



Research Article

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**TOWARDS THE ENHANCEMENT OF PHYSICAL EDUCATION CURRICULAR PROGRAMS BASED ON CHED MEMORANDUM ORDER (CMO) 39, S. 2021 AND THE OUTCOMES- BASED EDUCATION (OBE) FRAMEWORK**

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**Abstract**

This study wants to realign physical education (PE) curricular programs with Commission on Higher Education Memorandum Order (CMO) no.39, s.2021 and Outcomes- Based Education (OBE) framework. It determines the challenges encounter, the extent of alignment of the state university OBE Curriculum in PE courses, process of integrating the key competencies into the aligned curriculum program design. The researchers utilized descriptive-developmental research design and purposive sampling in choosing participants. They were involved in the needs analysis and strengths, weaknesses, opportunities and threats (SWOT) analysis. The content analysis was the primary source of data about the existing and related documents of physical education program and CMO 39, s.2021. It also employed face to face focus group discussion with the PE teachers and an interview guide for SWOT analysis and Needs analysis. The interview guide was underwent content analysis with the three field expert and pilot testing to secure that the questionnaire is valid and reliable. The data revealed that the participants acknowledged CMO 39's legitimacy and applicability based on the legal requirements. However, they point out implementation flaws, including a lack of knowledge, a lack of benefits for active participation, a limited scope, and a need for more personnel and resources. They stressed the need for workshops and training to improve comprehension, especially with regard to Physical Activities Towards Health and Fitness (PATHFIT). Moreover, the university demonstrate that the curriculum program for PATHFIT is closely aligned with the requirements of CMO 39. The foundation of a successful educational experience is the alignment of targeted learning outcomes with key competencies.

**Keywords:** Outcomes-Based Education (OBE), Commission on Higher Education Memorandum Order (CMO) 39 s.2021, Competencies, Curriculum Alignment, Physical Education, Physical Activities Towards Health and Fitness (PATHFIT)

## Introduction

The CMO or stands for Commission on Higher Education Memorandum Order, number 39 series of 2021 concerning the implementation of physical education (PE) in tertiary level explains the various reasons and objectives of innovating the context of the course. The legal mandates also discussed as the bases of the policies, standards as well as guidelines of the said CMO. It talks about with the pertinent clauses in Higher Education Act of 1994 or the Republic Act (RA) No. 7722, and in support of Commission on Higher Education Memorandum Order 46 s. 2012 that talks about the Outcomes-Based Education (OBE) quality assurance system, and by virtue of Commission in the bench of Resolution No. 095-2019. In addition, the purpose of rationalizing physical education in the country promulgated by the Commission is in order to keep pace with the demand for international standing and having regard to Article XIV, Section 19 of the Philippine Constitution.

Consequently, Commission on Higher Education (CHED) must set standards for various programs as well as in higher learning institutions (Republic Act 7722 Sec.8d) that will build, sustain and assist a comprehensive, sufficient, and assimilated educational system that meets the needs not only of the Filipino people but also of the entire community (Art.14 Sec.1). In article 14, it was added that the government has an obligation to promote, maintain, and protect the rights of Filipino people to quality education at all times. Thus, it is critical to develop a unified and integrated curriculum across all levels, as well as to be resilient to present educational reforms. The K to 12 Enhanced Basic Education Program (EBEP) is indeed focused on building Filipino students' 21st century skills that will prepare them for employment and entering in higher education. In addition, Commission on Higher Education Memorandum Order (CMO) No.20, S. 2013 was discussed the new General Education Curriculum which has been directed at "uncovering undergraduate students to various disciplines."

The students are required to take physical education courses in college refers to four (4) subjects mandatory in the first four (4) semesters as shown by Commission on Higher Education Memorandum Order (CMO) No. 28 series of 2015 (Aquino, 2022). The program for Physical Education in tertiary level supplements the K-12 PE Curriculum by serving as the foundation for physical activity promotions for health, wellness, and overall quality of life. It is more comprehensive because it includes physical activity (PA) educational experiences, as well as coherent opportunities for students to participate in physical activities. Hence, PE shall consist of structured or formal instruction classes supplemented by participation in different activities and organization that help them to access, evaluate, and make informed decisions about their own and others' health, safety, and wellness, as well as success from self-directed activities (Aquino, 2023).

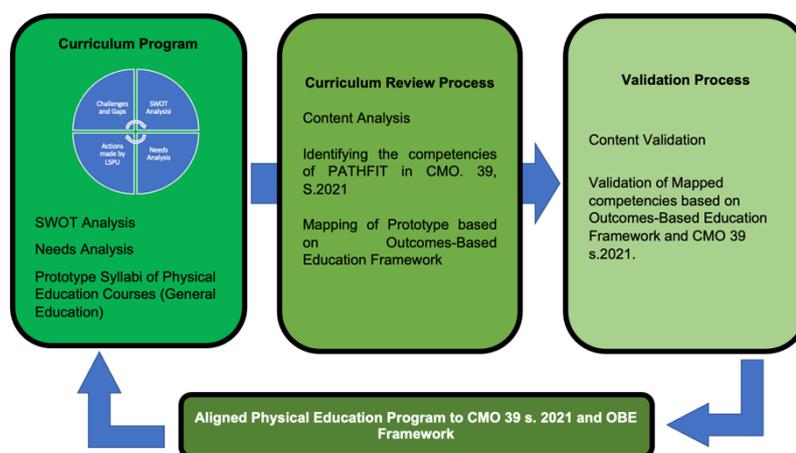
Likewise, the understanding of the value of physical fitness and well-being in higher education is increasing and Physical Activities Towards Health and Fitness (PATHFIT) courses have emerged as one of the most effective means of promoting health and wellbeing among tertiary students. And PATHFIT courses promotes the instilling of healthy lifestyle practices and raising a culture of fitness. Moreover, it is in accordance with the new GE curriculum under CMO 20, series of 2013 and the enshrined in the constitution policy under Article 14 Sec.19 stated that "...the State shall promote physical education...for the development of a healthy

and alert citizenry". This CMO, which comprises a set of standards for all degree programs, applies to the country's higher education institutions both private and public. Because of this, assessing the physical education curriculum is a crucial part of the ongoing process of developing the curriculum. Studies and literature already in existence, however, haven't offered much insight into this field (Tolentino & Sinio, 2024). Additionally, Pinede et al. (2024) promotes initiatives to raise readiness levels and encourage a culture of physical activity, in addition to continuous promotion and enhancement of health and fitness programs of state university. Consequently, to successfully implement PATHFIT on the ground and raise students' overall sports fitness, Dimarucot et al. (2024) assiduously support tertiary program models that take into account the availability of exercise and coaches at institutions.

With this, the researchers have initiatives and curiosity on the policies, standards and guidelines from CHED on the implementation of tertiary physical education in the academic institutions particularly in one state university to align the physical education program to CMO.39 s.2021 and OBE framework. university must understand the context of this matter by having an extensive review of literature, documents and principles of OBE. Indeed, exploring the most applicable strategies in curriculum enhancement by determining the challenges encounter to be addressed, the extent of alignment, the process of integrating the key competencies into the program design of physical education. This talks the courses about physical education and what will be its scope and limitations. The Commission on Higher Education (CHED) has always been in charge of increasing student access to high-quality tertiary education. The University has begun planning how well the CMO 39 will indeed be applied and executed in the institution in conformance with the CHED guidelines.

Nevertheless, the initial actions made by the university will provide initial insights on the curriculum enhancement of physical education courses. And this is the critical and significant step in which the researchers should provide and act as the initiators to make a significant contribution on the necessities and shortfalls in the existing issue as well as the complexities that the institution may face in establishing the CMO 39, S.2021.

### Conceptual Framework



The framework illustrated the relationship of the attributes that wants to explore by the researchers. The alignment of physical education program to CMO. 39 s.2021 or also known as PATHFIT and OBE framework is the primary focused of this study. The researchers want to determine the challenges encountered along the process by conducting strengths, weaknesses, opportunities and threats (SWOT) analysis and Needs analysis together with the PE faculty. In the review process of curriculum, content analysis, identifying the competencies in CMO.39 s.2021 and mapping of prototype based on OBE framework is the actions will be made by the researchers. Consequently, content validation and mapped validation will also be done by the researchers to secure that the results of the data were valid.

Moreover, this study is anchored to the constructive alignment of John Biggs which has two guiding principles; curriculum theory and constructivist psychology (Biggs & Tang, 2020). When improving physical education curriculum, the use of constructive alignment principles can help guarantee reaching the intended learning outcomes outlined by CHED Memorandum Order 39, Series 2021, and the Outcomes-Based Education framework as setting high standards to provide quality and competent graduates. Through the PE program alignment, teachers can establish a more comprehensive and influential learning environment for students studying PATHFIT courses.

## Literature Review

Due to a lack of predictors of international prominence in the Philippines, the CHED decided to shift focus to the outcomes-based education system, establishing its very own radically different approach instead of obeying just one OBE model (Castillo, 2014). The OBE model was created to predict students' student achievements using personality characteristics and expectancy-value beliefs beneath OBE method (Kanmani & Babu, 2014; Alipio, 2020). The recommended model is applicable to any course, and when used correctly, students graduate with higher grades in most courses. These student learning can be seen in the graduates who participated in the institution's teaching-learning process (Mahajan& Singh, 2017). With this, the university adopted the OBE in implementing all the courses offered including the physical education courses. This will help students in creating meaningful academic opportunities and experiences throughout physical education for lifetime movement entails assisting students in exploring their personal movement experiences and using these to gain a better understanding about themselves and the world (O'Connor, 2019).

Moreover, the literature has limited study on the analysis of outcomes-based education (OBE) in physical education (PE) in the Philippine context. It usually talks the larger legal frameworks that OBE and other educational changes in the Philippines are positioned within. Conversely, the challenges faced with implementing OBE in PE including resistance to change from stakeholders, a lack of resources, or concerns with assessment and evaluation (Magallanes, 2024). Utilizing the OBE framework, Reston and Arawiran (2018) explores various assessment techniques, given the emphasis of OBE on precisely specified outcomes and assessment criteria. This might use in the present study on how the tertiary students will assess to achieve learning outcomes and have all the competencies needed. As suggested by Velez (2023), explicit instruction is

recommended in the PATHFIT course to deliberate method of imparting knowledge to students. In this context, "explicit" refers to a precise, limited teaching approach that incorporates both delivery and instruction methods. With this knowledge, the students use practical demonstration, detailed instructions to accomplish the abilities of the various fitness routines. This will very evident to the OBE framework where students can demonstrate and present their performances.

Furthermore, the application of OBE in physical education in instruction stressing the capacity to develop and improve the instructional practices and the learning outcomes. The use of OBE principles in physical education curriculum reiterated that it was successful in defining learning objectives and encouraging student-centered learning activities (Sandamira, 2015). Likewise, in the present study, faculty must also need to train for the new physical education courses for them to have enough awareness and acquire skills to achieve the competencies for students. Consequently, it demonstrates how OBE affected PE teaching strategies and assumed that students had better concentrated and well-rounded learning experiences when instructional approaches were in line with predetermined objectives (Hemstrought, 2023). Moreover, the primary function of assessment in an OBE framework for physical education was stressing the significance of utilizing assessment as a tool to gauge student achievement of objectives and guide instructional decision-making (Zhu et al., 2023).

## **Methodology**

### **Research Design**

The researchers employed descriptive-developmental research design. The descriptive-developmental research design is a type of research method used to study changes over time in individuals or groups of individuals (Baltes et al., 2014). This design is typically used for longitudinal studies that assess the development of individuals or groups of individuals over a period of time. It is also used to look at how changes in the environment can influence these changes. The researchers employing this design would collect data about the individuals or groups of individuals at different points in time, and then analyze how the data has changed over time. This type of research can be useful in understanding the developmental processes of individuals or groups of individuals, and how different environmental influences impact those processes.

### **Participants**

The researchers utilized purposive sampling because they are the people who can contribute and provide important information to answers the research problem. Physical Education faculty from 4 campuses of one state university which were the participants of the study particularly in the conduct of focus group discussion and document analysis. It consists of 3 persons each campus. A total of 12 faculty in physical education department are the participants of the study.

**Table 1** Participants' Profile

Participants	Sex at birth	Years in Service	Educational Attainment
Faculty 1	Male	5 Years	Doctorate Degree (On-going)
Faculty 2	Male	6 Years	Master's Degree (On-going)
Faculty 3	Female	5 Years	Master's Degree (On-going)
Faculty 4	Male	6 Years	Doctorate Degree (On-going)
Faculty 5	Male	8 Years	Doctorate Degree (On-going)
Faculty 6	Male	4 Years	Master's Degree (On-going)
Faculty 7	Male	8 Years	Doctorate Degree (On-going)
Faculty 8	Female	5 Years	Master's Degree Graduate
Faculty 9	Female	5 Years	Master's Degree (On-going)
Faculty 10	Male	4 Years	Master's Degree (On-going)
Faculty 11	Male	8 Years	Master's Degree Graduate
Faculty 12	Male	8 Years	Doctorate Degree (On-going)

The participants of the study are consisted of PE faculty with 9 males and 3 females sex at birth. Four of them are 8 years in teaching and 2 are 6 years in service. Additionally, 4 of the faculty are 5 years in teaching, only two faculty are 4 years in teaching. In terms of their educational attainment, 5 of the participants are currently enrolled in their doctorate degree and the remaining are enrolled in their master's degree.

### Instrumentation

The content analysis was the primary source of data about the existing documents of physical education program in Commission on Higher Education Memorandum Order 39, s.2021 and other related journals, books, and articles. The researchers also employed face to face focus group discussion with the PE teachers and an interview guide for strengths, weaknesses, opportunities and threats (SWOT) analysis and Needs analysis. In addition, the path of the discussion is usually pre-planned, and also most facilitators rely on an outline, to ensure that all topics of concern are acknowledged and discussed (Mishra, 2016). Further to that, an interview guide is essential to concentrate the research (Morris, 2015). Additionally, the interview guide underwent content validation from the three field expert from other state university and also conducted pilot testing. The interview guide has relevant questions that tackles the current situation of the university, that provides the needs and challenges to be addressed and the processes of implementation to secure that the questionnaire is valid and reliable. This assisted the researchers in collecting the necessary information to establish the goal of the study which to realign the curricular programs of PE in the intended learning outcomes.

### Data Collection and Analysis

The researchers conducted a meeting together with the Physical Education faculty and conduct the needs and SWOT analysis. The content analysis was used in the study in regards to CMO 39, s.2021 and existing materials in physical education programs to gain a better understanding. Likewise, the focus group

discussion gathered data was analyze the answers of the research participants in aligning the competencies in the learning outcomes. The participants have discourse and provide gadget to check and validate all the comments and suggestions in online platform to guarantee the alignment of PATHFIT courses. Learning how to do so provides the qualitative researcher with a firm knowledge in the fundamentals expected to engage in various techniques in qualitative data analysis (Braun & Clarke, 2012). Furthermore, it employs a wide range of sources to illustrate the value of data analysis. The emphasis is on how documents are used in discipline, with the assumption that documents are more than just discourse containers (Davie & Wyatt, 2021).

### **Ethical Considerations**

The researchers sought a consent letter to the institutions and research participants in the conduct of the study. The purpose of study together its scope and limitation explained to them. This participation is voluntarily and did not get any monetary payment from the researchers. In addition, in gathering the data, it was based on the availability of the participants with their most convenient time. The information that gathered were confidential which must be clearly stated to the participants. Audio-recorded dialogue and transcriptions gleaned from the focus group discussion were safely kept and filed. Ethical considerations when conducting research will not just mean gaining the respect and trust of your participants, but also reflect the researchers' and the study's credibility.

### **Results and Discussion**

The researchers conducted SWOT Analysis and based on the gathered data from the participants, the participants agreed that the strength of the memorandum order number 39 series of 2021 of CHED is backed by legal mandates such as the Higher Education Act of 1994 or the Republic Act (RA) No. 7722.

Faculty 1 mentioned that *"...physical Education is actually mandated by the 1987 constitution that is why it is required that all students will take physical education courses because we can see how important physical education really is in a person's life or in the lives of others student."*

Faculty 4 added that *"...it is a mandated course stipulated in the constitution of the Philippines. Physical education is shaping the ability of students in the whole aspect"*.

They also stated that CMO 46 s. 2012 is also relevant to the implementation of physical education in tertiary level. Likewise, the implementation of physical education in tertiary level by CHED is in support of Article XIV, Section 19 of the Philippine Constitution. Moreover, it provides physical activity education experiences and provides opportunities for students to engage in physical activities. This was supported by the statement of Faculty 3 *"...If the student can really choose what they really want and for the teacher, they can focus on their specialization and have the opportunities to develop their skills"*. This is also in line with the K-12 PE curriculum which provides health, wellness and overall quality of life. It also promotes physical education for a healthy and alert citizenry. As supported by faculty 10 which stated that *"... for the students, the knowledge will be wide and it will focus more on what ability they are really capable of and the health and wellness as well"*.

On the other hand, the participants have also thoughts about the weaknesses of this newly crafted CMO. 39. There is a lack of awareness of the implementation of physical education in tertiary level that CHED has implemented. Faculty 6 reiterated that *"...the challenge that I see here is maybe at the beginning of the implementation. The implementation is part of the university for dropping information to the teachers and students. We also have a sense of urgency that we should pay attention to it, have something like an announcement at the national that is really necessary the initiations to implement the memorandum order from CHED"*. In addition, the memorandum order number 39 series of 2021 of CHED does not mention any incentives or rewards that can be given to those who are actively involved in physical education in tertiary level. They also mentioned that it is having a limited scope of physical education in tertiary level. It also requires additional resources and personnel based on the availability in the University. They also thought that they have inadequate knowledge and understanding of the course that is why there is a need to have trainings and workshops concerning the PATHFIT.

These concerns are supported by the statements of the participants; faculty 1 reiterated that *"...CMO 39 has a focus on field of expertise which is different from the previous PE programs"*. Additionally, Faculty 2 mentioned that *"...University don't have enough facilities to cater all the field of specialization"*. Hence, Faculty 7 added that *"...teachers are not aware yet in the implementation of CMO in the university. They don't have any trainings and workshops yet"*.

In terms of the opportunity, the implementation of physical education in tertiary level can be used as a tool to increase the students' physical fitness and health. It can also be used to promote the importance of physical activity among the students and help in instilling the value of healthy lifestyle and habits among the students. Faculty 9 stated that *"...they will have another learning, they will be able to explore more not only in physical activities but also in their health, they will also be more engaged"*. This CMO 39 can be used to increase student access to high-quality tertiary education, improve physical health and fitness and promote physical education for a healthy and alert citizenry.

Furthermore, the threats in the CMO 39 based on the PE faculty in the university was the implementation of physical education in tertiary level may be seen as a hindrance to the already crowded academic curriculum. It also perceived the lack of resources and facilities may also pose a challenge in the successful implementation of the physical education in tertiary level. The participants also think the inadequate funding for physical education programs, lack of resources and personnel and inadequate knowledge and understanding of the course.

These claims were supported by the statements of the faculty. Faculty 7 mentioned that *"... in facilities although there is a budget but it is not intended for that, it takes long years because the approval process, you know that in terms of government transactions is difficult unless it is really a priority of the top management"*. Faculty 8 also said that *"...we had a lot of people who want more on basketball, only want more on badminton, what if there is no one to participate in other fields like rhythmic activities."*

*We need action about the facilities and equipment when it comes to parts like this, if there is a lack of equipment and facilities we will not be able to teach the child properly”.*

Meanwhile, Faculty 9 added that *“...not all PE teachers are really totally into sports, into dances and into martial arts. We are not sure if our PE teachers are ready to teach martial arts, usually this requires training. Teachers really have the training and the skills to offer it”.* On the other hand, faculty reiterated that *“...it would be better if we first have seminar training for our new curriculum”.*

**Table 2** Summary of Alignment of the OBE Course Intended Learning Outcomes in Physical Education courses with the competencies of CMO.39 Series 2021 in one State University

PROGRAM OUTCOMES	PATHFIT 1	PATHFIT 2	PATHFIT 3 (Menu of Dance)	PATHFIT 3 (Sports/ Martial Arts)	PAHFIT 4 (Menu of Dance)	PATHFIT 4 (Sports/ Martial Arts)
<b>ACTIVE AND HEALTHY LIVING</b>						
Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.	Engage the students to learn movement skills, fitness, and wellness inclined with the course content, learning activities, and teaching strategies appropriate for the course level and nature.	Participate in improving movement skills and other competencies for the development of human body by incorporating dance and music in activities and exercises.	Offer the heritage identity and literature to produce citizens that will critically choose cultures in their respective community in order to maintain the development of society.	Execute the basic skills in games and sports learned from the course enhancing health and acquiring personal rewards.	Read and perform the dance literature with correct counting in rhythms and beat.	
Adapt movement competencies to independent physical activity pursuits that are health-	Recognize the achievement of personal fitness and dietary goals of one's individuals.		Utilize a working knowledge of the roles of movement education and various forms of dance which planning units and lessons.			Assess the performance of the students in the sports and activities utilizing the competencies and skills

PROGRAM OUTCOMES	PATHFIT 1	PATHFIT 2	PATHFIT 3 (Menu of Dance)	PATHFIT 3 (Sports/ Martial Arts)	PAHFIT 4 (Menu of Dance)	PATHFIT 4 (Sports/ Martial Arts)
enhancing and personally rewarding.						acquired in the course together with their body wellness.
Monitor progress and evaluate achievement of personal fitness and dietary goals.	Perform the movement competencies that will showcase the skills and abilities of the learners along with discipline, sportsmanship towards lifelong fitness skills of the students.	Develop the movement competencies of the learners together with good values and holistic well-being by integrating the physical fitness activities and exercises.	Apply practical activities contributed by different individuals showing the movement skills and abilities from different traditional dance.		Evaluate the performance of the students by performing their assigned tasks or dance in the class.	
Practice empathy, fair play; show respect for differing abilities (i.e., diversity) through interpersonal communication skills and emotional regulation during PA participation.		Illustrate the various physical fitness activities and exercise by group and/or individuals to produce citizens with right attitude in all members in the		Observe and interpret the values that can be derived from studying Games and Sports.		Execute the rules and regulations of the games together with techniques and strategies of the game.

PROGRAM OUTCOMES	PATHFIT 1	PATHFIT 2	PATHFIT 3 (Menu of Dance)	PATHFIT 3 (Sports/ Martial Arts)	PAHFIT 4 (Menu of Dance)	PATHFIT 4 (Sports/ Martial Arts)
		society and their cultures they practiced to establish harmonious relationship with others.				
For sports, apply basic tactics (e.g. defense, offense, transition) in game situations.			Perform the fundamental dance steps with accordance to rhythms and literature.	Create a mini-sport tournament to perform various skills, positions, and techniques of games and sports.	Perform advance dance steps with accordance to counting's, rhythms, and literature.	Apply the skills, techniques, and strategies acquired in the course by playing the games and sports with respective teams.
<b>ADVOCACY AND ACTION</b>						
Devise, apply and assess a range of strategies (i.e., exercise program design; goal-setting; periodic evaluation) to improve one's physical activity performances and those of others.	Build an inclusive learning environment that will develop the creative and critical thinking, interpersonal skills through communication, and understanding of the students.	Participate in various school and class activities concerning fitness and well-being of individuals including creating of poems, songs, posters, and among others.		Integrate mental strategies such as planning, anticipating, and visualizing movement in gameplay		

PROGRAM OUTCOMES	PATHFIT 1	PATHFIT 2	PATHFIT 3 (Menu of Dance)	PATHFIT 3 (Sports/ Martial Arts)	PAHFIT 4 (Menu of Dance)	PATHFIT 4 (Sports/ Martial Arts)
Enhance and advocate for one's personal and others' fitness, safety and wellness through physical activity participation and/or leadership.			Perform all the dance learned from the course by conducting class presentations with costumes and props reiterating the competencies acquired.		Develop future leaders and professional dancers attitudes who provide the needs of others with high moral and ethical responsibilities in their culture by leading their group and activities to perform their tasks.	Develop future leaders and athletes attitudes who provide the needs of others with high moral and ethical responsibilities in their culture by leading their group and activities to perform their tasks.
Promote practical and creative interventions that will create community connection and contribute to the health and wellness of the school community and its periphery.	Participate in activities conducted by school or other organizations related to wellness to enhance human's body including physical, mental, emotional, among others.	Join in community activities/initiatives/ programs conducted by the municipal or barangay such as fun run, Zumba, and among others.		Integrate the ideas and skills to participate in different activities for holistic well-being not only in school but also in the community.	Conduct cultural show for the community with barangay, municipality or other partner industry of the university revealing all the learned competencies in the course with the grace and posture.	Create sports program that could help the community in enhancing their skills concerning games and sports.

The table 2 provided the program outcomes for various PATHFIT courses with a focus on active and healthy living and also advocacy and action. This summary was based on the discourse from the focus group discussion where every participant shared their thoughts and knowledge to contribute to the alignment of the programs. These initiatives encourage students' sense of advocacy and involvement in the community while enhancing their physical activities, motor skills, and general wellbeing in physical education courses.

In PATHFIT 1, it promotes students' participation in a range of physical activities, from moderate to vigorous, in accordance with national and international health recommendations. Encourages the adaptation of movement skills to self-directed, health-improving physical activities and keeping track of and assessing nutritional and fitness goals for oneself. In addition, it promotes techniques to enhance physical activity performance and acts as an advocate for others' and one's own fitness, safety, and wellbeing. This also wants to promote practical and innovative solutions that engage the community and improve general health and wellness.

Moreover, PATHFIT 2 emphasizes the development of movement abilities, fitness, and wellbeing in accordance with the course material and effective teaching methods. It also honors and recognizes the accomplishment of nutritional and fitness objectives. Likewise, it creates an inclusive learning environment to foster students' critical and creative thinking, as well as their ability to communicate and work with others (Velez, 2013). And it promotes involvement in wellness-related activities to improve one's physical, mental, social, and emotional wellbeing.

Conversely, dance and music are included into activities and exercises in PATHFIT 3 and PATHFIT 4 (Menu of Dance), these programs aim to increase movement skills and competencies for the growth of the human body. This also aims to evaluate dance performance in conformity with rhythms and literature, as well as the execution of dance steps. Meanwhile, the advocacy and action encourages the growth of aspiring dance leaders and industry professionals while promoting strong moral and ethical standards within their culture.

Furthermore, PATHFIT 3 and PATHFIT 4 (Sports/Martial Arts) teaches fundamental and advanced abilities, tactics, and strategies in a variety of sports and martial arts to improve health and obtain personal benefits. It will also create future leaders and athletes who fulfill their cultural obligations while upholding high moral and ethical standards among the students. The programs seek to foster a sense of advocacy and community action in addition to improving individual health and well-being through physical activities. This all-encompassing strategy encourages holistic growth by emphasizing not only individual wellness but also the welfare of society as a whole. Students are urged to get involved in their neighborhoods and promote their general wellbeing.

### **Process of Integrating the Key Competencies of CMO.39 Series 2021 into the Program Design of Physical Education (PATHFIT) Courses**

The intended learning outcomes of physical education courses (PATHFIT) must be in line with the key competencies outlined in CMO.39 Series 2021 in order to provide students with an all-encompassing educational experience. The researchers understand first the core competencies by analyzing and comprehending in depth the CMO.39 Series 2021's main skills for advocacy, action, and active and healthy living, as well as the corresponding sub-competency. In addition, connecting competencies to learning objectives of the course is also a vital step in the alignment process. Based on their applicability and relevance, match the program outcomes of each course (PATHFIT 1, PATHFIT 2, etc.) with the core competencies. The researchers also create tests and learning activities in the syllabus that specifically address the competencies determined in the previous step. Exercises in groups, presentations, projects, and community engagement activities are a few examples of these. Additionally, the researchers create the course structure so that the learning curve increases competence gradually, starting with the most basic skills and moving up to the more complicated ones. Moreover, it is also vital integrating inclusivity and diversity in the teaching learning process which must include in the syllabus. Make sure that diversity and inclusivity are considered in the course design, encouraging fair play, empathy, and respect for students' varying skills. Teachers must also utilize modern teaching techniques and technology. Utilize contemporary instructional techniques and technology to improve student learning and keep up with the state of education.

Hence, Periodic Evaluation and Feedback Loop also an important aspect in validating the output. Establish a method for ongoing assessment and feedback to determine the success of the integration and to make the required corrections to better match competencies with learning objectives. Finally, the external and community engagement is important because the university always wanted to extend the services in the community. This is part of the syllabus made by the researchers in aligning the competencies in the intended learning outcomes of the program or CMO.39, s. 2021. Engage the community and partner industry actively to include practical knowledge and community-centered projects that are in line with the advocacy and action competencies.

With this, the key competencies outlined in CMO.39 Series 2021 can be successfully incorporated into the program design of Physical Education courses by adhering to this organized process, ensuring that students receive a comprehensive education that is in line with the desired outcomes and competencies outlined by educational standards.

#### **Alignment of CMO.39 Series 2021 to the Curriculum Program in Physical Education Courses**

In order to systematically link the provided data on program outcomes (PATHFIT 1 to PATHFIT 4) with the key competencies listed in CMO.39 Series 2021, which is a set of guidelines Physical Education courses, it must align the curriculum program in physical education courses with the guidelines. The program outputs must align with the competencies demanded by the Commission on Higher Education (CHED), according to

the goal. By examining how the program results and core competencies coincide by correlating them, some results revealed based on the analytical examination.

By the program outcomes active and healthy living competencies, this matches with the competency of getting students involved in improving their movement skills and fitness in PATHFIT 1 and 2. This is consistent with the PATHFIT 1 and 2 competency of identifying and accomplishing personal fitness and dietary objectives. Adapt movement competencies to independent physical activity activities. Additionally, track development and assess success with regard to nutritional and fitness objectives. Meanwhile, in PATHFIT 3 and 4, the competency of evaluating performance and applying competencies to assess students' wellness is aligned with this. This demonstrate fair play and empathy while respecting others' abilities which is consistent with competencies for creating inclusive learning environments and demonstrating physical fitness activities that result in citizens with the proper attitudes. Apply core strategies (such as defense, offensive, and transition) in game circumstances for sports is also important. This is in line with the competency of performing basic and advanced dance steps and using learned abilities and strategies in games and sports.

Meanwhile, the competencies for action and advocacy also analyzed and explored in the syllabus. Create, implement, and evaluate a variety of strategies are the common element that need to consider. This is in line with the competency of promoting and advocating for one's own fitness, safety, and wellbeing through involvement in physical activity and leadership in all PATHFIT courses. Promote practical and innovative interventions for community connection and health in all PATHFIT courses. This connects with the skill of enhancing and advocating for one's own fitness, safety, and wellness as well as the wellness of others. With combining these competencies, it encourages effective and original actions that improve the health and wellbeing of the school community and its surroundings. This is connected with several competences in all PATHFIT courses that deal with participating in activities, engaging in community service, and fostering well-being.

With this data, the physical education curriculum makes sure that students are adequately prepared and competent in active and healthy living as well as advocacy and action related to physical fitness and wellness by aligning the program outcomes with the key competencies outlined in CMO.39 Series 2021. Through this alignment, students will be better equipped to satisfy the criteria set by CHED and become productive professionals in the field of physical education.

## Conclusion

The acquired data provides a thorough knowledge of the participants' viewpoints and insights with reference to CMO 39 series of 2021 by the CHED regarding the implementation of physical education in tertiary levels. Based on a SWOT analysis, the participants highlighted a number of important factors. They acknowledged CMO 39's legitimacy and applicability, noting that it was in accordance with the Higher Education Act of 1994 (RA No. 7722), CMO 46 s. 2012, and Article XIV, Section 19 of the Philippine Constitution. They stressed how CMO 39 supports the K-12 physical education curriculum by fostering health, wellness, and

an improved quality of life. It was viewed as a way to give students access to opportunities for and instruction in physical activity. Participants did, however, point out the challenges in the implementation process. Conversely, the program outcomes of CMO 39 for PATHFIT courses explain an all-encompassing approach to PE that emphasizes advocacy and action as well as active and healthy living. These programs seek to foster a sense of advocacy and community engagement, emphasizing holistic development for both individual and societal well-being and enjoining students to actively give back to their community and place a priority on welfare for all.

Moreover, the university demonstrate that the curriculum program for physical education courses is closely aligned with the requirements of CMO.39 Series 2021 in an organized and comprehensive way. The emphasis is on fusing the PATHFIT 1 to PATHFIT 4 program results with the specific critical competencies listed by CHED. The foundation of a successful educational experience is the alignment of targeted learning outcomes with key competencies. It is possible to develop learning activities and evaluations with a focused approach by aligning program outcomes in accordance with specified competencies. Additionally, the advocacy and action competencies place particular emphasis on advocating for one's own fitness, safety, and wellbeing through active participation and community engagement, while the active and healthy living competencies in PATHFIT courses align with encouraging students' movement skills, fitness, and well-being.

With regards to the contribution of the study, the approach used can serve as a model for other state universities seeking to develop an effective and efficient curricular program that will meets all the standards both local and international. It also shows the holistic development of the students aligns with international efforts for sustainable education development.

## Implications

The information acquired and the SWOT analysis offer important new perspectives on the CHED CMO 39 Series of 2021 implications for the introduction of physical education at the postsecondary level. This will support the health and welfare of the students and is compliant with Philippine legal requirements. A well-structured curriculum is also shown by the connection of the state university OBE Course Intended Learning Outcomes in Physical Education courses with the CMO 39 Series 2021 criteria. It guarantees that the PATHFIT 1 through PATHFIT 4 courses correspond with the essential skills required by CHED. The programs emphasize advocacy, action, and leading an active and healthy lifestyle. Specific goals for every PATHFIT course are designed to enhance students' physical health and sense of community involvement. Additionally, the program outcomes' compatibility with the competencies listed in CMO 39 Series 2021 guarantees that physical education curriculum equips students to satisfy CHED criteria. The program's objectives are in line with skills in advocacy, action, and leading an active, healthy lifestyle. The curriculum promotes students' active participation in physical activities, which promotes both community and individual well-being.

## Limitations

It's critical to acknowledge the study's limitations even if it offers insightful information about the consequences of the CHED CMO 39 Series of 2021 addressing the implementation of physical education at the tertiary level at one state university. Specifically, the limited generalizability where the study concentrates on one state university and its physical education programs. Because the state university is the study's primary focus, some of the constraints may be unique to that institution. The difficulties, advantages, and disadvantages of physical education implementation might not be typical of the Philippines' tertiary education system as a whole. Notwithstanding these drawbacks, the study offers insightful information and provides a foundation for future investigation into the ramifications of CMO 39 inside the framework of the university and possibly beyond. These limitations may be taken into account by researchers when interpreting and using the results.

## Recommendations

A number of important recommendations are revealed as a result of the comprehensive data and the SWOT analysis that was performed. In accordance with the legal requirements, educational institutions must first and foremost actively promote knowledge and comprehension of CMO 39 Series 2021 and its significance. To improve understanding, workshops, training, and seminars may be planned, with a specific emphasis on the PATHFIT program. Along with this, there must to be an effort to broaden the purview of physical education, offer rewards for active involvement, and devote more funds to ensuring its effective implementation. The harmonious alignment of the program results with the designated competences can also be greatly aided. Last but not least, encouraging opportunities for service-learning and community engagement within the curriculum can be a potent approach to link educational experiences with social well-being, producing responsible citizens who place a priority on the health and welfare of their communities. This all-encompassing strategy will ultimately improve the caliber and efficacy of physical education at the postsecondary level, according to CMO 39's recommendations and promoting a healthier and more informed society.

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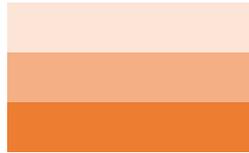
## Appendices

### Curriculum Mapping for PATHFIT 1

PATHFIT 1 COURSE INTENDED LEARNING OUTCOMES	PROGRAM OUTCOMES							
	ACTIVE AND HEALTHY LIVING				ADVOCACY AND ACTION			
Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.	Adapt movement competencies to independent physical activity pursuits that are health-enhancing and personally rewarding.	Monitor progress and evaluate achievement of personal fitness and dietary goals.	Practice empathy, fair play; show respect for differing abilities (i.e., diversity) through interpersonal communication skills and emotional regulation during PA participation.	For sports, apply basic tactics (e.g. defense, offense, transition) in game situations.	Devise, apply and assess a range of strategies (i.e., exercise program design; goal-setting; periodic evaluation) to improve one's physical activity performances and those of others.	Enhance and advocate for one's personal and others' fitness, safety and wellness through physical activity participation and/or leadership.	Promote practical and creative interventions that will create community connection and contribute to the health and wellness of the school community and its periphery.	
Engage the students to learn movement skills, fitness, and wellness inclined with the course content, learning activities, and teaching strategies appropriate for the course level and nature.	2	2	1	1	1	1	0	
Recognize the achievement of personal fitness and dietary goals of one's individuals.	1	2	2	0	0	1	2	
Perform the movement competencies that will showcase the skills and abilities of the learners along with discipline, skills, and sportsmanship towards lifelong fitness skills of the students.	1	2	2	2	1	1	0	
Build an inclusive learning environment that will develop the creative and critical thinking, interpersonal skills through communication, and understanding of the students.	1	2	1	2	1	2	1	
Participate in activities conducted by school or other organizations related to wellness to enhance human's body including physical, mental, social, emotional, among others.	1	2	2	1	1	2	2	

LEGEND:

- 0-not aligned
- 1-partially aligned
- 2- aligned



### Curriculum Mapping for PATHFIT 2

PATHFIT 2 COURSE INTENDED LEARNING OUTCOMES	PROGRAM OUTCOMES							
	ACTIVE AND HEALTHY LIVING				ADVOCACY AND ACTION			
Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.	Adapt movement competencies to independent physical activity pursuits that are health-enhancing and personally rewarding.	Monitor progress and evaluate achievement of personal fitness and dietary goals.	Practice empathy, fair play; show respect for differing abilities (i.e., diversity) through interpersonal communication skills and emotional regulation during PA participation.	For sports, apply basic tactics (e.g. defense, offense, transition) in game situations.	Devise, apply and assess a range of strategies (i.e., exercise program design; goal-setting; periodic evaluation) to improve one's physical activity performances and those of others.	Enhance and advocate for one's personal and others' fitness, safety and wellness through physical activity participation and/or leadership.	Promote practical and creative interventions that will create community connection and contribute to the health and wellness of the school community and its periphery.	
Participate in improving movement skills and other competencies for the development of human body by incorporating dance and music in activities and exercises.	2	2	2	1	0	2	1	
Develop the movement competencies of the learners together with good values and holistic well-being by integrating the physical fitness activities and exercises.	1	2	2	2	1	1	1	
Illustrate the various physical fitness activities and exercise by group and/or individuals to produce citizens with right attitude in all members in the society and their cultures they practiced to establish harmonious relationship with others.	2	2	1	2	1	1	2	
Participate in various school and class activities concerning fitness and well-being of individuals including creating of poems, songs, posters, and among others.	2	2	2	2	1	2	2	
Join in community activities/initiatives/ programs conducted by the municipal or baranggay such as fun run, zumba, and among others.	2	2	2	2	1	1	2	

Curriculum Mapping for PATHFIT 3 in Sports and Martial Arts

PATHFIT 3 (Sports/Martial Arts)	PROGRAM OUTCOMES							
	COURSE INTENDED LEARNING OUTCOMES	ACTIVE AND HEALTHY LIVING				ADVOCACY AND ACTION		
Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.	2	2	2	2	2	2	1	1
Execute the basic skills in games and sports learned from the course enhancing health and acquiring personal rewards.	2	2	2	2	2	2	1	1
Observe and interpret the values and wellness of individuals that can be derived from studying Games and Sports.	1	1	2	2	1	1	2	1
Create a mini-sport tournament to perform various skills, positions, and techniques of games and sports.	2	2	2	2	2	2	1	1
Integrate mental strategies such as planning, anticipating, and visualizing movement in gameplay	1	1	2	2	2	2	1	2
Integrate the ideas and skills to participate in different activities for holistic well-being not only in school but also in the community.	2	2	2	2	2	2	2	2

Curriculum Mapping for PATHFIT 3 in Menu of Dance

PATHFIT 3 (Menu of Dance)	PROGRAM OUTCOMES							
	COURSE INTENDED LEARNING OUTCOMES	ACTIVE AND HEALTHY LIVING				ADVOCACY AND ACTION		
Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.	2	2	2	2	2	2	1	1
Offer the heritage identity and literature to produce citizens that will critically choose cultures in their respective community in order maintain the development of society.	2	1	1	2	0	0	0	1
Utilize a working knowledge of the roles of movement education and various forms of dance with others which planning units and lessons.	2	2	2	2	0	0	1	2
Apply practical activities contributed by different individuals showing the movement skills and abilities with empathy from different traditional dance.	2	2	2	2	1	2	1	2
Perform the fundamental dance steps with accordance to rhythms and literature.	2	2	2	1	1	1	2	2
Perform all the dance learned from the course by conducting class presentations with costumes and props reiterating the competencies acquired.	2	2	2	2	1	2	2	2

Curriculum Mapping for PATHFIT 4 in Sports and Martial Arts

PATHFIT 4 (Sports/ Martial Arts)	PROGRAM OUTCOMES							
	COURSE INTENDED LEARNING OUTCOMES	ACTIVE AND HEALTHY LIVING				ADVOCACY AND ACTION		
Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.	2	2	2	2	2	2	1	1
Assess the performance of the students in the sports and activities utilizing the competencies and skills acquired in the course together with their health/wellness.	2	2	2	1	2	2	1	1
Execute the rules and regulations of the games together with techniques and strategies of the game.	2	2	2	2	2	2	1	2
Apply the skills, techniques, and strategies acquired in the course by playing the games and sports with respective teams.	2	2	2	2	2	2	1	2
Develop future leaders and athletes attitudes who provide the needs of others with high moral and ethical responsibilities in their culture by leading their group and activities to perform their tasks.	1	1	1	2	1	1	2	1
Create sports program that could help the community in enhancing their skills concerning games and sports.	2	2	2	2	2	2	2	2

Curriculum Mapping for PATHFIT 4 in Menu of Dance

PATHFIT 4 (Menu of Dance)	PROGRAM OUTCOMES							
COURSE INTENDED LEARNING OUTCOMES	ACTIVE AND HEALTHY LIVING				ADVOCACY AND ACTION			
	Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.	Adapt movement competencies to independent physical activity pursuits that are health-enhancing and personally rewarding.	Monitor progress and evaluate achievement of personal fitness and dietary goals.	Practice empathy, fair play; show respect for differing abilities (i.e., diversity) through interpersonal communication skills and emotional regulation during PA participation.	For sports, apply basic tactics (e.g. defense, offense, transition) in game situations.	Devise, apply and assess a range of strategies (i.e., exercise program design; goal-setting; periodic evaluation) to improve one's physical activity performances and those of others.	Enhance and advocate for one's personal and others' fitness, safety and wellness through physical activity participation and/or leadership.	Promote practical and creative interventions that will create community connection and contribute to the health and wellness of the school community and its periphery.
Read and perform the dance literature with correct countings in rhythms and beat.	2	1	2	1	0	1	1	2
Evaluate the performance of the students by performing their assigned tasks or dance in the class.	1	1	2	2	0	1	1	2
Perform advance dance steps with accordance to countings, rhythms, and literature.	2	2	2	2	1	1	1	2
Develop future leaders and professional dancers attitudes who provide the needs of others with high moral and ethical responsibilities in their culture by leading their group and activities to perform their tasks.	1	1	1	2	0	1	2	1
Conduct cultural show for the community with barangay, municipality or other partner industry of the university revealing all the learned competencies in the course with the grace and posture.	2	2	2	2	1	1	2	2