



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



**CHED Memorandum Order**  
**No. 39**  
**Series of 2021**

**SUBJECT : POLICIES, STANDARDS AND GUIDELINES ON THE IMPLEMENTATION OF TERTIARY PHYSICAL EDUCATION: PHYSICAL ACTIVITY TOWARDS HEALTH AND FITNESS (PATHFIT) COURSES**

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. 095-2019 dated February 26, 2019 the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission for the purpose of rationalizing physical education in the country with the end in view of keeping pace with the demand of global competitiveness; and, pursuant to Article XIV, Section 19 of the Philippine Constitution which mandates that:

*The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.*

**ARTICLE I**  
**INTRODUCTION**

**Section 1. Rationale and Background**

In order to "establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society" (Art.14 Sec.1), the Commission on Higher Education "shall set minimum standards for programs and institutions of higher learning" (R.A. 7722 Sec.8d) and "exercise reasonable supervision and regulation of all educational institutions (Art.14 Sec.2). This is in accordance with the constitutional mandate to "the State to protect and promote the right of all citizens to quality education at all levels" (Art.14).

It is therefore imperative to develop a coherent and cohesive curriculum across all levels and to be responsive to current education reforms: first, the K to 12 Enhanced Basic Education Program (EBEP), which is focused on developing the Filipino learners' 21<sup>st</sup> century skills that will empower them for work and higher education learning; and second, the new General Education Curriculum

(CMO No.20 Series 2013), which is aimed at “exposing undergraduate students to various domains of knowledge and ways of comprehending social and natural realities, [to develop their] intellectual competencies and civic capacities.”

The Tertiary Physical Education Program builds on the K to 12 PE Curriculum by serving as the cornerstone of physical activity promotion efforts for health, wellness and overall quality of life. It is more comprehensive as it encompasses physical activity (PA) learning experiences inside and outside of the class period, while providing coordinated opportunities for the students to engage in regular physical activities. Thus, PE shall consist of structured or formal instruction classes complemented by participation in physical activity-based clubs, intramural and extramural activities that support students in accessing, evaluating and making informed decisions about their own and others’ health, safety and wellness, and in achieving success from self-directed activities. As such, it will encompass opportunities for participation at all levels that range from fitness, play and recreation to competition. These learning experiences affirm the learners’ adulthood and significantly shape their sense of identity.

The Tertiary Physical Education Program is thus, consonant to the new GE curriculum (CMO 20, series of 2013) and is in conformity to the constitutional mandate that “the State shall promote physical education...for the development of a healthy and alert citizenry” (Article 14 Sec.19). This CMO, which consists of a set of minimum standards for all degree programs, applies to private and public higher education institutions in the country.

## **Section 2. Legal Bases**

Article 14, Section 19 of the 1987 Philippine Constitution mandates:

*“The State [to] promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the countries in cooperation with athletic clubs and other sectors.”*

Furthermore, Republic Act No. 5708, known as *The Schools Physical Education and Sports Development Act of 1969* provided for:

*“An integrated physical education and sports development program in all schools in the Philippines (Section 2)...the goal is to instill in young citizens a proper appreciation of the importance of physical development hand in hand with the mental development in individual and social activities (1) and the provision for “a well-*



*rounded physical education program must be addressed to physical growth, social training, and personal discipline for all pupils and students as well as superior athletic achievement for those who are psychologically inclined and physically gifted (2)."*

## **ARTICLE II GENERAL PROVISIONS**

### **Section 3. Integrated Purposes of the General, Higher and Physical Education**

One of the goals of general education as articulated by the Commission on Higher Education is "to help improve the Filipino quality of life." This succinctly expresses the aspiration of the Tertiary Physical Education Program. PE, more than any other subject in the curriculum, is much more direct. It is a subject that is directly applicable and relevant to a learner's life in school, out of school and even beyond school. Through PE, the learner can be more disciplined because the activities and tasks demand physical effort. When the learner independently engages in physical activities because he understands the benefits of caring for and nurturing one's health, he gains self-mastery. This self-mastery which is accompanied by self-confidence enables the learner to become more socially involved. This is not to say that individuals who are incapable of exercise or physical activities are deprived of living a full life, rather, those who are physically fit and healthy are more disposed to living a life of service for others.

PE, in recognizing this fundamental humanity of all, serves therefore as an important scaffold to the goal of producing "graduates imbued with values reflective of a humanist orientation, [who are equipped to] think through the ethical and social implications of a given course of action and are competent to learn continuously throughout life." Thus, the Filipino learner who is fully cognizant of his role in the life of the nation and the larger community will be able to live meaningfully in a complex, rapidly changing and globalized world by actively engaging himself in his community and the nation's development issues and concerns.

### **Section 4. Goals and Context of Physical Education**

Based on the World Health Organization's report (2010), physical inactivity is the fourth leading risk factor for global mortality. It has been shown that regular participation in physical activities reduces the risk of diseases brought about by sedentary lifestyle. Lack of physical activities has major implications for the general health of people worldwide and the prevalence of non-communicable diseases such as heart disease, diabetes, cancer and even depression. Hence, PE plays a unique role as the only subject in the curriculum that requires actual participation in physical activities. Since modern society has effectively engineered moderate-to-vigorous physical activities out of most workplaces, our homes, community and even in our recreational pursuits, the school ought to be the last institution to resist this.



Since the greatest resource of a nation is its citizens, the Tertiary PE Program takes on a public health and fitness orientation. PE is the key learning area in the school curriculum that focuses explicitly on making learners adapt to lifelong physical activity. It promotes an understanding of the centrality of movement in daily life, in all its forms.

It is essentially distinct from the senior high school PE, although it remains to be health-optimizing, because there are separate global recommendations for age groups 5-17 y/o and 18-64 (WHO, 2010) in terms of the frequency and duration of moderate to vigorous physical activities (MVPAs). Most of all, the Tertiary PE Program is distinct in terms of the competencies desired of learners with respect to their particular characteristics as young adults.

The Tertiary PE Program also aims to form constructive behaviors for managing the stress of academic demands; provide the necessary 'break' from sedentary activities in the classroom; cultivate school loyalty and patriotism through the sporting culture.

The Tertiary PE Program thus provides for appreciation for a variety of expression and engagement of physical activities and to ascertain that opportunities are inclusive of all contexts and learners.

HEIs are allowed to design course offerings that are 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 standards and outcomes, albeit by a different route. In the same vein, they have latitude in terms of curriculum delivery and in terms of specification and deployment of human and physical resources as long as they can show that the attainment of the program outcomes and satisfaction of program educational objectives can be assured by the alternative means they propose.

The HEIs can use the **CHED Implementation Handbook for Outcomes-Based Education (OBE)** in designing their PE program.

### **ARTICLE III PROGRAM SPECIFICATION**

#### **Section 5. Tertiary PE Program Standards**

The following are the outcomes of the tertiary PE program:

- 1) Active and Healthy Living.** This outcome is achieved through the adaptation of movement competencies to physical activity pursuits. Movement competency and confidence allows the learner to engage in a variety of moderate-to-vigorous physical activities resulting in improvements in one's fitness levels as well as optimizing health by way of reducing health

risk factors (i.e., physical inactivity, sedentary behaviors, stress). As part of healthy living, food and beverage consumption patterns are periodically evaluated based on dietary recommendations for the purpose of building healthy eating habits.

**2) Advocacy and Action.** At the individual level, this outcome is achieved through periodic evaluation of the learner's (a) physical activity levels, (b) fitness levels, and (c) dietary/eating patterns. Such evaluation is aimed at enhancing awareness and personal responsibility for making healthy choices (i.e., taking action). At the school and/or community level, the learner is provided with and/or seeks opportunities for participation in and/or lead (e.g. organize) physical activity-related events (e.g. intramurals, PA-based clubs, fitness and wellness activities, etc.). These opportunities enable them to interact with and positively influence others (i.e., advocacy).

STANDARDS	OUTCOMES
<b>Active and Healthy Living</b>	<ol style="list-style-type: none"> <li>1. Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.</li> <li>2. Adapt movement competencies to independent physical activity pursuits that are health-enhancing and personally rewarding.</li> <li>3. Monitor progress and evaluate achievement of personal fitness and dietary goals.</li> <li>4. Practice empathy, fair play; show respect for differing abilities (i.e., diversity) through interpersonal communication skills and emotional regulation during PA participation.</li> <li>5. For sports, apply basic tactics (e.g. defense, offense, transition) in game situations.</li> </ol>
<b>Advocacy and Action</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Enhance and advocate for one's personal and others' fitness, safety and wellness through physical activity participation and/or leadership.</li> <li>3. Promote practical and creative interventions that will create community connection and contribute to the health and wellness of the school community and its periphery.</li> </ol>



## Section 6. Program Scope and Guidelines

- 6.1. The Tertiary Physical Education Program shall consist of the following Physical Education courses with a total of 8 units. PE 1 (PATHFit 1) and PE 2 (PATHFit 2) are the core or foundation courses for PE 3 and 4 (PATHFit 3 & 4).
1. PE 1 – Physical Activities Toward Health and Fitness 1 (PATHFit 1):  
Movement Competency Training
  2. PE 2 – Physical Activities Toward Health and Fitness 2 (PATHFit 2):  
Exercise-based Fitness Activities
  3. PE 3 - Physical Activities Towards Health and Fitness 3 (PATHFit 3)  
Any of the following:
    - Dance (menu of courses)
    - Sports (menu of courses)
    - Martial Arts (menu of courses)
    - Group Exercise (e.g. aerobics, yoga, running for fitness, etc)
    - Outdoor and Adventure Activities
  4. PE 4 – Physical Activities Towards Health and Fitness 4 (PATHFit 4)  
Any of the following:
    - Dance (menu of courses)
    - Sports (menu of courses)
    - Martial Arts (menu of courses)
    - Group Exercise (e.g. aerobics, yoga, running for fitness, etc)
    - Outdoor and Adventure Activities
- 6.2. The achievement of course outcomes will also be facilitated through participation in moderate to vigorous physical activities outside of PE class time.
- 6.3. Class size is dependent on the nature of the physical activity. HEIs are required to undertake precautions to ensure the students' safety during movement performance and that there is adequate equipment and space.
- 6.4. The marks or PE grade shall be included in the computation of General Weighted Average (GWA) for all students, especially for scholastic honors.
- 6.5. No student shall be allowed to take more than one PE course per semester.
- 6.6. There shall be no exemptions in PE. Students with Additional Needs (SWANs) and students with prohibitive medical conditions that have been diagnosed by a physician shall have the teaching-learning activities modified accordingly to suit their needs and abilities.



6.7. Under no circumstances shall PE be substituted for other courses or activities (e.g. varsity).

6.8. There shall be adequate facilities and equipment relevant to the PE courses.

6.9. Completion of PE courses shall be a requirement for graduation.

## Section 7. Curriculum Map

PE Courses	Tertiary PE Program Standards and Outcomes							
	Active and Healthy Living					Advocacy and Promotion		
	1	2	3	4	5	1	2	3
PE 1 (PATHFit 1) – Movement Competency Training or MCT	A	A	E	R	R	E	R	A
PE 2 (PATHFit 2) – Exercise-based Fitness Activities	A	A	E	R	R	E	R	A
PE 3 (PATHFit 3) Choice of Dance, Sports, Martial Arts, Group Exercise, Outdoor and Adventure Activities	A	R	E	R	A	E	R	A
PE 4 (PATHFit 4) Choice of Dance, Sports, Martial Arts, Group Exercise, Outdoor and Adventure Activities	A	R	E	R	A	E	R	A

**Legend:**

- E – Enabling** – Facilitate the achievement of the program outcomes.
- R – Reinforced** – Enhancement of existing competency/contributory to the program outcomes
- A – Achieved** – The achievement of the intended outcomes of the program.

## Section 8. Administration and Faculty Requirement

In any institution of higher learning, there shall be a Unit/Department of Physical Education which shall service all the units (i.e., units, departments, schools, colleges) in consultation and coordination with the designated heads.

### A. Unit/Department Head/Chair

The unit/department head/chair must be employed full-time and must possess the following qualifications:

1. Holder of Master's degree in Physical Education or related fields (i.e., exercise science, teacher education, sports science);
2. With at least three (3) years of teaching experience in PE

## **B. Faculty**

Faculty teaching Physical Education courses should have the following qualifications:

1. At least 50% of the PE faculty must be employed full-time
2. Holder of Master's degree in PE or a related discipline and allied fields (i.e., exercise science, sports science)

## **Section 9. Laboratories and Facilities**

1. Classrooms with Technology Support
2. Sports and Fitness Equipment (for resistance training)
3. Fitness Assessment Equipment
4. Fitness Areas and Playing/Sports Facilities (e.g. courts)
5. Swimming Pool
6. Track and field oval

In the absence of facilities specified, the institution may execute a Memorandum of Agreement with nearby facilities.

## **ARTICLE III REPEALING CLAUSE**

**Section 10.** Any provision of this Order, which may thereafter be held not valid, shall not affect the remaining provisions.

**Section 11.** All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

## **ARTICLE IV TRANSITORY, EFFECTIVITY PROVISIONS**


**Section 12.** All HEIs are required to fully comply with all the requirements specified in this CMO three year after the date of its effectivity. However, the prescribed minimum curricular requirements in this CMO shall be implemented starting Academic Year 2021-2022.

**Section 13.** For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, and the Manual of Regulations for Private Higher Education (MORPHE) per CMO No. 40, series of 2008 and other related laws.

**Section 14.** State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) shall also comply with the requirements herein set forth.

**Section 15.** This Order shall take effect after its publication in the Official Gazette or Newspaper of General Circulation.

Quezon City, Philippines Dec. 31, 2021

  
**J. PROSPERO E. DE VERA III, DPA**  
Chairman  
Commission on Higher Education

*Attachments:*

*ANNEX A – Description of Courses*

*ANNEX B – Sample Syllabus*



**ANNEX A**  
**DESCRIPTION OF PATHFIT COURSES**

<b>Course Title</b>	<b>PE 1: Physical Activities Toward Health and Fitness 1 (PATHFit 1): Movement Competency Training</b>
<b>Course Description</b>	This course reintroduces the fundamental movement patterns that consist of non-locomotor and locomotor skills, which are integrated with core training to meet the demands of functional fitness and physical activity performance. Emphasis will be on exercise regression and progression for the enhancement of fitness and the adaptation of movement competencies to independent physical activity pursuits. In conjunction with fitness and wellness concepts, exercise and healthy eating principles, periodic evaluation will be conducted of one's level of fitness and physical activity, as well as eating patterns to monitor one's progress and achievement of personal fitness and dietary goals.
<b>Credit Units</b>	2 units

<b>Course Title</b>	<b>PE 2: Physical Activities Toward Health and Fitness 2 (PATHFit 2): Exercise-based Fitness Activities</b>
<b>Course Description</b>	This course builds on the foundation of motor skills achieved through core training. It will provide experiences in a variety of exercise programs for the purpose of maintaining and enhancing cardiorespiratory and musculoskeletal fitness (i.e., core stability, muscle strength, endurance and power). It includes speed and agility training with a focus on body coordination and balance. In conjunction with fitness and wellness concepts, exercise and healthy eating principles, learners will be able to enhance their fitness through goal setting and application of the exercise principles ( <i>i.e., frequency, intensity, time, type, progression, and volume</i> ); adapt their movement competencies to independent physical activity (PA) pursuits and periodically evaluate their PA and eating patterns to monitor their progress and achievement of personal fitness and dietary goals.
<b>Credit Units</b>	2 units
<b>Prerequisite</b>	PE 1/PATHFit 1



<b>Course Title</b>	<b>PE 3: Physical Activities Toward Health and Fitness 3 (PATHFit 3) Menu of Dance, Sports, Martial Arts, Group Exercise, Outdoor and Adventure Activities</b>
<p data-bbox="213 465 395 577"><b>Course Description Template</b></p> <p data-bbox="213 779 395 891"><b>(1) Sample Sport- Basketball;</b></p> <p data-bbox="213 1126 395 1238"><b>(2) Sample Martial Arts- Taekwondo</b></p> <p data-bbox="213 1787 395 1966"><b>(3) Sample Outdoor and Adventure Activities</b></p>	<p data-bbox="418 465 1297 734">_____ (Name of activity) is a _____ (nature of the activity/game objective). It involves the fundamental techniques that include _____. Through skills training, exercise drills, game play and independent or self-directed PAs, fitness levels will be enhanced. In conjunction with this, fitness levels, PA participation and dietary/eating patterns are evaluated to monitor one's progress and achievement of personal fitness and dietary goals.</p> <p data-bbox="418 779 1297 1115">Basketball is a game played by two teams who score points by getting the ball into the opposing team's hoop or basket. Players move the ball by dribbling and passing. This course tackles the fundamental skills of the sport that include footwork, ball control (dribbling, passing, shooting), individual moves (offense and defense), basic team offense and defense. Through skills training, game play and independent pursuits of physical activity (PA), fitness levels will be enhanced. PA and eating habits are also periodically evaluated to monitor one's progress and achievement of personal fitness and dietary goals.</p> <p data-bbox="418 1149 1297 1373">Taekwondo is a Korean martial art turned modern Olympic sport emphasizing kicking techniques from a mobile stance. The course provides instruction and practice in the differing techniques necessary for white-belt degree for the learner to experience taekwondo as a combination of sport, exercise, self-defense and/or combat, and philosophy. Through taekwondo, the course:</p> <ol data-bbox="518 1384 1297 1787" style="list-style-type: none"> <li>1. Challenges one's current capabilities through developmentally appropriate physical activity (PA) experiences for the improvement and maintenance of fitness levels;</li> <li>2. Provides game situations and/or sparring sessions for the adaptation, transfer and improvisation of movement skills, sporting techniques and tactics;</li> <li>3. Periodically evaluates one's PA and eating habits as bases for personal goal-setting, planning and participation in self-directed PAs;</li> <li>4. Provides opportunities for success through developmentally competitive experiences.</li> </ol> <p data-bbox="418 1821 1297 2040">This course on recreational activities are associated with outdoor, natural or semi-natural settings that include but are not limited to land navigation (e.g. orienteering), camping and mountaineering (e.g. hiking/trekking). These activities enable the learners to move safely (includes first aid) and competently in such settings by building a positive relationship with the environment and promoting their sustainable use (e.g. <i>Leave No Trace Principles</i>).</p>

<p><b>(4) Sample Dance Activities – Philippine Traditional Dances</b></p>	<p>The course (1) provides moderate-to-vigorous physical activity (PA) experiences for the development of fitness through outdoor recreational activities; (2) conducts periodic evaluation of fitness levels; PA and eating habits to monitor one's progress and achievement of personal fitness and dietary goals, and (3) provides recreational leadership opportunities.</p> <p>Learning Philippine Traditional Dances both provide fitness benefits and cultural sensitivity. The course introduces the nature of dance and its fitness benefits. It involves the fundamental techniques that include movement skills. Through skills training, exercise drills, dance participation and independent or self-directed PAs, fitness levels will be enhanced. In conjunction with this, fitness levels, PA participation and dietary/eating patterns are evaluated to monitor one's progress and achievement of personal fitness and dietary goals.</p>
<p><b>Credit Units</b></p>	<p>2 units</p>
<p><b>Prerequisite</b></p>	<p>PE 1 &amp; 2/PATHFit 1 &amp; 2</p>

<p><b>Course Title</b></p>	<p><b>PE 4: Physical Activities Toward Health and Fitness 4 (PATHFit 4) Menu of Dance, Sports, Group Exercise, Outdoor and Adventure Activities</b></p>
<p><b>Course Description</b></p>	<p>Refer to PATHFit 3 above</p>
<p><b>Credit Units</b></p>	<p>2 units</p>
<p><b>Prerequisite</b></p>	<p>PE 1 &amp; 2/PATHFit 1 &amp; 2</p>

**ANNEX B  
SAMPLE SYLLABUS**

<b>Course Title</b>	<b>PE 1: Physical Activities Toward Health and Fitness 1 (PATHFit 1): Movement Competency Training</b>	
<b>Course Description</b>	This course reintroduces the fundamental movement patterns that consist of non-locomotor and locomotor skills, which are integrated with core training to meet the demands of functional fitness and physical activity performance. Emphasis will be on exercise regression and progression for the enhancement of fitness and the adaptation of movement competencies to independent physical activity pursuits. In conjunction with fitness and wellness concepts, exercise and healthy eating principles, periodic evaluation of one's fitness and physical activity levels, as well as eating patterns will be conducted to monitor one's progress and achievement of personal fitness and dietary goals.	
<b>Credit Units</b>	2 units	
	<b>Topics</b>	<b>Outcomes</b>
	<b>1. Physical Fitness</b>	<b>Improve fitness from baseline (pre-test) levels</b>
	a. Fitness Concepts	Relate fitness concepts to personal PA experiences (past and present)
	b. Fitness and physical activity (PA) assessments	Interpret assessment results; Independently participate in physical activities outside of PE classes
	c. Exercise Prescriptions	Establish fitness goals
	d. MFIT principles	Design an individualized exercise program; Train at a level to match one's needs and abilities
	e. Training principles (overload, progression, variety, specificity, warm-up and cool-down)	Monitor progress towards fitness goals; Adjust training variables appropriately
	<b>2. Activity-specific skills</b>	<b>Display movement competence and confidence</b>
	<b>a. Non-locomotor skills</b> <ul style="list-style-type: none"> <li>● Bracing the core</li> <li>● Dead bug series</li> <li>● Rolling</li> <li>● Bird dog series</li> <li>● Press up, scapular protraction &amp; retraction</li> <li>● Plank series</li> <li>● Squat series</li> </ul>	Adapt fundamental movement competencies in an exercise program

<p><b>b. Locomotor skills</b></p> <ul style="list-style-type: none"> <li>• Crawl and creep</li> <li>• Landing and Jumping</li> <li>• Throwing</li> <li>• Linear movements (hop, skip, leap or bound, jog, run)</li> <li>• Lateral movements (slide, crossover, grapevine)</li> </ul>	
<p><b>3. Activity-specific skills</b></p>	<p><b>Display movement competence and confidence</b></p>
<p>a. Basic resistance training movement patterns</p> <ul style="list-style-type: none"> <li>• Lower body: squat, lunge &amp; hinge</li> <li>• Upper body: horizontal pull &amp; push; vertical pull &amp; push</li> <li>• Lifting and throwing</li> </ul>	<p>Execute proper exercise techniques while using a variety of resistance training equipment; Observe safety procedures in the use of exercise equipment and facilities</p>
<p><b>4. Healthy Eating Habits</b></p>	<p><b>Evaluate a personal food log based on dietary recommendations</b></p>
<p>a. Nutrients, their functions and recommended intake</p>	<p>Interpret food labels accurately</p>
<p>b. Eating practices</p>	<p>Critique health claims of food products and popular dietary practices; Identify credible sources of information</p>

