Pursuant to Republic Act 7722, which states that it is the responsibility of the State to protect, foster and promote the right of all citizens to affordable quality education at all levels, and to take appropriate steps to ensure that education shall be accessible to all, and which mandates the Commission to formulate and recommend development plans, policies, priorities, and programs on higher education and research, and to identify, support and develop potential centers of excellence in program areas needed for the development of world-class scholarship, nation building and national development,—the Guidelines for Graduate Education Delivery for Faculty and Staff Development in the K to 12 Transition Period are hereby adopted and promulgated by the Commission, for the guidance of all higher education institutions (HEIs):

Article I
Statement of Principles and Policies

1. The Commission recognizes the importance of education and research in aiding social development, poverty alleviation and national competitiveness; and the need to make strong programs available in more regions, in order to fulfill its mandate of making quality education accessible to all, and to maximize the impact of higher education in promoting local and regional development.

2. Graduate education is at the apex of the educational system, leading the country in world-class scholarship, and should thus be structured to enhance the quality, efficiency, and effectiveness of higher education.\(^1\) Further, the Commission recognizes the critical role that higher education plays in building competence, national and cultural rootedness, and enhancing consciousness and ethical moorings.

3. Given the rapid developments in information and communications technology, and increasingly diverse modes in how educational programs are delivered, the Commission has identified three (3) main types of programs based on delivering HEI (DHEI), to expand access to graduate programs: Single HEI Program, Joint Degree Program, and Consortium-Delivered Program. Further, qualified faculty are essential to implement quality programs, making upgrading of qualifications of faculty a priority of the Commission, as stipulated in the Higher Education Reform Agenda (HERA).

\(^1\) CHED Memorandum Order No. 36, Series of 1998
The transition to the K to 12 system will result in low enrollment in HEIs for a period of five years, from SY 2016-2017 to SY 2020-2021, reducing the teaching loads of HEI faculty—effectively eliminating the usual constraints to the completion of further studies, among them, heavy teaching loads and being recalled by their sending institutions—and providing the impetus to rationalize and enhance graduate education nationwide during this period and beyond.

The Commission understands that one of the major limitations for many faculty members in pursuing graduate studies is the lack of available quality graduate education programs across disciplines and regions in the country, which consequently limits efforts to upgrade qualifications of HEI faculty. The establishment of graduate programs during the K to 12 Transition Period aims to equip 70 percent of HEI faculty with graduate degrees by 2021, bringing the Philippines up to par with our ASEAN neighbors. This is also in view of expanding the fields of expertise and specializations available in the country, particularly in emerging disciplines critical to academic, regional and national development, and where experts are scarce.

In view of strengthening higher education, the Commission hereby establishes the **Guidelines for Graduate Education Delivery for Faculty and Staff Development in the K to 12 Transition Period**. The implementing guidelines herein set forth shall define the scope, procedures, and extent of regulation, as well as the mechanics of establishing and offering graduate programs for the duration of the K to 12 Transition Period, from SY 2016-2017 to SY 2020-2021.

### Article II
#### Authority to Operate

1. This set of guidelines shall cover and apply to all Philippine HEIs, including State Universities and Colleges (SUCs), which open graduate programs in the K to 12 Transition Period based on the corresponding authority granted by the Commission, pursuant to law and existing rules and regulations.

2. The authority to operate shall expire by the end of the K to 12 Transition Period or the end of SY 2020-2021, and shall be subject to renewal, provided the concerned HEIs meet the standards set and adopted by the Commission after the Transition Period.

3. In no instance shall programs declared under moratorium by the Commission En Banc (CEB) be created under any of the types herein enumerated, or any similar arrangement that may be deemed as a graduate program under these guidelines.

4. Authorized DHEIs shall receive scholars from among CHED-funded faculty and staff of sending HEIs (SHEIs), and may also admit non-scholars into the graduate program.

5. CHED-recognized HEIs that are authorized to operate existing graduate programs, and/or are current DHEIs under the existing CHED Faculty Development Program (FDP) Phase II, may also apply, subject to an expedited process, in order to be included in the list of CHED-recognized DHEIs and programs for the K to 12 Transition Period.

### Article III
#### Definition of Terms
A. Types of Graduate Programs by Delivering HEI (DHEI)

Currently, the Commission distinguishes among three (3) types of graduate programs based on the number of DHEIs involved:

1. **Single HEI Program** refers to the conventional delivery of a graduate program: through one (1) HEI that meets the requirements set by CHED. A DHEI of this type may also opt to offer an **Off-site Program**, which refers to a graduate program in which learners are located outside the DHEI. The Off-Site Program is conducted in a host HEI (HHEI) in another region, to which the DHEI sends selected faculty experts. This type increases access to quality graduate programs in areas with low supply of DHEIs. The DHEI shall grant the diploma to all graduates of the program.

2. **Joint Degree Program** refers to a graduate program with a curriculum jointly developed and instituted by two HEIs. One (1) diploma shall be awarded to graduates of Joint Degree Programs, jointly coming from both HEIs.

3. **Consortium-Delivered Program** refers to a graduate program delivered by an organization of three (3) or more HEIs with expertise in a particular discipline delivering a common program by sharing physical and human resources for program delivery, allowing learners to cross-enroll among consortium member HEIs, and to take courses that are considered the expertise of the respective consortium school. The diploma awarded to graduates of Consortium-Delivered Programs shall come from either the HEI in which each graduate took the most number of units, or under which each graduate completed his/her thesis or dissertation, depending on the internal agreement and policies of the Consortium, as reflected in the Memorandum of Agreement (MOA) to be approved by the Commission.

B. Modes of Delivery

DHEIs may deliver the program through three main modes:

1. **Face-to-Face** or classroom-based education;

2. **Distance Education**, where the learner and teacher are geographically separated, and instruction is delivered through specially designed materials and methods using appropriate communication technologies, and supported by organizational and administrative structures and arrangements;² or

3. **Blended Learning**, or a combination of the face-to-face mode and distance education.

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² CHED Memorandum Order No. 6, series of 2003
**Article IV**  
**Eligibility**

Any HEI or group of HEIs duly recognized by the Commission may apply to deliver graduate programs during the K to 12 Transition Period, provided that they meet minimum eligibility criteria as detailed below:

<table>
<thead>
<tr>
<th>Type</th>
<th>Criteria for Eligibility</th>
</tr>
</thead>
</table>
| A. Single HEI Program    | 1. The DHEI must be currently a delivering HEI under the CHED Faculty Development Program (FDP), or  
                            2. The DHEI must be a CHED-recognized institution and must meet both the accreditation and faculty requirements identified below:  
                               A. **Accreditation Requirement:**  
                                   a. If autonomous or deregulated, hold at least a Level II accreditation or higher of the corresponding undergraduate degree program, or  
                                   b. If not autonomous or deregulated, hold at least a Level III accreditation in the corresponding undergraduate degree program, or be at least a Center of Development in the corresponding field.  
                               B. **Faculty Requirements:**  
                                   a. At all times, the HEI must maintain a 1:5 graduate faculty to student advisee ratio.  
                                   b. For master’s programs, there shall be at least one (1) teaching faculty who is a doctoral degree holder and has published works in a refereed journal(s) in said discipline and/or have produced publicly recognized creative and/or technology outputs; and at least three (3) teaching faculty who are master’s degree holders in the discipline.  
                                   c. For doctoral programs, there shall be at least three (3) teaching faculty who are doctoral degree holders in relevant disciplines and who have published works in refereed journal(s) in said discipline and/or have produced publicly recognized creative and/or technology outputs.  
| A.1 Off-Site Program     | Should a DHEI opt to offer an Off-Site Program, it must meet the above criteria, along with the following additional requirements:  
                            1. The DHEI must demonstrate capacity to deliver the program in an off-site mode by ensuring that there will be enough faculty to teach classes and to advise students in a 1:5 graduate faculty to advisee ratio in the DHEI and the HHEI, respectively.  
                            2. The HHEI must be a CHED-recognized HEI, and must have the necessary infrastructure for hosting the program, such as laboratories, as required by the discipline. |

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*Based on CHED Memorandum Order No. 36, series of 1998*
3. A DHEI may offer the same program in more than one off-site HHEI provided that the DHEI demonstrates capacity to do so by providing details on how the program will be delivered in multiple sites, and in terms of having sufficient number of faculty to deliver the program according to the prescribed ratio. Delivery in each additional site is subject to the approval of the Commission.

<table>
<thead>
<tr>
<th>B. Joint Degree Program</th>
<th>1. At least one (1) of the HEIs must meet the accreditation requirement for Single HEI Programs (Refer to 2A).</th>
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<tr>
<td>2. Both HEIs must meet, jointly, the faculty requirements for Single HEI Programs (Refer to 2B).</td>
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</table>

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<tr>
<th>C. Consortium-Delivered Program</th>
<th>Consortium member HEIs must meet the requirements stated below:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Accreditation Requirements:</strong></td>
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</tr>
<tr>
<td>a. At least two (2) consortium member HEIs must hold at least a Level II accreditation in the corresponding undergraduate program.</td>
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<tr>
<td>b. Other member HEIs need not be accredited, but they cannot be the institution that grants the degree.</td>
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<tr>
<td><strong>B. Faculty Requirements.</strong> Consortium member HEIs must meet, jointly, the following faculty requirements:</td>
<td></td>
</tr>
<tr>
<td>a. Member HEIs must jointly maintain a 1:5 graduate faculty to student advisee ratio at all times</td>
<td></td>
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<tr>
<td>b. For master’s programs, there shall be at least three (3) teaching faculty who are doctoral degree holders in relevant disciplines who have published works in refereed journal(s) in said discipline and/or have produced publicly recognized creative and/or technology outputs;</td>
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<tr>
<td>c. For doctoral programs, the consortium must have at least five (5) teaching faculty who are doctoral degree holders in relevant disciplines and who have published works in refereed journal(s) in said discipline and/or have produced publicly recognized creative and/or technology outputs;</td>
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<tr>
<td>d. Each consortium member HEI must be able to endorse at least one (1) qualified teaching faculty member in order to be allowed membership in the consortium.</td>
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<tr>
<td><strong>C. Other Requirements.</strong> Consortium member HEIs must meet, jointly, the following requirements:</td>
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<tr>
<td>a. <strong>Library.</strong> The library requirements for undergraduate programs in the discipline shall be coupled with a subscription to at least two (2) peer-reviewed professional journals or internationally refereed journals, and at least five (5) titles of graduate reference books on specialized disciplines in every subject offered under the program.</td>
<td></td>
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<tr>
<td>b. <strong>Laboratory.</strong> The laboratory and facilities requirements for undergraduate programs in the discipline shall be coupled with provision for research facilities or research equipment</td>
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</tbody>
</table>
in basic sciences, instructional laboratories for coursework, as needed, and extensive information technology facilities that will allow for internet access. Disciplines that do not require laboratories shall be exempt from this requirement.

c. Research. At least one (1) consortium member HEI must have a funded research activity in the corresponding field, and must have an established research ethics board.

Article V
Qualifying and Selection Process for DHEIs

1. The HEI or group of HEIs intending to offer a graduate program shall submit its application, along with all documentary requirements, to the Office of Programs and Standards Development (OPSD) at the CHED Central Office, following the timeline to be set annually by the Commission. Refer to Appendix 1: Checklist of Application Requirements.

2. Applications shall be evaluated by an ad-hoc Vetting Panel composed of representatives from the Commission, the relevant Technical Panel and Technical Committee, recognized experts in the discipline independent of the Commission (or, alternatively, representatives of other HEIs with strong track record in the discipline), and resource persons as necessary, as to be designated by the CEB. The strength of each application shall be vetted on the basis of relevance, quality of design and implementation, and quality of accreditation, faculty and infrastructure. Refer to Appendix 2: Evaluation Criteria.

3. Evaluation of applications primarily considers the justification of the HEI that the establishment of such a program will allow the HEI to fulfill its mission and vision; contribute to the achievement of stated regional and national development goals, particularly in building national competence, and/or national rootedness on history, culture and the arts, especially indigenous Filipino traditions, and/or national morals and ethical values; and/or enhance teaching and practice in the discipline. Refer to Appendix 3: Identified Priority Areas.

4. The authority to operate the graduate program shall be issued to the DHEI by the Commission, upon completion of evaluation and approval of application by the CEB. Refer to Appendix 4: Procedure Flowchart.

Article VI
Responsibilities of DHEIs

DHEIs with authority to operate graduate programs must fulfill the following responsibilities through the duration of the implementation of the program:

1. The DHEI must assign an Academic Program Coordinator from among its own faculty, who is a holder of a doctoral degree in the relevant discipline, to ensure that the graduate program continues to meet standards of academic excellence.

2. The DHEI must create a Work and Financial Plan (WFP) detailing the total funding support required from the Commission according to the number of CHED-funded scholars admitted, and administrative costs no greater than five (5) percent of total
cost of tuition and other fees of all CHED-funded scholars, when identified. The WFP may also include a proposal for financial assistance for local and foreign visiting professors.

3. The DHEI must coordinate with the Commission and facilitate the timely release of stipends to scholars enrolled in the DHEI. In the case of Consortium-Delivered Programs, the DHEI in charge will be the member HEI duly assigned, as agreed upon by all consortium member HEIs, and as reflected in the MOA approved by the Commission.

4. The DHEI must designate a Grant Administrator to facilitate and ease coordination between the DHEI and the Commission. Provided, that if the DHEI admits more than fifty (50) faculty scholars funded by the Commission, it must constitute a Grants Management Office to ensure timely and efficient processing of documents, monitoring and support for scholars, and coordination with the Commission. Funding for said office shall be sourced from the administrative costs, as provided.

5. At the end each academic year, the DHEI must return to the Commission all unexpended balance of scholarships and other support, together with a complete and proper accounting made of expenses incurred as per the WFP, including the use of other grants received.

6. The DHEI must submit monitoring and evaluation reports on the implementation of the academic program and of scholarships to the Commission at the end of each semester or term.

7. The DHEI must maintain an up-to-date profile of the institution, its faculty and scholars enrolled, and provide other information and updates as required by the CHED Online Platform, when available.

8. If the DHEI receives a financial grant from the Commission (Refer to Article VII), said DHEI must fulfill an institutional return service obligation by offering the program for a minimum of two (2) years, in the case of master’s programs, or for a minimum of four (4) years, in the case of doctoral programs.

**Article VII**

**Financial Support and Other Grants**

A DHEI granted authority to operate a graduate program will receive support from the Commission in an amount no greater than five (5) percent of total cost of tuition and other fees of all CHED-funded faculty scholars as administrative support.

Further, in order to strengthen higher education by encouraging the establishment of quality and relevant graduate programs, the Commission shall provide, on a by-proposal basis, financial assistance and grants for the development and/or operation of said programs to any CHED-approved DHEI for the K to 12 Transition Period, including but not limited to the types identified below:

1. **Program Development Grant.** DHEIs with authority to operate graduate programs may apply for grants for activities that increase program quality, to cover any of the following:
a. **Mobilization and establishment** of graduate programs, for the development of new curriculum and instructional materials, initial operational costs, monitoring visits, faculty training, purchase of readings and books, etc.

b. **Linkages with industry**, for curriculum enhancement, on-site training, and other similar initiatives, to encourage increased articulation and benchmarking among graduate education programs.

c. **Linkages with other Philippine HEIs** recognized as Centers of Excellence or with at least Level III accreditation in the relevant program, for faculty articulation, curriculum benchmarking, and other similar activities.

d. **Linkages with HEIs abroad** that are recognized for their expertise in the relevant program, as to be vetted by the Commission, to fund travel and accommodations of faculty visiting the foreign HEI to undertake faculty articulation, curriculum benchmarking, and other similar activities.

2. **Visiting Professorship Grant**. DHEIs may also receive financial assistance to cover costs of bringing in a guest lecturer who is a recognized expert in the relevant field, to enrich instruction and encourage faculty mobility. Instead of filing a separate application, the DHEI must include costs for the engagement in the proposed WFP, under the heading of Financial Assistance, subject to approval of the Commission.

There are two types of visiting professors under the grant:

a. **Local Visiting Professor** may be engaged full-time or part-time, and limited to one (1) professor per semester or term. The visiting professor must: (1) hold a doctoral degree in the relevant discipline from a reputable institution; (2) have been published in peer-ranked journals and/or other academic publications; (3) have produced publicly recognized creative and/or technology outputs; and (4) hold an excellent track record in teaching.

Faculty who participate in local exchange must undertake the following activities:

<table>
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<tr>
<th>For Full-Time Exchange</th>
<th>For Part-Time Exchange</th>
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<tr>
<td>○ Teach at least one (1) class;</td>
<td>○ Teach a specialized topic as a portion of one class; and</td>
</tr>
<tr>
<td>○ Mentor at least three (3) students; and</td>
<td>○ Participate in articulation activities among faculty to inform curriculum design and updating of teaching practices; or otherwise conduct research training for faculty, or do collaborative research with faculty in host institution.</td>
</tr>
<tr>
<td>○ Participate in articulation activities among faculty to inform curriculum design and updating of teaching practices; or otherwise conduct research training for faculty, or do collaborative research with faculty in host institution.</td>
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</table>

*Faculty who participate in full-time exchange must be entirely deeloaded from his/her home institution for the duration of the exchange.*

Faculty may also undertake activities outside of those enumerated, provided the HEI is able to adequately explain importance of such activity in enriching the program under which the exchange is conducted.

b. **Foreign Visiting Professor** may be invited from a foreign HEI, the costs of which may be covered by the grant, provided the DHEI is able to: (1) demonstrate the superior qualification of the professor, and (2) justify the need to tap experts from outside the country, due to lack of qualified Filipino experts in the field, or other reasons acceptable to the Commission.
Article VIII
Revocation or Withdrawal of Authority

The phase out or closure of any graduate program offered by a HEI may be ordered by the Commission for valid cause pursuant to existing laws, rules, policies and regulation and after due process. The HEIs in question shall be duly notified in writing by the Commission.

Article IX
Advertisement

Any advertisement or announcement referring to the program or courses of study being offered shall be done only after the HEI shall have obtained the authority to operate from the Commission. It is unlawful for any HEI to advertise or cause the publication of any advertisement or announcement before a permit to operate is granted.

Article X
Sanctions

Any HEI found guilty of violating the provisions herein contained shall be subject to the appropriate administrative proceeding including the imposition of sanctions, but not limited to, the withdrawal or revocation of authority to operate the program, phase-out of the program, recommendation for the withdrawal of accreditation, and closure of the HEI/program pursuant to Section 8 (e) of Republic Act 7722.

In no case shall students be displaced as a result of the sanctions imposed by the Commission. Students affected as a result of the immediate termination of educational programs shall be assisted in transferring to another HEI.

Article XI
Suspension Clause

Any provisions in CHED Memorandum Order No. 36, series of 1998, CHED Memorandum Order No. 9, series of 2003, CHED Memorandum Order No. 40, series of 2008, and in other Orders such as discipline-specific Policies, Standards and Guidelines (PSGs), that are inconsistent with this Order, are hereby suspended for the duration of the K to 12 Transition Period.

Article XII
Separability Clause

If any part of provision of this Order shall be held invalid or illegal by competent authority, other provisions thereof, which are not affected thereby, shall continue to be in full force and effect.

Article XIII
Effectivity
This policy shall take effect immediately and shall remain in force only for the K to 12 Transition Period, until the end of SY 2020-2021. The Commission may elect to extend or adopt this policy after a thorough assessment and evaluation of its outcomes and viability for application in succeeding years.

Issued this ___th of ____________, 2015 in Quezon City, Philippines.

Patricia B. Licuanan, Ph.D.
Chairperson

References:
❖ CHED Memorandum Order No. 36, Series of 1998, “Policies and Standards on Graduate Education”

Appendices:
1. Checklist of Requirements
2. Evaluation Criteria
3. Identified Priority Areas
4. Procedure Flowchart
5. Sample MOAs - for Off-Site Program, Joint Degree and Consortium