)	L	L	L	L
2. Business Law (Obligations and Contracts)	L	L	P	O
3. Taxation (Income Taxation	L	P	P	P
5. Human Resource Management	L	P	P	P
6. International Business and Trade	L	P	P	P
7. Feasibility Study	P	O	O	O

Section 16. Sample Means of Curriculum Delivery

16.1 Lecture - Presentation segments with embedded interactive experiences such as question and answer sessions.

16.2 Demonstration - Faculty members show how a skill should be performed after which students are observed as they perform a learning outcome.

16.3 Discussion - Formal or informal interaction on selected topics, usually primed by leading and/or open-ended questions.

a. Class discussion: The faculty member serves as facilitator, prompting and probing to ensure the discussion remains focused and objectives are met.
b. Discussion Panel: Students or experts focus on one issue and varying views or aspects are raised.

16.4 Management Games - Competitive activity based on course content. Moderate competition enhances performance. Often used for content reinforcement and skill practice. Can also be used to strengthen critical thinking in games where strategies must be developed to solve problems.

16.5 Collaborative Learning – Students work in small groups to complete a specific task or to work together over time to complete various assignments. The most productive collaborations involve a fair division of labor and relevant and complex projects that cannot be completed by an individual alone. Interdependence is required.

16.6 Literature Review – Students read and reflect on articles in the professional journals in order to become familiar with the current research.

16.7 Student Presentations - Research shows peer teaching is an active learning strategy that results in significant gains in learning. Students practice professional roles and improve communication skills.

16.8 Case Study /Discussion Method - An open ended story or case study provides a vehicle for analysis, criticism, and reaching conclusions.

16.9 Multimedia Instruction - Integrating varying formats such as lecture, text, graphics, audio, video, Web resources, projection devices, and interactive devices in a lesson. Increases motivation, alertness, and can improve the quality of student responses. Simultaneous presentation using multiple formats allows students to learn using multiple senses.

16.10 Problem Solving - Problems common to a discipline are integrated in scenarios to allow students to strengthen creative and critical thinking. Problem solving is the most independent of learning methods that empowers the students to initiate their own learning. The learner sequences action steps that will lead to the correct solutions. The teacher therefore must assume the role of the facilitator, and be prepared to provide students with feedback rather than solutions.

a. Brainstorming - Used most often with groups, brainstorming is a technique for refining the definition of a problem, generating multiple solutions to a problem or multiple designs for developing something new, and to identify possible threats to the solutions and designs. It promotes creative and critical thinking.

b. Change the Rules - Rarely do circumstances stay the same for long in the real world. Integrating changes in a problem scenario during the solution timeframe provides necessary experience with responding to new information.

16.11 Simulation
a. Computer-based - Interactive: Computerized model or scenario.
b. Role Plays - Students assume one of the characters in a simulated situation in order to experience different points of view or positions.

16.11 Role-Playing - Each student takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. More rarely, students take on the roles of some phenomena, such as part of an ecosystem, to demonstrate the lesson in an interesting and immediate manner. The instructor needs to decide the context for the exercise and the role(s) that the students will play. If the students are taking human roles, the context is generally a specific problem such as global warming or dealing with an active volcano.

16.13 Graphic Organizers - Clarify relationships with diagrams or graphs. Clarify processes with flow charts. Implementation Suggestions:
a. useful as part of lectures
b. useful as a student assignment to verify their understanding of complex learning.

16.14 Immersion Environments - Students are placed within a setting or situation in which they exclude all else from their experiences. If they are immersed in a language, they speak, hear, write, and read only that language. If they are immersed in a work setting and assigned a role there, they become that role and their communications and actions comply with that role.

16.15 Portfolio - Collecting, organizing, reflecting upon and publishing a variety of student work including papers, presentations, videos, and images.
ePortfolio - Collecting materials (artifacts/evidence) in a digital file.

16.16 Podcasting
a. Audio: Using mp3 compression to make audio files small enough to be broadcast, downloaded, or emailed by instructors and students. Files may include lectures or verbal feedback regarding assignments.
b. Enhanced: Combining images, such as PowerPoint, and audio, such as instructor voice over, which are compressed and viewable on a computer or photo/video iPod.
c. Video: Digital video, such as classroom lectures or interviews with experts, which are compressed and viewable on a computer or video iPod.

16.17 Video-conferencing – Point-to-point or point-to-multipoint discussions using a digital format.

16.18 Web-based Instruction - Using Web resources to support learning.
   a. blogs
   b. building a Website
   c. discussion boards
   d. online testing and quizzes
   e. research
   f. virtual tours
   g. web-streaming
   h. wikis

Education programs need to include reflection when students are required to consider an experience, what went well, what did not work and what approach should be taken in the future in similar circumstances.

Delivering all of these teaching methods in a purely academic environment is not the only solution. Integration of education and practical experience can bring benefits by drawing on work-based examples to enable students to apply knowledge. A well-designed program of on-the-job training can deliver many of the required experiences. Supervisors, mentors and others involved in practical experience may need to be trained in the most effective way of planning practical experience.

Other learning methods include:

   a. Working in groups and in-office environments;
   b. Integration of professional knowledge, professional skills, and professional values, ethics and attitudes across topics and practice in problem solving; and
   c. Reflection and post-implementation work reviews as a means of learning.

Section 17. Sample Syllabi for Selected Business Administration Courses
(Please refer to Annex A)

Section 18. Curriculum Standards

In implementing the minimum curricular standards, certain important implications should be kept in mind. These are:

18.1 The standards are intended to be flexible rather than restrictive. They provide a general framework within which each institution should design and develop a curriculum in the context of institutional strength, priorities, and commitment.

18.2 The standards are the minimum required of schools authorized by CHED to offer the B.S. Business Administration Program. Higher standards are expected to be implemented by schools with deregulated status and those designated as Centers of Excellence

(COEs) and Centers of Development (CODs) in Business and Management Education.

18.3 Curriculum development is a dynamic and continuing process. Business Administration education should not only keep pace with current realities but should anticipate changes that may take place in business and the management profession. The school should make provision for periodic re-examination and research to avoid curriculum obsolescence, preferably once every two to three years.

18.4 Curriculum content should be carefully selected so that the available time and resources are effectively utilized and only the appropriate and pertinent subject areas are included.

18.5 Correlation and integration of the different courses of study are essential to an effective educational program as well as to optimal student achievement.

18.6 The qualitative rather than the quantitative factors of education should be emphasized. The excellence of teaching, quality of students, broadening effect of the total curriculum, along with the development of integrity, professional attitudes, and a continuing desire to learn are more important than course labels, unit requirements, or subject groupings.

18.7 The curriculum for BSBA program should be consistent with the school's philosophy, mission and vision statement.

18.8 The curricular requirement for BSBA should follow the minimum number of units prescribed by herein.

18.9 The school is free to enhance and to follow different patterns and modalities based on the needs of its clientele.

18.10 As a general rule, subjects offered as a three (3) unit courses should have an equivalent of a minimum of 18 contact hours per unit. No subject offered in a semester should exceed six (6) units.

18.11 New programs offerings under Business and Management cluster (Allied) must offer all Common Business and Management Courses (CBMEC-6 units).

18.12 HEIs who wish to offer additional or new major/professional concentration not covered by the CMO must have a level III accreditation in BSBA or any related undergraduate business programs.

18.13 Access to computers and multi-media materials as well as the Internet should be provided both to faculty members and students

ARTICLE VI
REQUIRED RESOURCES

Section 19. Administration

19.1 Dean or the Director of the program

The minimum qualifications of the head of the unit that implements the degree program are the following:

A. The Dean or the Director of the program should possess the following qualifications:
- A doctoral degree in Business Administration/ Management; or a doctoral degree in a related field and a Masters degree in Business Administration/Management.
- Have at least five (5) years' teaching experience at the tertiary level;
- Have at least five (5) years' experience in an administrative or supervisory capacity in an educational institution or a business enterprise.

B. The general functions and responsibilities of the Dean or Director of the program are to:
- Exercise academic leadership;
- Adopt curricular programs attuned to current trends and developments in education and to practices of the profession;
- Maintain linkages with relevant industry and academic entities or organizations;
- Promote research and scholarly pursuits.

C. The Dean/Chair must be a full-time administrator.
D. The teaching load of the Dean/Director should not exceed twelve (12) units per term/semester.

19.2 Chairs or Coordinators

Chair or coordinators may be appointed to help in the administration of specific fields or disciplines in the program and should possess the following qualifications:

- A Master's degree in Business Administration/ Management; or a Master's degree in any related field and a bachelor's degree in business
- At least three (3) years' teaching experience at the tertiary level;

Section 20. Faculty

- **Qualifications**

  Faculty handling professional courses should possess any of the following:

  a. A Master's degree in Business Administration/Management; or a Master's degree in any field with business or corporate experience.
  b. A minimum of three (3) years' work experience that is directly relevant to the course being taught and a Bachelor's degree (e.g. 3 years' work experience as a Brand Manager for a faculty member teaching Principles of Marketing, regardless of his undergraduate degree).

- **Faculty Requirements**

  The faculty members should possess the educational qualifications, professional experience, valid professional licenses and teaching ability for the successful conduct of a school's program(s) and

  a At least 75% of all business and professional courses must be taught by faculty with business or related graduate degrees, with at least one third of them (25%) taught by faculty with related doctoral degrees. No more than 25% of all business and professional courses may be taught by industry practitioners who do not hold graduate degrees.
  b. General education courses in the program should be taught by faculty members with appropriate master's degrees.
  c. All faculty members teaching accounting courses should be CPA's. All taxation subjects should be handled by either CPA's or lawyers and all business law courses should be handled by lawyers.

- **Percentage of Full-time Faculty**

  At least fifty percent (50%) of the business and professional subjects in the program(s) should be handled by full-time faculty members.

- **Teaching Load**

  The teaching load of faculty members should be as follows:

  a. Faculty members should be assigned to teach courses only in their field of specialization.
  b. The maximum total load of a regular full-time faculty member is twenty four (24) units/term/semester.
  c. Full-time faculty members undertaking research must be deloaded.

d. Faculty members teaching in more than one school must give formal notice of their teaching assignment in all schools concerned.
e. Faculty members should not be assigned to teach more than four (4) different preparations in any one term/semester.
f. Government employees who serve as part-time instructors in a particular school may be given a maximum teaching load of nine (9) units, subject to government approval.

- **Other Requirements**

  a. HEIs should publish a faculty manual for the purpose of formalizing faculty policies and standards.
  b. Regular full-time faculty are required to conduct at least one (1) scholarly research work every academic year.
  c. Schools are encouraged to enter into consortium arrangement and share facilities and personnel with other schools in the locality/region giving rise to international networks of schools working together.
  d. There should be an adequate number of support and service personnel to assist the administration and faculty in the performance of their duties and functions.

20.6 Faculty Ranking and Evaluation

A system of ranking and evaluating faculty members should be instituted and implemented by the school.

a. The faculty should be assigned academic ranks in accordance with suitable ranking criteria. The usually recognized ranks of collegiate faculty members are: instructors, assistant professors, associate professors, and professors.
b. Faculty competence and performance should be periodically evaluated using appropriate evaluation instruments to promote the professional growth of individual faculty and provide a basis for advancement and salary adjustments.
c. The probationary employment for full-time faculty who are academically qualified should be for a period of not more than three (3) years. Faculty members who have successfully passed this probationary period should be made permanent.
d. After due process, faculty members who do not meet minimum standards of competence and performance, or who are found guilty of unprofessional conduct or of violating school regulations should be separated from service.

20.7 Faculty Development

There should be a formal development program to encourage and help faculty members keep up with new knowledge and techniques in their field, improve their teaching skills and course materials, and continue their professional growth.

The faculty development program should include provisions such as:

a. Adequate and qualified supervision of faculty;
b. Scholarships, sabbatical leaves, and/or research grants;
c. Financial support for attendance at continuing professional development (CPD) programs such as seminars, workshops, and conferences;
d. In-service training courses;
e. Periodic faculty meetings; and
f. Participation in faculty committees.

Section 21. Library

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

Section 22. Internship (600 hrs.)

The Internship program integrates the theory and knowledge of the course content with the application of principles and practices in a work environment. It allows students to apply theories learned in school to actual work experiences where they would find a learning cohesion between school and employment.

It also helps to expand learning options beyond traditional classroom environment. The program also enhances the students' knowledge that relates to specific useful skills. Through feedback from the students, the institution usually gets ideas for policy formulation and for improvement of its curriculum, thus, mutually benefitting them and the school.

The Internship focus, substance, and approach will vary depending on the particular program or specialization of the students and on their specific needs, interest, goals and objectives. Decision on the nature, location, and activities of the practicum are arrived at from discussion and agreement made among the school administrators, faculty advisor, Practicum site supervisor, and the students.

Section 23. Physical/ICT Facilities

23.1 All institutions should provide internet access in designated student areas, other than the library.

23.2 Colleges and universities offering the BS Entrep programs should provide adequate physical facilities for their courses in accordance with the requirements CMO No. 40 s. 2008 Manual of Regulation for Private Schools (MORPHE); Batas Pambansa Blg. 232, " The Education Act of 1982; Republic Act (RA) 8981, " PRC Modernization Act of 2000", RA 6541, "The National Building Code of the Philippines", Presidential Decree 856, " The Code of

Sanitation of the Philippines" , the laws governing various profession and CHED Issuances.

23.3 Facilities for support services such as health, guidance and employment /placement services may be shared with other units of the school.

ARTICLE VII
COMPLIANCE OF HEIs

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

Section 24. The complete set of program outcomes, including its proposed additional program outcomes.

Section 25. Its proposed **curriculum**, and its justification including a curriculum map.

Section 26. Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.

Section 27. Proposed **outcomes-based syllabus** for each course.

Section 28. Proposed system of program assessment and evaluation

Section 29. Proposed system of program **Continuous Quality Improvement (CQI)**.

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

ARTICLE VIII
TRANSITORY, REPEALING AND EFFECTIVITY PROVISIONS

Section 30. Transitory Provision

All private HEIs, state universities and colleges (SUCs) and local universities and colleges (LUCs) with existing authorization to operate the Bachelor of Science in Business Administration degree 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 31. Repealing Clause

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

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.
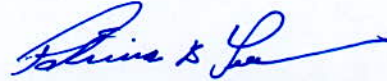
Section 32. Effectivity Clause

This CMO shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation. This CMO shall be implemented beginning Academic Year 2018-2019.

Quezon City, Philippines _____ May 9 _____, 2017.

For the Commission:

PATRICIA B. LICUANAN, Ph.D.
Chairperson

Attachment:

Annex A- Sample Syllabus

SAMPLE SYLLABUS

VI. Sample Syllabi for Selected Core Business Administration Courses

The teaching and learning activities and assessment tasks should be constructively aligned towards the attainment of the course outcomes. Course outcome refers to what learners are expected to know and be able to do at end of the course. Teaching and learning activity refers to an activity or set of activities that will engage the student in achieving the course outcome. Assessment task refers to a tool that determines how well the student has met the course outcome.

The OBE-compliant course syllabus should contain at least the following components:

a) General course information (title, description, credit units, prerequisite requirements)
b) Course outcomes and their relationship to the program outcomes
c) Course coverage that relates the course outcomes to topics covered, teaching and learning activities and assessment methods.
d) Other information such as learning resources, classroom policies, grading system, etc.

Sample Outcomes-Based Syllabus

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
Course Syllabus in Operations Management

Course Description

This course tackles the nature, scope, functions and importance of production and operations management in business. It includes discussions on productivity, competitiveness and strategy, forecasting, production system design, process selection and capacity planning, facilities layout, design of work systems, quality, scheduling and just-in-time manufacturing systems, Cases will also be used to illustrate and apply the basic production and operations concepts and tools commonly used in business firms.

Prerequisite : Principles of Management
Co-requisite: None

I. DETAILED COURSE OUTLINE

PROGRAM OUTCOMES	PERFORMANCE INDICATORS	COURSE OUTCOMES	COURSE TOPICS	TEACHING LEARNING ACTIVITIES (TLAs)	ASSESSMENT METHODS
Demonstrate corporate citizenship and social responsibility Implement the basic functions of management such as planning, organizing, staffing, directing, leading and controlling Use information and communication technology (ICT) effectively and efficiently Work well with others Use the proper decision tools to critically, analytically, and creatively solve problems and drive results	Propose social responsibility strategies and compliance action plan for a business Prepare Comprehensive strategic business plan Conduct a planning and problem solving meeting to resolve issues related to a planned business event. Prepare organizational plan and human resource policies	1. Apply management theories, methods to various types of organizations 2. Analyze, evaluate, and solve problems using methods of management science 3. Make decisions and act within social and ethical dimensions 4. Develop the capacity for learning new knowledge and skills 5. Use interpersonal & communication skills to be an effective leader 6. Plan for self-development while managing one's self	• Nature, Scope, Functions and Importance of Production and Operations Management in Business • discussions on Productivity, Competitiveness and Strategy, • Forecasting, Production System Design, Process Selection and Capacity Planning • Facilities Layout, Design of Work Systems. • Quality, Scheduling and Just-in-Time Manufacturing Systems.	Lectures Discussion etc. (see Sample Means of Curriculum Delivery)	• Written and Oral Examinations • Reporting, etc • Presentation

II. Suggested Learning Resources (e.g. textbooks and references):

III. Course Assessment

Aside from academic deficiency, other grounds for a failing grade are:
- Grave misconduct and / or cheating during examinations
- Unexcused absences of more than 20% of required number of meetings per term
- A failing academic standing and failure to take graded exams

EXPECTATIONS FROM STUDENT:

The student's responsibility is to come to each class prepared. S/he is also expected to take all examinations on the date scheduled. S/he should read the assigned problems prior to class. She is expected to attend each class and participate actively in the discussions.

ACADEMIC DISHONESTY

All students are expected to be academically honest. Cheating, lying and other forms of unethical behavior will not be tolerated. Any student found guilty of cheating in examinations or plagiarism in submitted course requirements will receive an F or failure in the course requirement or in the course. Plagiarism refers to the use of books, notes or other intellectual property without giving proper attribution to its author, or representing the work of another person as one's own; Cheating refers to securing help in a test; copying tests, assignments, reports or term papers; collaborating with other students during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing scholastic dishonesty.

POLICY on ABSENCES

The allowed number of absences for 4th year students enrolled in a 1 ½ hour class is _____. Request for excused absences or waiver of absences must be presented upon reporting back to class. Special examinations will be allowed only in special cases, such as prolonged illness. It is the responsibility of the student to monitor her/his own tardy incidents and absences that might accumulate leading to a grade of "FA." It is also her responsibility to consult with the teacher, chair or dean should her/his case be of special nature.

GRADING SYSTEM:

	1st half	2nd half	Final Grade
QUIZZES			
RESEARCH ARTICLES, ASSIGNMENTS, JOURNALS			
MAJOR EXAMINATIONS			
TOTAL			100%

Prepared by:	Approved by:	Noted by:
Faculty Member	Chairperson	Dean

I have read the course syllabus and I understand that I have to comply with the requirements of the course and the expectations from me as a student of AC 6 during the First Semester of SY _____. I am fully aware of the consequences of non-compliance with the abovementioned requirements and expectations.

_____
Printed name and signature of student

_____
Date

I have read the course syllabus and I understand that I have to comply with the requirements of the course and the expectations from me as a student of AC 6 during the First Semester of SY _____. I am fully aware of the consequences of non-compliance with the abovementioned requirements and expectations.

_____
Printed name and signature of student

_____
Date