

CHED MEMORANDUM ORDER

No. _____
Series of 2016

**SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF SCIENCE
IN TOURISM MANAGEMENT AND BACHELOR OF SCIENCE IN
HOSPITALITY MANAGEMENT**

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 46 s. 2012, and by virtue of Commission en banc Resolution No. _____ dated _____ and for the purpose of offering the Bachelor of Science in Tourism Management and Bachelor of Science in Hospitality Management with the end view of keeping pace with the demands of local and global travel, tourism and hospitality environment to become globally competitive, the following policies, standards and guidelines are hereby adopted and promulgated by the Commission

**ARTICLE I
INTRODUCTION**

Section 1. Rationale and Background of the Tourism and Hospitality Industry

Based on the *Guidelines for the Implementation of CMO 46 s 2012*, this CHED Memorandum Order (CMO) implements the shift to learning outcomes-based education. It specifies the learning outcomes expected from graduates of the Bachelor of Science in Tourism Management (BS-TM) and the Bachelor of Science in Hospitality Management (BS-HM) for any type of higher education institution (HEI) they graduate from. Moreover, this CMO also provides ample opportunities for HEIs to innovate in the curriculum in line with their design to best achieve learning outcomes in their particular contexts and their respective vision, missions, and objectives, and areas of operation.

The need to revise and update the current BS-TM and BS-HM curricula is premised on the basic concept that higher education programs must always be abreast with the current times. The Philippine tourism sector has shown strong performance exhibiting double-digit growth in domestic and foreign tourist arrivals for the past several years. As the fifth growth driver of the Philippine economy, tourism accounts for 8% of the country's gross domestic product, generating 4.7 million jobs and contributing more than P1.74 billion in tourist receipts. The multiplier-effect of tourism has prompted investments, created new business and employment opportunities cutting-across a wide variety of sectors, which demand knowledgeable and highly-skilled workers.

The demand for tourism and hospitality workers extends even beyond Philippine borders with the advent of the ASEAN Community. Within this context, the ASEAN Economic Community has four pillars, with focus on single market and production base that will allow for free flow of goods, services, skilled labor, investment, capital, food and agricultural security and integration of 12 priority sectors. With this, several Mutual Recognition Arrangements were signed by the ASEAN Member States (AMS), including the ASEAN MRA for Tourism Professionals, signed last November 2012. This will allow AMS to mutually recognize or accept some or all aspects of one another's conformity with assessment results for Tourism Professionals.

Aside from the ASEAN MRA on Tourism Professional, the CMO incorporated various inputs from the different stakeholders such as industry professionals and organizations, other government and non-government agencies, and members of the academic community. It considered various reports and recent developments that will affect tourism and hospitality education of the following but not limited to:

- ☐ National Tourism Development 2010-2016
- ☐ Project Jobsfit from the Department of Labor and Employment
- ☐ The K-12 program of the Department of Education
- ☐ The DACUM report from USAID as provided by the Philippine Business for Education (PBE) organization.
- ☐ The PICtourism Project, led by the Department of Tourism, the ADB and Government of Canada.

A well designed and flexible curriculum is needed to integrate dynamic changes and strategic developments in the tourism and hospitality industries. The Commission on Higher Education's (CHED) main responsibility is to provide guidelines and oversight functions to ensure relevant, responsive and proactive curricular offerings. The Liberal Arts (General Education) courses provide balanced development for the student as a professional. As tourism and hospitality programs are considered management programs, a minimum set of management courses were prescribed. Common courses for tourism and hospitality programs are designed to facilitate a shared understanding of closely interrelated industry sub sectors. A set of minimum professional and technical core courses are required, along with a list of suggested free electives to allow for specialization. The specializations allow for flexibility in addressing significant subsectors of the hospitality and tourism industries. Finally, to further ensure that graduates are adequately prepared for the requirements of the industry, longer practicum training will be a required component for completion of the programs.

ARTICLE II AUTHORITY TO OPERATE

Section 2. Government Recognition

All private higher education institutions (PHEIs) intending to offer the Bachelor of Science in Tourism Management and the Bachelor of Science in Hospitality Management must first secure proper authority from the Commission in accordance with this CHED Memorandum Order. All PHEIs with an existing BS in Tourism Management (BS-TM) and / or BS in Hospitality Management program (BS-HM) or any related programs are required to shift and must secure approval to an outcomes-based approach based on this CMO. State universities and colleges (SUCs), and local colleges and universities should strictly adhere to the provisions in these policies and standards in securing Certificate of Program Compliance (COPC).

ARTICLE III GENERAL PROVISIONS

Section 3. The subsequent articles provide minimum standards and other requirements as a minimum set of desired program outcomes which are defined in Article IV Section 6. In designing the curriculum, the HEIs should employ a curriculum map which illustrates the proper alignment of course outcomes with the program

outcomes. The number of units of the curriculum is prescribed as the “minimum unit requirement” in offering the programs. The HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA)** as a guide in undertaking OBE-ready curriculum map.

Using outcomes based teaching and learning activities, appropriate curriculum delivery methods are determined as shown in **Article V Section 11**. It is recommended that the sample course plan (syllabus) given in **Annex A** be adopted.

Based on the curriculum and the means of its delivery, the requirements for the physical resources for the library, laboratories and other facilities and the human resources in terms of administration and faculty are also defined in this CMO.

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 and can show that they have met the minimum requirements of the CMO.

ARTICLE IV PROGRAM SPECIFICATIONS

Section 5. Program Nomenclature

1. Degree Names
 - a. Bachelor of Science in Tourism Management (BSTM)
 - b. Bachelor of Science in Hospitality Management (BSHM)
2. Nature of the Field of Study

The programs related to the fields of hospitality and tourism education will equip students with competencies that are needed to execute tasks on food production (culinary) and accommodations operations, food and beverage service operations, tourism planning and product development, MICE planning and management, transportation services, travel and tour services.

3. Specific Professions/careers/occupations for graduates

After completion of the program, the graduates can pursue any career in the tourism and hospitality industry as categorized in the following career opportunities:

Program Specialization Tracks for Tourism	Areas	Career Opportunities
Travel	Air, Cruise Ships, Rail, Coach, Automobile Marketing Communications / Documentation Information Bureau / Center Tour and Travel operations	<ul style="list-style-type: none"> - Reservation Agents - Sales Representative - Research Analyst - Ground Handling Personnel - Flight Attendant - Training Staff - Customer Service Representative - Marketing Analyst - Customer Analyst - Financial Analyst - Merchandising Analyst - Commercial account specialist - Domestic travel counsellor - International travel counsellor - File clerks - Tour Planner - Tour Guide - Reservationist - Group coordinator - Operations employee - Administrative Assistant - Advertising specialist - Travel Representative - Economic Development Specialist - Travel Promotions Staff - Public Information Officer - Public Relations Personnel - Marketing Coordinator - Communications Specialist - Travel Editor - Media Liaison - Media Specialist - Travel Photographer - Administrative Assistant - Information Specialist - Media Coordinator - Travel Writer - Marketing Coordinator - Package tour Coordinator - Manager of Travel Literature - Chief of News and Information - Research Director - Advertising Manager - Trainee Group Consultant - Ticketing Manager - Area Supervisor - Airline Purser - Airline Manager - Country Manager - Reservations Manager - Sales and Marketing Manager - Area Manager - Ticketing Manager - Product Development Manager - Management Personnel (4 functional areas-HR, Marketing,

Program Specialization Tracks for Tourism	Areas	Career Opportunities
		<ul style="list-style-type: none"> Operations, Finance plus IT) - Senior Manager of Strategy and Marketing - Director for Customer Care - Customer Service Quality Director - Manager of Travel Literature - Chief of News and Information - Tourism Center Director
Lodging	Front Office, HR, Sales and Marketing	<ul style="list-style-type: none"> - Sales Representative - Management Trainees - HR Staff - Reservations Clerk - Front office staff - Director of Personnel Manager
Assembly and Event Management	Meetings, Conventions, Expositions	<ul style="list-style-type: none"> - Information Specialist - Public Relations Staff - Sales Representative - Meeting / Event Personnel
Recreation	Attractions, Gaming, Parks, Recreation	<ul style="list-style-type: none"> - Park Guide - Museum Guide - Handicapped Program Planner - Concert Promoter - Recreation Specialists - Camp Counsellors - Activity Director - Camping Director - Recreation Director - Events Coordinator - Amusement/ theme Park Guide Planner - Promotions Staff - Reception Staff - Activity Director - Camping Director - Recreation Director - Events Coordinator - Manager - Administrator

Program Specialization Track for Hospitality Management	Areas	Career Opportunities
Restaurants and Food Service	Fine Dining , Quick Service, Casual Restaurants, Managed Services, Catering, Beverages	Dining Room positions: <ul style="list-style-type: none"> - Cashier - Bartender - Mixologist - Oenologist - Restaurant Steward - Bar Supervisor - Waiter/Food Attendant - Room Service Waiter - Sommelier - Barista - Head waiter - Captain waiter - Bar accountant - Restaurant Supervisor - Assistant Restaurant Manager - Shift Leader - Team Leader - Room Service Manager - Maitre d Hotel - F&B Director - F&B Outlet Manager - Restaurant Manager - Outlet Manager
		Managed Services Kitchen positions: <ul style="list-style-type: none"> - Receiving Clerk - Stock Clerk - Commis Pastry - Baker - Butcher - Commis 1, 2,3 - Line Cooks - Demi Chef - Commis Chef - Chef De Partie - Pantry Chef - Pastry Chef - Head Cook - Saute Chef - Grill Cook - Fry Cook - Sous Chef - Head Chef - Executive Chef - Sanitation Officer
Lodging and Accommodation Services	Hotel, Integrated Resort, Inn, Serviced Residences, Condotel / Apartelle, Bed and Breakfast, Lodging House	Housekeeping positions; <ul style="list-style-type: none"> - Shift Leader - Checker - Room Attendant - Room Assistant

Program Specialization Track for Hospitality Management	Areas	Career Opportunities
		<ul style="list-style-type: none"> - Cabin Steward - Housekeeping Attendant - Room Steward - Floor Supervisor - Chief Housekeeper - Bell captain - Room Inspector - Laundry Supervisor - Executive Housekeeper - Housekeeping Manager - Laundry Manager
		<p>Front office positions:</p> <ul style="list-style-type: none"> - Receptionist - Lobby Greeter - Front Office Attendant - Switchboard Operator - Airport Representative - Reservation Clerk - Bell Service Porter/Attendant - Concierge / CRM - Front Office Supervisor - Front Office Cashier - Night Auditor - Duty Supervisor - Front Office Manager - Rooms Division Manager - Reservations Manager - Unit Manager
		<p>Convention, Entertainment Positions:</p> <ul style="list-style-type: none"> - Sales Representative - Convention Sales Personnel - Event and Entertainment staff - Organizers/Planners - Information Specialist - Public Relations Staff - Sales Representative - Assistant Manager - Research Directors - Marketing Manager - Events Planner - Exhibit Planner - Convention and Event Manager

Program Specialization Track for Hospitality Management	Areas	Career Opportunities
		Public Relations positions: <ul style="list-style-type: none"> - Public Relations Personnel - Photographer - Writer - Telemarketing Staff - PR Director - PR Manager
		Sales and Marketing positions: <ul style="list-style-type: none"> - Sales and marketing personnel - Sales and marketing account executives - Sales and marketing supervisor - Director - Manager
	Recreation and Special Events	Sports , Leisure and Recreation center personnel <ul style="list-style-type: none"> - Spa Manager - Activity Director - Recreation Director - Events Coordinator - Leisure Manager

4. Allied Fields

This section provides a general perspective on related or allied programs which is useful in determining faculty specialization and course reference. The Hospitality and Tourism programs are related to the fields of business and management education. Additionally, the following disciplines are closely related to the specific programs:

- ☐ Allied programs that are applicable to the Tourism Management program:
 - ☐ Bachelor or Master's degree in Foreign Services / International Studies / Foreign Language Linguistics.
 - ☐ Bachelor or Master's degree in Urban and Regional Planning/Environmental Studies
 - ☐ Bachelor or Master's degree in History / Anthropology / Cultural Heritage / Language Studies / Philippine Studies
 - ☐ Bachelor or Master's degree in Architectural Conservation Studies

☐ **Allied Program specific to the Hospitality Management Program:**

- ☐ Bachelor or Master's Degree in Food Technology, Nutrition, Home Economics.
- ☐ Bachelor or Master's Degree in Culinary Management/Food Service Management
- ☐ Bachelor or Master's Degree in Interior Design/Engineering

For course references, it is preferred that courses that need technical expertise be taught by professionals in their respective fields as identified above. As an example, for Hotel Interior Design courses, it is preferred to have a faculty with a Bachelor or Master's Degree in Interior Design or Architecture.

Section 6. Program Outcomes

The minimum standards for the BS Tourism Management and BS in Hospitality Management program are expressed in the following minimum set of learning outcomes:

1. Common to all programs in all types of schools

The graduates have the ability to

- 1.1. Articulate and discuss the latest developments in the specific field of practice.
- 1.2. Effectively communicate orally and in writing using English, Filipino, mother tongue language, and an appropriate Foreign Language required by the industry.
- 1.3. Work effectively and independently in multi-disciplinary and multi-cultural teams.
- 1.4. Act in recognition of professional, social, and ethical responsibility
- 1.5. Preserve and promote "*Filipino historical and cultural heritage*" (based on RA 7722)

2. Common to the Business and Management discipline

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

- 2.1. Perform the basic functions of management such as planning, organizing, leading and controlling. (for improvement)
- 2.2. Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations.
- 2.3. Select the proper decision making tools to critically, analytically and creatively solve problems and drive results
- 2.4. Apply information and communication technology (ICT) skills as required by the business environment.
- 2.5. Work effectively with other stakeholders and manage conflict in the workplace.
- 2.6. Plan and implement business related activities.
- 2.7. Demonstrate corporate citizenship and social responsibility
- 2.8. Exercise high personal moral and ethical standards

3. Common to Hospitality and Tourism Disciplines

- 3.1. Demonstrate knowledge of tourism industry, local tourism products and services
- 3.2. Interpret and apply relevant laws related to tourism industry
- 3.3. Observe and perform risk mitigation activities
- 3.4. Utilize information technology applications for tourism and hospitality
- 3.5. Manage and market a service oriented business organization
- 3.6. Demonstrate administrative and managerial skills in a service oriented business organization
- 3.7. Prepare and monitor financial transactions and reports
- 3.8. Perform human capital development functions of a tourism oriented organization
- 3.9. Utilize various communication channels proficiently in dealing with guests and colleagues

4. A graduate of BS Tourism Management should be able to:

- 4.1. Plan, implement and monitor tours and sales activities
- 4.2. Research, plan and conduct various tour guiding activities
- 4.3. Develop appropriate marketing programs and arrange the required travel services
- 4.4. Plan / Organize, implement and evaluate MICE activities
- 4.5. Plan, develop and evaluate tourism sites and attractions

5. A graduate of BS in Hospitality Management should be able to:

- 5.1. Produce food products and services complying with enterprise standards
- 5.2. Apply management skills in F & B service and operations
- 5.3. Perform and provide full guest cycle services for front office
- 5.4. Perform and maintain various housekeeping services for guest and facility operations
- 5.5. Plan and implement a risk management program to provide a safe and secure workplace
- 5.6. Provide food & beverage service and manage the operation seamlessly based on industry standards

Section 7. Sample Performance Indicators

Performance Indicators are specific, measurable statements identifying the performance(s) required to meet the outcome, confirmable through evidence.

7.1 Tourism Management

1. Obtain training or tourism-related certification program such as Global Distribution System.
2. Engage in foreign language conversations aside from English.
3. Develop and defend a tourism development plan that incorporates relevant inputs such as laws, market research and feasibility study, product development, among others.
4. Prepare and sell tour packages that include itinerary, tour organization and profit-generating costing.
5. Stage an actual event using management, marketing and financial principles and theories.

6. Develop a tour guide spiel / script and actualize the tour guiding spiel.
7. Acquire high level of performance appraisal in the actual industry practice through practicum.

7.2 Hospitality Management

1. Generate required reports/documents from a Property Management System used in the accommodations industry.
2. Engage in foreign language conversations, aside from English, as needed by industry.
3. Stage an actual event using management, marketing and financial principles and theories.
4. Defend a business plan for restaurant, hotel or allied ventures incorporating sales and marketing principles and financial analysis.
5. Stage a function utilizing the full range of food and beverage preparation and service techniques using various management and financial principles and theories.
6. Stage a function showcasing local and international cuisines complemented by a wide variety of pastries, sweets and other baked goods using various management and financial principles and theories.
7. Acquire an acceptable level of performance appraisal in an onsite industry practice through practicum.

Table 1. Sample of Program Outcome and Indicators for Tourism Management Graduate (BSTM):

Program Outcomes	Performance Indicators
Plan, develop and evaluate tourism sites and attractions (PO 6.4.5)	Develop and defend a tourism development plan that incorporates relevant inputs such as laws, market research and feasibility study, product development, among others (PI 7.1.6)
Develop appropriate marketing programs and arrange the required travel services (PO 6.4.3)	Prepare and sell tour packages that include itinerary, tour organization and profit-generating costing (PI 7.1.4)
Plan / Organize, implement and evaluate MICE activities (PO 6.4.4)	Stage an actual event using management, marketing and financial principles and theories (PI 7.1.5)
Utilize various communication channels proficiently in dealing with guests and colleagues (PO 6.3.9)	Engage in foreign language conversations aside from English (PI 7.1.2)
Utilize information technology applications for tourism and hospitality (PO 6.3.4)	Obtain training or tourism-related certification program such as Global Distribution System (PI 7.1.1)

Table 2. Sample Program Outcome of a Hospitality Management Graduate (BSHM)

Program Outcomes	Performance Indicators
Produce food products and services complying with enterprise standards (PO 6.5.1)	Stage a function showcasing local and international cuisines complemented by a wide variety of pastries, sweets and other baked goods using various management and financial principles and theories (PI 7.2.6)
Apply management skills in F & B service and operations (PO 6.5.2)	Stage a function showcasing local and international cuisines complemented by a wide variety of pastries, sweets and other baked goods using various management and financial principles and theories (PI 7.2.6)
Perform and provide full guest cycle services for front office (PO 6.5.3)	Generate required reports/documents from a Property Management System used in the accommodations industry (PI 7.2.1)
Perform and maintain various housekeeping services for guest and facility operations (PO 6.5.4)	Acquire an acceptable level of performance appraisal in an onsite industry practice through practicum (PI 7.2.7)
Demonstrate administrative and managerial skills in a service oriented business organization (PO 6.3.6)	Defend a business plan for restaurant, hotel or allied ventures incorporating sales and marketing principles and financial analysis (PI 7.2.4)

ARTICLE V CURRICULUM

Section 8. Curriculum Description

1. The Curriculum Structure Framework

- a. Integrated
 - The curriculum should bring together the major elements of tourism, travel, hospitality and food service at the very least. Removing one or two components from the curriculum will be detrimental to the interest and prospects of the students.
- b. Core-system (courses)
 - The curriculum should only prescribe Core courses that will allow students to gain an understanding of the different fields related to the tourism industry.
- c. Non-prescriptive and allows autonomy (courses)
 - The curriculum should not exceed the prescribe minimum standard if the HEI is deemed not ready to offer such additional courses.

- The CMO allows a school to define its own curriculum according to its resources and capabilities but subject to the guidelines of this CMO.
- d. Non-limiting (career options)
 - The curriculum should not direct student to one particular and specific path. Doing this will be detrimental to the future of the student as he/she may be stuck with competencies that the industry has no need for at the time being.

2. Features of Curricula

TESDA Qualifications	Hospitality Subjects
Food and Beverage Services NC II	Food and Beverage Services Operation
Barista NC II	Beverage Products and Operation
Bartending NC II	Beverage Products and Operation
Food and Beverage Services NC III	F&B Cost Control
Food and Beverage Services NC IV	Catering & Banquet
Bread & Pastry NC II	Basic Baking
Cookery NCII	Fundamentals in Culinary
Commercial ` Cook NCIII	Culinary Intermediate
Commercial Cook NC IV	Culinary Advance
Front Office Services NC II	Front Office Operation
Housekeeping NCII	Housekeeping operations
Housekeeping NCIII	Housekeeping Supervisory
Housekeeping NCIV	Rooms Division Management
Tour Guiding Services NC II	Tour Guiding
Tour Promotions Services NCII	Tourism Planning and Development
Travel Services NC II	Travel Services
Events management NCIII	Events management
Slaughtering NC II	Culinary Arts, Foundation
Food Processing NC I	Culinary Foundation
Food Processing NC II	Culinary Intermediate
Food Processing NC III	Culinary Advance
Food Processing NC IV	Culinary Advance

- a. **Common core.** All the programs share a set of common core competencies. Under the general umbrella of Tourism, graduates of these programs possess a common set of core and specific competencies developed from the general education, business and tourism/hospitality subjects.
- b. **Competency-based.** Job readiness of the graduates is the focus of the curricula. Competencies are matched with the competency standards required by the industry based on the job positions that the graduates will eventually occupy upon graduation. Inputs from various academic and industry professionals and organizations as well as international agreements such as the ASEAN MRA-TP were incorporated. The K-12 program from the Department of Education was also considered.
- c. **Industry-driven.** Industry practitioners participated in the identification of job positions and the development of competency standards.
- d. **Ladderized Curriculum Design :** The design of the curriculum in this CMO encourages HEIs to follow the concept of Ladderized Education Program (LEP) which espouses seamless integration between technical – vocational qualifications and collegiate curriculum. Should an HEI opt to implement a full blown LEP to establish interface between TESDA TVET qualifications and BSHM/BSTM curriculum, the HEI can refer to CMO 43, 2008 for specific guidelines for implementation.

Below are some examples of how qualifications can be embedded. Note that required competencies in the qualifications should be included in the subjects to ensure that there is equivalency.

- e. **Macro and Micro Orientations.** These set of policies and standards organizes all programs in tourism, hospitality management and related fields into a rational structure with two orientations: the macro and the micro.
 - e.1. The micro orientation pertains to the sectoral perspective. Programs with this orientation prepare the students for a career in management and/or entrepreneurship. They develop competency (knowledge, skills and attitude) necessary to perform required tasks, manage and operate effectively, efficiently and profitably, the different enterprises in the various sectors comprising the tourism industry. These are reflected in the unique subjects for each specific track in tourism and hospitality.
 - e.2. The macro orientation does not address the operation of any one particular sector nor enterprise; rather the programs provide the students an aggregate perspective of the tourism industry. These are reflected in the subjects that are shared among all tracks, in the Business and Tourism and Hospitality clusters.
- f. **Flexibility.** Mindful of the ever-changing landscape within which the tourism and the hospitality sectors operate, the curricula leave room for innovation and enhancement and address emerging sectors that may not yet be addressed by the current PSG. HEIs are encouraged to consider the national, regional and global milieu in responding to the needs of their environment.

COURSES	Minimum Units Prescribed
General Education (GE) Courses (The subjects under the General Education (GE) Courses are as per CHED Memorandum No. 20 series of 2013.) <i>Pending Filipino subjects – 6 units</i>	36 Units
NSTP	6
Physical Education (PE) courses	8
Business and Management Education Courses (CBMEC) <input type="checkbox"/> Operation Management <input type="checkbox"/> Strategic Management * For Non-ABM Track in Senior High School <input type="checkbox"/> Fundamentals of Accounting/Business and Management <input type="checkbox"/> Organization and Management <input type="checkbox"/> Business Marketing <input type="checkbox"/> Business Finance <input type="checkbox"/> Applied Economics	6 (15)
Tourism and Hospitality Core	30
Professional Courses	30
Tourism	
Hospitality	
Professional Electives	15
Tourism Program Major/Specialization	
Hospitality Program Major/Specialization	
Practicum-BSTM and BSHM (min. of 600 hours)	6
<i>Total (w/o Filipino)</i>	137 Units
<i>Total units for Non-ABM (w/o Filipino)</i>	152 Units
<i>Total (w/ Filipino)</i>	143 Units
<i>Total units for Non-ABM (w/ Filipino)</i>	158 Units

Tourism and Hospitality Core (30 units)

COURSES	Units	Lec	Lab	TOTAL
Tourism and Hospitality Core				30
1. Philippine Tourism, Geography & Culture	3	3		3
2. Safety, Security and Sanitation	3	3		3
3. Tourism and Hospitality Service Quality Management	3	3		3
4. Legal Aspects in Tourism and Hospitality	3	3		3
5. Introduction to Tourism and Hospitality	3	3		3
6. Professional Development and Applied Ethics	3	3		3
7. Multicultural Diversity in Workplace	3	3		3
8. Business Tools and Technologies w/Lab	3	1	2	3
9. Meetings Incentives Conferences and Events Management (MICE)	3	3		3
10. Entrepreneurship in Tourism and Hospitality	3	3		3

Professional Courses (30 units)

COURSES	Units	Lec	Lab	TOTAL
Tourism Professional Courses-BSTM				30
1. Global Tourism, Geography & Culture	3	3		3
2. Sustainable Tourism	3	3		3
3. Tour and Travel Operations	3	3		3
4. Transportation Management	3	3		3
5. Tourism Planning and Development	3	3		3
6. Foreign Language 1	3	3		3
7. Foreign Language 2	3	3		3
8. Research in Tourism	3	3		3
9. Tourism Marketing	3	3		3
10. Quality Tourism Development	3	3		3

COURSES	Units	Lec	Lab	TOTAL
Hospitality Professional Courses-BSHM				30
1. Introduction to the Hospitality Industry	3	3		
2. Fundamentals of Food and Beverage Production, Service and Operation	3	2	1	
3. Accommodation Management	3	2	1	
4. Customer Service and Quality Management	3			
5. Supply Chain/Logistics/Purchasing Management	3	3		
6. Industry Trends & Innovations in Hospitality	3	3		
7. Ergonomics and Facilities Planning for the Hospitality Industry	3	3		
8. Foreign Language 1	3	3		
9. Foreign Language 2 Note : Foreign Language 1 & 2 should be on the same language	3	3		
10. Research in Hospitality	3	3		

4. Professional Elective Courses (15 units)

COURSES	Units	Lec	Lab	TOTAL
Tourism Suggested Free Electives-BSTM (NOTE: HEIs may add based on the needs of the region. Unit assignment may not necessarily be 3 units.)				15
1. Medical and Wellness Tourism	3	3		
2. Recreational and Leisure Management	3	3		
3. Agri-Tourism				
4. Cruise Tourism	3	3		
5. Tour Guiding	3	3		
6. Meal Management for Tourism Professionals	3	2	1	
7. Philippine Gastronomical Tourism	3	3		
8. Trends and Issues in Global Tourism	3	3		

9. Accommodation Operations and Management	3	3		
10. Cabin Service Operations	3	3		
11. Travel Writing and Photography	3	3		
Refer to list in CMO 31.s 2006				

COURSES	Units	Lec	Lab	TOTAL
Hospitality Suggested Free Electives-BSHM (NOTE: HEIs may add based on the needs of the region. Unit assignment may not necessarily be 3 units.)				15
COURSES	Units	Lec	Lab	TOTAL
Crowd and Crisis Management	3			
Introduction to Transport Services (merge all – cruise, airline, land)	3			
World Geography and Destinations– lab	3	2	1	
Cruise Line Operations				
Food Styling and Design	3	2	1	
Specialty Cuisine	3	2	1	
Bread and Pastry	3	2	1	
Culinary Essentials (Basic Knife Skills, Butchery, Fish Mongerie)	3	2	1	
Culinary Fundamentals– w/lab	3	2	1	
Culinary Mathematics	3	3		
Culinary Nutrition	3	2	1	
Fundamentals of Food Science & Technology (interface of food science and food service – preservation of food)	3	2	1	
Garde Manger	3	2	1	
Gastronomy (food and culture)	3	3		
Asian Cuisine	3	2	1	
Classical French Cuisine	3	2	1	
Philippine Regional Cuisine	3	2	1	

COURSES	Units	Lec	Lab	TOTAL
Catering Management	3	1	2	
Oenology (making of wine & spirits)	3	2	1	
Sommelier	3	2	1	
Wine Cellar Operation	3	2	1	
Bar & Beverage Management –w/ lab	3	2	1	
Food & Beverage Service – w/lab	3	2	1	
Food and Beverage Operations	3	2	1	
Cost Control	3	3		
Food and Beverage Cost Control	3	3		
Franchising (includes case studies)	3	3		
Industrial/Institutional /Commissary Food Service	3	3		
Menu Design & Revenue Management (product packaging merchandising)	3	3		
Quick Food Service Operations	3	3		
Butler Service	3	2	1	
Data Analytics in the Hospitality Industry	3	3		
Front Office Operation	3	2	1	
Housekeeping Operations	3	2	1	
Rooms Division	3	3		
Hospitality Sales & Marketing	3	3		
Revenue Management	3	3		
Rooms Division Cost Control	3	3		
Recreation and Leisure Management	3	3		
Refer to list in CMO 31.s 2006				

9.6 Practicum-BSTM and BSHM

COURSES	Units	Lec	Lab	TOTAL
a. Practicum-BSTM and BSHM (min. 600 hours)	6		6	6

- * 1 Lec unit is equivalent to one (1) hour or at least 15 hours per term
- * 1 Lab unit is equivalent to three (3) hours or at least 45 hours per term
- * 1 Practicum unit is equivalent to at least 100 hours per term

9.7. Sample Program of Study (SEE ANNEX B)

Section 10. Sample Curriculum Map (SEE ANNEX C)

Section 11. Sample Means of Curriculum Delivery (adapted from OBE aligned sample curriculum)

- 11.1 Lecture** - Presentation segments with embedded interactive experiences such as question and answer sessions.
- 11.2 Demonstration** - Faculty members show how a skill should be performed or students are observed as they perform a learning outcome.
- 11.3 Discussion** - Formal or informal interaction on selected topics, usually primed by leading and/or open-ended questions.
- a. Class discussion: The faculty member serves as facilitator, prompting and probing to ensure the discussion remains focused and objectives are met.
 - b. Discussion Panel: Students or experts focus on one issue and varying views or aspects are raised.
- 11.4 Management Games** - Competitive activity based on course content. Moderate competition enhances performance. Often used for content reinforcement and skill practice. Can also be used to strengthen critical thinking in games where strategies must be developed to solve problems.
- 11.5 Collaborative Learning** – Students work in small groups to complete a specific task or to work together over time to complete various assignments. The most productive collaborations involve a fair division of labor and relevant and complex projects that cannot be completed by an individual alone. Interdependence is required.
- 11.6 Literature Review** – Students read and reflect on articles in the professional journals in order to become familiar with the current research.
- 11.7 Student Presentations** - Research shows peer teaching is an active learning strategy that results in significant gains in learning. Students practice professional roles and improve communication skills.
- 11.8 Case Study /Discussion Method** – An open ended story or case study provides a vehicle for analysis, criticism, and reaching conclusions.
- 11.9 Multimedia Instruction** – Integrating varying formats such as lecture, text, graphics, audio, video, Web resources, projection devices, and interactive devices in a lesson. Increases motivation, alertness, and can improve the quality of student responses. Simultaneous presentation using multiple formats allows students to learn using multiple senses.
- 11.10 Problem Solving** - Problems common to a discipline are integrated in scenarios to allow students to strengthen creative and critical thinking. Problem solving is the most independent of learning methods that empowers the students to initiate their

own learning. The learner sequences action steps that will lead to the correct solutions. The teacher therefore must assume the role of the facilitator, and be prepared to provide students with feedback rather than solutions

- a. Brainstorming - Used most often with groups, brainstorming is a technique for refining the definition of a problem, generating multiple solutions to a problem or multiple designs for developing something new, and to identify possible threats to the solutions and designs. It promotes creative and critical thinking.
- b. Change the Rules - Rarely do circumstances stay the same for long in the real world. Integrating changes in a problem scenario during the solution timeframe provides necessary experience with responding to new information.

11.11 Simulation

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

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

11.13 Graphic Organizers – Clarify relationships with diagrams or graphs. Clarify processes with flow charts. Implementation Suggestions:

- a. useful as part of lectures
- b. useful as a student assignment to verify their understanding of complex learning.

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

11.15 Portfolio - Collecting, organizing, reflecting upon and publishing a variety of student work including papers, presentations, videos, and images.

- ☐ ePortfolio - Collecting materials (artifacts/evidence) in a digital file.

11.16 Podcasting

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

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

11.18 Web-based Instruction - Using Web resources to support learning.

- a. blogs
- b. building a Website
- c. discussion boards
- d. online testing and quizzes
- e. research
- f. virtual tours
- g. web-streaming
- h. wikis

**Section 12. Sample Syllabi for Selected Hospitality Required Professional Courses.
Sample Syllabus (See ANNEX A)**

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

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

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

Section 13. Provision for New Major / Specialization Tracks related to the Tourism and Hospitality Industry

The Commission realizes that HEIs may desire to offer major/ specialization tracks in specific areas of the tourism or hospitality industries to address current and future requirements of the industry.

HEIs who can offer new specializations should have any of the minimum requirements

- ☐ Program
 - At least a level 2 program accreditation
 - COE/COD for the program
- ☐ Institutional
 - Autonomous, Deregulated status

As such, HEIs may propose new major/ specialization tracks under this CMO but should provide CHED with the following requirements:

1. A clear curriculum description that outlines the objectives and potential market of the new major / specialization track.
2. A list of competencies that students will learn from the new major/ specialization track.

3. Clearly defined Specific Professions/ Careers/ Occupations and Trades for graduates of the new major / specialization track program.
4. The new major / specialization track's proposed curriculum should include :
 - a. All General Education Subjects as defined in Section 9.1.
 - b. All Business Core Subjects as defined in Section 9.2.
 - c. All Tourism and Hospitality Core Subjects as defined in Section 9.3.
 - d. At least **30** units of Professional Major Courses that will be subject to the approval of the Commission
 - e. At least **15** units of Professional Elective Courses that will be subject to the approval of the Commission
5. Satisfies all the requirements as outlined in the succeeding sections of this CMO.
6. Submit proof of capacity/capability
 - a. Profile of faculty who have the capability to handle the new specialization.
 - b. Library resources for the new specialization
 - c. Laboratory facilities required for the new specialization (if any)
7. New Specializations under this discipline are subject to final approval from the Commission.
8. Listed below are the suggested program specializations for this CMO. Note that this is not an exhaustive list. The HEI may still propose additional specializations.

8.1 Proposed Tourism Program Specializations:

1. Travel Services
2. Tour Operations
3. Tourism Planning and Development
4. Health and Wellness Tourism
5. MICE Management
6. Recreation, Leisure and Amusement Operations

8.2 Proposed Hospitality Program Specializations:

1. Food and Beverage Service
2. Front Office Operations
3. Housekeeping
4. Food Production /Culinary Arts and Management
5. Cruise Ship Management

ARTICLE VI REQUIRED RESOURCES

Section 14. Administration

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

14.1 Dean

A. Qualifications

The Dean of the program should possess the following minimum qualifications:

1. At least a Master's Degree in Hospitality Management, Tourism, business, management and the other allied programs, and an

- undergraduate degree in Tourism/Hotel and Restaurant / Hospitality Management / Travel Management / or the other allied programs*.
- 2. Teaching experience of at least five (5) years at the tertiary level
- 3. At least three (3) years experience in administrative or supervisory capacity in an educational institution or a business enterprise.
- 4. A Full-Time Faculty Member of the HEI
- 5. An active member of a hospitality-related professional / educational association

* if from allied programs, should have a minimum of 5 years industry experience in a supervisory or managerial position.

14.2. Chairperson

A. Qualifications

The Chairperson of the program should possess the following minimum qualifications:

- 6. A Master's degree in an business, management or any of the allied programs* as specified in section 5.4, and a bachelor's degree in Tourism, Hotel and Restaurant Management, Travel Management, Hospitality Management program or any of the allied programs,

or;

- 7. A Master's degree in Tourism, Hotel and Restaurant Management, Travel Management, Hospitality Management, and a Bachelor's degree in an business, management and allied program as specified in section 5.4,

* if from allied programs, should have a minimum of 3 years industry experience in a supervisory or managerial position.

- 8. At least three (3) years' satisfactory teaching experience at the tertiary level related to the field of tourism, hospitality and allied programs.
- 9. Inclusive of at least one (1) year of professional experience in the tourism and hospitality industry, he/she must have at least three (3) years' work experience in an administrative or supervisory capacity in an educational institution or a business enterprise related to the field of tourism and hospitality.
- 10. Must have a full time appointment with the HEI.
- 11. Completed any skill based, competency training platform related to the tourism and hospitality whereby certificate of competencies/completion is issued by government or industry based organization.
- 12. An active member of a hospitality-related professional/ educational association.

Section 15 Faculty

15.1 Minimum Qualifications of Faculty

The minimum qualification of the faculty members should be any of the following:

- a. At least a Master's Degree holder either in Tourism, HRM or any of the indicated **Allied Programs**, and must have a Bachelor's degree in Hospitality Management or related fields either in the undergraduate or graduate studies; with at least two (2) years of professional experience in the tourism and hospitality industry;
- b. Industry professionals who do not possess the above-mentioned qualifications may still teach part-time in the programs provided they possess at least a Bachelor's Degree in Tourism, HRM or allied programs, and has three (3) years of relevant industry experience.
- c. In meritorious cases, demonstrably distinguished industry experts without relevant bachelor's degrees may still teach in the programs provided that they qualify given the equivalencies as outlined in **ANNEX D : Recognition of Industry Professional Credentials**.

15.2 Faculty Loading

- a. Faculty members should be assigned to teach courses only in their field of specialization.
- b. The regular teaching load of full-time academic teaching personnel shall be determined by the institution but in no case shall exceed 24 units per semester or term.
- c. Faculty members teaching in more than one school must give formal notice of their teaching assignment in all schools concerned.
- d. Part time faculty members can only be allowed to teach a maximum of Twenty Four (24) units in all schools that the faculty is connected with.
- e. Faculty members should not be assigned to teach more than four (4) different preparations in any one term.
- f. The publication of a faculty manual for the purpose of formalizing faculty policies and standards is required and required conforme for faculty.

15.3 Other Faculty Requirements

- a. At least 25% of the total number of faculty members teaching the professional subjects must be Master's Degree holders.
- b. At least 40% of the total number of units of professional subjects must be taught by full time faculty members.
- c. For research subjects – faculty must either be a PhD holder, or an MA/MS graduate (thesis track) and must have a research output in the last five (5) years that was presented or published in a journal

15.4 Faculty/Staff Development

The HEI must adopt a system for faculty and staff development which would encourage the faculty to:

- a. Pursue graduate studies
- b. Attend seminars, symposia and conferences for continuing education
- c. Undertake research activities and present and / or publish their research output

Section 16. Library

Universities and colleges offering BS-TM or BS-HM should have library resources that are relevant and adequate in terms of quality and quantity; helpful

in serving the needs of scholarship and research; and progressively developing and growing in accordance with the institutional developmental plans.

16.1. Library Personnel

- a. Qualifications of Head Librarian:
 - 1. The librarian must be licensed
 - 2. Carries at least a Master's degree in Library and Information Science or any related masteral degrees
- b. Number of library staff
 - 1. At least one full time professional librarian for every 500 students
 - 2. A ratio of 1 librarian to 2 staff / clerks

16.2. Library Collection

- a. Basic Collection
 - 1. 3,000 volumes for start-up school (50% of the holdings should be distinct titles)
 - 2. A total of not less than 5,000 volumes after two years of operation (50% of the holdings should be distinct titles)
 - 3. Basic collections should include: General References, Cultural, Filipiniana, Humanities, Social Science, Science and Technology and General Education courses should have at least five (5) titles per course
 - 4. Basic collection should be in printed form.
- b. Professional Holdings
 - 1. At least five (5) titles per professional course published within five (5) years except the classic titles for the specialized courses.
 - 2. Professional holdings may either be in printed or online form.
- c. Periodical Collection
 - 1. In addition to reference books, the library shall maintain a regular annual subscription to at least two (2) international and two (2) local appropriate professional publications such as scholarly journals and bibliographies. The school is encouraged to subscribe to Magazines, Newspapers, Monographs and other periodicals.
 - 2. Periodicals may either be in printed or online form.
- d. Library/Learning Space

The library should be able to accommodate at least ten (10%) percent of the total enrolment at any one time.
- e. Non-Print Materials
 - 1. The library may provide access to computers and electronic library materials such as, CD-ROMS, and electronic subscriptions.
 - 2. Internet access should be provided to faculty members and students to undertake research and other academic activities.

16.3. Library Book Classification System

There should be a universally accepted library classification system with card catalogues or a computer-based system. The open-shelf system is encouraged.

16.4. Library Accessibility

The library should be conveniently located and open at reasonable hours, that will allow faculty and students to use the facility during class time.

Section 17. Laboratory and Physical Facilities

17.1 Laboratory Requirements

Colleges and universities offering BSTM or BSHM should provide adequate physical facilities for said courses. All institutions should maintain a campus conducive to learning to promote the quality of their graduates.

- a. Laboratories should conform to existing requirements as specified by law (RA 6541, "The National Building Code of the Philippines" and Presidential Decree 856, "Code of Sanitation of the Philippines).
- b. In addition, HEIs offering BSHM should comply with the Minimum Requirements for Kitchen Laboratories as specified in **Annex E: Minimum Facilities, Equipment and Appliances for the BSTM and BSHM programs**

2. Physical Facilities

- a. HEIs offering BSTM or BSHM should provide adequate physical facilities for their courses in accordance with the following elements found in the "CMO 40, s. 2008" Manual of Regulation for Private Higher Education (MORPHE); Batas Pambansa Blg. 232, "The Education Act of 1982; Republic Act (RA) 8981, "PRC Modernization Act of 2000", RA 6541, "The National Building Code of the Philippines", Presidential Decree 856, "The Code of Sanitation of the Philippines", the laws governing various profession and CHED Issuances.
 - b. All institutions should maintain a campus conducive to promote the quality of its graduates.
3. Class sizes – to ensure that teachers are able to manage class sizes, recommended class sizes are as follows:
 - 3.1. Lecture – 40 students per class
 - 3.2. Laboratory – 25 students per class, in instances when there are more, a laboratory attendant should be able to assist the teacher
 - 3.3. Research class – 25 students per class
 - 3.4. Practicum class – 25 students per class

Section 18. Support Services

18.1 Support services such as health and placement services may be shared with other units of the school and should be operational during school hours. However, health examinations and certifications as required by industry should be administered to faculty, staff and students of the programs.

18.1.1 All medical staff (doctor, dentist, nurse), Guidance counselors, librarians, and other professionally licensed personnel should have current licenses by PRC

- 18.1.2 A doctor/nurse must be on duty during the entire time that classes are being held.
 - 18.1.3 First Aid kits must be available in all laboratories.
 - 18.1.4 Consultation rooms must also be available for doctors/dentist/ guidance counselors
- 18.2 Facilities for support services such as health, guidance and employment / placement services may be shared with other units of the school.
- a. Licensed doctors, nurses, dentists, guidance counselors, to cover all class hours (lecture and lab)
 - b. Emergency Service personnel for quick assistance in case of accidents

ARTICLE VII COMPLIANCE OF HEIs

Using the ***CHED Implementation Handbook for OBE and ISA*** as reference, a HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program or the approval of the transformation of existing programs to outcomes-based framework:

- Section 18. The complete set of program outcomes, including its proposed additional program outcomes.
- Section 19. Its proposed **curriculum**, and its justification including a curriculum map.
- Section 20. Proposed **performance indicators** for each outcome. Proposed measurement system for the level of attainment of each indicator.
- Section 21. Proposed **outcomes-based syllabus** for each course.
- Section 22. Proposed system of program assessment and evaluation
- Section 23. Proposed system of program **Continuous Quality Improvement (CQI)**.

ARTICLE VIII TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 24. Transitory Provision

The Commission recognizes that there are existing programs catering to the Tourism and Hospitality Industry under different program nomenclatures. Hence, the following transitory provisions aim to address such concerns.

24.1 Institutions with different program nomenclatures

HEIs with existing program offerings under different program nomenclature covered under this CMO have the option of retaining their program names as long as they satisfy the following conditions:

- ☐ Program has official recognition from the Commission of Higher Education
- ☐ Program has at least Level 1 accreditation level from a CHED-recognized accreditation body. If program currently has no accreditation, it will need to gain accreditation within a period of 3 years.

- Comply with the minimum requirements of the program curriculum as defined in this CMO. The school shall be given a 3-year grace period to comply with these policies and standards.

HEIs who decide not to comply with the above-mentioned conditions should follow the prescribed minimum requirements of this CMO and follow the prescribed program names. The HEI may also choose to realign their existing programs to the business and management course outlines. In this case the HEI must rename their programs with more appropriate program names as prescribed by the CMO of the business programs.

24. 2 Institutions with the same program nomenclature

HEIs with existing program offerings which are named Bachelor of Science in Tourism Management or Bachelor of Science in Hospitality Management shall be given a 3-year grace period to comply with these policies and standards.

24. 3 New Program Offerings

All HEIs, including SUCs and LUCs, with existing authority for Bachelor of Science in Tourism Management or Bachelor of Science in Hospitality Management Program are hereby given a period of three (3) years from the effectivity thereof to fully comply with all the requirements in this CMO

Section 25. Repealing Clause

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

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

Section 26. Effectivity Clause

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

Quezon City, Philippines. _____, 2016

For the Commission:

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Chairperson