



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



CHED MEMORANDUM ORDER
No. 08
Series of 2015

SUBJECT: AMENDMENT TO CMO NO. 26, SERIES OF 2012, ENTITLED "CRITERIA AND IMPLEMENTING GUIDELINES FOR THE IDENTIFICATION, SUPPORT AND DEVELOPMENT OF CENTERS OF EXCELLENCE (COES) AND CENTERS OF DEVELOPMENT (CODS) FOR THE FOREIGN LANGUAGE 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," and for the purpose of establishing Centers of Excellence (COEs) and Centers of Development (CODs) that serve as potent catalysts in Foreign Language education needed for the development of world-class scholarships, nation building and national development, the criteria and implementing guidelines for the identification, support and development of COEs and CODs for the Foreign Language program as embodied in CHED Memorandum (CMO) No. 55, series of 2006 and CHED Memorandum Order No. 26, series of 2012 shall be adopted. Per Commission *en Banc* Resolution No. 139-2015, dated March 30, 2015, the Annex of CMO No. 26, series of 2012 is hereby amended as follows:

"Annex"

Criteria for the Selection of Centers of Excellence (COEs) and Centers of Development (CODs) for the Foreign Language Program

A. Qualitative Criteria

Criteria	Operational indicators of COE/COD	Points
I. Instructional Quality – 45%		
A. Administration		
1. Chair/Coordinator	Full time tenured faculty; Holder of at least a Master's degree, (or its equivalent), in at least one (1) foreign language or related fields (<i>any one of the following disciplines with foreign language component: Literature, Cultural Studies, International Studies, International Relations, European Studies, Asian Studies, Linguistics, Teacher Education</i>)	5 pts
B. Faculty		
1. Qualifications	50% of the fulltime faculty members have graduate degrees.	3.5 pts 10% = 1 pt. 20% = 1.5 pts 30% = 2 pts. 40% = 2.5 pts. 50% = 3.5 pts
2. Performance	50% of faculty have foreign language or foreign language education training (<i>at least</i>	3.5 pts 10% = 1 pt 20% = 1.5 pts

	<i>three (3) months intensive training</i>	30% = 2 pts 40% = 2.5 pts. 50% = 3.5 pts
	At least 80% of faculty members have student evaluation of Very Satisfactory.	4 pts
	National or International recognition of the faculty members to include awards, fellowships and scholarships (<i>related to foreign language teaching</i>)	4 pts National (awards, fellowships, scholarships) = 3 pts International (awards, fellowships, scholarships) = 4 pts
C. Quality of the Curriculum	Substantive coverage of the discipline (<i>foreign language plus related topics such as FL literature, cultural studies, translation</i>)	2.5 pts
	Covers basic, intermediate and advanced level of foreign language.	2.5 pts
	Relevance of the curriculum to local and regional conditions and needs.	2.5 pts
	Should have an evaluation instrument based on international standards.	2.5 pts
D. Laboratory and Equipment (<i>may be university or college- based as long as FL students have access to them</i>)	Must have computers for use of students and faculty. Access to the internet. Availability of software used in the discipline. Language Laboratory/Room for students and faculty.	3 pts: If all 4 indicators are available .05 pt deduction: for each missing indicator,
E. Library (<i>may be university or college- based as long as students have access to it</i>)	Library with recent (<i>acquisitions for the last five years</i>) national and international language textbooks (<i>grammar, FL literature, cultural studies and related resources</i>), workbooks (<i>exercise books</i>), journals and dictionaries (<i>published for the last five years, on-line subscriptions or hard copy</i>)	5 pts
F. Instructional Facilities (<i>may be university- or college- based as long as students have access to them</i>)	Must have multimedia classrooms (<i>equipped with LCD projectors, screen, audio equipment</i>)	3 pts
G. Retention	Must have clear retention policies	2 pts
H. Graduate Profile (<i>may be university- or college-based</i>)	The department/college should have available database of their graduates and their employment at least for the last five (5) years	2 pts



<p>II. Research and Publication – 30%</p> <p>A. Organization</p> <p>B. Budget</p> <p>C. Output</p>	<p>Must exhibit a strong commitment to undertake research activities in FL teaching, learning and education.</p> <p>Should have access to funding for research, writing of instructional materials, and teaching enhancement activities.</p> <p>At least 30% of the faculty has published books, research monographs or academic articles in reputable journals (<i>topics must be related to FL teaching, translation, literature, linguistics, and cultural studies</i>).</p> <p>National or international recognition of the faculty members to include awards and scholarships</p>	<p>5 pts</p> <p>5 pts</p> <p>15 pts - 30% 10pts - 25% 5 pts - 20%</p> <p>5 pts</p>
<p>III. Linkages and Extension – 20%</p> <p>A. Institutional linkages</p> <p>B. Community and Extension Services</p> <p>C. Consultancy (<i>must be institutionalized, i.e. between faculty and agency/ institution; <u>not</u> between faculty and individuals</i>)</p>	<p>The college/department should have linkages with national/international universities, embassies and other foreign language institutions through faculty/student exchange programs, consortia, and other collaborative activities.</p> <p>The college/department should have an established extension service program geared towards the teaching, promotion and development of foreign languages.</p> <p>The administration and faculty should lend their expertise to other schools / agencies/ industries through training, seminar, workshop, etc.</p>	<p>4 pts - Local 4 pts - National 4 pts - International</p> <p>4 pts</p> <p>4 pts</p>
<p>IV. Institutional Qualifications – 5%</p> <p>A. Vision/Mission</p>	<p>Should have an academic program that stems from a clear and achievable vision/mission of the institution, of the college and of the department geared towards excellence and quality, and the institution/college should have established itself as a leader in foreign language</p>	<p>2 pts</p>



<p>B. Institutional Planning and Development</p>	<p>teaching.</p> <p>Should have clear educational, administrative and student plans for the next 5 years.</p> <p>Should include teacher-training programs as part of faculty development plans.</p>	<p>3 pts</p>
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This Order containing the above amendments shall take effect immediately and shall remain in force and effect until revoked or further amended.

Issued this 13th day of April 2015, Quezon City, Philippines

R. S. Sangalang

RUPERTO S. SANGALANG, Ph.D.

Commissioner

Officer-In-Charge, Office of the Chairperson

April 6-17, 2015

