



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

CHED MEMORANDUM ORDER

No. 26
Series 2007

Subject: **Criteria and Implementing Guidelines for the Identification, Support and Development of Centers of Excellence (COEs) and Centers of Development (CODs) for Teacher Education Programs**

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In accordance with pertinent provisions of Republic Act No. 7722, otherwise known as the "Higher Education Act of 1994", the CHED's policies and standards on the Centers of Excellence project and for the purpose of establishing Centers of Excellence and Centers of Development (COEs/CODs) that will serve as potent catalysts towards the development of a world-class program in Teacher Education, the following criteria and implementing guidelines for the identification, support and development of COEs and CODs for the Teacher Education Programs are hereby adopted and promulgated by the Commission, thus:

I. Rationale and Background

The implementation of the COE/COD project is pursuant to Section 8 (f) of Republic Act No. 7722, which provides that CHED shall "*identify, support and develop potential centers of excellence in program areas needed for the development of world-class scholarship, nation building and national development*". Thus, it became the policy of the Commission to promote quality and excellence in higher education by identifying, supporting and/or developing COEs and CODs for specific programs in higher education institutions (HEIs).

Consequently, the Teacher Education programs are therefore recognized as a program areas needed for the development of world-class scholarship, nation building and national development.

The project aims to strengthen and further improve the quality of higher education degree programs in the country. The identified COEs/CODs are expected to become a resource to strengthen other schools in their localities and are envisioned to become centers of graduate education and research in the particular field of specialization.

The identification of COEs and CODs for Teacher Education is expected to facilitate the attainment and fulfillment of the program's mission of providing professionally competent and morally upright Teacher Education graduates.

More importantly, it will help stimulate and expedite the utmost development of world-class relevant and responsive Teacher Education programs. Identified COEs and CODs for Teacher Education programs are also expected to take the lead in strengthening other non-COE/COD Teacher Education programs.

II. Center of Excellence and Center of Development

Center of Excellence (COE) refers to a teacher education program under a college or department within a Higher Education Institution (HEI), which continuously demonstrates excellent performance in the areas of instruction, research and publication, extension and linkages, institutional qualifications and exhibit an excellent ability to produce quality pre-service teacher education to meet the needs of progressive teachers for elementary, secondary and special education program in the Philippines. To qualify for the selection of COE, the teacher education program should have passed the initial screening. The initial screening includes Level II accreditation, at least Very Good rating on EGEP and should be at the top 10 per category of high performing TEIs - average LET performance for the last 3 years (2004 – 2006). To be considered a COE, the total score for the different parameters in the Criteria should at least be 70%.

Center of Development (COD) refers to a teacher education program under a college or department within a higher education institution, which demonstrates the potential to become a Center of Excellence in the future. To qualify for the selection of COD, the teacher education program should have passed the initial screening. The initial screening includes Level II accreditation, Very Good rating on EGEP and should be at the top 11 – 20 per category of high performing TEIs. To be considered a COD, the total score for the different parameters in the Criteria should at least be 50%.

The status of being a Center of Excellence or a Center of Development in Teacher Education should not be misconstrued that such status applies to other programs offered by an institution.

III. Criteria

(See Annex A)

IV. Process of Selection and Identification

The Commission shall identify COE and COD for the Teacher Education program upon recommendation of the Technical Panel for Teacher Education (TPTE) based on the foregoing criteria. Higher education institutions offering the Teacher Education program that have the intention and/or the potential of becoming a COE or COD for the program must submit application together with the pertinent documents through the CHED Regional Offices (CHEDROs).

A. Application Phase

1. Interested HEIs shall submit to the CHED Regional Office (CHEDRO) concerned a letter of intent together with the pertinent documents

to support the application. The supporting documents must exhibit evidence of compliance with the selection criteria.

2. The CHEDRO then assesses the completeness of the documents submitted by the applicant HEIs and recommends those applications with complete and correct documents for evaluation by the OPS. Applications with incomplete and/or incorrect supporting documents shall be returned to the applicant HEIs by the CHEDRO.
3. The following shall form part of the application and shall be submitted by the applicant HEIs to the CHEDRO on or before May 31, 2007.
 - a. Letter of application addressed to the Commission through the CHEDRO Director;
 - b. Accomplished application form;
 - c. Required supporting documents as indicated in "Annex A" hereof.
4. The CHEDRO shall forward all applications with complete and correct documents to the OPS on or before June 15, 2007.
5. The Secretariat of the Technical Panel for Teacher Education (TPTE) shall consolidate all applications forwarded by the CHEDRO and submits the same to the Technical Committee for evaluation and short-listing.

B. Initial Paper Evaluation

The Technical Committee shall conduct the initial paper evaluation of all COE/COD applications. Once all applications have been completely evaluated, the Technical Committee prepares and submits the short-list to the Technical Panel. The Technical Panel shall recommend the short-list of the potential COEs/CODs to the OPS together with the proposed schedules of ocular inspection.

C. Ocular Inspection

The OPS shall create inspection teams composed of at least two (2) members of the Technical Committee, OPS Director-in-Charge or in his/her absence the Chief or Assistant Chief and One (1) member of the TPTE Secretariat. The teams will evaluate/validate the documents submitted by the applicant HEIs.

D. Identification

1. The Technical Committee shall submit the result of evaluation to the Technical Panel. The Technical Panel shall prepare a resolution recommending the approval of the identified COEs and CODs.

2. The Technical Panel shall recommend an HEI to be a COE for Teacher Education if it attains an over-all rating of 70 percent and above in the evaluation.
3. The Technical Panel shall recommend an HEI to be a COD for Teacher Education if it attains an over-all rating of 50 to 69 points in the evaluation.
4. Upon approval by the Commission, the list of identified COEs and CODs for Teacher Education shall be released through the issuance of a CMO.

V. Grants and Benefits

Identified COEs/CODs for the Teacher Education program are entitled to the following grants and benefits:

1. Priority in the selection of CHED institutional partners with regards to CHED developmental projects;
2. Entitled to other non-monetary subsidies and awards such as:
 - a. faculty scholarships for graduate studies;
 - b. priority for CHED research grants;
3. Financial Assistance. COEs and CODs that would like to avail of financial assistance/support from CHED must submit project proposals. The CHED will evaluate the proposals based on the criteria which shall be issued by the Commission. HEIs will be granted financial assistance once a proposal will be approved and subject to availability of funds.

VI. Roles and Responsibilities of Identified COEs and CODs

Identified COEs/CODs for the Teacher Education program shall have the following roles and responsibilities:

For Identified COEs:

1. Act as role models / leaders in teacher education programs;
2. Sustain and enhance research capabilities and upgrade professional or research graduate programs in Teacher Education;
3. Provide assistance to agencies / institutions within their geographical area of coverage;
4. Undertake activities / projects necessary in developing quality Teacher Education programs;
5. Accelerate the development of the Teacher Education programs through strategic developmental agenda and projects;

6. Develop quality instructional programs through faculty development and upgrading of facilities and library holdings;
7. Undertake basic and applied research activities on emerging trends and developments in the field of Teacher Education; and
8. Undertake extension and linkages through consortia and collaborations with academe.

For Identified CODs:

1. Accelerate the development of the Teacher Education programs through strategic developmental agenda and projects;
2. Develop quality instructional programs through faculty development and upgrading of facilities and library holdings;
3. Undertake basic and applied research on emerging trends and developments in the field of Teacher Education;
4. Undertake extension and linkages through consortia and collaborations with academe; and
5. Establish linkages with COEs in Teacher Education to further improve instructional and research capabilities to undertake research in the said programs.

VII. Duration of the Status as COEs/CODs

The designation as COEs / CODs for Teacher Education shall be for a period of three (3) years effective the date of award. If at any point based on the monitoring by CHED, the COE/COD is found not fulfilling its functions/responsibilities and/or not maintaining compliance with the criteria as COE/COD, the designation shall be revoked.

VIII.EFFECTIVITY:

This order shall take effect immediately.

Issued this 30th day of April 2007.


CARLITO S. PUNO, DPA
Chairman

Incl: "Annex A"

Criteria and Scoring Guide for Selection of COEs and CODs in Teacher Education

A. Requirements for Initial Screening

Distinction Aspired For	Accreditation	EGEP Rating	Average LET Performance for the last 3 years (for both BEED and BSED)
Center of Excellence (COE)	L II	At least Very Good	Top 10 Per Category of High Performing TEIs
Center of Development (COD)	L II	At least Very Good	Rank 11 – 20 Per Category of High Performing TEIs

B. Minimum Requirements to Qualify as COE or COD

- To be considered a COE, the total score for the different parameters in Section C should at least be 70%.
- To be considered a COD, the total score for the different parameters in Section C should at least be 50%.

C. Performance Indicators and Scoring Guide

Parameters/Level of Performance	4	3	2	1
Instructional Quality (45%) 1. Administration (3%) University Level	Initiates long term and proactive programs with appropriate feedback mechanism	Sets long term goals in response to institutional changes and demands; with feedback mechanism	Sets short term goals; with feedback mechanism	Implements programs of previous head; reacts to problem as they arise
Planning	Initiates long term and proactive programs with appropriate feedback mechanism	Sets long term goals in response to institutional changes and demands; with feedback mechanism	Sets short term goals; with feedback mechanism	Implements programs of previous head; reacts to problem as they arise
Monitoring/ Implementation	Develops innovative strategies for effective and efficient monitoring system	Maintains effective monitoring system	Monitors projects regularly.	Monitors projects as need arises
Staff Development	Evaluates/promotes staff using an objective system and acceptable to majority of (if not all) staff	Evaluates/promotes staff using a system that changes ever rating period	Evaluates/promotes staff using a system that does not show equivalency where divers functions exist	System of evaluation only prepared when necessary
Networking and Linkages	Continuously generates new partners and networks and sustain existing ones	Maintains existing partners and networks outside of university	Maintains existing partners and networks within university	No networks
Resource Generation and Utilization	Generates resources internationally and nationally; maximizes internal resources Creates opportunities for staff development	Generates resources from national and local sources; efficiently utilizes resources Has a fellowship and awards committee	Generates sources from local sources; efficiently utilizes resources Organizes in-house/intercollege seminars for staff	Dependent on MOE; utilizes resources with prudence Recommends staff for training but initiative based on individual

Parameters/Level of Performance	4	3	2	1
<p>2. Faculty Resources: Full time & Part time (15%)</p> <p>* Bonus 2 points shall be awarded to TEIs with 90 – 100 % with PhDs in Major Areas</p>	<p>Overall (3%) 91 - 100% with Master's 46- 50% with PhDs/EdDs</p> <p>For major courses in M,S, E: & Master's level 80% with master's in major area</p> <p>20% with master's in Professional Education</p> <p>91 - 100% with PhDs/EdDs in Professional Ed</p>	<p>Overall (3%) 81 - 90 % with Master's 40 - 45% with PhDs/EdDs</p> <p>For major courses in M,S, E: & Master's level 70% with master's in major area</p> <p>15% with master's in Professional Education</p> <p>81 - 90% with PhDs/EdDs in Professional Ed</p>	<p>Overall (3%) 71 - 80 % with Master's 30 % with PhDs/EdDs</p> <p>For major courses in M,S, E: & Master's level 60% with master's in major area</p> <p>10% with master's in Professional Education</p> <p>71 - 80% with PhDs/EdDs in Professional Ed</p>	<p>Overall (3%) 61 - 70 % with Master's 20 % with PhDs/EdDs</p> <p>For major courses in M,S, E: & Master's level 50% with master's in major area</p> <p>5% with master's in Professional Education</p> <p>61 - 70% with PhDs/EdDs in Professional Ed</p>

Parameters/Level of Performance	4	3	2	1
<p>3. Curriculum (8%)</p> <p>* Bonus pts if It has PhD in three areas</p>	<p>Has BEE & BSE programs with majors in Math, Science and English Education</p> <p>Has a Master's Program in all (Science, Math, & English Educ)</p> <p>Has a PhD/EDD program in at least one area (Science, Math, or English Education)</p> <p>Has standards for all subject areas offered</p>	<p>Has BEE & BSE Programs with majors in M, S & E Education</p> <p>Has Master's Program in any two of the following: M, S, E Education</p> <p>No PhD/EDD Program</p> <p>Has standards for 90% of subject areas offered</p>	<p>Has BEE & BSE Programs with majors in M, S, & E Education</p> <p>Has a Master's Program in any of the following: S, M or E Education</p> <p>No PhD/EDD program</p> <p>Has standards for 80% of subject offered</p>	<p>Has BEE & BSE Programs in M, S and E Education</p> <p>Has a Master's Program in any of the following: S, M or E Education</p> <p>No PhD/EDD program</p> <p>Has standards for 70% of subject areas offered</p>

Parameters/Level of Performance	4	3	2	1
<p>4. Laboratories (4%)</p>	<p>Satisfies 100% of the requirements for laboratories as required by the Technical Panel for S & M</p>	<p>Satisfies 90% of the requirements for laboratories as required by the Technical Panel for S & M</p>	<p>Satisfies 80% of the requirements for laboratories as required by the Technical Panel for S & M</p>	<p>Satisfies 70% of the requirements for laboratories as required by the Technical Panel for S & M</p>
<p>5. Library (3%)</p>	<p>Has a modern and automated library with internet connectivity Subscribes to the national e-Government Library Program</p> <p>Has substantial library holdings in S, M, & E (at least 5 book titles per course not older than 5yrs)</p> <p>Has at least one reputable local (L) and one international (I) journal/periodical subscriptions for each major subject area: S, M, & E</p>	<p>Has a modern and automated library with internet connectivity Subscribes to the national e-Government Library Program</p> <p>Has substantial library holdings in S, M, & E (at least 4 book titles per course not older than 5yrs)</p> <p>Has at least one reputable local journal in S, M and E and two international in any of the major areas</p>	<p>Has a modern and automated library with internet connectivity Subscribes to the national e-Government Library Program</p> <p>Has substantial library holdings in S, M, & E (at least 3 book titles per course not older than 5yrs)</p> <p>Has at least one local journal in S, M and E and one international in any of the major areas</p>	<p>Has a modern and automated library with internet connectivity Plans to participate in the national e-Government Library Program</p> <p>Has substantial library holdings in S, M, & E (at least one (1) book title per course not older than 5yrs)</p> <p>Has local journal but no international journal</p>

Parameters/Level of Performance	4	3	2	1
<p>6. Information Technology Capability (3%)</p>	<p>Satisfies 100% of the requirements for ICT Laboratories of the Technical Panel for ICT</p> <p>Has an ICT Plan for delivering educational programs*</p> <p>Has internet access for faculty and students in ICT labs, classrooms, library and faculty rooms</p>	<p>Satisfies 90 % of the requirements for ICT Laboratories of the Technical Panel for ICT</p> <p>Has an ICT Plan for delivering educational programs</p> <p>Has internet access for faculty and students in ICT labs, library and faculty rooms</p>	<p>Satisfies 80 % of the requirements for ICT Laboratories of the Technical Panel for ICT</p> <p>Has an ICT Plan for delivering educational programs</p> <p>Has internet access for faculty and students in ICT labs & library</p>	<p>Satisfies 70 % of the requirements for ICT Laboratories of the Technical Panel for ICT</p> <p>Has an ICT Plan for delivering educational programs</p> <p>Has internet access for faculty and students in ICT labs & library</p>
<p>8. 2 pts bonus if it has broad band or wireless connectivity</p>	<p>Faculty is able to develop ICT-based teaching materials</p> <p>Implements and efficient MIS for university operation</p> <p>Provides a web-based information for faculty, students and the public</p>	<p>Faculty is able to develop ICT-based teaching materials</p> <p>Implements and efficient MIS for university operation</p> <p>Provides a web-based information for faculty & students</p>	<p>Faculty is able to develop ICT-based teaching materials</p> <p>Partial MIS for university operation</p> <p>Provides a web-based information for faculty & students</p>	<p>Faculty is able to develop ICT- based teaching materials</p> <p>MIS not yet functional</p> <p>Provides a web-based information for faculty with plans fro students</p>

Parameters/Level of Performance	4	3	2	1
7. Student Support System* (2%)	<p>Has a mechanism for supporting 25% of deserving students (as qualified according to CHED guidelines) through e.g.:</p> <ul style="list-style-type: none"> • scholarships • loan programs • Other forms of scholarship from external sources <p>Has a recognition scheme for student performance</p> <p>Has a scheme for developing and sustaining student organizations and leadership (provides student union office)</p> <p>Conducts orientation for new students</p> <p>Has a career placement program/conducts job fair</p>	<p>Has a mechanism for supporting 20% of needy students through</p> <ul style="list-style-type: none"> • scholarships • loan programs <p>Has a recognition scheme for student performance</p> <p>Has a scheme for developing and sustaining student organizations and leadership (provides separate <i>tambayan</i> for each student orgs)</p> <p>Conducts orientation for new students</p> <p>Conducts job fair</p>	<p>Has a mechanism for supporting 15% of needy students through</p> <ul style="list-style-type: none"> • scholarships • loan programs <p>Has a recognition scheme for student performance</p> <p>Has a scheme for developing and sustaining student organizations and leadership (provides shared <i>tambayan</i> for a group of student orgs)</p> <p>Conducts orientation for new students</p> <p>Posts job openings</p>	<p>Has a mechanism for supporting 10% of needy students through</p> <ul style="list-style-type: none"> • scholarships • loan programs <p>Has a recognition scheme for student performance</p> <p>Has a scheme for developing and sustaining student organizations and leadership (provides common <i>tambayan</i> for all student orgs)</p> <p>Conducts orientation for new students</p> <p>Posts job openings</p>

Parameters/Level of Performance	4	3	2	1
<p>8. Performance in Licensure Examination (4%)</p> <p>Note: campus specific except for those with satellite campuses for more than 5 years</p>	<p>For COE: Has an average of at least 85% passing in LET for the past three years (both for BEE & BSE)</p> <p>For COD: has an average of at least 65% passing in LET</p>	<p>For COE Has an average of at least 80% passing in LET for the past three years (both for BEE & BSE)</p> <p>For COD: has an average of at least 60% passing in LET</p>	<p>For COE Has an average of 75% passing in the LET for the last three years (both for BEE & BSE)</p> <p>For COD: has an average of at least 55% passing in LET</p>	<p>For COE Has an average of 70% passing in LET for the past three years (both for BEE & BSE)</p> <p>For COD: has an average of at least 50% passing in LET</p>
<p>9. Graduate Profile (2%)</p> <p>2 pts total bonus if at least 5 alumni recognition is given by international bodies</p>	<p>Contributes significantly to the country's need for M, S, & E teachers (at least 80% of graduates employed in private and government offices for the last 5 years)</p> <p>Graduates have track record as leaders at national and regional level e.g., (at least eight graduates are regional directors, superintendents, supervisors, principals and other educational leadership positions from 10 years of graduation)</p> <p>Graduates are recognized by national and regional award-giving bodies in the last 10 years</p>	<p>Contributes significantly to the country's need for M, S, & E teachers (at least 70% of graduates for the last 5 years)</p> <p>Graduates have track record as leaders at national and regional level (at least six graduates)</p>	<p>Contributes significantly to the country's need for M, S, & E teachers (at least 60% graduates for the last 5 years)</p> <p>Graduates have track record as leaders at national and regional level (at least four graduates)</p>	<p>Contributes significantly to the country's need for M, S, & E teachers (at least 50% graduates for the last 5 years)</p> <p>Graduates have track record as leaders at national and regional level (at least two graduates)</p>

Parameters/Level of Performance	4	3	2	1
10. Graduate Tracer Study (1%)	<p>Has a tracking system for graduates via alumni association</p> <p>Has an alumni e-group</p> <p>Organizes homecoming activities once year</p> <p>Alumni groups donate to the university (e.g., building, equipment, scholarships, etc)</p> <p>Has a program for career placement of graduates</p>	<p>Has a tracking system for graduates via alumni association</p> <p>Has newsletter for reporting alumni activities</p> <p>Organizes homecoming activities every other year</p> <p>Alumni groups donate to the university (e.g., building, equipment, scholarships, etc)</p> <p>Has a program for career placement of graduates</p>	<p>Has a tracking system for graduates via alumni association</p> <p>Has an updated alumni directory</p> <p>Organizes homecoming activities every five years</p> <p>Alumni groups donate to the university (e.g., building, equipment, scholarships, etc)</p> <p>Has a program for career placement of graduates</p>	<p>Has a tracking system for graduates via alumni association</p> <p>Has an updated alumni directory</p> <p>Organizes homecoming activities irregularly</p> <p>Alumni groups donate to the university (e.g., building, equipment, scholarships, etc)</p> <p>Has a program for career placement of graduates</p>

Parameters/Level of Performance	4	3	2	1
Research & Publication (30%) 1. Number of research studies and publications	Has at least two institutional and/or individual research studies and refereed publication every year (either at international or national level) Has at least 3 contracted or collaborative researches (with another institution or agency) in the last 5 years At least three research outputs used for policy development and program implementation Has journal or other publication vehicle printed twice a year	Has two institutional and/or individual research studies and refereed publication every year (either at international or national level) Has at least 2 contracted or collaborative) researches (with another institution or agency in the last 5 years Two research outputs used for policy development and program implementation Has journal or other publication vehicle printed once a year	Has one institutional and/or individual research and refereed publication at the national or regional level Has at least 1 contracted or collaborative research (with another institution or agency) in the last 5 years One research outputs used for policy development and program implementation Has journal or other publication vehicle printed every two years	Has one institutional and/or individual research and publication submitted in a reputable journal Contract or collaborative negotiations for research on-going Research outputs with policy implications on going Has journal or other publication vehicle printed once in three years
1 pt bonus if it has an electronic journal	Has a functional University Research Office with a director and regular staff	Has a functional University Research Office with director and at least one regular staff	Has a functional University Research Office director and contractual staff	Has a functional University Research Office with ad hoc committee

Parameters/Level of Performance	4	3	2	1
Extension & Linkages (20%) * Bonus 2 Points for the ability to extend assistance for capacity building in the form of: 1. faculty dev. Programs 2. conduct of seminars 3. use of facilities 4. conduct of research	Has at least four collaborative projects (international, national and/or local with government and/or non-government orgs) last five years Has at least four institutional and/or individual extension projects	Has at least three collaborative projects (international, national and/or local with GOs and/or NGOs) last four years Has at least four institutional and/or individual extension projects	Has at least two collaborative projects (international, national and/or local with GOs and/or NGOs) last three years Has at least four institutional and/or individual extension projects	Has at least one collaborative projects (international, national and/or local with GOs and/or NGOs) last two years Has at least four institutional and/or individual extension projects
Institutional Qualification (5%) College of Education	At least two programs/ projects have received awards from an international award-giving bodies All programs and projects have received accreditation At least three programs / projects are cited in benchmarking studies Has clear admission/standards for students in teacher education	At least one program/project has received award from a national award-giving bodies 90% of programs and projects have received accreditation Two programs/ projects are cited in benchmarking studies Has clear admission /standards for students in teacher education	At least two programs/ projects have been nominated by regional award-giving bodies 80% of programs and projects have received accreditation One program/project is cited in benchmarking studies Has clear admission /standards for students in teacher education	At least one program/ project has been nominated by local award-giving bodies 70% of programs and projects have received accreditation NO citation Has clear admission/standards for students in teacher education