



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



**CHED MEMORANDUM ORDER**

No. 38

Series of 2017

**SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR THE BACHELOR OF ARTS IN HISTORY (BA History) PROGRAM**

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

**ARTICLE I  
INTRODUCTION**

**Section 1. Rationale**

Based on the Guidelines for the Implementation of CMO No. 46 s. 2012, this PSG implements the "shift to learning competency-based standards/outcomes-based education." It specifies the 'core competencies' expected of BA History 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 BA History must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing BA History program are required to shift to an outcomes-based approach based on this PSG. State universities and colleges (SUCs), and local colleges and universities (LCUs) 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 9 as a **sample** 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 10 as a **sample** curriculum map.

Using a learner-centered/outcomes-based approach the CHED also determined appropriate curriculum delivery methods shown in Article V Section 11.

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.

### ARTICLE IV PROGRAM SPECIFICATIONS

**Section 5. Program Description**

#### **5.1 Degree Name**

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





## 5.2 Nature of the Field of Study

History is the study of the past, encompassing every dimension of human experience – social life, the economy, culture, thought, and politics. Students of history study individuals, groups, communities, and nations from every imaginable form the variety of perspective, using all the techniques of the humanities and the social sciences to understand why events happen, how people experienced these events, and how these events reshaped the societies we live in. By understanding the diversity of human experience and how it has changed over time, we are able to understand others and ourselves.

History is essential to individuals and society, for history tells the national history, portrays the distinctive features of the national experience, thus forging an understanding of national values and a commitment to the nation.

## 5.3 Program Goals

The history program aims to provide a wide variety of introductory and advanced courses that will introduce students to the ways in which historians recreate the past, and to build skills of historical research, analysis and writing. History informs our understanding of the world around us. A historical perspective will give one a richer appreciation of human experience.

## 5.4 Specific Professions/Careers/Occupations for Graduates

Graduates of this program may pursue the following career paths: teachers at various levels, school administrators, museum and cultural workers, historical researchers for business or public agencies, media practitioners, legal aides/assistants and historical consultants, and the foreign (diplomatic) service.

## Section 6. Program Outcomes

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

### 6.1 Common to all programs in all types of schools:

- The ability to engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice. (PQF level 6 descriptor);
- the ability to effectively communicate orally and in writing using both English and Filipino;
- The ability to work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor);
- A recognition of professional, social, and ethical responsibility; and
- 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:

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

## 6.3 Specific to BA History

Program Outcome

Produce graduates who possess the ability to conduct historical research, analyze data and engage in historical writing.

Intended Learning Outcomes

- Demonstrate an understanding of history as a social science/humanistic discipline;
- Demonstrate a general knowledge of Philippine history;
- Demonstrate a general knowledge of Asian and world history;
- Identify the primary and secondary sources necessary for the study of a specific research problem;
- Locate appropriate sources and demonstrate familiarity with standard citation format;
- Analyze historical data from multiple viewpoints;
- Complete a research paper using sound historical methodology;
- Recognize other scholars' works and exhibit openness to peer review
- Acquire a reading knowledge of a language necessary for research;
- Recognize the relevance of the study of the past to contemporary issues and concerns; and
- Relate the role of history in asserting national identity.

## 6.4 Common to a horizontal type as defined in CMO No. 46 series of 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; and
- 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).





## Section 7. Sample Performance Indicators

Program Outcomes	Performance Indicators
a) Demonstrate knowledge of history as a social science/humanities discipline	<ul style="list-style-type: none"> <li>Identify similarities and differences between history and social science/humanities.</li> </ul>
b) Demonstrate a general knowledge of Philippine history	<ul style="list-style-type: none"> <li>Ability to identify and analyze Philippine historical events in appropriate context.</li> </ul>
c) Demonstrate a general knowledge of Asian and world history	<ul style="list-style-type: none"> <li>Ability to identify and analyze historical events of Asian and world history.</li> </ul>
d) Identify the primary and secondary sources necessary for the study of a specific research problem	<ul style="list-style-type: none"> <li>Explain the basic difference between primary and secondary sources and be able to provide appropriate examples.</li> </ul>
e) Identify appropriate sources and demonstrate familiarity with standard citation format	<ul style="list-style-type: none"> <li>Locate national archives, museums, special collections and other repositories of historical sources.</li> </ul>
f) Analyze historical data from multiple viewpoints	<ul style="list-style-type: none"> <li>Ability to use interdisciplinary approach in acquiring knowledge.</li> <li>Explain the differences of primary sources using the principle of internal/external criticism.</li> </ul>
g) Complete a research paper using sound historical methodology	<ul style="list-style-type: none"> <li>Ability to conduct historical research and engage in historical writing.</li> </ul>
h) Recognize the relevance of the study of the past to contemporary issues and concerns	<ul style="list-style-type: none"> <li>Explain the role of history in relating the past with contemporary life.</li> </ul>
i) Acquire a reading knowledge of a language necessary for research	<ul style="list-style-type: none"> <li>Display ability in communicating ideas in both written and oral forms.</li> </ul>
j) Recognize other scholars' works and exhibit openness to peer review	<ul style="list-style-type: none"> <li>Ability to respect and appreciate scholarly works.</li> </ul>
k) Relate the role of history in asserting national identity	<ul style="list-style-type: none"> <li>Demonstrate pride in being a Filipino and a strong commitment for the advancement of national goals.</li> </ul>

## ARTICLE V CURRICULUM

### Section 8. Curriculum Description

The BA History program has a total of one hundred seven (107) units, of which thirty six (36) are general education courses, the remaining seventy six (71) units are distributed among the discipline's Core, Major, Cognates/Electives, Thesis, Practicum, Physical Education and National Service Training Program (NSTP).



**General Education Courses** essentially prepare the students for the study of history with exposure to the other social sciences, the humanities and the natural sciences, based on CHED CMO on General Education.

**Core Course** is a compulsory course, which provides basic knowledge, understanding, skills and attitudes in the study of history.

**Major Course** focuses on the program major or area of specialization.

**Cognates/Electives** expose students in related fields of inquiry to the discipline.

**Thesis Requirement for the Program.** As a culmination of the BA History program, the course requires the student to write a major historical essay/senior thesis/oral history project, under the guidance of a faculty adviser.

**On-the-job Training or Practicum Requirements.** The student should get exposure in research, teaching, management of documentary materials and other historical records in repositories, museum work and other related works related to Article IV, Section 5.4.

## Section 9. Sample Curriculum

Below is a sample of BA History curriculum. HEIs are free to enhance and follow different patterns and modalities based on the needs of their clientele.

### 9.1 Components

	NO. OF SUBJECTS	EQUIVALENT UNITS PER SUBJECT	TOTAL UNITS
<b>GENERAL EDUCATION (GE) COURSES</b>	As per CHED requirements (36)		
<b>CORE COURSES</b>	<b>9</b>		<b>27</b>
Introduction to the Study and Writing of History	1	3	
Historical Methodology	1	3	
Philosophy of History	1	3	
Survey of Asian Civilizations	1	3	
Survey of Western Civilization	1	3	
Spanish	4	3	
<b>MAJOR COURSES</b>	<b>6</b>		<b>18</b>
Area Courses	3		
Island Southeast Asia		3	
Mainland Southeast Asia		3	
Modern East Asia		3	
History of the United States		3	
Modern and Contemporary Europe		3	
Islamic History as Global History		3	





	<b>NO. OF SUBJECTS</b>	<b>EQUIVALENT UNITS PER SUBJECT</b>	<b>TOTAL UNITS</b>
<b>Philippine History (Thematic Courses)</b>	<b>3</b>		
Pre-16th Century Philippines		3	
Philippine Economic History		3	
Philippine Cultural History		3	
Philippine Diplomatic History		3	
Philippine Social History		3	
Nationalism and Revolution		3	
Ethnic Histories		3	
<b>COGNATES/ELECTIVES (IN RELATED FIELDS OF INQUIRY TO THE DISCIPLINE)</b>	<b>2</b>	<b>3</b>	<b>6</b>
<b>PHYSICAL EDUCATION (P.E.)</b>	<b>4</b>	<b>2</b>	<b>8</b>
<b>NATIONAL SERVICE TRAINING PROGRAM (NSTP)</b>	<b>2</b>	<b>3</b>	<b>6</b>
<b>PRACTICUM</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>SENIOR THESIS</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>TOTAL</b>			<b>107</b>

**9.2 Sample Program of Study indicating minimum requirements for BA History**

**FIRST YEAR**

<b>First Semester</b>		<b>Second Semester</b>	
<b>Course</b>	<b>Units</b>	<b>Course</b>	<b>Units</b>
GE 1	3	GE 5	3
GE 2	3	GE 6	3
GE 3	3	GE 7	3
GE 4	3	GE 8	3
PE 1	2	PE	2
NSTP 1	3	NSTP	3
<b>TOTAL</b>	<b>17</b>	<b>TOTAL</b>	<b>17</b>

**SECOND YEAR**

<b>First Semester</b>		<b>Second Semester</b>	
<b>Course</b>	<b>Units</b>	<b>Course</b>	<b>Units</b>
GE 9	3	GE 11	3
GE 10	3	GE 12	3
Introduction to the Study and Writing of History	3	Historical Methodology	3
Survey of Asian Civilizations	3	Survey of Western Civilization	3
Spanish 1	3	Spanish 2	3
PE 3	2	PE 4	2
<b>TOTAL</b>	<b>17</b>	<b>TOTAL</b>	<b>17</b>



**THIRD YEAR**

First Semester		Second Semester	
Course	Units	Course	Units
Philippine History Thematic Course 1	3	Area Course 1	3
Spanish 3	3	Spanish 4	3
Cognate 1	3	Cognate 2	3
Philosophy of History	3	Philippine History Thematic Course 2	3
<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>12</b>

**FOURTH YEAR**

First Semester		Second Semester	
Course	Units	Course	Units
Philippine History Thematic Course 3	3	Area Course 3	3
Area Course 2	3	Senior Thesis	3
Practicum	3		
<b>TOTAL</b>	<b>9</b>	<b>TOTAL</b>	<b>6</b>

**Section 10. Sample 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.

For Sample Curriculum Map for BA History, see “Annex B”.

**Section 11. Sample Means of Curriculum Delivery**

Sample Courses	Sample Tools of Curriculum Delivery
Ethnic Histories	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussions</li> <li>• Oral and Written Reports</li> <li>• Multimedia (films and other media productions)</li> <li>• Online-based activities</li> <li>• Field visits</li> </ul>
Island Southeast Asia	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussions</li> <li>• Oral and Written Reports</li> <li>• Multimedia (films and other media productions)</li> <li>• Online-based activities</li> <li>• Field visits</li> </ul>





## **Section 12. Sample Syllabus for Selected Core Courses**

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

- 1) Course Title
- 2) Course Description
- 3) Course Prerequisites (if any)
- 4) Course Learning Objectives (expressed in outcomes-based manner)
- 5) Course Content
- 6) Course Methodology
- 7) Course Requirements (outputs matching the course learning objectives)
- 8) References (both print and online sources)

## **ARTICLE VI REQUIRED RESOURCES**

### **Section 13. Administration**

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

#### **13.1 Qualifications and Functions/Responsibilities of the Dean or its equivalent**

**1. Qualifications.** The Dean or Head of a college or institution must be:

- a. at least a holder of an earned doctoral degree in the social sciences, humanities and communication;
- b. with at least five (5) years teaching experience; and
- c. with at least two (2) years administrative experience.

**2. Functions/Responsibilities**

- a. Provides over-all direction in the attainment of the expected learning outcomes of the program;
- b. Recommends qualified faculty members to teach in the program, on the recommendation of the Department Head;
- c. Provides administrative support to the Department;
- d. Sits in department meetings upon invitation of the Department Head;
- e. Fulfills all other functions as may be explicitly required by the institution.

#### **13.2 Qualifications, Functions/Responsibilities and Teaching of a Unit/Department Head or its equivalent**

**1. Qualifications.** The Unit/Division/Department Head who is a full-time faculty member must be:

- a. at least a Master's degree holder in History; and
- b. with at least five (5) years teaching experience.



## 2. Functions/Responsibilities:

- a. Ensures that a syllabus is provided for each course in the curriculum and the syllabus is followed by the instructor of the course;
- b. Periodically reviews and updates the curriculum along with the department faculty, in consultation with the appropriate CHED Committee;
- c. Recommends the appointment of qualified faculty members;
- d. Convenes regular and special departmental (if the need arises) faculty meetings;
- e. Schedules classes and assigns faculty-teaching load based on the competence of faculty;
- f. Ensures that student grades are submitted on time by the faculty;
- g. Supervises student evaluation of faculty;
- h. Assures the competitive advantage of the department.
  
- i. Designs and supervises programs for faculty teaching, research, and extension of the department;
- j. Fulfills other functions as may be assigned by the Dean.

**3. Teaching Load.** If the Department Head is to be assigned a teaching load, this must not be more than half the total teaching load per semester/term of a full-time faculty member.

## Section 14. Faculty

**14.1 Qualifications.** The minimum qualification for faculty teaching the core, required and thematic history courses specified in this memorandum order are holders of a Master of Arts degree in History or a related Social Science discipline.

**14.2 Percentage of full-time faculty.** There should be at least a minimum of five (5) full-time faculty members with MA degrees, three (3) of whom should be holders of a graduate degree in History.

**14.3 Teaching Load.** The regular teaching load of full-time academic teaching personnel shall be determined by the higher education institution but in no case shall exceed twenty-four (24) units per semester or term. No faculty member shall be allowed to teach for more than three (3) consecutive hours in one day and more than three (3) course preparations per semester.

## Section 15. Library

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuances. 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 History program.





delivery to optimize the achievement of the program outcomes for the BA History program.

**Section 16. Laboratory and Physical Facilities**

**16.1 Classroom Requirements.** For lecture classes, ideal size is twenty (20) students per class, maximum of forty (40). Special lectures with class size of more than forty (40) may be allowed as long as the necessary facilities are provided.

**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  
TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS**

**Section 23. Transitory Provision**

All private HEIs, state universities and colleges (SUCs) and local universities and colleges (LUCs) with existing authorization to operate the Bachelor of Arts in History 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 24. Repealing Clause**

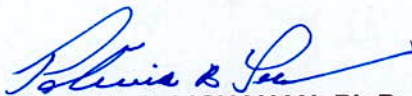
All CHED issuances or part thereof inconsistent with the provisions in this CMO shall be deemed modified or repealed.

**Section 25. Effectivity Clause**

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

Quezon City, Philippines May 11, 2017.

For the Commission:

  
PATRICIA B. LICUANAN, Ph.D.  
Chairperson

**Attachments:**

- Annex A – Definition of Terms
- Annex B – Curriculum Map
- Annex C – Sample Syllabus





**ANNEX A  
DEFINITION OF TERMS**

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



**ANNEX C  
SAMPLE SYLLABUS**

Course Title	<b>Introduction to the Study and Writing of History</b>
Course Description	The course will focus on the meaning and relevance of history and the important role that historians play in society. It will discuss the primary activities of the historians, their assumptions and limitations, and their responsibility to society. It will train students to evaluate evidence, organize information, clarify and structure concepts, and write historical narratives.
Course Prerequisites	None
Course Learning Outcomes	At the end of the course, the student should be able to: <ol style="list-style-type: none"> <li>1. Explain the meaning of history and its relevance to contemporary society.</li> <li>2. Discuss the role and social responsibility of the historian to contemporary society.</li> </ol>
Course Contents	Definition of history as a discipline The role of history and responsibilities of historians in society Introduction to the major schools of history Introduction to the methodologies of history Introduction to historical research
Course Methodology	Lecture-discussion Research Writing Exercises Oral reports Written Exam
References	Collingwood, Robin George. <i>The Idea of History</i> . Oxford: Oxford University Press, 2001. Edward Carr. <i>What is History?</i> Hampshire: Palgrave, 2001. Ernst Breisach. <i>Historiography: Ancient, Medieval, and Modern</i> . Chicago: University of Chicago Press, 2007. Louis Gottschalk. <i>Understanding History: A Primer of Historical Method</i> . New York: Alfred A. Knopf, Inc., 1956. Marc Bloch. <i>The Historian's Craft</i> . New York: Vintage Books, 1953. TO BE UPDATED WITH RECENT PUBLICATIONS (2009 OR LATER)

