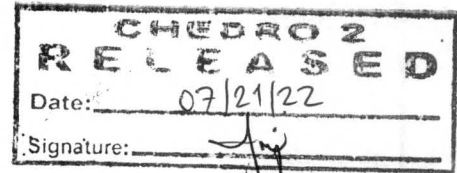




Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION
Region 02



REGIONAL MEMORANDUM ORDER
No.208, series of 2022

FOR : ALL PRESIDENTS/OFFICERS-IN-CHARGE/HEADS OF PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs) IN REGION 02

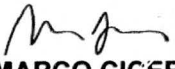
SUBJECT : CHED MEMORANDUM ORDER (CMO) NO. 08, SERIES OF 2022, "GUIDELINES ON THE TERTIARY SPORTS DEVELOPMENT PROGRAM (TSDP)"

DATE : JULY 19, 2022

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994", the Commission on Higher Education Regional Office 2 hereby disseminates a copy of the **CHED Memorandum Order No. 08, series of 2022, "Guidelines on the Tertiary Sports Development Program (TSDP)"**, for information and guidance.

Pursuant to the provisions of Republic Act No. 11180, otherwise known as the "Athletic Programs Report Act", all HEIs shall submit annual and individual Athletic Programs Report to the Commission on Higher Education. The gathering of annual and comprehensive data on athletic programs of HEIs shall aid in the data-driven decision-making of the national government in the fulfillment of its mandates related to sports. Further, a consolidated Athletic Programs Report in the Higher Education Sector shall be produced by CHED for reference and perusal of stakeholders

Wide dissemination of this memorandum is desired.


Digitally signed by Marco
Cicero F. Domingo
Date: 2022.07.21 12:55:37
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ATTY. MARCO CICERO F. DOMINGO
OIC-Director IV

Encl.: as stated

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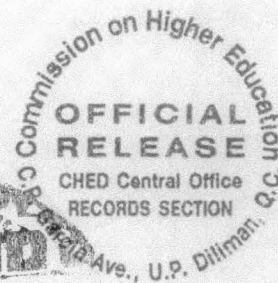
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Thank you.

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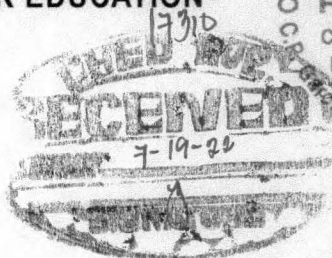
Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER

No. 08

Series of 2022



SUBJECT : GUIDELINES ON THE TERTIARY SPORTS DEVELOPMENT PROGRAM (TSDP)

I. INTRODUCTION

In accordance with the pertinent provisions of Article XIV, Section 19 of the Philippine Constitution stating the promotion of physical education, sports programs, competitions, and training in educational institutions, Republic Act No. 5708, otherwise known as "*The Schools Physical Education and Sports Development Act of 1969*", Republic Act (RA) No. 7722, otherwise known as the "*Higher Education Act of 1994*", and Republic Act No. 11180, otherwise known as "*An Act Requiring Higher Education Institutions to Report Participation and Program Support Expenditures in All College Athletic Programs*", and by virtue of Commission *en banc* (CEB) Resolution No. 651-2021 dated October 19, 2021, the following guidelines are hereby adopted and promulgated by the Commission in the establishment of Tertiary Sports Development Program (TSDP).

Sports is an essential tool in the foundation of human development and it supports the academic mission of educational institutions. Although sometimes considered as a diversion or hobby, educational institutions should lead in promoting sports as a critical component of a good educational program in achieving better academic performance and holistic development of students. It is therefore important to enhance sports development programs and initiatives across all HEIs in order to bridge the gap between basic education sports and nonprofessional elite sports.

Thus, this issuance shall serve as a guide for Higher Education Institutions (HEIs) in the establishment of TSDPs and in the realignment of existing sports development programs. It includes the conceptual framework for the harmonization of TSDP in the country, as well as a set of minimum activities, outputs, and outcomes.

II. OBJECTIVES

CHED aims to promote sports that are inclusive for all, with equal distribution of opportunities and responsibilities in building true characters and leadership, and to establish a holistic sports development program at the tertiary education level, in the quest for academic excellence, youth development, and good citizenry through the specific objectives:

1. To advance sports as one of the priority components of the tertiary education system;
2. To advocate the positive effect of sports on health promotion, values formation, human development, responsible citizenry, and total wellness;
3. To uphold the virtue of inclusion, diversity, and equality that promotes sports for all;
4. To integrate sports education and training skills development for the internationalization of tertiary sports;
5. To create a long-term athlete's program in developing world-class athletes;
6. To make a student-athlete career pathway that gives them a clear direction and security for their future after graduation;
7. To invest in the accreditation and certification of sports coaches and in improved sports facilities;
8. To form an engaged community in sports through consortia of HEIs for Tertiary Sports Initiatives
9. To establish a strategic and functional sports organizational structure in every HEI;
10. To improve HEI sports equipment and facilities;
11. To rally stakeholders and community members to participate in sports events; and,
12. To use Athletic Programs Report of HEIs in making data-driven decisions in the fulfillment of mandates related to tertiary sports.

III. SCOPE AND COVERAGE

The TSDP focuses on extracurricular activities related to sports, on top of the mandatory physical education courses, enjoining the participation of all tertiary students, faculty and staff, and members of the community. This covers all State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs), and Private HEIs, including all their campuses/branches. CHED and HEIs shall lead partnerships and collaboration with key organizations such as but not limited to tertiary sports associations, national government agencies, local government units, and/or private sports organizations.

IV. TERTIARY SPORTS DEVELOPMENT PROGRAM (TSDP) FRAMEWORK

The Tertiary Sports Development Program Framework serves as a guide in the fulfillment of mandates related to sports at the tertiary level. This shall encourage the participation of HEIs in sports by providing them opportunities to be involved and develop their own strategic sports program to the highest international standard. The HEIs serve as the bridge to linking the development of sports programs to produce world-class student-athletes. Further, HEIs are allowed to design activities for their Sports Development Program, as well as other strategic initiatives that are suited to their contexts and missions provided that they should be aligned to this framework.



CHED, as the governing body for Philippine higher education, shall produce globally-competitive students through a holistic approach integrating sports as an essential key to producing a healthy and active citizenry. The Commission shall oversee the implementation of sports development programs in the higher education sector. CHED shall spearhead the collaboration with various stakeholders in the attainment of four (4) major outcomes of the TSDP:

1. World-Class Athletes

The TSDP is critical in the formation of globally competitive student-athletes.

2. Lifelong Sports and Wellness Advocates

All students, faculty and staff, and beneficiaries of TSDP from the community shall become lifelong sports and wellness advocates.

3. Supportive Sports Leaders and Associations

The implementation of the TSDP, with emphasis on the roles of key stakeholders in its fulfillment, will result in supportive sports leaders and associations.

4. Healthy and Active Citizenry

Through the promotion of sports programs, members of the higher education sector and partner communities will become healthy and active citizens of the country.

All HEIs and concerned organizations are enjoined to anchor all programs and initiatives for sports development in the conceptual framework outlined in *Figure 1*.

V. SPECIFIC GUIDELINES

This section provides guidelines on the minimum set of activities, outputs, and outcomes of the TSDP.

A. Sports Organizational Structure

1. The strategic and functional organizational structure shall guide higher education institutions (HEIs) in their implementation of comprehensive and structured university or college-based sports programs.
2. All HEIs shall establish a **Sports and Wellness Development Committee** that can efficiently handle and operate the implementation of school sports and wellness development programs in their respective universities and colleges. They will also be in-charge in drafting policies, guidelines, and other issuances related to sports and wellness development. This may include the transitioning of sports activities into the new normal. For HEIs with an office/committee/group that performs similar roles and responsibilities, this shall serve as their Sports and Wellness Development Committee.





Figure 1. Tertiary Sports Development Program Framework



The Sports and Wellness Development Committee may be constituted of a Sports Director, Sports Marketing Officers, Fitness Coaches, Sports Club Moderators, and Sports Coaches, at a minimum.

a. Sports Director / Athletic Director

The Sports Director or Athletic Director must be employed full-time and must possess explicit leadership in establishing the TSDP in his respective institution.

b. Coaching Staff

- **Head Coach** - A licensed professional coach with experience in the specific sport he/she will be assigned to train and develop the student-athletes not only to be good players but to be good students and citizens.
- **Internal Coaches** - Licensed and certified teachers/coaches in related sports disciplines and with a good athletic background to ensure that the highest standards of sports education and skills training will be achieved.

c. Sports Marketing Officers

He/she will be assigned to the promotion of school sports, physical fitness, and wellness inside the school and as well as the community. Sports Marketing Officers shall promote the TSDP through regular activities and initiatives on school sports programs.

d. Sports Club Moderators

Licensed and certified teachers or coaches in related disciplines in sports who can train and facilitate classes with students for recreation, fitness, and talent identification purposes.

B. Sports Education and Skills Training Program

1. An institutionalized sports education and training skills program for the tertiary level coaching, officiating, and judging should be consistent and aligned to the international standards and best practices worldwide.
2. The promotion of tertiary sports education and skills training in all aspects of sports development should include the student-athletes, coaches, and administrators including the conduct of the competition.
3. A development program should provide the necessary skills, knowledge, attitudes, and as well as an appreciation of student-athletes and coaches.



C. Career Pathways for Graduating Student-Athletes

A program must be created in order to build career pathways and opportunities for student-athletes that give them a clear direction and security for their future after graduation. This focuses on programs to be provided to the tertiary student-athlete and ensure a quality of life so they can become a contributor to the development of society after school.

D. Long-Term Athletes Development Plan

The Sports and Wellness Development Committee of each HEI shall craft and recommend a Long-Term Athletes Development Plan for Tertiary Sports. The main objective of this initiative is to focus on the developmental cycle of student-athletes geared towards their participation in high sports performance. It will serve as the road map to produce world-class athletes.

E. Athletic Programs Report

Pursuant to the provisions of Republic Act No. 11180 or the Athletic Programs Report Act, all HEIs shall submit annual and individual Athletic Programs Report to CHED. The gathering of annual comprehensive data on athletic programs of HEIs shall aid in the data-driven decision-making of the national government in the fulfillment of its mandates related to sports. Further, a consolidated Athletic Programs Report in the Higher Education Sector shall be produced by CHED for reference and perusal of stakeholders.

F. Recommended Sports Laboratories and Facilities

The following facilities are recommended to be available in each HEI:

1. Multi-purpose Community Hall
2. Gymnasium
3. Football Field
4. Dormitory for Student-Athletes and Coaches
5. Health-related and Skills Assessment Tools
6. Sports Nutrition Assessment Tools
7. Sports Rehabilitation Clinic
8. Swimming Pool*
9. Track and Field Oval*
10. Sports and Fitness Equipment*
11. Fitness Areas and Playing/Sports Facilities (e.g. courts)*



*Required under CMO No. 39, series of 2021¹. However, in the absence of facilities specified, an HEI may execute a Memorandum of Agreement with the local government units (LGU) and other nearby facilities.

VI. ROLES AND RESPONSIBILITIES

A. CHED

1. Formulate policies and guidelines in relation to tertiary sports;
2. Assist HEIs in the development of their sports programs;
3. Provide sports and wellness grants to HEIs;
4. Partner with government agencies and sports associations in the implementation of sports programs and competitions;
5. Supervise the conduct of all tertiary sports competitions;
6. Lead sports education and skill training development projects;
7. Facilitate coach certification and accreditation; and,
8. Issue Athletic Programs Report for higher education.

B. HEI

1. Undertake regular sports activities throughout the country in cooperation with sports associations, athletic clubs, and other relevant sectors;
2. Provide equal opportunities for both male and female student-athletes in terms of training and participation in sports activities and competitions;
3. Conduct programs, projects, and initiatives in line with the Tertiary Sports Development Program Framework;
4. Provide opportunities for students to participate in sports for recreation, wellness, and talent identification purposes;
5. Establish a Sports and Wellness Development Committee;
6. Create Student-Athlete Development Plan and Career Pathways for Graduating Athletes;
7. Report athletic programs to CHED (refer to provisions of RA No. 11180 for the data to be reported);
8. Conduct training and seminars for student-athletes and coaches; and,
9. Lead the participation of student-athletes in local, national, and international competitions.

C. Tertiary Sports Associations

1. Implement tertiary sports competition;
2. Participate in the formulation of policies and guidelines in relation to tertiary sports, as requested; and,
3. Partner with HEIs and government agencies in sports advocacies.

¹ CHED Memorandum Order No. 39 series of 2021 – Policies, Standards and Guidelines on the Implementation of Tertiary Physical Education: Physical Activity Towards Health and Fitness (PATHFIT) Courses



D. Partner Government Agencies

1. Participate in the formulation of policies and guidelines in relation to tertiary sports, as requested;
2. Partner with CHED and HEIs in the development of their sports programs
3. Provide technical expertise in sports education and skill training development projects, as requested; and,
4. Assist CHED in coach certification and accreditation.

VII. REPEALING CLAUSE

Any provision of this CMO, which may thereafter be held not valid, shall not affect the remaining provisions. All CHED issuances or parts thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

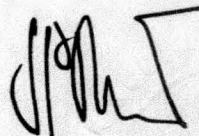
VIII. SEPARABILITY CLAUSE

Should any provision of these Guidelines or any part thereof be held unconstitutional or invalid, the other provisions, insofar as they are separable from the invalid ones, shall remain in full force and effect.

IX. EFFECTIVITY

These Guidelines shall take effect immediately.

Quezon City, Philippines, July 18, 2022.



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

