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 advanced 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." These specify the 'core competencies' expected of BS Development Communication graduates "regardless of the type of HEI they graduate from." However, in "recognition of the spirit of outcomes-based education and ... of the typology of HEIs," this PSG also provide "ample space for HEIs to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions ..."

ARTICLE II
AUTHORITY TO OPERATE

Section 2. Government Recognition

All private higher education institutions (PHEIs) intending to offer BS Development Communication must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with an existing BS Development Communication programs are required to shift to an outcomes-based approach based on this PSG. State universities and colleges (SUCs), and local universities and colleges (LUCs) should likewise strictly adhere to the provisions of these policies and standards.
ARTICLE III
GENERAL PROVISIONS

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirements and the specific professional courses.

Section 3. The Articles that follow give minimum standards and other requirements and prescriptions. The minimum standards are expressed as a minimum set of desired program outcomes which are given in Article IV. The CHED designed a curriculum to attain such outcomes. This curriculum is shown in Article V, Section 9 as a sample curriculum. The number of units of this curriculum is herein prescribed as the “minimum unit requirement” under Section 13 of RA 7722 (Higher Education Act of 1994). In designing the curriculum the CHED employed a curriculum map which is shown in Article V, Section 10 and Annex B as a sample curriculum map.

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

Based on the curriculum and the means of its delivery, the CHED determined the physical resource requirements for the library, laboratories, and other facilities and the human resource requirements in terms of administration and faculty (See Article VI).

Section 4. In recognition of the HEIs’ vision, mission, and contexts under which they operate, the HEIs may design curricula suited to their own needs. However, the HEIs must demonstrate that the same leads to the attainment of the required minimum set of outcomes as shown in Article IV, Section 6 and their proposed additional program outcomes. In the same vein, they have latitude in terms of curriculum delivery and in specifying and deploying human and physical resources as long as they attain their institutional and program outcomes.

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

This PSG takes off from the new K to 12 basic education system and the new GE curriculum (CMO No. 20, s. 2013). These reforms are consistent with outcomes-based education.
ARTICLE IV
PROGRAM SPECIFICATIONS

Section 5. Program Description

5.1 Degree Name

The degree program described herein shall be called Bachelor of Science in Development Communication (BS DevCom).

5.2 Nature of the Field of Study

Communication as a field of study covers the various ways by which humans communicate. It focuses on how verbal and non-verbal messages are used to create meanings in various contexts using various media platforms. It includes a broad range of subject matter ranging from communication, natural and social sciences and other technical courses such as agriculture, health, and environment. This also includes the study of communication in interpersonal relationships, groups, organizations, and cultures.

5.3 Program Goals

This program aims to equip students with the knowledge and skills needed in teaching, managing, and implementing communication programs for development.

5.4 Specific Professions/Careers/Occupations for Graduates

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

5.5 Allied and Related Fields

The allied programs for BS Development Communication are Communication, Journalism, Broadcasting, Multimedia (Digital Media) Studies, Film, Communication Research, Agricultural Education/Extension, and Development Studies. Related fields include Social Sciences such as Anthropology, Economics, History, Human Services (Guidance and Counseling), Political Science, Psychology, Social Work, and Sociology.
Section 6. Program Outcomes

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

Common to all programs in all types of schools

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

Common to Social Sciences and Communication

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

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

Specific to the Bachelor of Science in Development Communication Program

Graduates of BS Development Communication are able to:

- Develop a critical understanding of development perspectives;
- Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge;
- Apply communication theories/models, principles, practices, and tools in development work;
- Develop a communication program/plan;
- Demonstrate effective interpersonal skills as a linker, networker, and mediator;
- Communicate in different formats and platforms (print, broadcast, and online);
- Conduct communication research, monitoring, and evaluation;
- Develop and produce multi-media materials;
- Demonstrate program management and leadership skills;
- Develop entrepreneurial capabilities;
- Adhere to ethical standards and practices;
- Know and practice rights and responsibilities and accountabilities in the communication profession; and
- Integrate technical knowledge (e.g., Biological Sciences, Physical Sciences, Health Sciences, and Applied Sciences) in content development and management.
Common to a horizontal type as defined in CMO No. 46 s. 2012

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

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

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

Section 7. Sample Performance Indicators

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a critical understanding of development perspectives</td>
<td>Clear understanding of local, national, and global development issues and agenda</td>
</tr>
<tr>
<td></td>
<td>Clear understanding of development theories and paradigms</td>
</tr>
<tr>
<td>Define and access information needs; assess and organize</td>
<td>Efficient accessing and gathering of need-based, accurate, authentic, and reliable information</td>
</tr>
<tr>
<td>information and knowledge; produce, share, and utilize</td>
<td>through print, broadcast, and online sources, research, and other investigative techniques.</td>
</tr>
<tr>
<td>information and knowledge.</td>
<td>Skillful selection, analysis, organization, and presentation of essential information in the</td>
</tr>
<tr>
<td></td>
<td>development and production of print, broadcast, and online stories.</td>
</tr>
<tr>
<td></td>
<td>Appropriate and responsible sharing and use of information and knowledge generated from</td>
</tr>
<tr>
<td></td>
<td>different sources</td>
</tr>
<tr>
<td>Apply communication theories/ models, principles, practices,</td>
<td>Skillful use of participatory strategies in planning, implementing, and evaluating communication</td>
</tr>
<tr>
<td>and tools in development work</td>
<td>programs.</td>
</tr>
<tr>
<td>Develop a communication program/plan</td>
<td>Evidence-based situational analysis</td>
</tr>
<tr>
<td></td>
<td>Audience specific communication objectives and strategies</td>
</tr>
<tr>
<td></td>
<td>Concrete monitoring and evaluation indicators</td>
</tr>
<tr>
<td>Demonstrate effective interpersonal skills as a linker,</td>
<td>Effective interpersonal skills</td>
</tr>
<tr>
<td>networker, and mediator</td>
<td>Skillful use of communication strategies in mediation, negotiation, and resolution</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>Sample Performance Indicators</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communicate in different formats and platforms (print, broadcast, and online)</td>
<td>Clear and effective writing for different formats and platforms.</td>
</tr>
<tr>
<td></td>
<td>Clear, fluent, and engaging delivery of speeches, broadcast news and commentaries, and other oral</td>
</tr>
<tr>
<td></td>
<td>reports.</td>
</tr>
<tr>
<td></td>
<td>Effective and responsible use of non-verbal cues, pictures, graphics, and images in oral and online</td>
</tr>
<tr>
<td></td>
<td>communication.</td>
</tr>
<tr>
<td>Conduct communication research, monitoring, and evaluation</td>
<td>Exhaustive research and literature review</td>
</tr>
<tr>
<td></td>
<td>Appropriate research or evaluation framework</td>
</tr>
<tr>
<td></td>
<td>Sound research or evaluation design.</td>
</tr>
<tr>
<td>Develop and produce multi-media materials</td>
<td>Creative and innovative conceptualization and design of audience-specific communication materials</td>
</tr>
<tr>
<td></td>
<td>Skillful and responsible use of relevant technical equipment and software</td>
</tr>
<tr>
<td></td>
<td>Skillful use of gender and culture –sensitive and politically-correct language in message development</td>
</tr>
<tr>
<td>Demonstrate program management and leadership skills</td>
<td>Efficient and effective use of resources</td>
</tr>
<tr>
<td></td>
<td>Sound design of communication programs and projects</td>
</tr>
<tr>
<td></td>
<td>Competent use of planning, monitoring, and evaluation (controlling) tools</td>
</tr>
<tr>
<td>Develop entrepreneurial capabilities</td>
<td>Skillful business analysis and identification of communication-driven business opportunities</td>
</tr>
<tr>
<td></td>
<td>Innovative and creative engagement in business ventures</td>
</tr>
<tr>
<td></td>
<td>Effective use of marketing communication strategies</td>
</tr>
<tr>
<td>Adhere to ethical standards and practices</td>
<td>Strong foundation in moral philosophy and ethical system</td>
</tr>
<tr>
<td></td>
<td>Clear understanding of professional codes of conducts, standards, and practices</td>
</tr>
<tr>
<td></td>
<td>Ethical in making choices and decisions professionally</td>
</tr>
<tr>
<td>Know and practice rights, responsibilities, and accountabilities in the</td>
<td>Clear understanding of freedom, rights, and responsibilities</td>
</tr>
<tr>
<td>communication profession</td>
<td>Observance of communication media laws</td>
</tr>
<tr>
<td></td>
<td>Clear understanding of the role of media in a democratic society</td>
</tr>
<tr>
<td>Integrate technical knowledge (e.g., Biological Sciences, Physical Sciences,</td>
<td>Clear understanding of technical subject matter (e.g., agriculture, nutrition, environment,</td>
</tr>
<tr>
<td>Health Sciences, and Applied Sciences) in content development and management</td>
<td>fisheries, etc.) which facilitates gathering and writing of content in different platforms</td>
</tr>
<tr>
<td></td>
<td>Effective and efficient gathering skills involving different stakeholders</td>
</tr>
</tbody>
</table>
ARTICLE V
CURRICULUM

Section 8. Curriculum Description

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

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

Core Courses provide an overview of the discipline.

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

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

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

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

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

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

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

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

5. Electives in the social sciences are included in the curriculum to enrich the student's understanding of communication as a field of study and to highlight the interdisciplinary nature of development communication. Courses in the natural sciences equip the students with knowledge of subject matter content used in communicating development concepts/issues.

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

HEIs may also adopt a ladderized curriculum scheme consistent with the provisions of Republic Act No. 106471 (An Act Strengthening the Ladderized Interface between Technical-Vocational Education and Training and Higher Education). Ladderization leads to an Associate degree after first two years in the program and works towards a Bachelor's degree if the student wants to continue and finish the course.
Section 9. Sample Curriculum

9.1. Components:

<table>
<thead>
<tr>
<th>Courses</th>
<th>No. of subjects</th>
<th>Equivalent Units Per Subject</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>12</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understanding the Self/ Pag unawa sa Sarili</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. Readings in Philippine History/ Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The Contemporary World/Ang Kasalukuyang Daigdig</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Mathematics in the Modern World/ Matematika sa Makebagong Daigdig</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Purposive Communication/ Malayuning Komunikasyon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Art Appreciation/ Pagpapahalaga Sa Sining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Science, Technology, and Society/Agham, Teknolohiya, at Lipunan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Ethics/Etika</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Courses -- courses covering at least two knowledge domains from the following:</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1. Mathematics, Science, and Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Social Sciences &amp; Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Arts and Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandated Subject</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Life and Works of Rizal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Courses in BS Dev Com</td>
<td>6</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>1. Introduction to Communication Media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Communication Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communication Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Communication, Culture and Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Communication Media Laws and Ethics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Communication Programs and Campaigns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>6</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>CHED-Required Courses</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1. Cross-Cultural Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Risk, Disaster, and Humanitarian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Knowledge Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses based on Institutional and Program Outcomes (Any three from the subjects below.)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Community Broadcasting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Development Journalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>No. of subjects</td>
<td>Equivalent Units Per Subject</td>
<td>Total Units</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Fundamentals of Educational Communication and Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Public Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Science Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication in Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Multimedia Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (based on Institutional and Program Outcomes)</td>
<td>11</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>4.1 Specialized Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing and Reporting for Development</td>
<td>3</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Participatory Development Journalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia Materials Planning and Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia Materials Production and Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia-Based Learning Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating Science for Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Media Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral and Social Change Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication in the ASEAN Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 *Natural/Technical Courses</td>
<td>5</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>4.3 *Social Sciences</td>
<td>3</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>*Taken in other department/colleges within the same university</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis/Special Project &amp; Internship</td>
<td>2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Thesis or Special Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education (PE)</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>National Service Training Program (NSTP)</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td></td>
<td>128</td>
</tr>
</tbody>
</table>

Note: The Core Courses are non-negotiable. HEIs may select Required Courses based on their institutional expertise. Electives may be modified based on the Institutional and Program Outcomes as long as minimum number of units required for each group of elective courses is complied with. Please be guided by the definitions of Required Courses and Electives in this CMO.
### 9.2. Program of Study

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposive Communication/</td>
<td>3</td>
<td>Art Appreciation/</td>
<td>3</td>
</tr>
<tr>
<td>Malayuning Komunikasyon</td>
<td></td>
<td>Paggapahalaga sa Sining</td>
<td></td>
</tr>
<tr>
<td>Understanding the Self/ Pag-unawa sa Sarili</td>
<td>3</td>
<td>The Contemporary World/Ang Kasalukuyang Daigdig</td>
<td>3</td>
</tr>
<tr>
<td>Readings in Philippine History/Mga Babasahin Hinggil sa Kasaysayan ng Pilipinas</td>
<td>3</td>
<td>Mathematics in the Modern World/Matematika sa Makabagong Daigdig</td>
<td>3</td>
</tr>
<tr>
<td>Science, Technology, and Society/</td>
<td>3</td>
<td>Ethics/Etika</td>
<td>3</td>
</tr>
<tr>
<td>Agham, Teknolohiya, at Lipunan</td>
<td>3</td>
<td>Introduction to Development Communication</td>
<td>3</td>
</tr>
<tr>
<td>NSTP</td>
<td>2</td>
<td>PE 1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>17</strong></td>
<td>TOTAL</td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities (GE Elective)</td>
<td>3</td>
<td>Mathematics, Science, and Technology (GE Elective)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences &amp; Philosophy (GE Elective)</td>
<td>3</td>
<td>Life and Works of Rizal</td>
<td>3</td>
</tr>
<tr>
<td>Communication, Culture, and Society</td>
<td>3</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>CROSS-CULTURAL COMMUNICATION</td>
<td>3</td>
<td>Risk, Disaster, and</td>
<td>3</td>
</tr>
<tr>
<td>NSTP</td>
<td>2</td>
<td>Humanitarian Communication</td>
<td>3</td>
</tr>
<tr>
<td>PE 3</td>
<td></td>
<td>Required Course 1</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>17</strong></td>
<td>TOTAL</td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

#### THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Research</td>
<td>3</td>
<td>Communication Media Laws and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Required Course 2</td>
<td>3</td>
<td>Development Communication Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>Required Course 3</td>
<td>3</td>
<td>Development Communication Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>Development Communication Elective 1</td>
<td>3</td>
<td>Social Science/Humanities Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/Humanities Elective 1</td>
<td>3</td>
<td>Social Science/Humanities Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>15</strong></td>
<td>TOTAL</td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Summer</td>
<td>Course</td>
<td>Unit</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

FOURTH YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis/Special Project 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Communication Campaigns and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Elective Course 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective Course 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective Course 3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thesis/Special Project 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Knowledge Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective Course 4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Elective Course 5</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Section 10. Sample Curriculum Map

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

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

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

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

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

Section 11. Sample Means of Curriculum Delivery

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

The teaching-learning process is interactive, participatory, collaborative and experiential. The teacher emphasizes the connection among relevant development communication subjects to achieve a seamless integration towards holistic learning. For example, issues discussed in Communication, Culture, and Society can be related to relevant communication theories, media laws, and cross-cultural communication.
The teacher is also transformed into a facilitator and collaborator. The following methodologies/strategies may be utilized:

- Lecture-discussion
- Group discussions
- Field work
- Laboratory Classes
- Focus Group Discussions
- Structured Learning Experiences
- Games
- Online discussions through social networking sites
- Educational Trips
- Production of Communication Materials
- The use of massive open online courses (MOOCs) and Open Educational Resources (OER) to enhance teaching and learning process should be promoted and pursued.

Section 12. Sample Syllabi for Selected Core Courses

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

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

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

ARTICLE VI
REQUIRED RESOURCES

Section 13. Administration

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

Qualifications of the Dean or Head

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

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

Teaching Load

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

Qualifications of the Department Chair, Head, or Coordinator

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

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

Functions/Responsibilities of the Department/ Unit Chairperson

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

Teaching Load

The department chair, head or coordinator shall be allowed to teach provided the regular teaching load shall not exceed 9 units per semester or term.
Section 14. Faculty

Qualifications

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

Teaching Load

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

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

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

Section 15. Library

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

Section 16. Laboratory and Physical Facilities

Classroom requirements

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

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

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

ARTICLE VII
QUALITY ASSURANCE

Section 17. Assessment and Evaluation

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

Section 18. Continuous Quality Improvement (CQI) System

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

Section 19. CHED Monitoring and Evaluation

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

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

a) The complete set of program outcomes, including its proposed additional program outcomes.

b) Its proposed curriculum and its justification including a curriculum map.

c) Proposed performance indicators for each outcome. Proposed measurement system for the level of attainment of each indicator.

d) Proposed outcomes-based syllabus for each course.

e) Proposed system of program assessment and evaluation.

f) Proposed system of program Continuous Quality Improvement (CQI)
ARTICLE VIII
TRANSITORY, REPEALING AND EFFECTIVITY PROVISIONS

Section 20. Transitory Provision

All private HEIs, state universities and colleges (SUCs) and local universities and colleges (LUCs) with existing authorization to operate the Bachelor of Science in Development Communication (BS Dev Com) 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 21. Repealing Clause

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

Section 22. Effectivity Clause

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

Quezon City, Philippines May 11, 2017

For the Commission:

PATRICIA B. LICUANAN, Ph.D.
Chairperson

Attachments:
Annex A – Definition of Terms
Annex B – Sample Curriculum Map
Annex C – Sample Course Descriptions
Annex D – Sample Syllabi
<table>
<thead>
<tr>
<th>TERMS/ACRONYMS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>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)</td>
</tr>
<tr>
<td>Competency</td>
<td>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</td>
</tr>
<tr>
<td>Course Outcomes</td>
<td>the knowledge, values and skills all learners are expected to demonstrate at the end of a course to a certain level of performance.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>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)</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>outcomes of a specific lesson supporting the Course outcomes.</td>
</tr>
<tr>
<td>Outcomes-based assessment</td>
<td>measure of students' demonstration of their learning with agreed explicit criteria for assessing each outcome.</td>
</tr>
<tr>
<td>Outcomes-based education</td>
<td>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.</td>
</tr>
<tr>
<td>Outcomes-based teaching and learning</td>
<td>the constructive alignment of intended learning outcomes with essential content, appropriate learner-centered activities and outcomes-based assessment.</td>
</tr>
<tr>
<td>Program Goal</td>
<td>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.</td>
</tr>
<tr>
<td>Program outcomes</td>
<td>the knowledge, values and skills all learners are expected to demonstrate to a certain level of performance at the time of graduation</td>
</tr>
</tbody>
</table>
### ANNEX B

#### SAMPLE CURRICULUM MAP

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Develop a critical understanding of Development Perspectives</th>
<th>Define and access information needs, assess and organize information and knowledge</th>
<th>Develop a communication program and plan; Apply communication theories/models, principles, practices, and tools in development work; Demonstrate effective interpersonal skills as a linker, networker, and mediator</th>
<th>Communicate in different formats and platforms (print, broadcast, and online)</th>
<th>Conduct communication research, monitoring, and evaluation</th>
<th>Develop and produce multimedia materials</th>
<th>Demonstrate program management and leadership skills</th>
<th>Develop entrepreneurial capabilities</th>
<th>Adhere to ethical standards and practices</th>
<th>Know and practice rights and responsibilities and accountabilities in the communication profession</th>
<th>Integrate technical knowledge (e.g., Biological Sciences, Physical Sciences, Health Sciences, and Applied Sciences) in content development and management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Development Communication</td>
<td>L</td>
<td>P</td>
<td>O</td>
<td>P</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>P</td>
<td>P</td>
<td>L</td>
<td>O</td>
<td>P</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Communication Research</td>
<td>O</td>
<td>P</td>
<td>L</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>L</td>
<td>O</td>
<td>O</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Communication, Culture, and Society</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Communication Media Laws and Ethics</td>
<td>P</td>
<td>O</td>
<td>P</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>L</td>
</tr>
<tr>
<td>Communication Programs and Campaigns</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Knowledge Management</td>
<td>L</td>
<td>L</td>
<td>P</td>
<td>O</td>
<td>L</td>
<td>L</td>
<td>P</td>
<td>L</td>
<td>O</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Risk, Disaster, and Humanitarian Communication</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>O</td>
<td>L</td>
<td>L</td>
</tr>
</tbody>
</table>
Core Courses

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

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

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

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

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

Communication Programs and Campaigns
Principles and strategies on how to develop evidence-based and results-oriented communication programs and campaigns. It covers the planning process, elements of a communication plan, and measuring effects and impacts.

CHED-Required Courses

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

Risk, Disaster, and Humanitarian Communication
The process of communicating effectively with vulnerable stakeholders prior to, during, and after the onset of risk situations. It also seeks to familiarize students with communication strategies used in humanitarian aid operations, which contribute to the protection of people and property in times of disasters or emergencies.

Knowledge Management
Principles, processes, and strategies of identifying, capturing, analyzing, storing, and sharing knowledge within an organization. These elements are facilitated by the use of ICT.
Required Courses based on Institutional and Program Outcomes

Fundamentals of Community Broadcasting
Concepts of radio and television community broadcasting, nature of the broadcast media, principles of broadcast writing, program planning, and production.

Fundamentals of Development Journalism
Principles of gathering data/information and writing news and feature stories on development issues in various media platforms

Fundamentals of Educational Communication and Technology
Theories, principles, and concepts of educational communication and technology; practice in planning and designing media-based learning systems.

Fundamentals of Public Information
Theories, principles, concepts, and strategies in communicating public and government issues and programs on development.

Introduction to Science Communication
Nature, structure, and tools of communicating science.

Interpersonal Communication in Development
Theories, principles, and processes of person-to-person communication and their application to participatory development work.

Introduction to Multimedia Writing
Principles and practices of preparing textual materials for the print, broadcast, and online platforms.

Electives

Writing and Reporting for Development
Basic principles, concepts, theories, and practices in news and features writing; and reporting for development using various platforms and formats.

Participatory Development Journalism
Data gathering/collection and storytelling techniques, broadcast performance types, and ethical issues in participatory development journalism.

Multimedia Materials Planning and Design
Principles and practices in planning and design of various multimedia materials within the context of development process.

Multimedia Materials Production and Management
Principles, techniques, and processes in the production and management of various communication media and materials the context of development.

Multimedia-based Learning Systems
Planning, production, and management of multimedia-based learning systems for development.

Communicating Science for Development
Concepts, principles, and processes of communicating science at various levels for specific stakeholders.
Community Media Management
Principles and practices in setting up, managing, and sustaining community-based media organizations in different platforms.

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

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

Course Title: INTRODUCTION TO DEVELOPMENT COMMUNICATION

Course Description: Introduction to concept, theories, principles, and practice of communication in development

Prerequisite: None

Credit: 3 units; 3 hours lecture/week

Semester Offered: First and Second Semesters

Learning Outcomes: At the end of the course, the students shall be able to:

1. describe the environment, major issues, problems, and trends of development and underdevelopment;
2. discuss basic concepts, models, and principles of development and communication;
3. explain the functions of communication in development;
4. define the meaning, core values, domains, and areas of development communication; and
5. identify the roles and competencies of a development communicator.

Topic Outline

I. Overview and historical perspective of development and underdevelopment

A. The environment of development and underdevelopment
   1. The domestic environment
   2. The international environment
   3. The interplay of global and domestic forces in development and underdevelopment

B. Major issues, problems, and trends of development and underdevelopment
   1. Massive poverty and unemployment
   2. Economic and political inequality
   3. Environmental Degradation
   4. The burgeoning external debt
   5. Uncontrolled population growth
   6. Economic and cultural globalization
   7. Erosion of social and moral values

C. The meaning of development
   1. Overview of development models
   2. Definition of development
   3. The human dimension of development
   4. Parameters of development
II. Communication Concepts and principles

A. The process of human communication
   1. Definition of communication
   2. Elements of communication
   3. Environment of communication
   4. Levels of communication
   5. Principles of effective communication

B. Models of communication
   1. The unilinear models
   2. The transactional-participatory models
   3. The systems models

C. Media of communication
   1. Nature and characteristics
   2. Advantages and disadvantages
   3. Philippine communication and media profile

D. Primary roles of communication in development
   1. Communication and education
   2. Communication and decision-making/problem solving
   3. Communication and conflict resolution
   4. Communication and social mobilization
   5. Communication and governance
   6. Communication and values

E. Communication issues and trends
   1. Ownership and control of media and information
   2. People's access to information
   3. Media commercialism
   4. Global and domestic flow of information
   5. New communication technology
   6. The emergence of community media

II. Development Communication

A. The meaning of development communication
   1. Historical perspective
   2. Definition of development communication
   3. Objectives of development communication
   4. The major actors of development communication
   5. The messages of development communication
   6. Development communication media
   7. Development vis a vis mass communication

B. The core values of development communication
   1. Empowerment
   2. Equity
   3. Environmentalism
   4. Entrepreneurship
   5. Ethics
C. The domains of development communication
1. Community communication
2. Educational communication
3. Science communication
4. Strategic communication

D. Development communication and their profession
1. Attitudes, values, and skills
2. The market of development communication
3. Experiences of development communication professionals

REFERENCES


Asian Institute of Journalism.


Munoz, Nueva Edja. Philippine Rice Research Institute.


**Course Title**: COMMUNICATION, CULTURE, AND SOCIETY

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

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

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

Course Outline

A. Review of Communication Media Channels, Platforms, and Formats
   - Traditional Mass Media
   - New Media and Social Media
   - Media Convergence

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

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

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

E. Communication and Development
   - Communication and the Millennium Development Goals
   - Communication and Sustainable Development Goals

Course Methodology

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

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

References

Asian Media Information and Communication Centre. *Asian Journal of Communication*. A quarterly peer-reviewed academic journal published by Taylor and Francis in behalf of AMIC and NTU


International Communication Association (ICA). *Communication, Culture, and Critique*. A quarterly peer-reviewed academic journal published by Wiley-Blackwell in behalf of ICA.


McQuail, Denis. (2013). *Journalism and Society*. Sage


**Course Title:** COMMUNICATION THEORY

**Course Description:** Communication theories, their foundations and application to development communication studies

**Prerequisites:** Introduction to Development Communication and Sophomore standing

**Semesters offered:** First and Second Semesters

**Credit:** 3 units

**Number of hours:** 3 hours a week (3 class)

**Learning Outcomes**

At the end of the course, students should be able to:

1. Discuss the relevance of communication theories in the study and practice of development communication;
2. Explain the traditions of communication theories and their foundations;
3. Differentiate communication theories representative of each tradition; and
4. Analyze development communication study and practice using the theoretical traditions.

**A. Course Content**

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
</tr>
<tr>
<td>A. Talking about theory</td>
</tr>
<tr>
<td>1. Models vs. theories</td>
</tr>
<tr>
<td>2. The importance of studying theory</td>
</tr>
<tr>
<td>a. Theory as a way of seeing, explaining and understanding</td>
</tr>
<tr>
<td>b. Theory in scientific inquiry</td>
</tr>
<tr>
<td>3. Tracing the roots of communication theory</td>
</tr>
<tr>
<td>4. Criteria for evaluating communication theory</td>
</tr>
<tr>
<td>B. Talking about communication</td>
</tr>
<tr>
<td>1. Dimensions and levels of communication</td>
</tr>
<tr>
<td>2. The communicational view of communication</td>
</tr>
</tbody>
</table>
II. Traditions of communication theory
   A. Communication as persuasion
      Suggested theories/theorists: Rhetoric (Aristotle); Dramatism (Burke); Narrative Paradigm (Fisher)
   B. Communication as signs and symbols
      Suggested theories/theorists: De Saussure, Barthes, Peirce
   C. Communication as dialogue
      Suggested theories/theorist: Gadamer; Buber, Husserl
   D. Communication as information flow
      Suggested theories/theorists: Weiner; Axioms of Communication (Watzlawick, Beavin & Jackson); Network Theory; Theory of Planned Behavior
   E. Communication as perception, attitudes and behaviour
      Suggested theories/theorists: Constructivism (Della); Expectancy Violations Theory; Uses and Gratifications Theory; Agenda Setting Theory
   F. Communication as reproduction of social order
      Suggested theories/theorists: Symbolic Interactionism (Mead & Blumer); Face Negotiation Theory (Ting-Toomey); Coordinated Management of Meaning (Pearce & Cronen)
   G. Communication as power
      Suggested theories/theorists: Habermas; Deetz; Feminism; Muted Group Theory (Krampera); Postmodernism

III. Locating development communication practice within the theoretical traditions
   A. Media effects
      1. Social marketing and the sociopsychological tradition
      2. Strategic communication and the cybernetic tradition
      3. Entertainment and education, and the sociopsychological tradition
   B. Dialogue, Participation, and Emancipation
      1. The sociocultural tradition
      2. The critical tradition
   C. New directions for theorizing
      1. The pragmatic tradition

B. Course Methodologies used

Examinations
Case Studies/Exercises
Group reports
REFERENCES

Required References

Belmont, CA: Thomson Higher Education.

Other References


Chakravartty, P. (2009). Modernization redux?: Cultural studies and development
communication. Television and new media, 10(1), 37-39.

199-161.


Singapore: Asian Mass Communication Research and Information Centre.

anthology: Historical and contemporary readings. New Jersey: Communication


Sage.

Huesca, R. (2001). Conceptual contributions of new social movements to

Prospect Heights, Ill.: Waveland Press.

International Communication Association. Communication Theory. A quarterly peer-
reviewed academic journal published by Wiley-Blackwell in behalf of ICA.


Learning and using communication theories: A student guide to accompany theories


Course title: COMMUNICATION RESEARCH

Prerequisite: Statistics 1

Semesters offered: First and Second semesters

Credit: 3 units

No. of hours: 3 hours

Mode of offering: 2 hours lecture; 1 hour recitation

The course follows the large class mode of two-unit lecture and one-unit recitation. Hence, there are two hours of lecture and one hour of recitation per week.

Learning Outcomes:

By the end of the semester, the students should be able to:

1. Describe the scientific research process;
2. Explain the perspectives of communication research and their applications in development communication research in the context of social science research;
3. Discuss the concepts and methodologies in the communication research process;
4. Explain ethical issues in communication research; and
5. Demonstrate skills in specific communication research activities.

Course Outline

UNIT I.
Science and the scientific process
A. Definitions of science
B. Functions/ Aims of science
C. Scientific values and principles
D. Scientific process
   1. Deductive
   2. Inductive

UNIT II.
Introduction to social science research
A. Nature of social science research
   1. Definition
<table>
<thead>
<tr>
<th>2. Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Types</td>
</tr>
<tr>
<td>a. Basic and Applied</td>
</tr>
<tr>
<td>b. Academic vs Contracted</td>
</tr>
<tr>
<td>4. Characteristics</td>
</tr>
<tr>
<td>a. Systematic</td>
</tr>
<tr>
<td>b. Rigorous</td>
</tr>
<tr>
<td>c. Empirical</td>
</tr>
<tr>
<td>d. Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Perspectives in and applications of communication research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perspectives in communication research</td>
</tr>
<tr>
<td>a. Positivist</td>
</tr>
<tr>
<td>b. Constructionist</td>
</tr>
<tr>
<td>2. Communication theory traditions</td>
</tr>
<tr>
<td>a. Objective traditions</td>
</tr>
<tr>
<td>b. Interpretive traditions</td>
</tr>
<tr>
<td>3. Applications in development communication research</td>
</tr>
<tr>
<td>a. Effects research</td>
</tr>
<tr>
<td>b. Evaluation research</td>
</tr>
<tr>
<td>c. Participatory research</td>
</tr>
<tr>
<td>d. Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. The communication research process</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identifying the research topic</td>
</tr>
<tr>
<td>B. Reviewing related literature</td>
</tr>
<tr>
<td>1. To help identify problem</td>
</tr>
<tr>
<td>2. To help identify variables, research framework</td>
</tr>
<tr>
<td>3. To guide analysis of data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Identifying and implementing the research methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quantitative</td>
</tr>
<tr>
<td>a. Defining the research problem and objectives (including Rationale and Significance)</td>
</tr>
<tr>
<td>b. Identifying the research design</td>
</tr>
<tr>
<td>- Experiment</td>
</tr>
<tr>
<td>- Survey</td>
</tr>
<tr>
<td>- Case study</td>
</tr>
<tr>
<td>- Content analysis</td>
</tr>
<tr>
<td>- Network study and others</td>
</tr>
<tr>
<td>c. Constructing research frameworks</td>
</tr>
<tr>
<td>- Theoretical</td>
</tr>
<tr>
<td>- Conceptual</td>
</tr>
<tr>
<td>- Analytical</td>
</tr>
<tr>
<td>d. Formulating hypotheses</td>
</tr>
<tr>
<td>e. Conceptualizing and operationalizing</td>
</tr>
<tr>
<td>- Constructing operational definitions</td>
</tr>
<tr>
<td>- Levels of measurement</td>
</tr>
<tr>
<td>f. Observing and measuring variables</td>
</tr>
<tr>
<td>g. Sampling</td>
</tr>
<tr>
<td>h. Selecting/ Developing the research methods and instruments</td>
</tr>
<tr>
<td>- Survey (Questionnaire)</td>
</tr>
<tr>
<td>- Document analysis (Coding sheet)</td>
</tr>
<tr>
<td>- Tests (Pretest, Posttest)</td>
</tr>
<tr>
<td>- Matrix Ranking (Matrix)</td>
</tr>
<tr>
<td>- Observation (Observation checklist)</td>
</tr>
</tbody>
</table>
- Problematique
- Others
  i. Collecting data
  j. Coding
  k. Analyzing data
     - Descriptive statistics
     - Others
     - Inferential statistics:
       - Association
       - Tests of significance

2. Qualitative
   a. Evaluating data sites
   b. Developing the research framework
   c. Focusing the study
      - Problem statement, Research questions and Objectives
   d. The researcher as research instrument
   e. Identifying the research design
      - Ethnography
      - Textual analysis
      - Discourse analysis
      - Others
   f. Collecting data
      - Participant observation
      - In-depth interviews
      - Document collection
      - Storytelling
      - Visual methods
      - Focus group discussion
   g. Coding
   h. Analyzing data
      - Interpretive approaches
      - Critical approaches

3. Mixed methodology

D. Generating conclusions and recommendations

E. Packaging the research report
  1. Introduction
  2. Review of Related Literature
  3. Methodology
  4. Results and Discussion/Research Findings and Interpretation
  5. Summary, Conclusions, Implications, and Recommendations
  6. Literature Cited
  7. Appendices

UNIT IV. Ethical Issues in Research
A. Dealing with Human Subjects
B. Dealing with Data
C. Intellectual Property Rights
   - Copyright and Plagiarism
Methodologies used:
Interactive lectures on topics aside from the conventional chalk-and-talk and PowerPoint presentation aided teaching strategies

Dyadic conversations between students, group activities when appropriate, and other creative teaching approaches.

Examinations
Discussions
Exercises
Group Mini-study

References


Banos.


**Recommended Materials**


Routledge.


Online sources:
www.sagepub.com
Swetswise (via the devcom website)