

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

CHED MEMORANDUM ORDER

No. 02
Series of 2011

SUBJECT: REVISED GUIDELINES IN THE FORMULATION OF CHED POLICIES, STANDARDS AND GUIDELINES OF ACADEMIC PROGRAMS, AMENDING CHED SPECIAL ORDER NO. 42 SERIES OF 2003 OTHERWISE KNOWN AS "GUIDELINES FOR THE FORMULATION OF POLICIES AND STANDARDS OF ACADEMIC PROGRAMS"

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994", by virtue of Resolution No. 025-2011 of the 368th Commission *en banc* meeting dated February 14, 2011 and for the purpose of rationalizing the formulation of Policies, Standards, and Guidelines (PSGs) for higher education degree programs to make it more flexible, innovative and consistent with the exercise of academic freedom by Higher Education Institutions (HEIs), the following are hereby provided:

Section I. RATIONALE.

- a) Pursuant to the Philippine Constitution which states that "academic freedom shall be enjoyed in all institutions of higher learning", Section 2 of RA No. 7722 mandates the state to protect and foster the academic freedom of HEIs as well as promote its exercise and observance for continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level and middle-level professionals, and the enrichment of our historical and cultural heritage.
- b) Section 13 of the same law guarantees the exercise of academic and curricular freedom by HEIs, while recognizing the Commission's function "to set minimum standards for programs and institutions of higher learning recommended by panels and experts in the field, and, subject to hearing, enforce the same" as stated in Section 8 of RA No. 7722, thus:

"Section 13. Guarantee of Academic Freedom. Nothing in this Act shall be construed as limiting the academic freedom of universities and colleges. In particular, no abridgment of curricular freedom of the individual educational institutions by the Commission shall be made except for: (a) minimum unit requirements for specific academic programs, (b) general education distribution requirements as may be determined by the Commission; and (c) specific professional subjects as may be stipulated by the various licensing entities. No academic or curricular restriction shall be made upon private education institutions, which are not required for chartered state colleges and universities".

- c) The implementation of CHED Special Order (CSO) No. 42 series of 2003 otherwise known as the Guidelines for the Formulation of Policies and Standards of Academic Programs showed the need to further revise parts and sections that may be interpreted as inconsistent with the guarantee of academic freedom.

Section II. OBJECTIVES

1. The revised guidelines are aimed at:
 - 1.1 Making the setting of minimum policies and standards less prescriptive and more flexible. This will allow HEIs greater flexibility and accountability to **formulate curricular and academic programs as well as faculty selection**, training and development suited to the needs of their respective clientele and service area while remaining aligned with the goals and direction of CHED and national development.
 - 1.2 Promoting and strengthening the exercise of academic and curricular freedom of HEIs consistent with their vision, mission and strategic goals without sacrificing the minimum conditions of quality for programs prescribed by CHED.
2. **The promotion of academic and curricular freedom is envisioned to encourage innovation and instill in the HEIs creativity and excellence in formulating curricular programs and faculty selection, training and development, taking into consideration the imperatives of community, national and international development and the needs of learning-centered higher education.**

Section III. POLICIES, STANDARDS AND GUIDELINES FOR ACADEMIC PROGRAMS

1. As a general rule, the Policies, Standards and Guidelines (PSGs) in identified academic programs shall include only the following:
 - a. **Curriculum** –This specifies the learning outcomes of the proposed degree program, i.e., what students are expected to know, understand and be able to do after completing the program of studies each for general education and professional education (major or specialization courses).

The minimum unit requirements to attain the intended learning outcomes for general and professional courses must be specified, and the total number of units the student needs to complete the program of studies, *stated clearly*. The proposed program must include the minimum acceptable level of demonstrated achievement (evaluated against assessment criteria) for credit to be awarded in each course included in the categories below.

- a.1) General Education distribution requirements as determined by the Commission, through the Technical Panel for General Education;
- a.2) Core courses (or Basic Courses);
- a.3) Major courses (or Specialization Courses);

- a.4) Elective courses (courses that complement the specialization courses);
- a.5) Special professional courses as may be stipulated by the various licensing entities in the case of academic programs with government licensure examination; and
- a.6) Courses such as PE and NSTP.

A **recommended format** for the Curriculum Outline is hereby supplied in the attached Implementing Guidelines (IG).

- b. **Program of Study** - This is the articulation of learning outcomes and the corresponding courses intended to develop the required learning competencies and achieve threshold standards. The credit number assigned to each course must be indicated.

A **recommended format** for the Program of Study is hereby supplied in the attached IG.

- c. **Course Specifications.** Each course (core, major, elective and special professional) shall be described as follows:

- c.1) **Course name.** This is the full title of the course. Course numbers may be included but shall only be indicative of the sequential/ordinal nature of the courses, e.g., English 1 and English 2.
- c.2) **Course description.** This concisely describes the coverage, characteristics and context of teaching and learning, the academic demand and/or responsibility expected of the student, the independence of student in the pursuit of learning, and depth of learning in the course.

A **recommended format** of the course specification is hereby supplied in the attached IG.

- d. **Faculty.** The faculty handling the academic program, the qualifications and percentage of full-time faculty must be indicated.
 - e. **Learning resources and support structures needed to attain learning competencies** (e.g. library, laboratory, facilities, ICT, practicum/internship sites)
2. PSGs are developed by the Technical Panels appointed by CHED. In the event that the HEIs develop programs that do not fall under the technical panels, CHED shall convene a special panel to review the proposed program.

Section IV. APPROVAL OF THE POLICIES, STANDARDS AND GUIDELINES (PSGs). The PSGs shall be subjected to Public Hearings and Consultations pursuant to CMO No. 07, S. 2009.

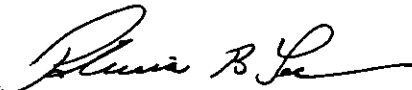
Section V. EXEMPTING CLAUSE. Autonomous institutions are exempted from these requirements to allow them to enjoy flexibility in innovating and adjusting these requirements, in accordance with law.

Section VI. REPEALING CLAUSE. CHED issuances relevant to policies, standards and guidelines which are inconsistent with the provision of this CHED Memorandum Order are hereby repealed. Specifically, the provision of Section 4, para. (e)- Curriculum and para. (f)- Course Specification of CSO No. 42, S. 2003 are hereby amended, modified or superseded accordingly in accordance with the intent of this Order.

Section VII. SEPARABILITY CLAUSE. If any part or provision of this CHED Memorandum Order shall be held unconstitutional or invalid, other provisions hereof which are not affected thereby shall continue to be in full force and effect.

Section VIII. APPROVAL AND EFFECTIVITY CLAUSE. This CMO shall take effect immediately upon approval by the Commission and 15 days after its publication in the official gazette or in newspaper of general circulation.

Signed this 18th day of Feb. 2011, Quezon City, Philippines.


PATRICIA B. LICUANAN, Ph.D.
Chairperson



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

**IMPLEMENTING GUIDELINES FOR CMO NO. 02 SERIES OF 2011:
REVISED GUIDELINES IN THE FORMULATION OF CHED POLICIES, STANDARDS AND
GUIDELINES OF ACADEMIC PROGRAMS, AMENDING CHED SPECIAL ORDER NO. 42 SERIES
OF 2003 OTHERWISE KNOWN AS THE "GUIDELINES FOR THE FORMULATION OF POLICIES
AND STANDARDS OF ACADEMIC PROGRAMS"**

Section I. Definition of Terms

- a. Academic freedom: As used in the CMO and as defined by jurisprudence and international practice, the institutional freedom of an HEI to determine for itself on academic grounds how best to achieve the learning outcomes specified in its programs—i.e., who will teach, what ought to be taught, the manner of teaching and who may be admitted to study. 'Academic grounds' presuppose the satisfaction of minimum conditions of program quality and the HEI's aspiration to strive to continuously achieve higher levels of academic excellence corresponding to its type—e.g. liberal arts college, university, professional school, graduate institution.
- b. Degree program: a program of study that confers an academic degree upon students who successfully complete its requirements. Degree categories include certificates, diplomas, Bachelor's degree, Graduate certificate, Graduate diploma, Master's degree, and Doctoral degree. Bachelor of Science in Music, Master of Science in Physics, and Doctor of Philosophy in Political Science are examples of specific degrees.
- c. Curriculum: a specification of the learning outcomes of the proposed degree program—i.e. what students are expected to know, understand and be able to do after completing the program of studies—that shows the minimum unit requirements to attain them; a summary of required courses, electives, major courses, among others; and the minimum acceptable level of demonstrated achievement (evaluated against assessment criteria) for awarding credits.
- d. Program of Study: an articulation of learning outcomes and the corresponding composition, sequence and credit number assigned to courses intended to develop the required learning competencies and achieve threshold standards.
- e. Course: a discrete component of a degree program with a specified title and description of coverage, learning context and goals, and the learner's responsibilities.

Section II. Program Specifications

- a. Degree name:
- b. Program description: an articulation of the program objectives; learning competencies the program aims to achieve; the specific professions/careers/occupations or trades its graduates are expected to go into; the program majors, if any, and their description along the same lines as the program description;

and allied programs, if any, that are equivalent to the program described for purposes of determining the qualifications of administrators and faculty.

Section III. Curriculum

- a. Curriculum Description: a general explanation of the structure of courses and the corresponding units, in the following categories:
 - General Education distribution requirements as determined by the Commission, through the Technical Panel for General Education;
 - Core courses (or Basic Courses);
 - Major courses (or Specialization Courses);
 - Elective courses (courses that complement the specialization courses);
 - Special professional courses as may be stipulated by the various licensing entities in the case of academic programs with government licensure examination; and
 - Courses such as PE and NSTP.
- b. Curriculum Outline: A table of courses included in the program classified into the course categories in Section IIIa.

Recommended Curriculum Outline

Courses	No. of Subjects	Equivalent Units per Subject	Total Units
General Education (GE) Courses			36
(c/o Technical Panel for General Education)			
Core Courses			9
Core Course 1	1	3	
Core Course 2	1	3	
Core Course 3	1	3	
Major Courses			9
Major Course 1	1	3	
Major Course 2	1	3	
Major Course 3	1	3	
Elective Courses			9
Elective 1	1	3	
Elective 2	1	3	
Elective 3	1	3	
Special Professional Courses			9
Special Professional Course 1	1	3	
Special Professional Course 2	1	3	
Special Professional Course 3	1	3	
P.E.	4	2	8
NSTP	2	3	6
SUMMARY OF UNITS			
General Education Courses			36
Core Courses			9
Major Courses			9
Elective Courses			9

Courses	No. of Subjects	Equivalent Units per Subject	Total Units
Special Professional Courses			15
P.E.			8
NSTP			6
TOTAL NO. OF UNITS			86

The requirements for laboratory, library, physical facilities, qualifications of the dean, teaching and non-teaching staff and other discipline specific requirements shall be formulated as a "Guidebook" of the specific program.

Section IV. Program of Study

- a. Recommended Program of Study. In light of the paradigm shift towards learning-centered education, the program of study is expected to show its intended learning outcomes:

BS Chemistry Curriculum

*Expected Learning Competencies Achieved:

The graduate of the BS Chemistry program is expected to possess a wide range of abilities and skills divided into three broad categories: (*CHED Memorandum Order No. 18, s. 2007-Policies and Standards for BS Chemistry*)

- Chemistry-related cognitive abilities and skills, e.g., abilities and skills relating to intellectual tasks, including analysis of problems and systematic problem-solving;
- Chemistry-related practical skills, e.g., skills relating to the conduct of laboratory work, proper use of instrumentation, safe handling of chemicals, and waste minimization; and
- Generic skills that may be developed during the course and which are applicable in many other contexts, such as communication of scientific work and discourse in view of issues and policy.

e.g. Year 1:

Semester 1	Units	Semester 2	Units
General Chemistry I (lec)	3	General Chemistry II (lec)	3
General Chemistry I (lab)	2	General Chemistry II (lab)	2
Algebra	3	Trigonometry	3
General Education Courses	9	General Education Courses	9
Total	17	Total	17

- b. The subject areas in the core and professional courses may be regrouped and rescheduled by the HEIs provided they can show that the requirements are met.

Section V. Course Specifications

a. Specifications:

- Course name: the full title of the course. Course numbers may be included but shall only be indicative of the sequential/ordinal nature of the courses, e.g., Math 1 and Math 2.
- Course description: a concise description of the coverage, characteristics and context of teaching and learning, the academic demand on and/or responsibility of the student (including student independence in the pursuit of learning), and depth of learning in the course.
- Number of units for lecture and laboratory;
- Number of contact hours per week, specifying the number of hours for lecture and laboratory
- Prerequisite (to be completed prior to enrolment in another course)/Co-requisite (may be taken ahead or concurrently with another course prior to advancement to the next level of courses)/parallel (to be taken within the same term) course/s
- Course objectives. These objectives are not about the conduct of teaching. Rather, they refer to the kinds and levels of learning applied to a particular course content that a student is expected to achieve through the course. Standards for students' demonstrated achievement that merit the award of course credit are included in the course objectives.
- Course outline: The course outline follows from the course objectives and thus includes content topics corresponding to the kinds of learning identified in the course objectives. The outline is also expected to include the teaching/learning activities to be performed within the term (e.g. class discussions, experiments, projects, which may be teacher, group, or self-directed as appropriate to the teaching/learning context.
- Learning Resources for the course (e.g. equipment, laboratory, material, textbooks and references—both online and hard copies)

- b. The following is a recommended format for course specifications:

Course Name	:	
Course Description	:	
Course Credits	:	
Contact Hours/week	:	
Prerequisite	:	
Course Objectives	:	
Course Outline	:	

Laboratory/Equipment/ Materials/Chemicals (if any)	:	Basic: Optional: Other recommended equipment and materials:
Learning Resources (e.g. textbooks and References)	:	Required: (essential and must be found in the library/unit/dept. Optional: (recommended texts, references and other materials)

- c. The faculty member teaching the course is expected to develop, refine, update or change a course outline/syllabus to optimize the achievement of the learning objectives and to make the course more relevant.

Section VI. Other Requirements

- a. The teacher is the *facilitator* of learning in formal education. HEIs are expected to ensure that the program faculty has the necessary qualifications and that there is a core of full-time faculty members handling the program. Moreover, HEIs ought to facilitate the shift from a teaching to a learning centered education paradigm by orienting their faculty accordingly.
- b. Program administrators are expected to have the necessary qualifications or their equivalent, preferably in academic management, to enable their exercise of academic and administrative leadership in the HEIs.
- c. HEIs are expected to have adequate learning resources and support structures needed to attain learning competencies in the programs offered (e.g. library, laboratory, facilities, ICT, practicum/internship sites)