



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



CHED MEMORANDUM ORDER

No. 40

Series of 2017

SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR THE BACHELOR OF ARTS in SOCIOLOGY (BA Sociology) 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, 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 Sociology 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 Sociology must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing BA Sociology program 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 **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 9 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 10. The **sample** course syllabi given in Article V Section 11 show some of these methods.

Based on the curriculum and the means of its delivery, the 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.

This PSG complies with outcomes-based education approach and the K to 12 reform.

ARTICLE IV PROGRAM SPECIFICATIONS

Section 5. Program Description

5.1 Degree Name

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



5.2 Nature of the Field of Study

Sociology is the systematic study of social life, groups, societies, world systems, and virtual communities focusing on the dynamic interplay between individual and society.

5.3 Program Goals

The BA Sociology program produces graduates who will contribute to the production, interpretation, transmission, and application of knowledge generated from social research that is informed by economic, political, ecological, and socio-cultural trends in the local and global arena. It recognizes the role of competent training in social research towards multiculturalism and nation building.

This program aims to give undergraduate students grounding in sociological theories or perspectives and research methodologies that will allow them to understand, analyze, and address social problems and issues.

5.4 Specific Professions/careers/occupations for graduates

Graduates of the BA Sociology program could engage in any profession that requires an understanding of groups such as teaching, research, development work in private and public entities (for example, academic, corporate, government, local and international organizations), and/or pursue further advanced training.

Section 6. Program Outcomes

The minimum standards for the BA in Sociology program are expressed in the following 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) Understand and apply social science concepts and theories to the analysis of social issues;



- b) Design and execute social 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 Sociology

Upon graduation, students must be analytical and critical thinkers who are able to:

- a) Explain and apply sociological concepts and theories;
- b) Apply research skills in designing, implementing, and assessing social programs and projects in academic, government, corporate, development and other settings;
- c) Analyze and address social problems and issues;
- d) Communicate ideas effectively in relevant settings; and
- e) Practice professional and ethical standards of Sociology and the social sciences.

All core and elective courses should seek to integrate modules that will help achieve aforementioned outcomes (Refer to Section 10 Sample 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. Sample Performance Indicators

Program Outcomes	Performance Indicators
a) Explain and apply sociological concepts and theories	<ul style="list-style-type: none"> • Identify major sociological concepts and theories • Summarize main ideas of sociological theories • Analytically describe social phenomenon using sociological concepts and theories
b) Apply research skills in designing, implementing, and assessing social programs and projects in academic, government, corporate, development and other settings	<ul style="list-style-type: none"> • Identify appropriate research methodologies and techniques in studying social phenomena • Develop research design and tools • Conduct research projects



c) Analyze and address social problems and issues	<ul style="list-style-type: none"> • Provide social analysis integrating lessons from sociological theories and methods • Apply theories and methods to social problems and issues
d) Communicate ideas effectively in relevant settings	<ul style="list-style-type: none"> • Exercise communication skills in explaining the dynamics of society
e) Practice professional and ethical standards of Sociology and the social sciences	<ul style="list-style-type: none"> • Demonstrate appropriate behavior required in the practice of sociology and the social sciences • Observe ethical rules in the conduct of research and projects

ARTICLE V CURRICULUM

Section 8. Curriculum Description

The BA Sociology program shall include the following:

- General Education Courses (as per CHED requirements)
- Core Courses
- Sociology Electives
- Language Electives
- Free Electives
- Directed Research (Thesis)
- Physical Education (PE)
- National Service Training Program (NSTP)

The subjects listed under the General Education courses 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 Technical Panel for Social Sciences and Communication/Technical Committee for Sociology. The Office of Programs and Standards (OPS) will issue an amendment to this CMO at such time to show the revised curriculum.

Sociology courses may be taught in English, Filipino and/or other local languages. Teachers should have adequate preparation and HEIs should provide appropriate teaching materials in these languages.

The Sociology electives will expose students to the various fields of inquiry in the discipline. These electives will correspond to the areas of specialization of the institution and the global developments in Sociology.

Free electives will allow students to pursue their own interests in fields outside the discipline.

The Language electives will provide students an opportunity to learn foreign or indigenous/local languages relevant to their research or intellectual interests, and appreciate the role of language in the construction of identities and cross-cultural interactions.

Directed Research, a final requirement, will enable students to apply research skills, from conceptualization to report writing and presentation of findings. It is the last component of a 15-unit research program of studies comprised of social statistics, two methods courses and two directed research courses.



Section 9. Sample Curriculum

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

9.1 Components

Name of Courses	No. of Courses	Equivalent Units per Course	Total units
1. General Education (GE) Courses	12	3	36
2. Core courses	7		21
General Sociology		3	
Philippine Contemporary Social Issues		3	
Sociological Theories I		3	
Sociological Theories II		3	
Social Statistics		3	
Social Research Methods I		3	
Social Research Methods II		3	
3. Sociology Course Electives ¹	7	3	21
4. Language Electives	2	3	6
5. Free Electives	2	3	6
6. Directed Research (Thesis)	2	3	6
7. Physical Education (PE)	4	2	8
8. National Service Training Program (NSTP)	2	3	6
TOTAL NO. OF UNITS			110

9.2 Sample Program of Study

The curriculum will give space for additional courses that will support student training and development goals. PHEIs could offer courses that support their mission-vision based on typology (as professional institution, college, or university) as well as additional courses in line with the varied interests of students.

FIRST YEAR

First Semester		Second Semester	
Course	Units	Course	Units
General Sociology	3	Philippine Contemporary Social Issues	3
GE: Mathematics in the Modern World	3	Social Statistics	3
GE: Understanding the Self	3	GE: Readings in Philippine History	3
GE: Purposive Communication	3	GE: Ethics	3
NSTP	3	NSTP	3
PE	2	PE	2
TOTAL	17	TOTAL	17

¹ Sociology electives will correspond to the areas of specialization of the institution and the global developments in the discipline.



SECOND YEAR

First Semester		Second Semester	
Course	Units	Course	Units
Sociological Theories I	3	Sociological Theories II	3
Social Research Methods I	3	Social Research Methods II	3
GE: The Contemporary World	3	Language Elective 2	3
Language Elective 1	3	GE Elective: Art Appreciation	3
GE Mandated: Rizal Course	3	GE: Science, Technology and Society	3
PE	2	PE	2
TOTAL	17	TOTAL	17

THIRD YEAR

First Semester		Second Semester	
Course	Units	Course	Units
Sociology Elective 1	3	Sociology Elective 4	3
Sociology Elective 2	3	Sociology Elective 5	3
Sociology Elective 3	3	Sociology Elective 6	3
Free Elective 1	3	GE Elective: Arts and Humanities	3
GE Elective: Mathematics, Science and Technology	3	Free Elective 2	3
TOTAL	15	TOTAL	15

FOURTH YEAR

First Semester		Second Semester	
Course	Units	Course	Units
Directed Research (Thesis) 1	3	Directed Research (Thesis) 2	3
Sociology Elective 7	3	GE Elective: Social Sciences and Philosophy	3
TOTAL	6	TOTAL	6

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 the following matrix:



BA Sociology Course Matrix

Outcomes/Courses	Explain and apply sociological concepts and theories	Apply research skills in designing, implementing, and assessing social programs and projects in academic, government, corporate, development and other settings	Analyze and address social problems and issues	Communicate ideas effectively in relevant settings
General Sociology	L & P	P	L & P	P & O
Philippine Contemporary Social Issues	L & P	P	L & P	P & O
Sociological Theories I	L & P	O	L & P	P & O
Sociological Theories II	L & P	O	L & P	P & O
Social Statistics	L & P	P	L & P	P & O
Social Research Methods I	L & P	P	L & P	P & O
Social Research Methods II	L & P	P	L & P	P & O
Sociology Course Electives	L & P	P	L & P	P & O

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

Section. 11 Sample Means of Curriculum Delivery

Sample Courses	Sample Tools of Curriculum Delivery
General Sociology/ Philippine Contemporary Social Issues	<ul style="list-style-type: none"> • Lecture • Discussion (plenary and group) • Multimedia (films and other media productions) • Online-based activities • Field visits • Active learning techniques
Sociological Theories I & II	<ul style="list-style-type: none"> • Lecture • Discussion (plenary and group) • Multimedia (films and other media productions) • Online-based activities • Active learning techniques
Social Statistics/ Social Research Methods I & II	<ul style="list-style-type: none"> • Lecture • Discussion (plenary and group) • Database search and analysis • Research workshop • Field research • Software training (for both quantitative and qualitative software programs) • Multimedia (films and other media productions) • Online-based activities • Active learning techniques



Section 12. Sample Syllabi for Selected Core Courses

The contents of these sample syllabi are suggestions and as such, departments may innovate in accordance with their competencies.

Course Name	General Sociology
Course Description	An introduction to the nature, scope, basic concepts, theories, and methods of sociology as the systematic study of society
Course outcome	Explain and apply concepts, theories, and methods to analyze social problems and issues
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	History and development of sociology Development of sociology in the Philippines Sociological perspectives, theories and methodologies Culture and society Socialization and social groups Social stratification Deviance and social control Social change and globalization

Course Name	Philippine Contemporary Social Issues
Course Description	A critical discussion of contemporary social issues in the Philippines using sociological perspectives, theories, and social science research methods
Course outcome	Explain and apply concepts, theories, and methods to analyze social problems and issues
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	None
Suggested Course Content	Why study social issues? Sociology of social problems Researching social issues in the Philippine context: Sample topics <ul style="list-style-type: none"> ○ Family ○ Gender equality and inequalities ○ Educational system ○ Politics ○ Crime and violence ○ Migration ○ Poverty ○ Ecological problems ○ Filipino nation, citizenship, and participation



Course Name	Sociological Theories I
Course Description	A survey of the works of classical social theorists (e.g., Marx, Weber, and Durkheim)
Course outcome	Explain the key ideas of classical social theorists and the contexts in which they emerged, and use them as appropriate to analyze contemporary social problems or issues
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	General Sociology
Suggested Course Content	<p>What is social theory? What is sociological theory?</p> <p>Theories in the non-western world (e.g., Ibn-Khaldun, Rizal, Filipino intelligentsia)</p> <p>Enlightenment and social theory (e.g., Kant, Hegel)</p> <p>The Philosophes (e.g., Montesquieu, Rousseau, Voltaire)</p> <p>Positivism (e.g., Comte, Saint-Simon)</p> <p>Marx: Dialectical and historical materialism, critique of capitalism, alienation, class struggle, class consciousness</p> <p>Durkheim: Sociology as an autonomous science, functionalism, social facts, anomie, social integration, solidarity, differentiation</p> <p>Weber: Interpretive sociology, Verstehen, ideal type, rationalization, bureaucracy and the iron cage, religion and capitalism/modernity</p> <p>Simmel: Sociology of forms, social interaction and exchange, money and modernity</p>

Course Name	Sociological Theories II
Course Description	An introduction to major contemporary sociological theories and frameworks
Course outcome	Explain the key ideas of contemporary social theorists and the contexts in which they emerged, and use them as appropriate to analyze contemporary social problems or issues
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Sociological Theories I
Suggested Course Content	<p>Modernity/Modernism</p> <p>Interpretivism and interactionism</p> <p>Functionalism</p> <p>Critical social theory</p> <p>Psychoanalytic social theory</p> <p>Structuralism and Post-structuralism</p> <p>Agency-Structure integration</p> <p>Feminism</p> <p>Postmodernity/Postmodernism</p>



Course Name	Social Research Methods I
Course Description	An introduction to the concepts and tools of quantitative social research
Course outcomes	Explain theories, concepts, and methods to analyze social problems and issues; and develop and apply research skills and capabilities to examine social problems and issues
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Social Statistics
Suggested Course Content	General logic of scientific inquiry Research designs, sampling and measurements Underlying principles of various statistical techniques and their applications Ethical and other issues in quantitative research

Course Name	Social Research Methods II
Course Description	An introduction to the theoretical approaches and methods of qualitative research
Course outcomes	Identify and summarize major elements of qualitative research design, sampling, and measurements; and design and execute qualitative investigations of social phenomena
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Sociological Theories I & II
Suggested Course Content	Qualitative research approaches: An overview Theoretical perspectives and issues in social research Qualitative research in the Philippine context Methodologies, research designs, and methods of data collection Analysis and interpretation of data Ethical and other issues in qualitative research

Directed Research (Thesis)

Course Name	Directed Research (Thesis)
Course Description	Integrative course in which students undertake independent research under the guidance of a thesis adviser
Course outcome	Conduct a research project that requires specifying a problem and conceptual framework, designing and implementing a research design, analyzing its data, and reporting results
Course Credits	3 units
Contact Hours/week	3 hours
Prerequisite	Social Research Methods I & II



Course Name	Social Statistics
Course Description	An introduction to descriptive and inferential statistics as applied to the analysis of social phenomena
Course Credits	3 units
Course outcomes	Recall underlying principles of statistical techniques, perform statistical tests, and interpret statistical data
Contact Hours/week	3 hours
Prerequisite	General Sociology College Algebra
Suggested Course Content	Overview of methodological positions in sociology Descriptive statistics (measures of central tendency and dispersion) Inferential statistics (sampling, hypothesis testing, chi-square) Measures of association/correlation Multivariate techniques Introduction to software for statistical analysis in the social sciences (e.g., SPSS, SAS)

ARTICLE VI REQUIRED RESOURCES

Section 13. Administration

The BA Sociology program should be administered by a Department Chair, Head, or Coordinator with at least a Master's degree in Sociology. He/she must be a full-time member of the faculty.

Section 14. Faculty

14.1 Qualifications

Graduates of at least a Master's degree in Sociology or related fields in the social sciences from a recognized HEI provided that Section 14.2a is observed.

14.2 Number of Full-time Faculty

- a) HEIs should have at least three (3) full time faculty members (may or may not be tenured) with at least a Master's degree in Sociology.
- b) Faculty members with at least an MA degree in Sociology and with appointment in another unit of the HEI (e.g., research center) may be credited the equivalent number of units for full-time appointment.

Section 15. Library

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



Section 16. Laboratory and Physical Facilities

- 16.1** Class Size. The suggested class size is 30 to 45 students, except for special lecture, workshop, laboratory, readings, and thesis classes, as well as those involving fieldwork, where class sizes can be smaller.
- 16.2** Classroom Requirements. Classrooms must have adequate space and facilities for all classes. Special classes with more than 45 students may be allowed as long as appropriate facilities (e.g., a bigger room, audiovisual equipment) are provided.
- 16.3** Laboratory Requirements
- a) For courses that require use of a computer, a 1:1 computer ratio is required.
 - b) Computer laboratories must have updated equipment and software programs.
 - c) Audiovisual rooms must have the appropriate equipment.

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 Sociology 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

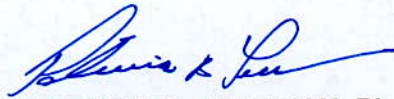
All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

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 12, 2017.

For the Commission:



PATRICIA B. LICUANAN, Ph.D.
Chairperson

