

DEPARTMENT OF COMMUNITY DEVELOPMENT
College of Social Work and Community Development
University of the Philippines Diliman

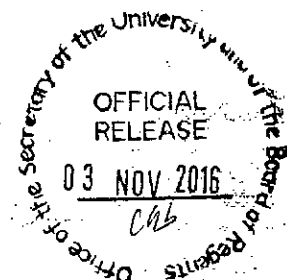
**PROPOSED CURRICULAR REVISION OF THE
MASTER OF COMMUNITY DEVELOPMENT PROGRAM**

I. Background/Rationale

Since the late 1960s, the Department of Community Development at the College of Social Work and Community Development, University of the Philippines Diliman offers graduate and undergraduate academic degrees in Community Development (CD) that seek to educate competent CD professionals who are committed to peoples' empowerment and participation, sustainable development and gender equity. From its beginnings as a service delivery mechanism of government programs in the 1950s, CD as an academic discipline has evolved in response to the dynamic character of social development. The growing concern for popular participation and social equity has brought to fore the need for integrated strategies of community organizing and mobilization, planning and management of development projects and programs, community resources management, and capacity building of grassroots leaders and organizations.

As Philippine society face constant change, the CD discipline is determined to maintain its relevance and appropriateness through continuous review and adjustments in its academic curriculum, teaching approaches and methods, and through continuing engagement with grassroots communities, civil society organizations and government agencies which embodies the University's commitment to academic excellence and public service in the context of nation building.

The present curriculum for the Master of Community Development (MCD) program of the Department of Community Development was approved and implemented in 2006. It is designed for advanced training of Community Development professionals who are equipped with knowledge, skills, attitudes and values necessary for competent leadership in the conceptualization, development and management of participatory, gender responsive and empowering Community Development programs as well as in working effectively with women and men in various settings – group, community, organizations and institutions. With the increasing number of schools and organizations offering formal and non-formal courses in Community Development, the graduate program is also a preparation for teaching the discipline.



The MCD curriculum is organized into several clusters, each designed to achieve specific objectives:

Major Courses: Composed of seven (7) courses designed to provide a firm foundation of the basic theories, approaches, strategies and programs in community development within the context of Philippine communities;

Area of Study: Aims to develop specific knowledge and competencies in three areas deemed crucial to the advancement of CD theory and practice, namely: 1) Community Organizing Practice, 2) Community Development Planning, and 3) Community Leadership and Organizational Development. The students are required to take a total of nine (9) units in one area of study or by combining courses from any of the three areas of study;

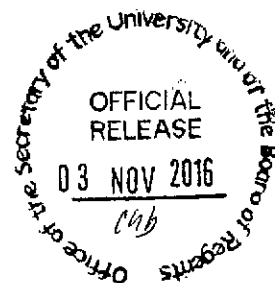
CD Electives/Cognates: These subjects are intended to provide in-depth analysis of selected issues and problems related to community development and/or develop broader understanding of the CD discipline from the perspective of allied or related disciplines (e.g., social work, women and development, public administration, urban and regional planning, economics, political science, anthropology, history, sociology, geography, psychology, labor studies, mass communications, and education);

CD Fieldwork: The supervised field instruction aims to provide direct experience and practice for field-testing and enriching knowledge gained in the classroom;

Thesis or Comprehensive Examination: Two tracks are offered from which students can choose depending on their interest and needs: Plan A is the thesis track with no comprehensive examination; while Plan B is the Comprehensive Examination track without thesis.

A summary of the MCD curricular framework is provided below:

Requirements	MCD Plan A	MCD Plan B
Major Courses	21	21
Area of Study	9	9
CD Electives or Cognates	--	6
CD Fieldwork	3	3
Thesis	6	--
Comprehensive Examination	--	Required
Total Number of Units	39	39



For almost 10 years of implementing the 2006 MCD program, the department has seen changes in the conditions of our students, their organization affiliation and social situation. These warrant changes in the current curriculum.

- a. The profile of graduate students admitted to the program: In the past, graduate students mostly came from non-government organizations and

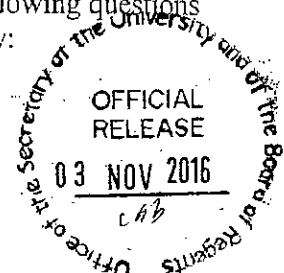
1 government agencies who had some amount of experience in
 2 development work but did not have sufficient educational background.
 3 They enrolled in the graduate program with a desire to enhance their
 4 knowledge and skills in the field of community development. However,
 5 this profile has changed. While there are still students coming from the
 6 sectors mentioned above, students from private business corporations,
 7 local government units, religious organizations and academic
 8 institutions have now entered the program. They come from different
 9 educational backgrounds, e.g., social sciences, business, education,
 10 health sciences. Many of them have some experience in volunteer work
 11 or are inspired by what they see as humanitarian work but do not have
 12 any concrete experience in community organizing and community
 13 development.

- 14
- 15 b. Organizations where graduates work: In the past, most graduates of the
 16 program worked with non-government organizations (both local and
 17 international), people's organizations and some government agencies.
 18 However, with the growing recognition of the importance of community
 19 participation in development programs and bottom-up approaches, more
 20 government agencies (e.g. DSWD, DILG and DOST) and local
 21 government units have been hiring community development graduates.
 22
- 23 c. Society's conditions: Government and economists are proud of the
 24 unprecedented economic growth of the country, which is debatable from
 25 the standpoint of income equity and equality. Poverty levels have not
 26 improved drastically; in fact, have worsened in some geographic areas
 27 and sectors due to calamities and conflicts. Moreover, natural hazards
 28 have become worse and disasters have been more frequent. These have
 29 resulted to making inclusive growth and development more elusive.
 30

31 Aside from the external and internal environmental scanning of the CD discipline,
 32 the Department conducted a review of the various CD academic programs offered
 33 in other universities here and abroad. Courses related to development planning and
 34 research skills are common in all programs. Universities tend to stress some
 35 themes or issues which are relevant to their geographic area, e.g. some universities
 36 focus on indigenous peoples (IP) and community development where IP population
 37 is high; and, mining and CD is emphasized if this is evident in their area.
 38

39 The current graduate program in CD would like to maintain its strengths in the
 40 fields of community organizing and organizational development, as well as on
 41 some specific themes such as building community resilience, disaster risk reduction
 42 and management strategies, and community peace building. The program is
 43 likewise strong in the field of multi-disciplinary approaches and using multi-
 44 sectoral efforts in addressing community issues.
 45

46 Given the above concerns in the current program, we posed the following questions
 47 that were discussed in the process of this current curriculum review:
 48



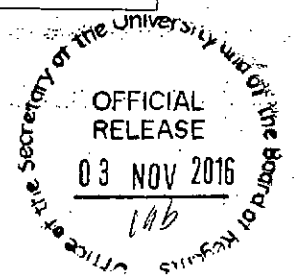
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17

- What areas of specialization need to be updated;
- How to instill the passion for service among the students;
- How to ensure that the CD graduate is grounded on community realities;
- How the courses can be further enhanced using participatory and facilitative methods;
- How can the program contribute to other local and international CD programs; and
- How the graduates can be better equipped to face the challenges in a very complex community setting.

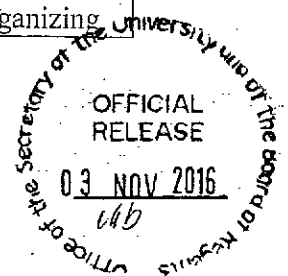
Responding to the aforementioned concerns and questions require changes in the curricular program, as well as teaching strategies used. It is for this reason that the following changes in the MCD curriculum are proposed.

II. Summary of Revisions

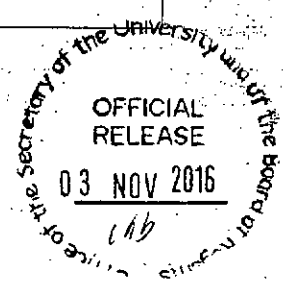
Revision of Courses		
Change in Course Title, Description, and Prerequisite		
	Existing	Proposed
1	<p>CD 242 Community Development Training. Perspectives and practice in planning, conducting and evaluating participatory training for community groups, development practitioners and professionals.</p> <p>Prerequisite: None</p>	<p>CD 242 Participatory Education and Learning Strategies in Community Development. Perspectives and practice in planning, implementation and evaluation of participatory education and learning strategies for community leaders and groups, development practitioners and professionals in the context of Community Development.</p> <p>Prerequisite: CD 241 for majors or COI for non-majors</p>
Change in Course Number, Description, and Prerequisite		
1	<p>CD 237 National and International Policies, Legislation and Covenants in Community Development. Survey of selected national and international development policies, legislation and covenants and their implications to Community Development.</p> <p>Prerequisites: CD 201, CD 221</p>	<p>CD 203 National and International Policies, Legislation and Covenants in Community Development. Review and critique of selected national and international development policies, legislations and covenants and their implications for Community Development.</p> <p>Prerequisite: CD 201 for majors or COI for non-majors</p>



Change in Course Title and Description		
1	CD 201 Social Structures and Processes in the Philippine Communities. Analysis of the development of Philippine communities from a historical, socio-economic, political and gender perspective, with emphasis on the problems and prospects of community development.	CD 201 Philippine Social Realities and Community Development. Analysis of the development of Philippine communities from historical, socio-economic, political, cultural, rights-based and gender perspectives with emphasis on the problems and prospects of Community Development.
2	CD 235 Community-Based Disaster Risk Management (CBDRM). Perspectives and practice in disaster risk prevention, mitigation, preparedness, response and rehabilitation through community-based approach.	CD 235 Community-Based Disaster Risk Reduction and Management (CBDRRM). Perspectives and practices in community-based disaster risk prevention and mitigation, preparedness, response, and recovery and rehabilitation, with climate change context as a consideration.
3	CD 243 Managing Conflicts in Community-Based and Social Development Organizations. Perspectives and practice in the management and resolution of interpersonal and group conflicts in community-based and service-oriented organizations.	CD 243 Participatory Management of Community-Based and Social Development Organizations. Participatory and gender-responsive perspectives, approaches and strategies in the management of community-based and intermediary social development organizations.
Change in Course Description, Prerequisite, and Credit Units		
1	CD 234 Community-Based Resource Management. Concepts, principles, processes, trends and issues in community-based resource management. Prerequisite: CD 231 Credit: 2-3 units	CD 234 Community-Based Resource Management. Concepts, principles, processes, trends and issues in the planning and management of community-based resources. Prerequisite: CD 231 for majors or COI for non-majors Credit: 3 units
Change in Course Description		
1	CD 221 Advanced Community Organizing. Theories, strategies, processes and techniques in gender responsive, empowering and sustainable community organizing practice.	CD 221 Advanced Community Organizing. Theories and critique of strategies, processes and techniques in gender responsive, rights-based, empowering and sustainable community organizing



		practice.
2	CD 226 Re-building Displaced Communities. Perspectives, processes and issues in re-building displaced communities affected by development projects, conflicts, socio-political seclusion and discrimination.	CD 226 Re-building Displaced Communities. Perspectives, processes and issues in re-building displaced communities affected by development projects, conflicts, violence and disasters.
Change in Prerequisite		
1	CD 232 Development and Management of CD Programs and Projects. Prerequisite: CD 231	CD 232 Development and Management of CD Programs and Projects. Prerequisite: CD 231 for majors or COI for non-majors
2	CD 233 Participatory Monitoring and Evaluation in Community Development. Prerequisite: CD 231	CD 233 Participatory Monitoring and Evaluation in Community Development. Prerequisite: CD 231 for majors or COI for non-majors
3	CD 280 Field Instruction. Prerequisite: None	CD 280 Field Instruction. Prerequisites: 18 units of core courses (CD 201, CD 202, CD 221, CD 231, CD 241, CD 291)
4	CD 291 Community Development Research I. Prerequisite: CD 190 (<i>formerly CD 198</i>) or equivalent	CD 291 Community Development Research I. Prerequisites: CD 201, CD 202, and any two of the following core courses: CD 221, CD 231 or CD 241 (12 units of major courses)
5	CD 292 Community Development Research II. Prerequisite: CD 291, CD 190 (<i>formerly CD 198</i>) or equivalent	CD 292 Community Development Research II. Prerequisite: CD 291
Change in Course Number		
1	CD 227 Community Conflict Resolution and Peace Building Strategies for Community Development.	CD 224 Community Conflict Resolution and Peace Building Strategies for Community Development.
Change in Credit Units		
1	CD 202 Development Theories in Community Development Credit: 2-3 units	CD 202 Development Theories in Community Development Credit: 3 units



Changes in Program Requirement		
1	Changes in admission requirements	
	Minimum admission requirements as indicated in the UPD General Catalogue.	To add the following provisions: Minimum of one year relevant experience in the field of community and social development maybe required for non-BSCD graduates; or Students admitted to the graduate program may be required to enrol and pass CD 110 or its equivalent, depending on the evaluation of the Student Admissions and Welfare Committee of the department.
2	Change in distribution of courses for Plan A (thesis track)	
	Core courses: 21 Area of study: 9 Cognates: 0 CD Fieldwork: 3 Thesis: 6 Total: 39	Core courses: 21 Area of study: 6 to 9 Cognates: 0 to 3 CD Fieldwork: 3 Thesis: 6 Total: 39

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

III. Revision of Courses

A. Change in Course Title, Description, and Prerequisite

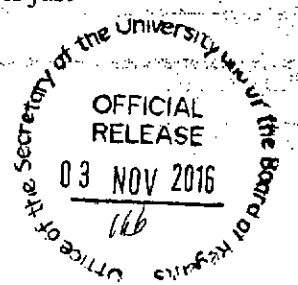
From : **CD 242 Community Development Training.**
Perspectives and practice in planning, conducting and evaluating participatory training for community groups, development practitioners and professionals.

Prerequisite: None

To : **CD 242 Participatory Education and Learning Strategies in Community Development.**
Perspectives and practice in planning, implementation and evaluation of participatory education and learning strategies for community leaders and groups, development practitioners and professionals in the context of Community Development.

Prerequisite: CD 241 for majors or COI for non-majors

Justification : The new title and description reflect a more comprehensive approach to participatory education and learning strategies in community development, beyond training, which is just



1 one methodology. For CD majors the addition of CD
 2 241 as a prerequisite can broaden the students'
 3 understanding of the interplay of organizational
 4 development and participatory learning strategies. The
 5 course can also be taken by non-majors based on the
 6 assessment of the Instructor.
 7

8 **B. Change in Course Number, Description, and Prerequisite**
 9

10 *From* : **CD 237 National and International Policies, Legislation**
 11 **and Covenants in Community Development.**
 12 Survey of selected national and international development
 13 policies, legislation and covenants and their implications to
 14 Community Development.

15 Prerequisites: CD 201, CD 221

16
 17
 18 *To* : **CD 203 National and International Policies, Legislation**
 19 **and Covenants in Community Development.**
 20 Review and critique of selected national and international
 21 development policies, legislations and covenants and their
 22 implications for Community Development.

23 Prerequisite: CD 201 for majors or COI for non-majors

24
 25
 26 *Justification* : The change in course number is appropriate as the
 27 course is part of the CD perspectives' cluster. It is so
 28 numbered following the course ordering under the cluster.
 29 The change in course description is intended to emphasize
 30 its analytical nature and to streamline its focus. CD 201 is
 31 deemed adequate as the prerequisite for CD majors while
 32 non-CD majors can also enrol in the course based on the
 33 assessment of the Instructor.
 34

35 **C. Change in Course Title and Description**
 36

37 (1)
 38 *From* : **CD 201 Social Structures and Processes in the**
 39 **Philippine Communities.**
 40 Analysis of the development of Philippine communities
 41 from a historical, socio-economic, political and gender
 42 perspective, with emphasis on the problems and prospects
 43 of community development.
 44

45 *To* : **CD 201 Philippine Social Realities and Community**
 46 **Development.**
 47 Analysis of the development of Philippine communities
 48 from historical, socio-economic, political, cultural, rights-



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48

based and gender perspectives with emphasis on the problems and prospects of Community Development.

Justification : The new title aptly describes the current context of the course. It captures the connections between Philippine social reality in relation to global conditions and in affirming the importance of culture and human rights in understanding Philippine communities.

(2)
From : **CD 235 Community-Based Disaster Risk Management (CBDRM).**

Perspectives and practice in disaster risk prevention, mitigation, preparedness, response and rehabilitation through community-based approach.

To : **CD 235 Community-Based Disaster Risk Reduction and Management (CBDRRM).**

Perspectives and practices in community-based disaster risk prevention and mitigation, preparedness, response, recovery and rehabilitation.

Justification: The changes are reflections of the direct effects of disaster to communities and how they face the challenges. Consequently, the changes are intended to reflect the significant development in the approach to disaster response from Disaster Risk Management (DRM) to Disaster Risk Reduction and Management (DRRM).

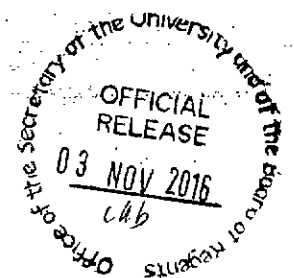
(3)
From : **CD 243 Managing Conflicts in Community-Based and Social Development Organizations.**

Perspectives and practice in the management and resolution of interpersonal and group conflicts in community-based and service-oriented organizations.

To : **CD 243 Participatory Management of Community-Based and Social Development Organizations.**

Participatory and gender-responsive perspectives, approaches and strategies in the management of community-based and intermediary social development organizations.

Justification : The new title and description indicate a more comprehensive discussion and analysis of practices, issues and concerns in participatory management of community-based and social development organizations. Conflict resolution is just one of these issues.



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48

D. **Change in Course Description, Prerequisite, and Credit Units**

From : **CD 234 Community-Based Resource Management.**
Concepts, principles, processes, trends and issues in
community-based resource management.

Prerequisite: CD 231
Credit: 2-3 units

To : **CD 234 Community-Based Resource Management.**
Concepts, principles, processes, trends and issues in the
planning and management of community-based resources.

Prerequisite: CD 231 for majors or COI for non-majors
Credit: 3 units

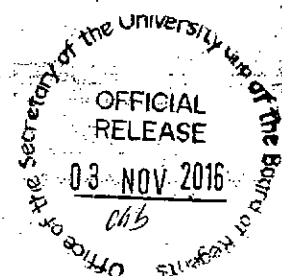
Justification : The change in course description is intended to emphasize
the central role of planning and management as an
empowering people-oriented development strategy in
community based resource management policies, programs
and projects. Addition of COI as alternative to the CD 231
prerequisite can provide opportunity for non-majors to take
the course based on the Instructor's assessment. The
subject has also been offered with a 3-unit credit for many
years.

E. **Change in Course Description**

(1)
From : **CD 221 Advanced Community Organizing.**
Theories, strategies, processes and techniques in gender
responsive, empowering and sustainable community
organizing practice.

To : **CD 221 Advanced Community Organizing.**
Theories and critique of strategies, processes and
techniques in gender responsive, empowering and
sustainable community organizing practice.

Justification : The students need to be acquainted with the emerging
trends, issues and challenges in community organizing
posed by the globalization processes and outcomes at the
local communities as well as at the regional levels.
Moreover, students need to learn to be critical of existing
community organizing programs and practices within these
contexts so that they can suggest innovative ways to
improve these.

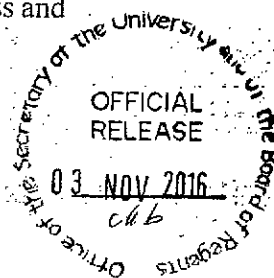


1 (2)
 2 *From* : **CD 226 Re-building Displaced Communities.**
 3 Perspectives, processes and issues in re-building displaced
 4 communities affected by development projects, conflicts,
 5 socio-political seclusion and discrimination.
 6
 7 *To* : **CD 226 Re-building Displaced Communities.**
 8 Perspectives, processes and issues in re-building displaced
 9 communities affected by development projects, conflicts,
 10 violence, disasters, socio-political seclusion and
 11 discrimination.
 12
 13 *Justification* : The displacement of communities due to the impacts of
 14 disaster, development and violence are increasing concerns
 15 in Community Development practice.
 16

17 **F. Change in Prerequisite**

18
 19 (1)
 20 *From* : **CD 232 Development and Management of CD**
 21 **Programs and Projects.**
 22
 23 Prerequisite: CD 231
 24
 25 *To* : **CD 232 Development and Management of CD**
 26 **Programs and Projects.**
 27
 28 Prerequisite: CD 231 for majors or COI for non-majors
 29
 30 *Justification* : The COI option for non-majors can open spaces for non-
 31 majors to be part of the class and contribute to the
 32 enhancement of the multi-disciplinary approach to CD
 33 programs.
 34

35 (2)
 36 *From* : **CD 233 Participatory Monitoring and Evaluation in**
 37 **Community Development.**
 38
 39 Prerequisite: CD 231
 40
 41 *To* : **CD 233 Participatory Monitoring and Evaluation in**
 42 **Community Development.**
 43
 44 Prerequisite: CD 231 for majors or COI for non-majors
 45
 46 *Justification* : Similar to CD 232, the COI option for non-majors can
 47 open spaces for non-majors to be part of the class and



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48

contribute to the enhancement of the multi-disciplinary approach to CD programs.

(3)
From : CD 280 Field Instruction.

Prerequisite: None

To : CD 280 Field Instruction.

Prerequisites: 18 units of core courses (CD 201, CD 202, CD 221, CD 231, CD 241, CD 291)

Justification : CD 291 (including its 12 units of prerequisites plus CD 241 means requiring 18 units of major subjects as prerequisites to CD 280. Given the limited field experience of many students in recent years, the addition of prerequisites is intended to better prepare students to have adequate understanding of CD concepts, theories and processes which are essential in field practice.

(4)
From : CD 291 Community Development Research I.

Prerequisite: CD 190 (formerly CD 198) or equivalent

To : CD 291 Community Development Research I.

Prerequisites: CD 201, CD 202, and any two of the following core courses: CD 221, CD 231 or CD 241 (12 units of major courses)

Justification : The 12 units of core courses shall serve as prerequisites to CD 291. This is intended to equip the students to understand CD concepts, theories and processes as basis for conceptualizing CD research.

(5)
From : CD 292 Community Development Research II.

Prerequisite: CD 291, CD 190 (formerly CD 198) or equivalent

To : CD 292 Community Development Research II.

Prerequisite: CD 291



Justification: CD 291 can adequately prepare the students to undertake actual field research for CD 292.

G. Change in Course Number

From : CD 227 Community Conflict Resolution and Peace Building Strategies for Community Development.

To : CD 224 Community Conflict Resolution and Peace Building Strategies for Community Development.

Justification : Change in number is made to properly follow the course sequence under this series.

H. Change in Credit Units

CD 202 Development Theories in Community Development

From : Credit: 2-3 units

To : Credit: 3 units

Justification : CD 202 has been offered as a 3-unit course for many years.

IV. Change in Program Requirements

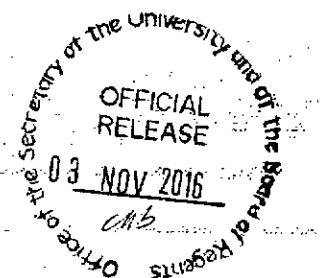
A. Changes in admission requirements

From : Minimum admission requirements as indicated in the UPD General Catalogue

To : To add the following provisions:
Minimum of one year relevant experience in the field of community and social development maybe required for non-BSCD graduates; or

Students admitted to the graduate program may be required to enrol and pass CD 110 or its equivalent, depending on the evaluation of the Student Admissions and Welfare Committee of the department.

Justification : A minimum level of direct experience in the field of community or social development or exposure to CD perspectives can prepare graduate students to substantially participate in class discussions and facilitate deeper understanding of CD as an academic discipline.



B. Change in distribution of courses for Plan A (thesis track)

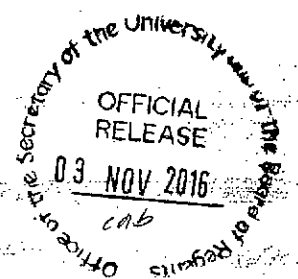
	<i>From</i>	<i>To</i>
Major courses	21	21
Area of Study	9	6 - 9
Cognates	0	0 - 3
CD Fieldwork	3	3
Thesis	6	6
Total	39	39

Justification : The student on thesis track will be given a choice to take nine (9) units under one Area of Study or to take six (6) units under one Area of Study and supplement this with three (3) units of Cognates.* The choice will be based on the student's thesis topic. Having a course from another discipline will help enhance the multi-disciplinary nature of the student's master's thesis.

*Cognates: allied or related disciplines (e.g., Social Work, Women and Development, Public Administration, Urban and Regional Planning, Economics, Political Science, Anthropology, History, Sociology, Geography, Psychology, Labor Studies, Education, Mass Communications)

V. Checklist of Existing and Proposed Curriculum

For full-time MCD students (Plan A - Thesis track)	
Existing	Proposed
First semester, First year	
CD 201 3 units	CD 201 3 units
CD 202 3 units	CD 202 3 units
CD 221 3 units	CD 221 3 units
CD 231 3 units	CD 231 3 units
Second semester, First year	
CD 241 3 units	CD 241 3 units
CD 291 3 units	CD 291 3 units
Area of study 3 units	Area of study 3 units
Area of study 3 units	
Midyear, First year	
CD 280 3 units	CD 280 3 units
First semester, Second year	
CD 292 3 units	CD 292 3 units
Area of study 3 units	Area of study 3 units
	Area of study/Cognate 3 units
Second semester, Second year	
CD 300 6 units	CD 300 6 units



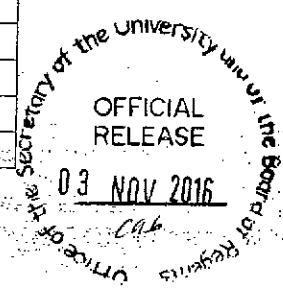
First semester, Third year	
	Residency

1

For part-time MCD students (Plan A - Thesis track)	
Existing	Proposed
First semester, First year	
CD 201 3 units	CD 201 3 units
CD 221 3 units	CD 221 3 units
Second semester, First year	
CD 202 3 units	CD 202 3 units
CD 231 3 units	CD 231 3 units
First semester, Second year	
CD 241 3 units	CD 291 3 units
CD 291 3 units	Area of study 3 units
Second semester, Second year	
CD 292 3 units	CD 292 3 units
Area of study 3 units	CD 241 3 units
Midyear, Second year	
CD 280 3 units	CD 280 3 units
First semester, Third year	
Area of study 3 units	Area of study 3 units
Area of study 3 units	Area of study 3 units
Second semester, Third year	
CD 300 6 units	CD 300 6 units
First semester, Fourth year	
Residency	Residency

2

For full-time MCD students (Plan B – Comprehensive Examination track)	
Existing	Proposed
First semester, First year	
CD 201 3 units	CD 201 3 units
CD 202 3 units	CD 221 3 units
CD 221 3 units	CD 231 3 units
CD 231 3 units	
Second semester, First year	
CD 241 3 units	CD 202 3 units
CD 291 3 units	CD 241 3 units
Area of study 3 units	Area of study 3 units
Area of study 3 units	
Midyear, First year	
CD 280 3 units	
First semester, Second year	
CD 292 3 units	CD 291 3 units
Area of study 3 units	Area of study 3 units
CD Electives/Cognates 3 units	Area of study 3 units



CD Electives/Cognates 3 units	
Second semester, Second year	
Residency/Compre Exam	CD 292 3 units
	CD Electives/Cognates 3 units
	CD Electives/Cognates 3 units
Midyear, Second year	
	CD 280 3 units
First semester, Third year	
	Residency/Compre exam

1

For part-time MCD students (Plan B - Comprehensive Examination track)	
Existing	Proposed
First semester, First year	
CD 201 3 units	CD 201 3 units
CD 221 3 units	CD 221 3 units
Second semester, First year	
CD 202 3 units	CD 202 3 units
CD 231 3 units	CD 231 3 units
First semester, Second year	
CD 291 3 units	CD 291 3 units
Area of study 3 units	CD 241 3 units
Second semester, Second year	
CD 241 3 units	Area of study 3 units
CD 292 3 units	CD 292 3 units
Midyear, Second year	
CD 280 3 units	CD 280 3 units
First semester, Third year	
Area of study 3 units	Area of study 3 units
Area of study 3 units	Area of study 3 units
Second semester, Third year	
CD Electives/Cognates 3 units	CD Electives/Cognates 3 units
CD Electives/Cognates 3 units	CD Electives/Cognates 3 units
First semester, Fourth year	
Residency/Compre exam	Residency/Compre exam

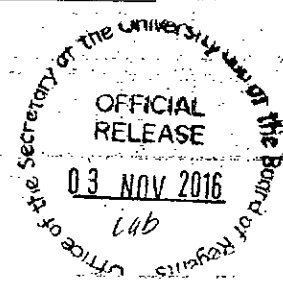
2

3

4

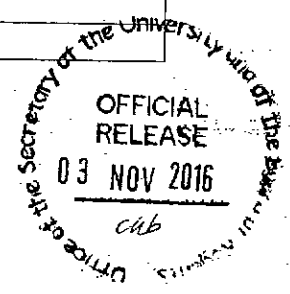
VI. List of Courses of Proposed MCD Curriculum

Number	Title	Units	Prerequisite
Major Courses			
CD 201	Philippine Social Realities and Community Development	3	None
CD 202	Development Theories in Community Development	3	None
CD 221	Advanced Community Organizing	3	None
CD 231	Community Development Planning	3	None



CD 241	Community Leadership and Organizational Development	3	CD 201/COI
CD 291	Community Development Research I	3	CD 201, CD 202, and any two of the following core courses: CD 221, CD 231 or CD 241
CD 292	Community Development Research II	3	CD 291
Area of Study: Community Organizing Practice			
CD 222	Community Mobilization and Advocacy	3	CD 201, CD 221
CD 225	Community Organizing and Social Movements	3	CD 201, CD 221
CD 226	Re-building Displaced Communities	3	CD 201, CD 221
CD 224	Community Conflict Resolution and Peace Building Strategies for Community Development	3	CD 201, CD 221
Area of Study: Community Development Planning			
CD 232	Development and Management of CD Programs and Projects	3	CD 231 for majors or COI for non-majors
CD 233	Participatory Monitoring and Evaluation in Community Development	3	CD 231 for majors or COI for non-majors
CD 234	Community-Based Resource Management	3	CD 231 for majors or COI for non-majors
CD 235	Community-Based Disaster Risk Reduction and Management (CBDRRM)	3	CD 231/ COI
CD 236	Community Enterprise and Cooperative Development	3	CD 231/ COI
Area of Study: Community Leadership and Organizational Development			
CD 242	Participatory Education and Learning Strategies in Community Development	3	CD 241 for majors or COI for non-majors
CD 243	Participatory Management of Community-Based and Social Development Organizations	3	CD 241/COI
CD Fieldwork			
CD 280	Field Instruction	3	CD 201, CD 202, CD 221, CD 231, CD 241, and CD 291
Other CD Courses (may be taken as CD Electives)			
CD 203	National and International Policies, Legislation and Covenants in Community Development	3	CD 201 for majors or COI for non-majors
CD 271	Seminar in Community Development Practice (may be taken twice, topics to be indicated)	3	CD 221
Thesis – for MCD Plan A			
CD 300	Thesis	6	

1



Summary of changes made in the proposal

1)

ADDED

Page 7, Table (row 3, column 3, line 6)

FROM

...non-BSCD; or

TO

...non-BSCD graduates; or

5)

CHANGED

Page 12, line 17-18

FROM

...experience of many students in recent years, this is intended...

TO

...experience of many students in recent years, the addition of prerequisites is intended...

2)

CHANGED

Page 8, line 26

FROM

The change in course number will be appropriate...

TO

The change in course number is appropriate...

6)

CHANGED

Page 14, after line 3, table (row 4, column 3)

FROM

3-0

TO

0-3

3)

DELETED

Page 9, line 19-21

FROM

Perspectives and practices in community-based disaster risk prevention and mitigation, preparedness, response, and recovery and rehabilitation, with climate change context as a consideration.

TO

Perspectives and practices in community-based disaster risk prevention and mitigation, preparedness, response, recovery and rehabilitation.

4)

DELETED, ADDED

Page 11, line 8-11

FROM

Perspectives, processes and issues in re-building displaced communities affected by development projects, conflicts, violence and disasters.

TO

Perspectives, processes and issues in re-building displaced communities affected by development projects, conflicts, violence, disasters, socio-political seclusion and discrimination.

