



**CHED MEMORANDUM ORDER**

No. 28,  
Series 2012.

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

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In accordance with the 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, by virtue of the 395<sup>th</sup> Commission *en banc* Resolution No. 170-2012 dated July 16, 2012 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 English, the following criteria and implementing guidelines for the identification, support and development of COEs and CODs for the English program 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 English program is therefore recognized as a program area 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 English is expected to facilitate the attainment and fulfillment of the program's mission of providing professionally competent and morally upright English graduates who can deliver efficient and effective services in the academe and in the industry as well.

More importantly, it will help stimulate and expedite the utmost development of world-class, relevant and responsive English program under the Humanities Education.

## II. Center of Excellence and Center of Development

**Center of Excellence (COE)** refers to an English program under a college or department within a higher education institution, which continuously demonstrates excellent performance in the areas of instruction, research and publication, extension and linkages and institutional qualifications. To be a Center of Excellence, the English program must earn a total score of at least 90 points using the criteria for COE in the four (4) major categories (Instructional Quality, Research and Publications, Extension and Linkages, and Institutional Qualifications)..

**Center of Development (COD)** refers to an English 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 be a Center of Development, the English program must earn a total score of at least 90 points using the criteria for COD in the four (4) major categories (Instructional Quality, Research and Publications, Extension and Linkages, and Institutional Qualifications).

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

## III. Criteria

The Centers of Excellence and Centers of Development for the English program shall be selected in accordance with the following criteria:

CRITERIA	WEIGHT
<b><i>I. INSTRUCTIONAL QUALITY (45.00 points)</i></b>	
A. PROGRAM ADMINISTRATION	5.00
B. FACULTY	15.00
C. CURRICULUM	10.00
D. FACILITIES AND EQUIPMENT	3.00
E. LIBRARY and ICT CAPABILITY	8.00
F. STUDENT SUPPORT SYSTEM	2.00
G. GRADUATE PROFILE	2.00
<b><i>TOTAL</i></b>	<b><i>45.00</i></b>
<b><i>II. RESEARCH AND PUBLICATIONS (30.00 points)</i></b>	
<b><i>TOTAL</i></b>	<b><i>30.00</i></b>
<b><i>III. EXTENSION AND LINKAGES (20.00 points)</i></b>	
<b><i>TOTAL</i></b>	<b><i>20.00</i></b>



<b>IV. INSTITUTIONAL QUALIFICATIONS (5.00 points)</b>	
<b>TOTAL</b>	<b>5.00</b>
<b>GRAND TOTAL</b>	<b>100.00</b>

The details of the criteria and other guidelines are contained in "Annex " hereof.

#### **IV. Process of Selection and Identification**

The Commission shall identify COE and COD for the English program upon recommendation of the Technical Panel for Humanities Education (TPHUE) based on the foregoing criteria. Higher education institutions offering the English 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) **not later than August 15, 2012**. Applications submitted beyond the prescribed date shall not be considered.

##### **A. Application Phase**

1. Application for COE/COD in English shall be considered open upon issuance of these implementing guidelines.
2. The Commission will conduct public orientation, after which, will issue a Memorandum with attached application form, informing higher education institutions (HEIs) offering the English program, that it is now accepting applications for potential COEs and CODs.
3. Interested HEIs shall submit to the CHED Regional Office (CHEDRO) concerned a letter of intent together with the pertinent documents for the last **three (3) years** to support the application. The supporting documents must exhibit evidence of compliance with the selection criteria.
4. HEIs must specify in a letter of intent whether they are applying for a COE or COD.
5. 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.
6. The following shall form part of the application and shall be submitted by the applicant HEIs to the CHEDRO:
  - 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.*
7. The CHEDRO shall forward all applications with complete and correct documents to the OPS within 15 days after the deadline for the filing of application as specified herein.



8. The Secretariat of the Technical Panel for Humanities Education (TPHUE) shall consolidate all applications forwarded by the CHEDRO and submits the same to the Technical Panel for evaluation and short-listing.

## **B. Initial Paper Evaluation**

The TPHUE shall conduct the initial paper evaluation of all COE/COD applications. Once all applications have been completely evaluated, the Technical Panel prepares and submits the short-list to the OPS of the potential COEs/CODs, 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 TPHUE, OPS Director-in-charge and two (2) members of the TPHUE Secretariat. The teams will evaluate/validate the documents submitted by the applicant HEIs.

## **D. Identification**

1. The Technical Panel shall submit the result of evaluation to the Commission through the OPS within thirty (30) days after the completion of ocular inspection of all applicant HEIs.
2. The Technical Panel shall recommend an HEI to be a COE for English if it attains an over-all rating of 90 points and above using the criteria for COE in the evaluation.
3. The Technical Panel shall recommend an HEI to be a COD for English if it attains an over-all rating of 90 points using the criteria for COD in the evaluation.
4. Upon approval by the Commission, the list of identified COEs and CODs for English shall be released through the issuance of a CMO.

## **V. Grants and Benefits**

Identified COEs/CODs for the English 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. Entitlement to other non-monetary subsidies and awards such as:
  - a. faculty scholarships for graduate studies;
  - b. priority for CHED research grants;
  - c. consideration for conversion to University Status; identification as autonomous or deregulated status



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 and based on the evaluation, decides on whether or not financial assistance will be granted.

## **VI. Roles and Responsibilities of Identified COEs and CODs**

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

### ***For Identified COEs:***

1. Act as role models / leaders in English education program;
2. Sustain and enhance research capabilities and upgrade professional or research graduate programs in English;
3. Provide assistance to agencies / institutions within its geographical area of coverage;
4. Undertake activities / projects necessary in developing quality English education program;
5. Accelerate the development of the English program through strategic developmental agenda and projects;
6. Develop quality instructional program 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 English; and
8. Undertake extension and linkages through consortia and industry-academe collaborations.

### ***For Identified CODs:***

1. Accelerate the development of the English program through strategic developmental agenda and projects;
2. Develop quality instructional program 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 English;
4. Undertake extension and linkages through consortia and industry-academe collaborations; and
5. Establish linkages with COEs in English to further improve instructional and research capabilities to undertake research in the said program.



## **VII. Duration of the Status as COEs/CODs**

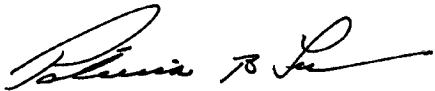
The designation as COEs / CODs for English shall be for a period of three (3) years. If at any point based on the monitoring by CHED, the COE/COD is found not fulfilling its functions/responsibilities and/or not maintaining compliance with the criteria as COE/COD, the designation shall be revoked.

## **VIII. EFFECTIVITY:**

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

This order shall take effect immediately.

Quezon City, Philippines July 26, 2012.

  
**PATRICIA B. LICUANAN, Ph.D.**  
Chairperson



**TECHNICAL PANEL FOR HUMANITIES  
TECHNICAL COMMITTEE FOR ENGLISH LANGUAGE**

**CRITERIA for the SELECTION of CENTERS of EXCELLENCE  
(COEs) and CENTERS OF DEVELOPMENT (CODs) in ENGLISH**

**A. Qualitative Criteria**

Criteria	Operational Indicators of COE	Operational Indicators of COD
<b>I. Instructional Quality (45 points)</b>		
<b>A. Program Administration</b>		
1. Chair	<ul style="list-style-type: none"> <li>➤ Full-time tenured faculty member</li> <li>➤ Teaching experience of at least five (5) years</li> </ul>	<ul style="list-style-type: none"> <li>➤ Full-time tenured faculty member</li> <li>➤ Teaching experience of three (3) years</li> </ul>
2. Support Staff	<ul style="list-style-type: none"> <li>➤ Full-time</li> <li>➤ At least a college degree holder</li> </ul>	<ul style="list-style-type: none"> <li>➤ Full-time</li> <li>➤ At least a college degree holder</li> </ul>
3. Organizational Development	<ul style="list-style-type: none"> <li>➤ Must have a clearly delineated organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Must have a clearly delineated organizational structure</li> </ul>
<b>B. Faculty</b>		
1. Qualifications	<ul style="list-style-type: none"> <li>➤ Seventy-five (75%) of full-time faculty members have graduate degrees</li> <li>➤ For programs with less than (10) full-time faculty members, at least 3 of them should have a Ph.D degree</li> <li>➤ For programs with more than ten (10) full-time faculty members, at least five (5) should have a Ph.D degree</li> </ul>	<ul style="list-style-type: none"> <li>➤ A core of at least six (6) faculty members in the discipline; at least 50% of whom have graduate degrees and the rest are pursuing graduate degrees</li> </ul>



<b>Criteria</b>	<b>Operational Indicators of COE</b>	<b>Operational Indicators of COD</b>
<p>2. Performance</p> <p>2.1 Teaching Quality</p>	<ul style="list-style-type: none"> <li>➤ Consolidated evaluation of teaching quality by self, peer, students of at least very satisfactory</li> <li>➤ All of the faculty members have served as resource persons/speakers in conferences/workshops/seminars</li> <li>➤ National or international recognitions of at least 25% of the faculty members to include awards, scholarships, and recognition as practitioner</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consolidated evaluation of teaching quality by self, peer, students of at least very satisfactory</li> <li>➤ At least 20% of the faculty members have served as resource persons/speakers in conferences/workshops/seminars</li> </ul>
<p><b>C. Curriculum</b></p>	<ul style="list-style-type: none"> <li>➤ Substantive coverage of the discipline as agreed upon by the members of the Technical Committee for the English Language</li> <li>➤ Relevance of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Substantive coverage of the discipline as agreed upon by the members of the Technical Committee for the English Language</li> <li>➤ Relevance of the curriculum</li> </ul>
<p><b>D. Facilities and Equipment</b></p>	<ul style="list-style-type: none"> <li>➤ Availability of Multimedia equipment/facilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of Multimedia equipment/facilities</li> </ul>
<p><b>E. Library and ICT Capability</b></p>	<ul style="list-style-type: none"> <li>➤ Library with a collection of essential texts and references as specified in each of the syllabi of the courses and access/subscription to the most recent editions of international and local journals inclusive of refereed on-line journals</li> <li>➤ Access to internet/wi-fi facilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Library that meets the minimum requirements for the discipline (per CHED Memorandum Order No. 44, s. 1997) and have access/subscription to the most recent editions of international and local journals inclusive of refereed on-line journals</li> <li>➤ Access to internet/wi-fi facilities</li> </ul>





Criteria	Operational Indicators of COE	Operational Indicators of COD
<b>F. Student Support System</b>	<ul style="list-style-type: none"> <li>➤ Existence of an active English organization of students, system of mentoring/and advising of students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Existence of an active English organization of students, system of mentoring/and advising of students</li> </ul>
<b>G. Graduate Profile</b>	<ul style="list-style-type: none"> <li>➤ Exemplary achievements/ performance of graduates primarily in the field of English Language Studies/Education and secondarily, in the allied courses (e.g. in publication, law, media and government)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Achievement/performance of graduates in the field of English Language Studies/Education</li> </ul>
<b>II. Research and Publications (30 points)</b>	<ul style="list-style-type: none"> <li>➤ All graduate school faculty must have published books, or research monographs, or academic articles in reputable / refereed journals in the last ten (10) years</li> <li>➤ All graduate school faculty must have presented papers in international/local conferences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Half of the graduate school faculty must have published books, research monographs or academic articles in reputable / refereed journals in the last ten (10) years</li> <li>➤ All of the graduate school faculty must have presented papers in conferences/seminars</li> </ul>
<b>III. Extension and Linkages</b>	<ul style="list-style-type: none"> <li>➤ Existence of visiting professors or faculty exchange program</li> <li>➤ The college/department should have an established extension service program geared towards the improvement of English language proficiency; capacity building in research, writing, and teaching; and development of competencies in communication.</li> <li>➤ Collaborative research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Existence of visiting professors or faculty exchange program</li> <li>➤ The college/department has the capability to render extension services geared towards the improvement of English language proficiency; capacity building in research, writing, and teaching; and development of competencies in communication.</li> </ul>



<b>Criteria</b>	<b>Operational Indicators of COE</b>	<b>Operational Indicators of COD</b>
<b>IV. Institutional Qualifications</b>	> Vision and Mission statements must be clear and achievable	> Vision and Mission statements must be clear and achievable



## B. Quantitative Criteria

<b>CRITERIA</b>	<b>RATING (POINTS)</b>		
<b>I. INSTRUCTIONAL QUALITY</b>			<b>45</b>
A. Administration		5	
1. Chair of the Department	1		
2. Support Staff	1		
3. Organizational Structure of the Department	3		
B. Faculty		15	
1. Qualifications	8		
2. Performance	7		
C. Curriculum		10	
D. Facilities and Equipment		3	
E. Library and ICT Capability		8	
F. Student Support System		2	
G. Graduate Profile		2	
<b>II. RESEARCH AND PUBLICATIONS</b>			<b>30</b>
<b>III. EXTENSION AND LINKAGES</b>			<b>20</b>
<b>IV. INSTITUTIONAL QUALIFICATIONS</b>			<b>5</b>
<b>TOTAL</b>			<b>100</b>



**APPLICATION FORM/CHECKLIST FOR COE/COD FOR ENGLISH**

**Name of Institution** : \_\_\_\_\_

**Address** : \_\_\_\_\_

**Program** : \_\_\_\_\_

**Application** :  COE  COD

**I. Instructional Quality**

**Administration**

Name of Chair / Education: \_\_\_\_\_ / \_\_\_\_\_

Tenured (Y/N):

Full - time (Y/N):

No. of years of Teaching Experience: \_\_\_\_\_

\*Name of Support Staff / Education: \_\_\_\_\_ / \_\_\_\_\_

*\*(Support staff refers to the deputy program coordinator/administrator)*

Organizational Flowchart (Y/N)

**Faculty Profile**

Total Number of Faculty : \_\_\_\_\_

Total Number of Faculty (Full-time) : \_\_\_\_\_

Number of Faculty with Master's Degree : \_\_\_\_\_

Number of Faculty with Doctoral Degree : \_\_\_\_\_

Teaching Quality

Consolidated performance evaluation of faculty (Y/N):

Awards, scholarships, and recognition earned by HEI (Y/N):

**Curriculum**

Updated Curriculum (Y/N):

**Facilities and Equipment**

Availability of multimedia equipment/facilities (Y/N)

Availability of audio/visual facilities (Y/N)

*(Please attach supporting documents/list of available facilities)*

**Library & ICT Capability**

Number of Library Holdings : \_\_\_\_\_

Number of International Journal/Periodical Subscriptions : \_\_\_\_\_

Number of Local Journal/Periodical Subscriptions : \_\_\_\_\_

Wireless Connectivity (Y/N) :

Internet Access for Faculty and Students (Y/N) :

**Student Support System**

Number of Recognized Student Organizations :

Names of Student Organizations:

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**Graduate Profile**

Number of Graduates with exemplary achievements/performance:

Names:

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**II. Research and Publications**

Number of graduate school faculty who have published books, or research monographs, or academic articles in reputable / refereed journals in the last ten (10) years:

Number of graduate school faculty who have presented papers in international/regional/national conferences:

**III. Extension and Linkages**

Existence of visiting professors or faculty exchange program (Y/N):  
*(Attach copies of Memorandum of Agreement/Understanding)*

Number of Collaborative Research for the Last 10 Years:

Name of Collaborative Research:

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Number of Institutional Extension Projects:

Name of Extension Projects conducted in the last 10 years:

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**IV. Institutional Qualifications *(Attach copies)***

Mission :

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Vision :

: