



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



CHED MEMORANDUM ORDER
No. 15
Series of 2019

SUBJECT: POLICIES, STANDARDS, AND GUIDELINES FOR GRADUATE PROGRAMS

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "*Higher Education Act of 1994*," in pursuance of an outcomes-based quality assurance system, in alignment with the Philippine Qualifications Framework (PQF), and by virtue of Referendum No. R070- 2019 dated December 19, 2019, the Commission on Higher Education (CHED) hereby adopts and promulgates the following general policies, standards and guidelines (PSGs) for graduate programs.

ARTICLE I. INTRODUCTION

Section 1. Rationale for Upgrading Graduate Programs

The landscape and perspectives in offering graduate programs have dramatically changed in the past decades. These changes demand new or enhanced competencies among students to meet the requirements set by globalization, regional integration, internationalization of higher education, and the Fourth Industrial Revolution. Thus, students must be able to optimally use 21st century skills in their daily work and professions thereby strengthening the nation's innovation, research, and development.

The Philippine education system has been undergoing reforms such as the introduction of the K to 12 program in basic education, the implementation of a new General Education curriculum and adoption of outcomes-based education (OBE) as a teaching-learning framework in higher education, and the enactment of RA 10931 (Universal Access to Quality Tertiary Education Act). The signing of RA 10931 expanded access and equity to higher education as more students apply for, and will complete their degrees through government subsidy for tuition and miscellaneous fees and other education concerns.

Because of these government initiatives, it is therefore imperative that policies, standards, and guidelines (PSGs) for academic degree programs in higher education, including graduate programs, should therefore be made consistent or aligned with the reforms being instituted in the entire Philippine education system.

In 2013, the Commission on Higher Education (CHED) created the Task Force on Graduate Education Reform (TFGER) to review the state of graduate programs in the country. The TFGER proposed policy options and action agenda to rationalize graduate programs. A revised set of PSGs governing graduate program is then necessary to pursue the needed reforms which include the cultivation of a culture of research and innovation in graduate programs.

Among the major concerns in graduate programs is the wide gap in the availability of and access to quality graduate programs in various disciplines deemed critical in achieving national development in a globalized world. Some graduate programs, especially in the fields of teacher education, public administration, and business administration, are

oversubscribed while there remains many underdeveloped areas of specialization across disciplines leading to the limited growth of said programs and consequently, constraining the potential for development of their respective sectors.

Existing PSGs governing graduate programs in the Philippines, specifically, CHED Memorandum Order (CMO) No. 36, series of 1998 and CMO No. 9, series of 2003 need to be updated or revised to adequately address and meet the requirements of the above-mentioned conditions.

Section 2. Definition and Philosophical Underpinnings of Graduate Programs

Graduate programs constitute a level or stage of academic work that is considered an advanced program of study. It focuses on a particular or interdisciplinary academic discipline or profession and involves certain objective-options such as:

1. rigorous evaluation of work and interaction with professors and peers;
2. professional experience via internships, teaching, and research; and
3. production of original research or creative work.

Across all orientations and levels of graduate work, the ultimate goal is to contribute to the process of knowledge acquisition, generation, sharing, and exchange that is distinct from the baccalaureate level.

The general outcomes of graduate programs are the mastery of a specialized field of study, the development of original and critical thinking, and the demonstration of problem-solving skills that prepare the degree holder for advanced instruction and leadership positions in the areas of research, creative work, as well as the practice of his or her profession.

Section 3. Role of Graduate Programs

To better contribute to the attainment of sustainable development, graduate programs are expected to:

1. Achieve a clear progression beyond basic education and baccalaureate/ undergraduate education by stressing:
 - a. Cutting-edge, integrative and interrogative teaching and learning contents and methods; and
 - b. Higher competencies in knowledge production (research), knowledge sharing and exchange (teaching), and knowledge application and utilization.
2. Produce advanced competencies that can spur and sustain:
 - a. Leadership and innovation;
 - b. Scientific and technological growth;
 - c. Creative and effective learning and teaching;
 - d. Agro-industrial productivity;
 - e. Entrepreneurship;
 - f. Good governance;
 - g. Inclusive economic development and environmental security;
 - h. National sovereignty and independent international relations;
 - i. Articulation of Filipino culture and arts;
 - j. Cultural and religious diversity; and
 - k. Nationalism.



ARTICLE II. AUTHORITY TO OPERATE

Section 4. Government Authority

All private higher education institutions (HEIs), state universities and colleges (SUCs), and local universities and colleges (LUCs) intending to offer graduate program/s in-campus and/or off-campus through any delivery mode must first secure proper authority from the Commission.

The Commission shall ensure careful scrutiny and intensive monitoring of all the curricular graduate programs, regardless of the mode of delivery, in order to do away with the remedial function currently observed in many graduate programs, and to rationalize research toward global standards and best practices.

Any HEI offering graduate programs in any more prescribed under this CMO shall first secure government authorization/recognition before they are allowed to offer graduate programs. Failure of the HEI to comply with the requirements stated therein within the prescribed period shall be deemed as abandonment of its application.

Section 5. Eligibility Criteria

Private HEIs, SUCs, and LUCs with CHED Institutional Recognition are eligible to apply for the appropriate government authority to offer graduate programs if they meet any of the following conditions:

1. With Center of Excellence (COE) or Center of Development (COD) status in the discipline being applied for; or
2. With international accreditation (such as AUN or ABET) in the corresponding undergraduate degree program; or
3. With at least Level III program accreditation or equivalent from CHED recognized accrediting agency in the corresponding undergraduate degree program.

ARTICLE III. GRADUATE PROGRAM LEVELS, OUTCOMES, AND TYPES

Section 6. Program Levels and Outcomes

1. Master's Level

Programs under the Master's Level are designed to provide students with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree higher than the bachelor's degree. They contain a substantial research component. These programs are theoretically-based, but may also include practical components and are informed by state-of-the-art research and/or best professional practice.¹

By level of outcome or competency, Master's programs are aligned with Level 7 of the Philippine Qualifications Framework (PQF). PQF Level 7 descriptors demand the following from graduates of master's degree programs:

- a. Advanced knowledge and skills in a specialized, interdisciplinary, or multidisciplinary field of study for professional practice;

¹ Philippine Statistics Authority (June 2018), Philippine Standard Classification of Education (2017 PSCED)



- b. Self-directed research;
- c. Lifelong learning with a highly substantial degree of independence that involves individual work or teams of interdisciplinary or multidisciplinary experts; and
- d. Application of the above-mentioned skills in research, professional, or creative work.

Entry into the Master's level that prepares a student for a higher degree normally requires the successful completion of a Bachelor's degree.

2. Doctoral Level

The doctoral level is the highest level of academic degree in any field of knowledge or discipline, thus making it a terminal degree.² Programs at this level lead to an advanced research qualification and devoted to advanced study and original research.³

Doctoral programs are aligned with Level 8 of the PQF. The outcomes with reference to PQF Level 8 descriptors would demand the following from the graduates of doctoral degree programs:

- a. Demonstration of highly advanced systematic knowledge and skills in highly specialized and/or complex interdisciplinary or multidisciplinary field of learning;
- b. Utilization of complex research/creative work and/or professional practice and/or the advancement of learning with full independence in individual work and/or in teams of interdisciplinary or multidisciplinary setting;
- c. Application of more complex setting that demands leadership in research and creative work with strategic value added; and
- d. Application of significant level of expertise-based autonomy and accountability to professional leadership for innovation, research and/or development management in highly specialized or interdisciplinary or multi-disciplinary field.

Entry into Level 8 programs requires the successful completion of specific Level 7 programs. Level 8 programs or doctoral programs usually concludes with the submission and defense of a dissertation or equivalent written work of publishable quality, representing a significant contribution to knowledge in the respective field of study. Therefore, these programs are typically based on research and not only on course work.⁴ For a professional doctoral degree, prior work experience in the discipline being applied for is also required.

Furthermore, a doctoral degree is not determined solely by the number of units completed or the number of years in graduate school. As already mentioned in the preceding paragraphs, a doctoral program entails the creation of new knowledge in a field of specialization through a dissertation, which needs to be publicly presented and defended before a panel of doctoral holders in a specific field of study. It usually involves the publication of one's research in peer-reviewed academic journals to demonstrate contribution to advanced scholarship.

CHED determines the equivalency of any doctoral program subject to existing policies, standards and guidelines (PSGs), mutual recognition agreements, and other applicable international laws and policies.

² <https://www.collinsdictionary.com/dictionary/english/doctorate>; <https://www.bestvalueschools.com/faq/what-is-a-terminal-degree/>

³ Philippine Statistics Authority (June 2018), Philippine Standard Classification of Education (2017 PSCED)

⁴ Philippine Statistics Authority (June 2018), Philippine Standard Classification of Education (2017 PSCED)



Section 7. Types of Graduate Programs

I. Master's Programs in the Sciences and in the Arts

Graduate Programs in the Sciences - Master of Science programs focus on specialized professional fields and are commonly applied in programs related to the natural sciences, engineering and mathematics sciences, and information technology. These programs have more units in the sciences and technology and have laboratory classes. Thesis is a requirement for graduation.

Graduate Programs in the Arts - Advanced degrees in the arts (Master of Arts) offer broader education or liberal arts education. These degrees are common in programs related to the social sciences, humanities, and communication. Graduation requirement may either be a thesis or creative work, which passed rigorous academic or jury review.

II. Master's Programs by Tracks

The Master's programs have two (2) major tracks. These are the thesis track and the non-thesis track. The thesis track is research intensive while the non-thesis track is often referred to as a professional or course-based master's program.⁵

A. Thesis Track (Master of Science/Master of Arts)

Under the thesis track is the **Master of Science/Master of Arts (MSc/MA) degree program**. The MSc/MA is a graduate academic degree program consisting of advanced studies in an academic discipline with the primary purpose of contributing to the generation, production and advancement of knowledge rather than specific applications to professional practice. Programs of this type are research-focused and serve as preparation for a doctoral research program. There are two (2) sub-tracks under this, namely the Academic Track and the Research Track:

1. Master of Science/Master of Arts (MSc/MA) Academic Track

This program has at least twenty-four (24) units of coursework and at least six (6) units of thesis. It requires students to pass a comprehensive examination and requires a thesis. As a final output, the students must have at least one (1) publication in refereed journal or juried creative work. Creative work is a tangible evidence of creative effort in a specific field of specialization, such as artwork, literature, music, paintings, dance, drama, productions, architecture, and games and apps. Due to the arbitrariness of creative work, it is impossible that two people would create the same work independently.⁶

2. Master of Science/Master of Arts (MSc/MA) by Research

This program has at least a total number of thirty-six (36) units wherein there is less coursework and more research activities. All units to be taken is by

⁵ "How to choose between a thesis and a non-thesis master's degree?"
<http://alghurairfoundation.org/en/content/how-choose-between-thesis-and-non0000-thesis-master%E2%80%99s-degree>

⁶ CHED 2019 Application Guidelines for the Granting of Autonomous and Deregulated Status to Private Higher Education Institutions, p. 9



research (no coursework). It requires students to pass a comprehensive examination. As a final output, students have at least one (1) publication, specifically, evidence of acceptance to a refereed journal or have a juried creative work outlet.

B. Non-Thesis Track (Master's Degree – Professional Track)

Under the non-thesis track is the **Master's degree (Professional Track)**. It is a professional track at the master's level with the primary purpose of applying knowledge in professional practice. A Master's degree of this type is either terminal or geared towards preparation for a doctoral degree program with a professional track.

The professional master's degree program has at least thirty (30) units of coursework consisting of advanced studies in professional or vocational fields wherein at least three (3) units of which shall be labeled as a capstone course or practiced-based project.

This program requires students to pass a comprehensive examination and complete a capstone project.

A capstone project culminates the student's academic or learning experience. It provides the student an opportunity to exhibit the knowledge and skills obtained during the course of graduate study. It can be featured through a long-term investigative project that concludes in a final output, presentation, or performance. A typical form is when a student may be required to choose a topic or a problem that interests them, perform a research on these topics and generate a final output (for example, in the form of essay, case study, research paper, or a short film or multimedia presentation) indicative of the student's acquisition of learning. The student presents the capstone project to a panel or committee of experts for grading and evaluation.

Other Types of Master's Programs

Because the current employment environment has become more competitive locally and globally, having a master's degree or multiple expertise in a shorter time period may be needed by Filipino graduates thus may accelerate success in their chosen careers. The Commission therefore encourages qualified HEIs to offer the following combination programs, if taken individually might take a longer time period:

1. Straight Bachelor's-Master's (SBM) Program⁷

In the Straight Bachelor's-Master's (SBM) program, both the Bachelor's degree and Master's degree (thesis track) can be earned together.

The SBM program allows students to take specific graduate courses even before they finish their bachelor's degrees. The graduate courses taken can be counted towards both the bachelor's and master's degree thus giving students the opportunity to earn both degrees simultaneously in a shorter time span, however, only up to 20% of the required coursework may be common for both degrees.

⁷ Benchmarked with the University of the Philippines



The SBM program shall be designed as an honors program and thus, the HEI must have strict admission and retention policies. Students must be enrolled full-time and dropping of courses/subjects is not allowed. Students who fail at least one (1) course/subject shall automatically be disqualified from the program and can only pursue the regular Bachelor's program.

The maximum number of years to complete the program is five (5) years. If students are not able to complete the program within the five-year period, the students automatically enter the regular Bachelor's degree program.

The students shall be required to do a Master's level thesis. Prior to doing the Master's thesis, they need to pass a comprehensive examination. The final output for graduation is at least one (1) publishable journal article, which means evidence of submission to a refereed journal or juried creative work outlet.

2. Dual Doctor of Medicine-Master's Degree (MDMD) Program

In the Dual Doctor of Medicine-Master's Degree (MDMD) program, students may be awarded both the Doctor of Medicine and a Master's degree. Only up to 20% of the required coursework may be common for both degrees.

Similar to the SBM program, the MDMD program shall also be designed as an honors program and thus, the HEI must have strict admission and retention policies.

The maximum number of years to complete the program shall be determined by the HEI subject to approval of the Commission. If students are not able to complete the program within the prescribed period, they can pursue the regular program of only one of the two degrees.

Besides meeting the requirements for the Doctor of Medicine, the students are expected to pass a comprehensive examination for the Master's program. If the Master's program is under the thesis track, the student has to complete a thesis and has at least one (1) publishable journal article, which means evidence or submission to refereed journal or juried creative work outlet/or presentation to a conference. If the Master's program is a professional degree, the student has to complete a capstone project.

3. Dual Master's Degrees (DMD) Program⁸

The Dual Master's Degrees (DMD) program provides the opportunity for students to pursue graduate work in two fields of study and comply with the requirements of the two degrees simultaneously.

A common course work may be applied for the two master's degrees, but only up to 20% of the required coursework for both degrees may be credited. This overlapping or common course work reduces the time to complete both degrees if taken as regular programs.

Students must be enrolled full-time and dropping of courses/subjects is not allowed. Students who fail at least one (1) course/subject shall automatically

⁸ Benchmarked with The University of Texas at Austin Graduate School, Florida State University, The University of Arizona, University at Albany-State University of New York, and Wright State University



be disqualified from the program, but they may enter the regular program of one of the Master's degrees being pursued.

The maximum number of years to complete the program shall be determined by the HEI subject to approval of the Commission. If students are not able to complete the program within the prescribed period, they can only continue with the regular program of one of the two Master's degrees.

For two (2) Master's degrees under the thesis track, the students shall be required to pass a comprehensive examination and complete a thesis covering both degree programs. The final output for graduation is at least one (1) publishable journal article, which means evidence of submission to a refereed journal or juried creative work outlet or presentation to a conference.

For one (1) Master's degree under the thesis track and one (1) Professional Master's degree, the students shall be required to pass the comprehensive examination covering both degree programs. They shall also complete a thesis covering both fields of study and have at least (1) publishable journal article, which means evidence of submission to a refereed journal or juried work outlet or presentation to a conference.

For two (2) Professional Master's degrees, the students shall be required to pass the comprehensive examination covering both degrees and complete a capstone project interconnecting the two programs.

III. Doctoral Programs

The doctoral programs have two (2) types, the Doctor of Philosophy and the Doctoral Degree (Professional Track).

A. Doctor of Philosophy

The **Doctor of Philosophy (PhD)** is a graduate program leading to a doctoral degree that focuses on research and prepares students for a life of scholarship in an academic discipline. A PhD student must show the capacity to make an original contribution in pushing the frontier of knowledge in a chosen field through dissertation, and to demonstrate ability to work independently as a student. Examples of this type of doctoral program are PhD in Education or PhD in Public Administration.

The PhD program has two (2) sub-tracks, namely the Academic Track and the Research Track.

1. Doctor of Philosophy (PhD) Academic Track

This program has at least twenty-four (24) units of coursework and at least twelve (12) units of dissertation.

There shall be a public defense of the dissertation. The HEI announces the schedule of the defense through posting in its HEI website/social media or sending email to its academic community.



Furthermore, students are required to pass a comprehensive examination. As a final output, the students must also have a publication, specifically evidence of acceptance to an internationally or nationally refereed and indexed journal or have a juried creative work outlet.

2. Doctor of Philosophy (PhD) By Research

This program has at least seventy-five per cent (75%) of the total units focused on research-dissertation work. The remaining units shall be allocated for courses on various research methods and advance courses that will contribute to the development and writing of the dissertation.

There shall be a public defense of the dissertation. The HEI announces the schedule of the defense through posting in its HEI website/social media or sending email to its academic community.

The total units shall be determined by the HEI. The HEI has to ensure that a student has a minimum residency of three (3) years on a full-time basis.

Furthermore, students are required to pass a comprehensive examination. As a final output, the students must also have a publication, specifically evidence of acceptance to an internationally or nationally indexed journal or juried creative work outlet.

B. Doctoral Degree – Professional Track

The **Doctoral Degree (Professional Track)** represents a mastery of the subject matter and techniques of a professional field to a stage of competence parallel to that required for the PhD. Although the work for the professional doctoral degree may extend the boundaries of knowledge in the field, it is directed primarily towards distinguished-practical performance. Examples of this type of doctoral program are Doctor of Education and Doctor of Public Administration.

Students admitted to the program will be prepared to train or supervise others in the field or to discover new knowledge that has practical applications as demonstrated in one's profession.

Admission to the program requires prospective students to have the relevant professional experience. Applicants must therefore demonstrate a substantial actual professional work experience. The CHED Technical Panels may specify the minimum number of years of professional experience needed for their respective disciplines otherwise HEIs may impose the minimum number.

The professional doctoral degree program has at least twenty-four (24) units of coursework and twelve (12) units of practiced-based dissertation.

The students are required to pass a comprehensive examination. As a final output, the students must also have completed a practice-based research. There shall be a public defense of the dissertation. The HEI announces the schedule of the defense through posting in its HEI website/social media or sending email to its academic community.

A practice-based research is an original investigation to gain new knowledge partly by means of practice and the outcomes of that practice. For a doctoral dissertation, claims of originality and contribution to gaining new knowledge



may be demonstrated through creative outcomes such as designs, music, digital media, performances and exhibitions.⁹

C. Other Types of Doctoral Degrees

1. Straight Master's-Doctoral (SMD) Program

In the Straight Master's-Doctoral (SMD) program, both the Master's and Doctoral degrees can be earned together. Only up to 20% of coursework may be common for both programs.

The HEI must have strict admission and retention policies. Students must be enrolled full-time and dropping of courses is not allowed. Students who fail at least one (1) course/subject shall automatically be disqualified from the program. If students are not able to complete the program within the maximum time period determined by the HEI subject to the approval of the Commission, the students shall also be disqualified from the program. The HEI shall determine the appropriate exit plan for disqualified students.

The students shall be required to pass a comprehensive examination corresponding to both programs. For programs leading to a PhD, the students have to complete a dissertation that has been publicly defended and have at least one (1) publication, specifically, evidence of acceptance to an internationally or nationally refereed and indexed journal or have a juried creative work outlet. For programs leading to a professional doctoral degree, the students have to complete a practice-based research and dissertation that has been publicly defended.

2. Dual Doctoral Degrees (DDD) Program

The Dual Doctoral Degrees (DDD) program provides the opportunity for students to pursue doctoral degrees in two fields of study and comply with the requirements of the two degrees simultaneously.

A common course work may be applied for the two doctoral degrees, but only up to 20% of the required coursework for both degrees may be credited.

The HEI must have strict admission and retention policies. Students must be enrolled full-time and dropping of courses/subjects is not allowed. Students who fail at least one (1) course/subject shall automatically be disqualified from the program, but they may enter the regular program of one of the doctoral degrees being pursued. The HEI shall determine the appropriate exit plan for disqualified students.

The maximum number of years to complete the program shall be determined by the HEI subject to the approval of the Commission. If students are not able to complete the program within the prescribed period, they can only continue with the regular program of one of the two doctoral degrees.

For two (2) PhDs, the students shall be required to pass a comprehensive examination and complete a dissertation covering both programs. The dissertation should be publicly defended. The final output shall be at least

⁹ Candy, Linda, "Practice Based Research: A Guide."
(https://www.researchgate.net/publication/257944497_Practice_Based_Research_A_Guide)



one (1) publication, specifically evidence of acceptance to an internationally or nationally refereed and indexed journal or juried creative work outlet.

For two (2) professional doctoral degrees, the students shall be required to pass a comprehensive examination and complete a practice-based research and dissertation integrating topics under each program.

Section 8. Summary Matrix of Graduate Programs

The succeeding table summarizes the types of graduate programs and their corresponding admission requirement, required minimum number of units, major requirement and student outputs.

Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
A. MASTER'S PROGRAMS			
1. Master of Arts Academic Track	Bachelor's Degree	<ul style="list-style-type: none"> With at least 24 units of coursework at least 6 units of Thesis 	<ul style="list-style-type: none"> Passing the Comprehensive Examination Thesis At least one (1) publication in refereed journal or juried creative work
2. Master of Arts By Research	Bachelor's Degree	<ul style="list-style-type: none"> With at least thirty-six (36) coursework-units wherein there is less coursework and more research activities. All units to be taken is by research (no coursework) 	<ul style="list-style-type: none"> Passing the Comprehensive Examination At least one (1) publication in refereed journal or juried creative work outlet
3. Master of Science (MSc) Academic Track	Bachelor's Degree	<ul style="list-style-type: none"> With at least 24 units of coursework and at least 6 units of Thesis 	<ul style="list-style-type: none"> Passing the Comprehensive Examination Thesis At least one (1) publication, in refereed journal or juried creative work outlet
4. Master of Science (MSc) By Research	Bachelor's Degree	<ul style="list-style-type: none"> With at least thirty-six (36) coursework-units wherein there is less coursework and more research activities. 	<ul style="list-style-type: none"> Passing the Comprehensive Examination At least one (1) publication in refereed journal or juried creative work outlet



Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
		<ul style="list-style-type: none"> All units to be taken is by research (no coursework) 	
5. Master's Degree (Professional Track)	Bachelor's Degree	<ul style="list-style-type: none"> With at least 30 units of coursework, at least 3 units of Capstone or practice-based project 	<ul style="list-style-type: none"> Capstone project Passing the Comprehensive Examination
6. Straight Bachelor's-Master's (SBM) Program	Exceptional performance in secondary education	<ul style="list-style-type: none"> Maximum of five (5) years of study period. Maximum of 20% of common coursework 	<ul style="list-style-type: none"> Comprehensive examination Master's thesis At least one (1) publishable journal article, which means evidence of submission to refereed journal or juried creative work outlet/or presentation to a conference
7. Dual Doctor of Medicine-Master's Degree (MDMD) Program	Bachelor's Degree	<ul style="list-style-type: none"> Maximum number of units/years to be determined by HEI. Maximum of 20% of common coursework 	<ul style="list-style-type: none"> Comprehensive examination For Master's thesis track – thesis and at least one (1) publishable journal article, which means evidence of submission to refereed journal or juried creative work outlet/or presentation to a conference For Professional Master's – capstone project
8. Dual Master's Degrees (DMD) Program	Bachelor's Degree	<ul style="list-style-type: none"> Maximum number of units/years to be determined by HEI. Maximum of 20% of common coursework. 	<ul style="list-style-type: none"> Comprehensive examination For two Master's Thesis – one thesis and at least one (1) publishable journal article, which means evidence of submission to a refereed journal or juried creative work outlet or presentation to a conference For Master's thesis and Professional Master's – one thesis and at least one (1) publishable journal article, which means evidence of submission to a refereed journal or juried creative work outlet /or presentation to a conference For two Professional Master's – one capstone project



Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
B. DOCTORAL PROGRAMS			
1. Doctor of Philosophy (PhD) Academic Track	Master's Degree	<ul style="list-style-type: none"> With at least 24 units of coursework and at least 12 units of dissertation 	<ul style="list-style-type: none"> Passing of Comprehensive Examination Publicly defended dissertation (Theory-building) Publication in an internationally/nationally indexed journal or juried creative work outlet.
2. Doctor of Philosophy (PhD) By Research	<ul style="list-style-type: none"> Master's Degree Demonstrated research aptitude, research experience and skills, and a body of past and/or ongoing research work and publications and/or capsule research proposal 	<ul style="list-style-type: none"> With at least seventy-five per cent (75%) of the total units focused on research-dissertation work All units to be taken is by research (no course work) The total units shall be determined by the HEI. Students are required to have a minimum residency of 3 years on a full-time basis 	<ul style="list-style-type: none"> Comprehensive Examination Publicly defended dissertation (Theory-building) Publication in an internationally/nationally indexed journal or juried creative work outlet.
3. Doctoral Degree (Professional Track)	<ul style="list-style-type: none"> Master's Degree 5 years of professional work experience related to the degree being applied for 	<ul style="list-style-type: none"> With at least 24 units of coursework and at least 12 units of practice-based dissertation 	<ul style="list-style-type: none"> Passing of Comprehensive examination Publicly-defended practice-based dissertation Practice-based research
4. Straight Master's-Doctoral (SMD) Program	As determined by the HEI	<ul style="list-style-type: none"> Maximum number of units/years to be determined by HEI. Maximum of 20% of common coursework. 	<ul style="list-style-type: none"> Comprehensive examination Leading to PhD – publicly-defended dissertation and a publication, specifically, evidence of acceptance to an internationally/nationally refereed and indexed journal or juried creative work outlet. Leading to a Professional Doctoral degree – practice-based research; and publicly-defended practice-based dissertation



Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
5. Double Doctoral Degrees (DDD) Program	As determined by the HEI	<ul style="list-style-type: none"> Maximum number of units/years to be determined by HEI. Maximum of 20% of common coursework. 	<ul style="list-style-type: none"> Comprehensive examination For two PhDs – a publicly-defended dissertation and a publication, specifically evidence of acceptance to an internationally/nationally refereed and indexed journal or juried creative work outlet. For one PhD and one Professional Doctoral Degree – a publicly-defended dissertation and a publication, specifically, evidence of acceptance to an internationally/nationally refereed and indexed journal or juried creative work outlet. For two Professional Doctoral Degrees - practice-based research and publicly defended practice-based dissertation

Notes:

Outlet refers to a journal or juried creative work outlet (e.g. Palanca award-winning articles, reviewed/critically-acclaimed theater productions or musical recitals, investigative journalism reports, etc.)

Indexed Outlet refers to journals selected to give citation index, e.g., Scopus, ISI, Web of Science.

Section 9. Publication Requirements for Graduate Students

Students in the Master of Science/Master of Arts (MSc/MA) Academic Track and by Research are required to have a publication in a refereed journal or juried creative work.

Doctor of Philosophy (PhD) Academic Track and PhD by Research are required to have publication/s in internationally/nationally indexed journals or juried creative work.

While indexed and high-impact publication outlets are desired in the graduate programs, the Commission, based on the recommendation of the CHED Technical Panel for each discipline, may specify or determine additional national publication outlets appropriate for their respective fields with some of the leading scholars in the field as members of the editorial boards and may also exclude outlets inconsistent with ethical research standards. The Technical Panels shall be directed to develop a roadmap for the creation of publication outlets cognizant of their respective fields while ensuring that both seasoned and developing HEIs have viable options for publication.



Section 10. Research and Creative Work Degrees

To promote the culture of Research and Creative Work (RCW) and increase RCW productivity, eligible HEIs shall be encouraged to offer RCW degrees.

The RCW degrees shall be for candidates with demonstrated RCW aptitudes, experience and skills, and a body of research and/or creative work and publications. Such programs of study shall require:

1. statement or outline of RCW purpose;
2. supervision by a senior adviser and designated RCW panels;
3. monitoring of progress of work;
4. record of progression of RCW skills and experiences;
5. rigorous internal and external reviews of work and results;
6. thesis/dissertation defense; and
7. publication in a refereed journal or juried creative work.

Research degree-based program aims to produce graduates who shall contribute to the body of knowledge in specific field of study or to have provided innovative, theory-based, systematic, and practical solutions to significant concerns of specific industries.

For this purpose, the Commission shall prescribe the guidelines for the selection and operation of HEIs to be authorized or deputized to offer research and creative work degree programs within the framework of academic freedom.

ARTICLE IV. CURRICULUM

Section 11. Curricular and Developmental Initiatives

Curricular content of graduate programs shall be strengthened by the offering higher education institutions (HEIs) to include strategic learning and teaching competencies that are key and relevant to contemporary global, regional, and national economic, political, and social development. In the exercise of academic freedom, the HEIs shall have the flexibility to innovate and enhance their curricular offerings, but must comply with the prescribed minimum curricular requirements, aligned with learning standards or outcomes-based education (OBE).

Furthermore, integrative and interrogative methods shall be stressed. Given the significant role of ICT in education, and the rationale of OBE in conjunction with the PQF based on RA 10968, the validity of conventional and non-conventional teaching-learning delivery and management systems are hereby recognized and shall form part of the total delivery system of graduate programs.

The CHED Technical Panels shall be directed to formulate a **sample curriculum** for their respective disciplines that leads to the attainment of specified outcomes. This sample curriculum shall show a set of courses sequenced based on flow of content, with each course having a specified title, description and credit unit. For this purpose, the CHED Technical Panels shall employ and show as part of the PSGs of their disciplines, a **sample curriculum map**, which is a matrix of all courses and the minimum set of program outcomes showing which outcome(s) each course touches upon and in what way.¹⁰

¹⁰ CHED Administrative Order No. 01, Series of 2014, "Revised Guidelines in the Formulation of CHED Policies, Standards and Guidelines (PSGs) of Baccalaureate Level Academic Programs"



ARTICLE V. DELIVERY MODES IN GRADUATE PROGRAMS

Section 12. In-Campus or Off-Campus Graduate Programs

Graduate programs are usually offered in-campus or as residential programs. They can also be offered off-campus as extension programs.

A. In-Campus or Residential Graduate Programs

Some HEIs have multiple campuses and the Commission classifies these campuses as follows:

1. Main Campus

A **main campus** is the primary location of an HEI. It has the educational facilities required to offer degree programs and to provide student services. The main campus is also where the institution's top administrators are based.

2. Branch Campus

A **branch campus** is a school facility where: (1) a separate site and attendant educational facilities such as building and classrooms specifically for the institution have been established; (2) it is offering higher education programs which may also be offered at the main campus; and (3) it offers degree programs that are not restricted to a special clientele, but are open to the general public. A branch is located in a separate city or municipality from the main campus. All public and private HEIs shall secure approval from the Commission through the concerned CHED Regional Office/s in the establishment of a branch. The HEI may choose to apply as a separate HEI rather than a branch. If this is the case, the HEI must comply with the requirements pertaining to the establishment of a new school.¹¹

3. Annex Campus

An **annex campus** is similar to a branch campus except that all of the degree programs offered at the annex campus are not being offered at the main campus. The annex campus is found within the region where the main campus is located.

Graduate programs offered or to be offered at any of these campuses shall be referred to as **in-campus or residential graduate programs**.

B. Off-Campus or Extension Graduate Programs

Off-campus graduate programs are graduate programs offered at a site not identified as the main, branch, or annex campus. The Commission allows such arrangement to make quality graduate programs more accessible to Filipino professionals who are based in areas without or with limited number of HEIs offering graduate programs, and that could address their continuing education needs such as upgrading their knowledge, skills and competencies relative to their professional practice.

¹¹ CMO No. 40, Series of 2008, Manual of Regulations for Private Higher Education of 2008



An off-campus graduate program is offered as an extension graduate program. It is offered to a specific group of special clientele and it is not available to the general public. It is held in a learning center or site that possesses the characteristics of a campus except that administrative and support facilities are not available at the learning center, but merely classrooms or instructional facilities. The off-campus or extension graduate program is temporary in nature¹² and as such, it ends when the cohort of students finished the program within the time frame agreed between the HEI and the requesting organization or party.

Since an extension graduate program targets a specific group of professionals, only the professional graduate degrees may be offered as extension graduate programs.

Section 13. Non-Conventional Graduate Programs

1. Distance Education

Distance Education (DE) is a mode of educational delivery whereby teacher and learner are geographically separated and instruction is delivered through materials and methods using communication technologies, and supported by organizational and administrative structures and arrangements. The delivery medium is typically online but can be by print-based modules or by mobile phone.¹³

2. Transnational Education¹⁴

Transnational Education (TNE) is a higher education delivered in a country other than the one where an awarding institution is based. Graduate programs may be classified as inbound TNE or outbound TNE. An inbound TNE program refers to a higher education program being offered in the Philippines by a foreign higher education provider while an outbound TNE program refers to a higher education program being offered by a Philippine HEI outside of the Philippines.

Categories of TNE programs include academic franchising; articulation; branch campus; international branch campus; international extension program; joint and double degrees; online, blended, and distance learning; TNE Offshore Institution; twinning arrangements; and validation. Description of each category can be found in CMO No. 62, series of 2016, "Policies, Standards and Guidelines (PSGs) for Transnational Education."

3. Consortium-delivered Graduate Program¹⁵

A Consortium-Delivered Graduate Program refers to a graduate program delivered by an organization of two (2) 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.

Consortium member HEIs may be situated in different regions. In such cases, the strength of the proposed design or implementation of program delivery shall be assessed by the Commission.

¹² CMO No. 40, Series of 2008, Manual of Regulations for Private Higher Education of 2008

¹³ CMO No. 62, Series of 2016, Policies, Standards and Guidelines (PSGs) for Transnational Education (TNE) Programs

¹⁴ CMO No. 62, Series of 2016, Policies, Standards and Guidelines (PSGs) for Transnational Education (TNE) Programs

¹⁵ Based on CMO No. 04, Series of 2016, "Guidelines for Graduate Education Delivery for Faculty and Staff Development in the K to 12 Transition Period"



ARTICLE VI. MINIMUM REQUIREMENTS

All eligible private HEIs, SUCs, and LUCs have to comply with the following minimum standards or requirements to operate a graduate degree program:

Section 14. Institutional Arrangements

All private and public HEIs offering or planning to offer graduate programs are required to maintain a solid research and/or creative work program in the chosen specific area or field of study. The HEI is expected to have these institutional arrangements:

1. Research and Creative Work (RCW) Office

The HEI has an Office that develops and implements a working mechanism that facilitates the planning, management, conduct, and monitoring and evaluation of research and creative work across the different programs.

2. RCW Policies

The HEI has policies and guidelines on benefits and incentives for faculty undertaking research or creative work, such as de-loading, research awards, and support for publications and other scholarly or creative works, among others. These policies should be reflected in the Graduate Program Manual of Operations (GPMO).

3. RCW Agenda

The HEI has a clearly-stated research and creative work agenda that includes the discipline being applied for. The agenda has to be:

- a. anchored on the institution's philosophy and framework;
- b. responsive to identified goals and prioritized niches in the arts and sciences;
- c. aligned with the research and development thrusts and agenda of the country as articulated by national government institutions such as the National Economic and Development Authority (NEDA), Department of Science and Technology (DOST), Department of Health (DOH), Bureau of Agricultural Research-Department of Agriculture (BAR-DA), and CHED through its National Higher Education Research Agenda (NHERA); and
- d. responsive to the development needs of industry and society.

4. Ethical Standards

The HEI maintains ethical standards to be observed by faculty and students when they conduct research/thesis/dissertation involving human participation or using animal subjects. The HEI may adopt ethical standards developed by the appropriate government agencies such as the Department of Science and Technology (DOST).

Furthermore, the HEI has its own research ethics review mechanism or may partner with a recognized ethics review board, provided that the cost of ethics review should not be charged to students.

5. RCW Funding

In order to ensure continuous operation and for a more dynamic and proactive research and creative work initiatives, the HEI shall allocate a regular budget for RCW and the capacity to mobilize other sources of funding to support its similar



undertakings. The Commission shall define the threshold for the RCW budget for each discipline as recommended by CHED Technical Panels.

6. RCW Collaboration, Partnerships or Networks

The HEI collaborates and/or partners with other research institutions and networks that demonstrate leadership in RCW, innovation, and extension.

The HEI may link up with other faculty and graduate institutions and with research organizations and creative groups within and outside the country.

7. Graduate Program Manual of Operations

The HEI has a system of rationalizing offerings of graduate programs in matters of curriculum, research and creative work, supervision and resource optimization to be included in a Graduate Program Manual of Operations (GPMO). The GPMO shall also include policies on plagiarism, anti-sexual harassment, and research and teaching assistantship program, among others.

Section 15. Program Requirements

All private and public HEIs offering or intending to offer graduate programs should adhere to the following minimum program requirements:

1. Structure of Graduate Programs

A graduate program shall be organized and managed by discipline or field of specialization. In cases of HEIs which have been originally constituted only as a graduate school, the requirement on vertical articulation shall not be mandatory, provided these institutions offer interdisciplinary graduate programs of high standard as determined by CHED.

2. OBE Graduate Program Design

The HEI follows the outcomes-based education (OBE) framework in its graduate program design. The HEI has to submit the following documents:

- a. The Complete set of program and learning outcomes, including its proposed additional program outcomes.
- b. Proposed curriculum and its justification including a curriculum map.
- c. Proposed performance indicators for each outcome.
- d. Proposed measurement system for the level of attainment of each indicator.
- e. Proposed outcomes-based syllabus for each course.
- f. Proposed system of program assessment and evaluation
- g. Proposed system of program Continuous Quality Improvement (CQI).

3. Administration

The qualifications of the administrators of the graduate programs are as follows:

- a. The Dean or Head of the academic unit shall be a holder of a doctoral degree in the discipline or allied fields and has published works in refereed journals in one of the disciplines under the academic unit.



- b. The designated Department Chair/Program Coordinator/Head shall be a holder of a doctoral degree in the discipline or allied fields.
- c. For a Professional Master's Program, the Dean or the designated graduate program head shall hold a doctoral degree in the discipline or allied fields or at least a master's degree in the discipline or allied fields and relevant professional experience outside the academe.

4. Faculty Requirements

Generally, faculty teaching in graduate programs, specially the doctoral level, shall be holders of doctoral degrees who have track record of scholarly work (research or creative work) and with publications in refereed journals and/or books published in reputable academic publishing companies.

Industry-oriented Master's programs may require at least one (1) faculty with a doctoral degree, depending whether there is a dearth in doctoral degree holders in the discipline. However, those with only Master's programs shall be required to have equivalent extensive industry experience, as determined by the various CHED Technical Panels, but they cannot serve as a thesis adviser.

For scholarly work, faculty members are expected to show proof of publications in refereed academic journals, internationally/nationally indexed journals (e.g., Scopus and Web-of-Science), or in industry/professional-based journals (e.g., journals in medical science field).

For recognition of creative work by reputable bodies, the faculty members are expected to show proof of award or recognition from reputable bodies for their exemplary creative works.

For faculty members who have graduated from foreign HEIs, there should be certification from CHED that the foreign HEI is a duly recognized HEI by the country where it is based.

5. Number of Qualified Faculty

The number of qualified faculty for the graduate programs are as follows:

- a. **For Master's Programs**, there shall be at least four (4) faculty members per program at all times.
 - *For the Thesis Track:*
 - Four (4) full time faculty who have doctoral degrees in the discipline and with published works in refereed journal/s and/or have produced publicly recognized creative and/or technology outputs; or
 - If there is a dearth in doctoral degree holders in the discipline, at least one (1) full-time faculty who has a doctoral degree in the discipline and with published works in refereed journal/s and/or have produced publicly recognized creative and/or technology outputs; and at least three (3) full-time faculty who are master's degree holders, but with doctoral units in the discipline and have at least one (1) publication in a refereed journal. The faculty with master's degrees plus doctoral units can only teach in the Master's program, but cannot serve as thesis advisers.



- *For the Non-Thesis Track:*
 - Four (4) full time faculty who have doctoral degrees in the discipline and with published works in refereed journal/s and/or have produced publicly-recognized creative and/or technology outputs; or
 - If there is a dearth in doctoral degree holders in the discipline, at least one (1) full-time faculty who has a doctoral degree in the discipline and with published works in refereed journal/s and/or have produced publicly-recognized creative and/or technology outputs; and at least:
 - three (3) full-time faculty who are master's degree holders, but with doctoral units in the discipline and have at least one (1) publication in a refereed journal. However, they can only teach courses, they cannot serve as thesis advisers; or
 - for industry-oriented programs, three (3) full-time faculty who are master's degree holders, but with extensive industry experience. However, they can only teach courses, they cannot serve as thesis/capstone advisers.

b. **For Doctoral Programs**, there shall be at least four (4) full time faculty members per doctoral program at all times. They are all doctoral degree holders in the discipline and with published works in internationally/nationally indexed journal/s and/or have produced publicly recognized creative and/or technology outputs.

6. Adviser to Student Ratio

Academic advising is a fundamental dimension of any graduate degree program, students must be assigned an adviser at the time of admission and must be provided with the regular opportunity to communicate with their advisers to discuss not only choice of course enrollment and satisfaction of degree requirements, but other intellectual and professional concerns as well. Therefore, at all times, the adviser to student ratio is one (1) full-time faculty per maximum of five (5) students, inclusive of both in and off-campus students.

In the case of thesis/dissertation adviser to student ratio, it shall not be more than 1:5 as well, inclusive of both in and off-campus students.

7. Thesis/Dissertation Panel

The thesis or dissertation panel shall have among its members content and method specialists. The thesis/dissertation adviser shall be selected from the content specialists, but he/she must be a doctoral degree holder with completed and ongoing research/creative work.

The method specialist shall provide technical advice on the appropriate research methodology to be used including the specific research design and appropriate technique to analyze either quantitative or qualitative data.

The Thesis defense panel shall have at least three (3) members, while the dissertation panel shall have at least five (5), the membership of which include content and method specialist.



8. Library

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;
- b. at least five (5) titles of graduate reference books (print and non-print) on specialized discipline for every subject offered under the program, published within the last five (5) years. At least one (1) of the five (5) titles is a foreign reference published by a reputable academic press; and
- c. Subscription or have access (through a consortium/interlibrary basis) to electronic databases of international and reputable journals indexed in internationally recognized indexes of scholarly journals. Examples of these databases are ProQuest, EBSCOHost, ScienceDirect, Sage, Taylor and Francis, Oxford, Cambridge, and Philippine eLib.

The use of the internet, materials in electronic format, open educational resources and other education technologies is encouraged. These library requirements shall be accessible to students.

9. RCW, Laboratory and Other Facilities

The HEI provides adequate and relevant research and creative work (RCW) facilities and equipment to support research and creative work in the specified discipline or access to the same, which may be available or sourced through linkages and partnerships with industry, communities, and pertinent social organizations.

The requirements for laboratory and other facilities for graduate programs shall be coupled with:

- a. provision for research equipment and facilities in the basic sciences, if applicable (detailed requirements can be determined in the specific CMOs by discipline);
- b. instructional laboratories for Professional Master's Programs;
- c. extensive information technology facilities that will allow for internet access;
- d. subscription to various software programs to detect plagiarism and to analyze quantitative and qualitative data that are accessible to faculty and students; and
- e. occupational safety and health policies/standards for laboratories handling nanomaterials, radioactive materials and other hazardous chemicals.

10. Admission Requirements

There shall be a system for assessing the ability of students who will be admitted in the graduate program taking into consideration their aptitude, motivation and capacity to pursue and complete further studies, conduct research, or apply advanced knowledge in professional practice.

11. HEI-Industry Partnership

The HEI offering professional graduate programs has formally engaged professional associations, business, and industry to participate in curriculum planning and development, instruction, research and development, production, research immersion or internship, and other related activities.



ARTICLE VII. ADDITIONAL MINIMUM REQUIREMENTS

Section 16. For Extension Graduate Programs

To ensure that quality extension graduate programs are provided, these programs must go through an extensive approval process set by the Commission.

A. Coverage of the Extension Graduate Programs

1. Only graduate programs under the professional track can be offered as extension graduate programs.
2. Professional graduate programs to be offered as extension should be CHED recognized graduate programs already being offered at the main, branch, or annex campus, that is, the professional extension graduate programs should be residential graduate programs first at any of these campuses.
3. The extension graduate programs may only be offered within the region where the main, branch, or annex campus is located. In other words, the HEI must first establish its institutional presence in the region where it intends to offer the extension graduate programs.
4. In no instance shall a graduate program declared to be under moratorium by the CHED be offered as extension graduate program.

B. HEI Eligibility Criteria

The HEI with established institutional presence in the region is eligible to apply to offer extension graduate program in the same region if any one (1) of the following conditions is met:

1. With Center of Excellence (COE) or Center of Development (COD) status in the discipline being applied for; or
2. With international accreditation (such as AUN or ABET) in the professional graduate program to be extended; or
3. At least Level III accreditation or equivalent from CHED recognized accrediting agency in the professional graduate program to be extended.

C. Other Requirements¹⁶

Besides complying with the minimum standards or requirements specified in Article VII of this CMO, the HEI must also comply with the following general requirements:

1. Institutional Presence

As mentioned in preceding sections, the HEI has an established campus (main, branch, or annex) recognized by the Commission in the region where the extension graduate program shall be offered.

2. Program Administration

The extension graduate program shall be under the direct supervision of a campus-based academic unit handling the professional graduate program

¹⁶ Benchmarked from the University of Illinois-Graduate College, "Chapter 5: Policy for the Off-Campus/Online Delivery of Graduate Degree or Certificate Programs," as revised in May 2016



being applied for. There shall be an administrator of the extension graduate program who will oversee its implementation. The program administrator shall be a qualified faculty teaching in the concerned professional graduate program.

3. Learning Center

The extension classes shall be held in a learning center that has a semblance of an HEI. It shall have the necessary infrastructure to host the graduate program. For instance, it has classrooms and areas with internet connections for the students to meet, study and do research. It is also compliant with the safety and sanitary requirements of the concerned local government unit.

Furthermore, the learning center should be able to provide the adequate academic support. This includes access to computer technologies and software, or classrooms or laboratories which are well-equipped and up to the standards required for graduate study. Library resources should contain the necessary books and periodicals and be accessible at times convenient for the off-campus students. The library resources available off-campus shall be supplemented by e-learning resources of the HEI.

4. Memorandum of Agreement

The HEI enters into a partnership with another HEI, agency or any entity on the offering of the extension professional graduate education program. The partnership is supported with a Memorandum of Agreement (MOA) showing the specific responsibilities of each party, duration of the program, and the specific clientele who will be enrolled in the program.

The MOA should indicate the cohort of students that will complete the program within the specified period. Within this period, the HEI shall not accept new students who are not included in the specified cohort. If a new cohort shall be identified, the HEI shall seek a new government authority from the Commission to offer another extension graduate program, as supported by a new MOA. However, this new authority shall only be secured only after the previous extension graduate program has ended.

For partnership with another HEI, the specific clientele shall be limited to the academic and/or non-academic personnel of the requesting HEI. The program to be extended shall not be offered to the general public. Furthermore, the requesting party shall provide There shall be a dedicated learning site within the campus of the requesting HEI

5. Student Enrollment and Student Advising

The student enrollment should be commensurate with the resources (human, infrastructure, and other learning resources) of the HEI.

Since academic advising is a fundamental dimension of any graduate degree program, students must be assigned an adviser at the time of admission and must be provided with the regular opportunity to communicate with their advisers to discuss not only choice of course enrollment and satisfaction of degree requirements, but other intellectual and professional concerns as well.



It is reiterated here that at all times, the student to adviser ratio is not more than 1:5. Advisees include both the residential and off-campus students.

6. Faculty

The faculty members who will handle the extension classes are in the faculty roster of the HEI with the corresponding qualifications for the discipline. Adjunct faculty members may be hired by the HEI for the reason of their ability to make unique contributions to the program because they possess professional skills, experiences, or perspectives that are not represented or not available within the HEI's own graduate faculty.

7. Learning Management System (LMS)

The HEI shall have a learning management system (LMS), which is a software-based platform, that will facilitate student access to the e-learning resources of the HEI and facilitate student enrollment and advising/consultation, among others and support online learning if necessary.

8. Delivery Mode

The extension graduate program is primarily delivered through face-to-face or classroom-based instruction, but can be supplemented with distance learning. If the extension graduate program shall be delivered through blended learning (combination of the face-to-face mode and distance education), other requirements specified in the CMO governing open and distance learning shall also be complied with by the HEI.

9. Other Components

Other components of extension graduate programs specific to a discipline as determined by the Commission through the concerned Technical Panel.

Section 17. For Graduate Programs by Distance Education

1. Qualification of Higher Education Institutions to Offer Graduate Programs through Distance Education

Only HEIs with the following status are qualified to offer a graduate program by distance education:

- a. With Center of Excellence (COE) or Center of Development (COD) status in the discipline being applied for; or
- b. With international accreditation (such as AUN or ABET) in the corresponding graduate program; or
- c. With at least Level III program accreditation or equivalent from CHED recognized accrediting agency in the corresponding graduate degree program.

2. Guiding Principles¹⁷

All subjects/courses offered in distance education shall adhere to the following guiding principles:

¹⁷ CMO No. 27, Series of 2005, Policies and Guidelines on Distance Education



a. Learner-Centered

Distance education program shall focus on the needs of the students and the goal of facilitating independent learning. Such program shall not be driven merely by available technologies, but rather by the need to enable demonstrable learning in an accessible environment.

b. Rigorous and Sound Instructional Design

Distance education program shall be equivalent in challenge and depth to conventional programs. Academically qualified individuals must make instructional design decisions in the analysis, design, development, implementation and evaluation of distance education courses.

c. Transparency and Peer Review to Guide Informed Choice

Distance education program implementers shall make information about their programs particularly on the curriculum and delivery system, instructional materials development, delivery mode/strategies, student support services, and other relevant information available to accrediting bodies, academic peers, regulators, and students. Updates/information shall be made accessible through such media as the World Wide Web.

d. Public Responsibility and Accountability

Implementers shall take heed of the public impact of distance education programs and shall always exercise due diligence in avoiding harm to program stakeholders, especially students. Consumer protection, in particular, shall be a priority because of the high value that Filipinos put on education.

e. Quality and Continuous Improvement

Implementers shall embed in their program framework the proactive identification of student and stakeholder needs and the monitoring of student and stakeholder satisfaction in order to continuously improve all aspects of development and delivery. Because of the realities of global education, it is also imperative that distance education programs meet internationally acceptable quality standards.

3. Institutional Management and Commitment

- a. The name "Open University" shall be used by an HEI only if it is a separate, autonomous, degree granting academic entity qualified to operate as a University.
- b. The HEI's mission, budget and policy statement shall reflect its commitment to its distance education program.
- c. The HEI shall have the organizational structure and clear institutional procedures for managing and ensuring academic oversight over its distance education system.
- d. The HEI shall designate a competent key person who will manage and be responsible for its distance education.
- e. The HEI shall have an internal quality assurance management system appropriate to distance education programs.
- f. The HEI shall show evidence of a program of continuous self-evaluation directed toward program improvement targeting more effective pedagogy, advances in the assessment of student achievement of intended outcomes, improved retention rates and effective use of resources.



4. Components of Distance Education¹⁸

Components of distance education pertaining to curriculum and delivery system, instructional materials development, delivery mode/strategies, and student support services and other requirements stipulated in CMO No. 27, series of 2005, "Policies and Guidelines on Distance Education," shall be complied with by HEIs offering or intending to offer graduate programs by Distance Education.

Section 18. For Graduate Programs by Transnational Education

The minimum requirements stipulated in CMO No. 62, series of 2016, "Policies, Standards and Guidelines (PSGs) for Transnational Education (TNE) Programs," shall be complied with by HEIs offering or intending to offer graduate programs by TNE.

Section 19. For Consortium-Delivered Graduate Programs

The consortium of HEIs should together meet the specific requirements for the graduate program being applied for. In addition, the following should also be met by the consortium:

1. HEI Eligibility

At least two (2) consortium member HEIs must hold a Level III accreditation in the corresponding undergraduate program or Center of Excellence/Center of Development (COE/COD) status in the discipline. Other member HEIs without Level III accreditation or COE/COD status, cannot be the degree granting institutions.

2. Memorandum of Agreement

There is a Memorandum of Agreement (MOA) to establish the consortium, as agreed upon by all consortium member HEIs. The MOA should specify the resource sharing and responsibilities of each member HEI as well as identify the coordinating member HEI that shall communicate with the Commission and ensure compliance of the consortium with the minimum requirements set for graduate programs. The MOA shall also indicate the degree granting institution/s. The MOA shall be approved by the Commission.

3. Implementation Plan

The consortium has a detailed implementation plan that shows how the graduate program shall be delivered. This includes how the consortium shall monitor and evaluate the graduate program.

The Commission through the recommendations of the CHED Technical Panel may determine other requirements to ensure delivery of a quality consortium-delivered graduate program.

4. Other Components

Other components of consortium-delivered graduate programs specific to a discipline as determined by the Commission through the concerned Technical Panel.

¹⁸ CMO No. 27, Series of 2005, Policies and Guidelines on Distance Education



ARTICLE VIII. OTHER RESOURCES

Section 20. Research and Teaching Assistantships

HEIs offering or intending to offer graduate programs are encouraged to provide opportunities for graduate students to avail of research and teaching assistantships. Research and teaching assistants doing related work may be hired for graduate education faculty conducting funded research.

The HEI shall have a transparent and equitable policy on the research and teaching assistantship program including terms of reference, rates and benefits. This policy shall be included in the Graduate Program Manual of Operations.

Section 21. Electronic Database of Research Work

In order for students to have a comprehensive review of related literature especially in the context of the Philippine setting, all private and public HEIs are encouraged to develop a searchable electronic database of the theses/dissertations/publications of their graduates and of their faculty. This database shall be made accessible to the academic community.

Furthermore, electronic copies of research publications of students and faculty shall be submitted to the Commission through the Office of Planning, Research, and Knowledge Management (OPRKM).

Section 22. Transcript of Records

The Transcript of Records (TOR) of students after successful completion of the program shall include:

- Title of thesis/dissertation/research project and date when it was successfully defended; and
- Complete citation of the journal article/s published using any standard format (e.g. APA) as preferred by the HEI.

ARTICLE IX. MONITORING AND EVALUATION OF GRADUATE PROGRAMS

Section 23. Registry of Recognized Graduate Programs

The Office of Programs and Standards Development (OPSD) in coordination with the CHED Regional Offices (CHEDROs) shall be tasked to monitor and evaluate the compliance of all HEIs offering or intending to offer graduate programs with the requirements provided in this CMO.

Only those HEIs with graduate programs authorized or recognized by the Commission shall be included in the Registry of Recognized Graduate Programs. This Registry shall be published in the CHED website for the information of the general public and the international community. The OPSD shall be the data owner of this Registry and it shall



ensure that it is consistent or aligned with the data to be included in the Philippine Qualifications Register (PhQuar).

ARTICLE X. TRANSITORY AND OTHER PROVISIONS

Section 24. Transitory Provision

All private HEIs, SUCs, and LUCs currently offering graduate programs at any campus/site and through conventional/non-conventional mode are mandated to fully comply with all the minimum requirements in this CMO within a period of three (3) years after the date of its effectivity.

For disciplines which currently have their own PSGs, the minimum requirements provided for in this CMO shall prevail. The Technical Panels for these disciplines shall be tasked to revise the PSGs in accordance with this CMO as well as in consideration of the needs of their respective disciplines.

Graduate programs found to be non-compliant after the transitory period shall be phased-out by the Commission.

Section 25. Optional Application

The following institutions by virtue of special laws may opt to adopt the provisions of this CMO, namely:

- University of the Philippines --- by virtue of its status as the national university of the Philippines and its mandate, per RA 9500, to "(a) lead in setting academic standards and initiating innovations in teaching, research and faculty development in philosophy, the arts and humanities, the social sciences, professions and engineering, natural sciences, mathematics, and technology; and maintain centers of excellence in such disciplines and professions;" and
- Institutions created or recognized by law as graduate educational institutions:
 - Asian Institute of Management --- per Presidential Decree (P.D.) No. 639, January 21, 1975
 - National Defense College of the Philippines --- per P.D. No. 190, May 11, 1973
 - Philippine Public Safety College --- per Republic Act 6975

Section 26. Repealing Clause

CMO No. 36, series of 1998 and CMO No. 9, series of 2003, as well as other CHED issuances, rules, and regulations or parts thereof, which are inconsistent with the provisions of this CMO, are hereby repealed. This CMO also repeals the benefit of autonomous HEIs to offer graduate programs without prior government authority until otherwise decided by the Commission to bring this benefit back based on the quality of graduate programs currently being offered by such HEIs.



Section 27. Effectivity Clause

This CMO shall take effect fifteen (15) days after its publication in the Official Gazette, or in two (2) newspapers of national circulation.

Quezon City, Philippines, Dec. 19, 2019.

For the Commission:



J. PROSPERO E. DE VERA III, DPA
Chairman





菲律宾共和国

总统办公室

高等教育委员会

高等教育委员会备忘录条令

No. 15

2019

主题: 研究生课程政策、标准及指导方针

根据共和国法律 (RA) 第 7722 号 (也称为 “1994 年高等教育法”) 的相关规定, 遵循成果导向质量保证体系, 与菲律宾资格框架 (PQF) 保持一致, 并参照 2019 年 12 月 19 日第 R070-2019 号公民投票, 高等教育委员会 (CHED) 在此通过并颁布以下研究生课程总体政策、标准及指导方针 (PSG)。

第一条: 引言

第一节、研究生课程改进理由

在过去几十年里, 开设研究生课程的环境和视角发生了巨大的变化。这些变化要求学生具备新的或更强的能力, 以满足全球化、区域一体化、高等教育国际化和第四次工业革命的要求。因此, 学生必须能够在他们的日常工作和职业中最好地使用 21 世纪技能, 从而促进国家的创新、研究及发展。

菲律宾教育体系正处于改革阶段, 例如, 在基础教育中引入 K 到 12 计划, 实施新的通识教育课程以及采用成果导向教育 (OBE) 作为高等教育的教学框架, 并颁布了 RA 10931 (《普及高质高等教育法案》)。随着学生申请数量的攀升, RA 10931 RA 的签署提升了高等教育的可获得性与公平性, 学生们可以依靠政府在学杂费及其他教育问题方面的补贴来完成学位课程。

由于这些政府的举措, 菲律宾高等教育学位课程 (包括研究生课程) 的政策、标准及指导方针 (PSGs) 必须与整个菲律宾教育体系的改革保持一致。

2013 年, 高等教育委员会 (CHED) 成立了研究生教育改革工作组 (TFGER), 以审查国家的研究生课程状态。为促进研究生课程合理化, TFGER 提出了一些政策选择及行动议程。因此, 有必要修订一套指导研究生课程的政策、标准及指导方针, 以进行必要的改革, 这些改革包括在研究生课程中营造一种研究与创新的氛围。



研究生课程的主要问题之一是,各种学科高质研究生课程的效用与可获取性之间存在巨大差距,这些学科被认为是在全球化世界中实现国家发展的关键。一些研究生专业,尤其是在教师教育、公共管理及工商管理领域,人才过剩,而许多跨学科专业领域仍然不发达,导致上述项专业增长有限,从而限制了各领域的发展潜力。

菲律宾现有的研究生教育管理政策、标准及指导方针,特别是1998年第36号和2003年第9号备忘录,需要更新或修改,以充分满足上述现状的需求。

第二节、研究生课程的定义和哲学基础

研究生课程是学术工作的一个层次或阶段,被认为是高级的学习课程。它侧重于一个特定的或跨学科的科目或专业,并涉及某些目标选择,如:

1. 严格的课业评估以及与教授、同学的互动;
2. 通过实习、教学及研究获得专业经验;
3. 产出原创研究或创造性作品。

在研究生课业的各个方向和层次中,最终目标是为知识获取、生成、共享和交流的过程做出贡献,这与学士学位阶段的目标不同。

研究生课程的总体目标是掌握一个专门的研究领域,发展创造性及批判性思维,展现出问题解决能力,使该学位持有者在研究、创造性工作以及其专业实践领域的高级指导及领导职位做好准备。

第三节、研究生课程的作用

为更好地帮助实现可持续发展,研究生课程应:

1. 通过强调以下几点,实现超越基础教育和学士/本科教育的显著进步:
 - a. 前沿的、综合性的、发问式的教学内容与方法;及
 - b. 在知识创造(研究)、知识共享与交流(教学)、知识应用与利用等方面具有较强的能力。
2. 培养能够激励及维持的高级能力:
 - a. 领导与创新;
 - b. 科学技术增长;
 - c. 创造性高效学习及教学;
 - d. 农工业生产产力;



- e. 创业；
- f. 善治；
- g. 包容性经济发展和环境安全；
- h. 国家主权和独立的国际关系；
- i. 菲律宾文化艺术的表达；
- j. 文化及宗教多样性；及
- k. 民族主义。

第二条：权力运作

第四节、政府的权威

所有打算通过任何授课方式开展校内和/或校外研究生课程的私立高等教育机构(HEIs)、国立大学(SUCs)、地方大学和学院(LUCs)必须首先取得高等教育委员会的授权。

无论其授课方式如何，委员会应确保对所有研究生课程进行仔细审查和密切监测，以消除目前在许多研究生课程中发现的补救功能，并使研究合理化，趋近全球标准及最佳实践。

在本条例规定的范围内提供研究生课程的所有高等教育机构（HEI），在开展之前，应首先获得政府的批准/认可。在规定的期限内不遵守本办法规定的，视为放弃申请。

第五节、合格标准

私立高等教育院校(HEIs)、国立高等教育院校(SUCs)及获得高等教育委员会认可的地方院校(LUCs)如符合下列任何条件，均有资格向政府申请开办研究生课程：

1. 在所申请学科上具有卓越中心(COE)或开发中心(COD)的地位；或
2. 相应本科学位课程受国际认证(如 AUN 或 ABET)；或
3. 在相应的本科学位项目中获得至少三级认证或同等认证机构的认证。

第三条：研究生课程层次、成果预期及类别

第六节、课程层次及成果预期

1. 硕士



硕士学位课程旨在为学生提供先进的学术和/或专业知识、技能和能力, 从而获得比学士学位更高的第二个学位。硕士学位课程包含大量的研究内容。这些课程以理论为基础, 但也可能包括实践部分, 并受最先进的研究和/或最佳专业实践¹指引。

根据预期成果或能力水平, 硕士课程与菲律宾资格框架(PQF)7级相符。PQF 7级要求硕士毕业生具备以下条件:

- a. 在专业、跨学科或多学科领域的高端知识及技能;
- b. 自主研究;
- c. 终身学习与个人工作或跨学科或多学科专家团队中的高度独立性; 以及
- d. 在研究、专业或创造性工作中应用上述技能。

硕士阶段为学生提供了更高学位, 在进入硕士阶段, 学生通常需要顺利完成学士学位课程。

2. 博士

博士学位是任何知识或学科领域中的最高学位, 因此它也是学位的终点²。这个层次的课程拥有高级研究资格, 并致力于高级研究及原创研究³。

博士课程与 PQF8 级相符。根据 PQF 8 级预期成果的描述, 博士学位课程毕业生需具备以下条件:

- a. 在高度专业化和/或复杂的跨学科或多学科领域中展示高度先进的知识体系及技能;
- b. 在个人工作以及/或跨学科团队或多学科情境中充分且独立地运用复杂的研究/创造性作品和/或专业实践和/或学术进展;
- c. 采用更为复杂的设计, 这种设计要求在研究和创造性工作中发挥领导作用, 实现战略增值; 以及
- d. 在高度专业化、跨学科或多学科领域中的创新、研究和/或开发管理方面, 将基于专家经验的高度自治和问责制应用于专业领导。

进入 8 级课程需要成功完成特定的 7 级课程。8 级课程或博士课程通常以论文或同等发表级书面作品的提交及答辩为终结, 这是对各自研究领域知识的重大

¹ 菲律宾统计局 (2018 年 6 月), 菲律宾教育标准分类 (2017 PSCED)

² <https://www.collinsdictionary.com/dictionary/english/doctorate>; <https://www.bestvalueschools.com/faq/what-is-a-terminal-degree/>

³ 菲律宾统计局 (2018 年 6 月), 菲律宾教育标准分类 (2017 PSCED)



贡献。因此, 这些课程通常是以研究为基础, 而不仅仅是基于课程学习⁴。对于专业博士学位, 在所申请学科领域的工作经验也是必需的。

此外, 博士学位不完全是由完成的单元数或就读年数决定的。如前几段所述, 博士学位课程需要通过论文撰写来创造专业领域的新知识, 而这篇论文需要在特定研究领域的博士学位持有者面前公开展示与答辩。它通常包括在同领域研究者审查的学术期刊上发表自己的研究成果, 以证明自己对高等学术的贡献。

高等教育委员会根据现有政策、标准及指导方针 (PSG), 互认协议以及其他适用的国际法律和政策, 来确定所有博士学位课程的等效性。

第七节、研究生课程类别

一、理学与文学硕士课程

理学硕士课程-理学硕士课程侧重于专业领域, 通常适用于与自然科学、工程和数学科学以及信息技术相关的专业。这些课程在科学及技术领域开设单元更多, 并设有实验课程。论文是毕业的必要条件。

文学硕士课程-文学高级学位(文学硕士)开展更广泛的教育或文科教育。这些学位常见于社会科学、人文科学和传播学相关专业。毕业要求可以是一篇论文, 也可以是通过严格学术审查或评审团审查的创造性作品。

二、硕士课程细分

硕士课程主要分两类: 论文类和非论文类。论文类课程是研究密集型课程, 非论文类课程通常被称为专业硕士课程或授课型硕士课程⁵。

A. 论文类(理学硕士/文学硕士)

理学硕士/文学硕士属于论文类学位课程。理学硕士/文学硕士是研究生学位课程, 包含一个学科的高级研究, 其主要目的是促进知识的创造、生产与进步, 而不是具体应用于专业实践。这类课程以研究为重点, 为博士研究项目做准备。这一类别有两个子分支, 即学术型和研究型:

1. 学术型理学硕士/文学硕士

该学位有至少 24 个课程单元, 至少 6 个论文单元。它要求学生通过综合考试, 并撰写论文。作为最后的学习输出, 学生必须在专业期刊至少发表一篇文章

⁴ 菲律宾统计局 (2018 年 6 月), 菲律宾教育标准分类 (2017 PSCED)

⁵ “如何在论文和非论文硕士学位之间进行选择?”

<http://alghurairfoundation.org/en/content/how-choose-between-thesis-and-non0000-thesis-master%E2%80%99s-degree>



或者学生必须至少完成一项经过评审的创造性作品。创造性作品是在特定的专业领域中创造性努力的有形证据, 如艺术品、文学、音乐、绘画、舞蹈、戏剧、制作、建筑、游戏及应用程序。由于创造性作品的随意性, 两个人不可能独立创造出同样的作品⁶。

2. 研究型理学硕士/文学硕士

本课程至少有 36 个单元, 其中课程作业较少, 研究活动较多。所有的课程都是通过研究来完成的(没有授课型)。它要求学生通过综合考试。作为最后的输出, 学生至少发表一篇作品(具体来说, 是拥有被某一专业期刊录入的证明)或者完成一项通过审查的创造性作品输出。

B. 非论文类学位课程(专业硕士)

专业硕士属于非论文类学位课程。它是硕士阶段的专业型分支, 主要目的是将知识应用到专业实践中。这种类型的硕士学位要么是终点, 要么是为专业方向的博士学位课程做准备。

专业硕士学位课程至少有三十个课程单元, 涉及专业或职业领域的高级学习, 其中至少有三个单元应标记为顶点课程(高级研讨会)或实践为基础的课程。

该课程要求学生通过综合考试并完成一个总结性项目。

顶点项目将学生的学术或学习经验推向高潮。它为学生提供了一个机会去展示在研究生学习阶段获得的知识与技能。它可以通过一项长期调查项目来开展, 并在最后的输出、演示或表演中结束。典型形式是要求学生选择一个主题或一个他们感兴趣的课题, 去开展对这些主题的研究并完成能反映学生学习习得的最终输出(例如, 以文章形式、案例研究、研究论文, 或一个短片或多媒体演示)。学生将顶点项目作业提交给专家小组或委员会进行打分及评估。

其他类硕士课程

目前在本地和全球范围内, 就业环境竞争更加激烈, 菲律宾毕业生可能需要在更短的时间内获得硕士学位或多项专业技能, 从而使他们在所选职业领域更快取得成功。课程如果单独开展可能需要更长的时间, 因此, 委员会鼓励具备资质的高等教育院校开展以下组合课程:

1. 本硕连读(SBM)⁷

⁶ 2019 年修订的关于授予私立高等教育机构自治和解除管制地位的申请指南, 第 9 页

⁷ 以菲律宾大学为基准



在本硕连读项目中, 学士学位和硕士学位(论文类)可以一起获得。

SBM 项目允许学生在完成学士学位之前学习特定的研究生课程。所修的研究生课程可同时算作学士学位课程, 因此, 学生可以在较短时间内同时获得两个学位, 然而, 可能只有不超过 20% 的必修课程是两个学位共通的。

SBM 项目应设计为荣誉项目, 因此高等院校必须有严格的录取和保留政策。学生必须为全日制学生, 不可中途退学。只要一门课程/科目不及格, 学生将自动被取消资格, 只能继续攻读普通学士学位课程。

完成该项目的最长年限为五年。如果学生不能在五年内完成课程, 学生将自动进入常规学士学位课程。

要求学生完成硕士学位论文。在开始进入硕士论文阶段之前, 他们需要通过综合考试。毕业的最终输出是完成至少一篇发表级期刊文章, 这意味着学生须提供在专业期刊或评审型创造性作品输出平台上的作品提交证明或会议演讲证明。

2. 医学硕博连读 (MDMD)

在医学硕博连读课程中, 学生可以同时获得医学博士学位和硕士学位。两个学位中只有 20% 的必修课程是相同的。

与 SBM 项目类似, MDMD 项目也应设计为荣誉项目, 因此高校必须有严格的录取和保留政策。

完成计划的最长年限应由高等教育学院决定, 但须经委员会批准。如果学生不能在规定的时间内完成课程, 他们可以只攻读两个学位之一的常规课程。

除了满足医学博士的要求外, 学生还需要通过硕士课程的综合考试。如果硕士课程是论文类, 那学生必须完成一篇论文, 并至少完成一篇发表级期刊文章, 这意味着学生须提供在专业期刊或评审型创造性作品输出平台上的作品提交证明或会议演讲证明。如果硕士课程是专业学位, 那学生必须完成一个顶点项目。

3. 双硕士学位课程 (DMD)⁸

双硕士学位 (DMD) 课程为学生提供了在两个研究领域从事研究工作以及同时满足两个学位的要求的机会。

相同的课程作业可以用于两个硕士学位, 但只有不超过 20% 的共同必修课程作业可以被记入学分。这种重叠或共同的课程学习与常规课程相比, 减少了完成

⁸ 以德克萨斯大学奥斯汀研究生院、佛罗里达州立大学、亚利桑那大学、阿尔巴尼州立大学纽约分校和赖特州立大学为基准



两个学位课程的时间。

学生必须为全日制就读, 不可中途退学。只要一门课程/科目不及格, 学生将自动被取消该课程就读资格, 但学生可以就读两个硕士学位之一的常规课程。

完成计划的最长年数应由高等教育机构决定, 但须经委员会批准。如果学生不能在规定的时间内完成课程, 他们只能继续两个硕士学位之一的常规课程。

对两个硕士学位均为论文类的学生, 应通过综合考试, 并完成一篇学位论文, 这篇论文须涵盖两个学位的课程内容。毕业的最终输出是, 完成至少一篇发表级期刊文章, 这意味着学生须提供在专业期刊或评审型创造性作品输出平台上的作品提交证明或会议演讲证明。

如果所读两个硕士学位, 一个为论文类硕士学位, 另一个为专业硕士学位, 那学生须通过涵盖两个学位专业范围的综合考试。他们还应完成一篇涵盖两个学位课程研究领域的论文, 并完成至少一篇发表级期刊文章, 这意味着学生须提供在专业期刊或评审型创造性作品输出平台上的作品提交证明或会议演讲证明。

选择双专业硕士学位课程的学生须通过涵盖两个学位专业范围的综合考试, 并完成一个衔接两个专业的总结性项目。

三、 博士课程

博士学位分哲学博士和博士(专业型)两类。

A. 哲学博士

哲学博士(PhD)为研究生课程, 完成后可获得博士学位, 博士学位主要侧重于研究以及培养学生在特定学科领域潜心学术研究。博士生必须有能力去利用论文对所选领域的前沿知识做出原创性贡献, 并表现出作为一名学生独立工作的能力。这类博士课程的例子有教育学哲学博士学位和公共管理哲学博士学位。

哲学博士课程有两条分支, 即学术型和研究型。

1. 学术型哲学博士

本课程至少包含 24 个课程单元和至少 12 个学位论文单元。

学位论文应当公开答辩。高等教育学院在其网站/社交媒体上公布答辩时间表, 或向其学术团体发送电子邮件。

此外, 学生必须通过综合考试。作为最后的学习输出, 学生还必须有一份出版作品, 具体来说就是有国际或国内专业期刊及索引期刊或评审型创造性作品输



出平台的录入证明。

2. 研究型哲学博士

这一课程至少有 75% 的单元专注于研究与论文。剩下的单元将分配给有助于论文开展及写作的研究方法课程与高级课程。

学位论文应当公开答辩。高等教育学院在其网站/社交媒体上公布答辩时间表, 或向其学术团体发送电子邮件。

单元总数量由高等教育学院决定。高等教育学院必须确保学生至少有三年全日制在校时间。

此外, 学生必须通过综合考试。作为最后的学习输出, 学生还必须有一份出版作品, 具体来说就是有国际或国内专业期刊及索引期刊或评审型创造性作品输出平台的录入证明。

B. 专业型博士学位

专业博士学位代表了对一个专业领域的主题和技术的掌握, 达到了与哲学博士学位要求相对应的能力水平。虽然专业博士学位的作品可以扩展该领域的知识范围, 但它主要是针对不同的实践工作。这类博士课程的例子有教育学博士和公共管理博士。

被该课程录取的学生将在该领域培训或监督他人, 或发现在其专业领域中具有实际应用价值的新知识。

该课程的录取要求是申请者须具备相关的专业经验。因此, 申请人必须证明有丰富的专业实际工作经验。各学科所需的最低专业经验年数由高等教育委员会小组或高等教育院校来确定。

专业博士学位课程至少有 24 个课程单元和 12 个基于实践的学位论文单元。

学生们须通过综合考试。作为最后的输出, 学生还必须完成一项以实践为基础的研究。学位论文应当公开答辩。高等教育学院在其网站/社交媒体上公布答辩时间表, 或向其学术团体发送电子邮件。

以实践为基础的研究是一项旨在通过实践及其结果来获取新知识的原创性调查。对于博士学位论文来说, 通过创造性的成果, 如设计、音乐、数字媒体、表演和展览⁹, 可以证明其原创性和对获取新知识的贡献。

⁹ 凯蒂, 琳达, 《基于实践的研究: 指南》

(https://www.researchgate.net/publication/257944497_Practice_Based_Research_A_Guide)



C. 其他类型的博士学位

1. 硕博连读(SMD)项目

在硕博连读(SMD)项目中, 硕士和博士学位可以一起获得。这两个课程最多只有 20%的课程作业是相同的。

高等教育机构(HEI)必须有严格的准入和保留政策。学生必须为全日制学生, 不得中途退学。只要一门课程/科目不及格, 学生将自动被取消资格。如果学生未能在委员会批准的最长期限内完成课程, 学生亦会被取消课程资格。对于不合格的学生, 学校应确定适当的退出计划。

学生必须通过与两个学位相关的综合考试。攻读哲学博士学位的学生必须完成一篇论文并公开答辩, 并且至少有一篇作品发表, 具体来说就是有国际或国内专业期刊及索引期刊或评审型创造性作品输出平台的录入证明。

攻读专业博士学位的学生必须完成一项以实践为基础的研究与一篇论文, 论文须进行公开答辩。

2. 双博士学位(DDD)项目

双博士学位(DDD)项目为学生提供了在两个研究领域攻读博士学位并同时满足两个学位要求的机会。

相同的课程作业可以用于两个博士学位, 但只有不超过 20%的共同必修课程作业可以被记入学分。

高等教育机构(HEI)必须有严格的准入和保留政策。学生必须为全日制在读, 不可中途退学。只要有一门课程/科目不及格, 学生将自动被取消资格, 但他们可以继续攻读其中一个博士学位的常规课程。对于不合格的学生, 学校应确定适当的退出计划。

完成计划的最长年数应由高等教育学院决定, 但须经委员会批准。如果学生不能在规定的时间内完成课程, 他们只能继续攻读两个博士学位之一的常规课程。

选择攻读双哲学博士学位的学生必须通过综合考试并完成一篇涵盖这两个课程内容的博士学位论文。论文须公开答辩。最终学习输出应为至少发表一篇作品, 具体来说就是有国际或国内专业期刊及索引期刊或评审型创造性作品输出平台的录入证明。



选择攻读双专业博士学位的学生, 须通过综合考试, 完成各专业课题的实践研究和学位论文。

第八节、研究生课程总结表

下表总结了研究生课程类别和相应的入学要求、最低单元数、专业要求和学生输出要求。

研究生课程类别	最低入学要求	单元数量	专业及学生输出要求
A. 硕士课程			
1. 论文类文学硕士	学士学位	课程至少 24 单元, 论文至少 6 单元	<ul style="list-style-type: none"> • 通过综合考试 • 论文 • 至少一篇专业期刊发表文章或者一项经过审查的创造性作品
2. 研究型文学硕士	学士学位	<ul style="list-style-type: none"> • 课程至少 36 单元, 其中课程作业较少, 研究活动较多 • 所有要修的课程都是研究型的(没有授课型) 	<ul style="list-style-type: none"> • 通过综合考试 • 在专业期刊或者评审型创造性作品输出平台上发表至少一篇作品
3. 学术类理学硕士	学士学位	<ul style="list-style-type: none"> • 课程学习至少 24 单元, 论文至少 6 单元 	<ul style="list-style-type: none"> • 通过综合考试 • 论文 • 在专业期刊或者评审型创造性作品输出平台上发表至少一篇作品
4. 研究型理学硕士	学士学位	<ul style="list-style-type: none"> • 课程至少 36 单元, 其中课程作业较少, 研究活动较多 • 所有要修的课程都是研究型的(没有授课型) 	<ul style="list-style-type: none"> • 通过综合考试 • 在专业期刊或者评审型创造性作品输出平台上发表至少一篇作品



		课型)	
5. 专业型硕士	学士学位	课程至少 30 单元, 顶点项目或基于实 践的项目至少 3 单 元	<ul style="list-style-type: none"> • 顶点项目 • 通过综合考试
6. 本硕连读项 目	中学时期表现 突出	<ul style="list-style-type: none"> • 学习年限最长不超 过 5 年 • 相同课业最多不超 过 20% 	<ul style="list-style-type: none"> • 综合考试 • 硕士论文 • 至少一篇发表级期 刊文章, 这意味着学 生须提供在专业期刊 或评审型创造性作品 输出平台上的作品提 交证明或会议演讲证 明
7. 医学硕博连 读项目	学士学位	<ul style="list-style-type: none"> • 最高单元数及最长 年限有高等教育机 构决定 • 课业相同率最高不 超过 20% 	<ul style="list-style-type: none"> • 综合考试 • 论文类硕士-至少一 篇发表级期刊文章, 这意味着学生须提供 在专业期刊或评审型 创造性作品输出平台 上的作品提交证明或 会议演讲证明 • 专业硕士-顶点项 目
8. 双硕士学位	学士学位	<ul style="list-style-type: none"> • 最高单元数及最长 年限有高等教育机 构决定 • 课业相同率最高不 	<ul style="list-style-type: none"> • 综合考试 • 双论文类硕士 学位-一篇论文以及 至少一篇发表级期刊



		超过 20%	<p>文章，这意味着学生须提供在专业期刊或评审型创造性作品输出平台上的作品提交证明或会议演讲证明</p> <ul style="list-style-type: none"> • 论文类硕士和专业硕士组合-论文一篇以及至少一篇发表级期刊文章，这意味着学生须提供在专业期刊或评审型创造性作品输出平台上的作品提交证明或会议演讲证明 • 双专业硕士学位-一项顶点项目
B. 博士课程			
1. 学术型哲学博士	硕士学位	课程至少 24 单元， 论文至少 12 单元	<ul style="list-style-type: none"> • 通过综合考试 • 公开答辩过的论文（理论建造） • 在国际或国内专业期刊及索引期刊或评审型创造性作品输出平台上发表作品
2. 研究型哲学博士	<ul style="list-style-type: none"> • 硕士学位 • 具有研究才能、研究经验及研究技能，以及 	<ul style="list-style-type: none"> • 总单元数中至少有 75% 着重于研究与论文 • 所修课程均为研究 	<ul style="list-style-type: none"> • 综合考试 • 公开答辩过的论文（理论建造） • 在国际或国内专业



	进行过的和/或正在进行的大量研究作品及发表作品和/或微型研究提案	型（无授课型） •总单元数应由高等教育机构决定 •学生至少有三年的全日制在校时间	期刊及索引期刊或评审型创造性作品输出平台上发表作品
3. 专业博士	• 硕士学位 • 5 年申请专业相关工作经验	课程至少 24 单元，论文（以实践为基础）至少 12 单元	• 通过综合考试 • 公开答辩过的论文（以实践为基础） • 基于实践的研究
4. 硕博连读项目	由高等教育机构决定	•最高单元数及最长年限有高等教育机构决定 •课业相同率最高不超过 20%	• 综合考试 • 哲学博士方向-通过公开答辩的论文，以及发表一篇作品，具体来说就是有国际或国内专业期刊及索引期刊或评审型创造性作品输出平台的录入证明 • 专业博士方向-基于实践的研究以及通过公开答辩的论文（以实践为基础）
5. 双博士学位	由高等教育机构决定	•最高单元数及最长年限有高等教育机构决定 •课业相同率最高不超过 20%	• 综合考试 • 双哲学博士学位-通过公开答辩的论文，发表一篇作品，具体来说就是有国际或国内专业期刊及索引期刊或评审型创造性作



			<p>品输出平台的录入证明</p> <ul style="list-style-type: none">• 哲学博士与专业博士组合-通过公开答辩的论文，以及发表一篇作品，具体来说就是有国际或国内专业期刊及索引期刊或评审型创造性作品输出平台的录入证明• 双专业博士学位-基于实践的研究以及通过公开答辩的论文（以实践为基础）
--	--	--	---

注：输出媒介指期刊或评审型创造性工作输出平台（例如 Palanca 获奖文章、经过评审的/广受好评的戏剧作品或音乐朗诵、调查性新闻报道等）。

索引媒介是指被引用的期刊，如 Scopus、ISI、Web of Science。

第九节、研究生的出版要求

理学硕士/文学硕士（MSc/MA）学术方向和研究方向的学生必须在推荐期刊上发表论文或创作作品。

哲学博士（PhD）学术方向和研究方向的博士必须在国际/国家索引期刊上发表论文或创作作品。

虽然研究生课程需要有索引和影响力大的出版机构，但委员会可根据各学科教育与技术小组的建议，指定或确定适合各自领域的其他国家出版机构，由该领域的一些主要学者担任编辑委员会成员，还可排除不符合伦理研究标准的出版机构。应指导各技术小组制定一份路线图，以便了解各自领域的出版机构，同时确保经验丰富和正在发展中的高等教育机构具有可行的出版选择。



第十节、研究和创作学位

为了促进研究与创作（RCW）的文化并提高研究与创作生产率，应鼓励合格的高校提供研究与创作学位。

研究与创作学位应适用于具有研究与创作能力、经验和技能并具有大量研究和/或创作及出版物的候选人。对这样的研究项目有以下要求：

1. 研究与创作目的陈述或概述；
2. 由高级顾问和指定的研究与创作小组监督；
3. 监测工作进度；
4. 记录研究与创作技能和经验的进展；
5. 对工作和结果进行严格的内部和外部审查；
6. 论文/论文答辩；
7. 在经审阅的期刊上发表文章或创作作品。

基于研究学位的计划旨在培养为特定研究领域的知识体系做出贡献或为特定行业的重大问题提供创新的、基于理论的、系统的和实用的解决方案的毕业生。为此，委员会应就在学术自由框架内被授权或代表提供研究和创作学位课程的高校的选拔和操作规定指南。

第四条：课程

第十一节、课程和发展举措

应通过加强高等的教育机构（HEI）的研究生课程的课程内容，使其包括与当代全球，区域和国家经济、政治和社会发展相关且至关重要的战略学习和教学能力。在行使学术自由时，高校应具有创新性和课程设置的灵活性，但必须符合规定的最低课程要求，并符合学习标准或成果导向教育（OBE）。

此外，应强调综合性和疑问性的方法。鉴于信息和通信技术在教育中的重要作用，以及基于 RA10968 的 PQF 的理论基础，特此承认常规和非常规教学提供和管理系统的有效性，并应成为研究生总体课程系统的一部分。

高等教育委员会技术小组应指示高校为其各自学科编制可导致达到特定成果的范例课程表。此范例课程表应显示一组基于内容进行排序的课程，每个课程都有指定的标题、说明和学分单位。因此，高等教育技术委员会应采用并显示一份课程地图样本，作为其学科方案的一个样例课程图，该样例课程图是所有课程



的矩阵以及显示每门课程所涉及的结果和以何种方式涉及的最低限度的方案成果集。¹⁰

第五条：研究生课程的授课方式

第十二节、校内或校外研究生课程

研究生课程通常在校园内提供或作为住宿课程提供。也可以在校外提供扩展程序。

A. 校内或住宿研究生课程

一些高校有多个校园，委员会将这些校园分类如下：

1. 主校区

主校区是高等教育机构的主要位置。它具有提供学位课程和提供学生服务所需的教育设施。主校区也是教育机构的高级管理人员所在的地方。

2. 分校

分校是指以下学校的设施：（1）已经建立了单独的场地和相应的教育设施，例如专门用于教育机构的建筑物和教室；（2）它提供的高等教育课程也可能在主校区提供；（3）它提供的学位课程不仅限于特殊客户，而且对公众开放。分校位于与主校园不同的城市或直辖市。所有公共和私人高等教育机构在建立分支机构时均应通过相关的高等教育委员会地区办公室获得委员会的批准。高等教育机构可以选择作为单独的高校而不是分支机构来申请。在这种情况下，高等教育机构必须遵守建立一个新学校有关的要求¹¹。

3. 附属校区

附属校区与分支机构相似，只是主校区并未提供附件校区提供的所有学位课程。附属校区位于主校区所在的区域内。

在这些校园中的任何一个提供或将要提供的研究生课程，都称为校内或住宿研究生课程。

B. 校外或扩展研究生课程

校外研究生课程是在未标识为主要、分支或附属校园的站点上提供的研究生课程。委员会允许这种安排使菲律宾专业人士更容易获得高质量的研究生课程，

¹⁰ 高等教育委员会行政令第 01 号，2014 年系列，“制定学士学位学术课程 CHED 政策的指南、标准和指导的修订指南”

¹¹ 高等教育委员会备忘录条令 2008 年第 40 号，《2008 年私立高等教育条例手册》



这些专业人才位于可能没有提供高等教育课程地区或高等教育机构数量有限的地区, 但可以满足他们的继续教育需求, 例如提高他们相对于高等教育的知识, 技能和能力他们的专业实践。

提供校外研究生课程作为扩展研究生课程, 是为特定的特殊客户群提供的, 它对公众不可用。它位于具有校园特色的学习中心或场所中, 除了学习中心不提供管理和支持设施, 而仅是提供教室或教学设施。校外或扩展研究生课程本质¹²上是临时的这样一来, 当学生群体在高等教育机构与提出要求的组织或团体之间商定的时间范围内完成该计划后, 该课程便结束。

由于扩展研究生课程针对特定的专业人士群体, 因此只能提供专业硕士学位作为扩展研究生课程。

第十三节、非常规研究生课程

1. 远程教育

远程教育 (DE) 是一种教育交付方式, 用这种方式, 教师和学习者在地理位置上是分离的, 并且使用通讯技术通过材料和方法交付教学, 并得到组织和行政机构的安排和支持。传输介质通常是在线的, 但可以通过基于打印的方式或通过移动电话进行传输¹³。

2. 跨国教育¹⁴

跨国教育 (TNE) 是在被授权的机构所在的国家/地区以外的其他国家/地区提供的高等教育。研究生课程可以分为入站跨国教育和出站跨国教育。入站跨国教育课程是指外国高等教育提供商在菲律宾提供的高等教育课程, 而出站跨国教育课程是指菲律宾以外的菲律宾高等教育机构提供的高等教育课程。

跨国教育项目的类别包括学术特许、衔接、分校区、国际分校、国际推广项目、联合学位和双学位、在线、混合学位和远程教育、跨国教育离岸机构、结对安排和验证。有关每个类别的说明, 请参见 2016 年 CMO 第 62 号系列《跨国教育的政策, 标准和指南》。

3. 联合体交付的研究生课程¹⁵

¹² 2008 年高等教育委员会备忘录令第 40 号, 《2008 年私立高等教育条例手册》

¹³ 2016 年高等教育委员会备忘录令第 62 号, 跨国教育 (TNE) 计划的政策, 标准和指南 (PSG)

¹⁴ 2016 年高等教育委员会备忘录令第 62 号, 跨国教育 (TNE) 计划的政策, 标准和指南 (PSG)

¹⁵ 根据 2016 年高等教育委员会备忘录令第 4 号 “Kto 12 过渡时期教职员工发展研究生教育指南”



联合体交付的研究生课程是指由两（2）个或更多具有特定学科专业知识的高等教育的组织交付的研究生课程，它通过共享物质和人力资源来共同交付课程，从而使学习者可以相互注册联盟成员中的高等教育机构，并参加被认为是各自联盟学校专业知识的课程。

联盟成员的高等教育机构可能位于不同的区域。在这种情况下，应由委员会评估拟议设计或实施方案的力度。

第六条:最低要求

所有合格的私立高等教育机构、国立高校和本地高校都必须遵守以下最低标准或要求才能运行研究生学位课程：

第十四节、机构安排

所有提供或计划提供研究生课程的私人和公共高等教育机构都需要在选定的特定研究领域或领域中保持扎实的研究和/或创作。预计高等教育机构将具有以下机构安排：

1. 研究与创作（RCW）办公室

高等教育机构设有一个办公室，负责开发和运行工作机制，以促进跨不同计划的研究和创作的计划、管理、实施以及监控和评估。

2. 研究与创作政策

高等教育机构要制定有关教师从事研究或创作的利益和激励措施的政策和指南，例如，减负、研究奖励以及对出版物和其他学术或创造性作品的支持等。这些政策应反映在《研究生课程操作手册》（GPMO）中。

3. 研究与创作议程

高等教育机构要明确说明研究和创作的议程，其中包括正在申请的学科。议程必须要：

a. 根植于该机构的理念和框架；

b. 响应在人文方向和科学方向确定的目标和优先定位的领域；

c. 国家高等教育研究议程（NHERA）与国家政府机构（例如国家经济和发展局（NEDA），科学技术部（DOST），卫生部（DOH），农业研究局（BAR-DA））阐明的国家研究和发展重点和议程保持一致；

d. 响应行业和社会的发展需求。



4. 道德标准

高等教育机构保持道德标准,教职工在进行涉及人类参与或使用动物的研究/论文/论文时要遵守这些道德标准。高等教育机构可以适当的采用由政府机构(例如科学技术部(DOST)制定的道德标准。

此外,高等教育机构拥有自己的研究道德审查机制,或者可以与公认的道德审查委员会合作,但前提是不应向学生收取道德审查的费用。

5. 研究与创作资金

为了确保持续运作并采取更动态、更积极的研究和创造性工作举措,高等教育机构将为研究与创作分配正常预算,并有能力挪动其他资金来支持其类似的工作事业。委员会应按照高等教育委员会技术小组的建议,为每个学科确定研究与创作预算的门槛。

6. 研究与创作的合作伙伴关系或关系网络

高等教育机构与其他在研究与创作、创新和推广方面表现出领导力的研究机构和网络进行合作和/或合作。

高等教育机构可能与其他学院和研究生机构以及与国内外的研究组织和创意团体建立联系。

7. 研究生课程操作手册

高等教育机构 HEI 拥有在课程、研究和创意工作、监督和资源优化等方面合理化研究生课程产品的系统,该系统将包含在《研究生课程操作手册》(GPMO)中。GPMO 还应包括关于剽窃,反性骚扰以及研究与教学助学计划等方面的政策。

第十五节、项目要求

所有提供或打算提供研究生课程的私人和公共高等教育机构 HEI 都应遵守以下最低课程限度要求:

1. 研究生课程的结构

研究生课程应按学科或专业领域组织和管理。对于最初仅由研究生院组成的高等教育机构,如果这些机构提供由高等教育委员会确定的高标准的跨学科研究生课程,则不强制要求纵向衔接。

2. 基于结果的教育 OBE 研究生课程设计

高等教育机构 HEI 在其研究生课程设计中遵循基于结果的教育(OBE)框架。



高等教育机构 HEI 必须提交以下文件：

- a. 一套完整的计划和学习成果，包括拟议的附加计划课程成果。
 - b. 拟议的课程及其理由，包括课程图表。
 - c. 每项成果的拟议绩效指标。
 - d. 拟议的衡量各指标实现程度的制度。
 - e. 拟议的每门课程基于结果的课程提纲。
 - f. 拟议的方案评估和评价系统
 - g. 拟议项目持续质量改进体系（CQI）
3. 行政管理

研究生课程管理员的资格如下：

a. 学术单位的院长或领军人，应是该学科或相关领域的博士学位持有者，并已在该学术单位所属学科之一的推荐期刊上发表作品。

b. 指定的系主任/计划协调员/负责人应为该学科或相关领域的博士学位持有者。

c. 对于专业硕士项目，院长或指定的研究生项目负责人应具有学科或相关领域的博士学位，或至少具有学科或相关领域的硕士学位，并具有学术界以外的相关专业经验。

4. 师资要求

通常，研究生课程中的教师教学，特别是博士学位，应是具有学术工作（研究或创作）记录并具有在推荐期刊中发表的出版物和/或在知名学术出版公司出版的书籍的博士学位持有者。

面向行业的硕士学位课程可能需要至少一（1）名具有博士学位的教师，这取决于该学科的博士学位持有者是否短缺。但是，仅有硕士学位的人员应具有由高等教育委员会各技术小组确定的同等广泛的行业经验，且不能充当论文导师。对于学术工作，教师应在推荐的学术期刊，国际/国家索引期刊（例如，Scopus 和 Web-of-Science）或行业/专业期刊（例如，医学领域的期刊）上有出版物的证明。

为了获得机构对作品的认可，教师应出示获奖证明或知名机构对其优秀创意



作品认可的证据。

对于从外国高校毕业的教职员工, 应该获得高等教育委员会 CHED 的认证, 即外国高校是所在国充分认可的高校。

5. 合格教师人数

研究生课程的合格教师人数如下:

a. 对于硕士课程, 每个课程始终必须有至少四名教职员工。

- 对于论文方向:

- 四名全职教师, 具有该学科的博士学位, 并在推荐的期刊上发表过著作, 并且/或者产生了公众认可的创作和/或技术成果;

- 如果该学科的博士学位持有人不足, 则至少一名全职教师具有该学科的博士学位, 并在推荐的期刊上发表作品和/或制作出公众认可的创作和/或技术成果; 至少三 (3) 名全职教师, 拥有硕士学位, 但在该学科中具有博士单位, 并且在推荐被评审的期刊中至少有一 (1) 种出版物。具有硕士学位和博士单位的教师只能在硕士课程中任教, 但不能担任论文导师。

- 对于非论文方向:

- 四 (4) 名全职教师, 具有该学科的博士学位, 并在推荐的期刊上发表过作品, 并且/或者产生了公众认可的创意和/或技术成果;

- 如果该学科的博士学位持有人不足, 则至少一 (1) 名全职教师具有该学科的博士学位, 并在推荐的期刊上发表作品和/或制作出公众认可的创意和/或技术产出; 至少:

- * 三名全职教师, 拥有硕士学位, 但在该学科中具有博士单位, 并且在推荐期刊中至少有 (一) 种出版物。但是, 他们只能教课程, 不能担任论文导师。

- * 对于专业硕士项目, 三 (3) 名全日制教师是硕士学位持有者, 但具有丰富的行业经验。但是, 他们只能教课程, 不能充当论文指导老师。

b. 对于博士课程, 每个博士课程在任何时候均应至少有四 (4) 名全职教师。他们都是该学科的博士学位持有者, 并在国际/国家索引期刊中发表过作品, 并且/或者产生了公众认可的创意和/或技术成果。

6. 导师与学生比例

学术咨询是任何研究生学位课程的基本内容, 入学时必须为学生分配导师,



并且必须有定期与他们的导师交流的机会, 不仅讨论课程注册的选择和学位要求的满足, 也有其他智慧上的和专业方面的问题。因此, 在任何时候, 导师与学生的比例都是一 (1) 名全职教师, 最多五 (5) 名学生, 包括校内和校外学生。

对于毕业论文/专题论文导师与学生的比例, 该比例不得超过 1: 5, 包括校内和校外学生。

7. 毕业论文/专题论文小组

毕业论文/专题论文小组的成员应包括内容和方法专家。毕业论文/专题论文导师应从内容专家中选拔, 但他/她必须是博士学位者, 并且必须完成并正在进行研究/创作。

方法专家应就所使用的适当研究方法提供技术建议, 包括具体的研究设计和分析定量或定性数据的适当技术。

毕业论文答辩小组至少应有三 (3) 名成员, 而专题论文小组至少应有五 (5) 名, 其成员包括内容和方法专家。

8. 图书馆

该学科本科课程的图书馆要求应与以下内容相结合:

a. 订阅至少两个经同行评审的专业期刊或国际推荐的期刊;

b. 在过去五年内, 针对该计划下提供的每个主题, 至少出版五册有关专业学科的研究生参考书 (印刷版和非印刷版)。五个标题中的至少一一是由著名学术出版社出版的外国参考文献;

c. 订阅或可以 (通过财团/图书馆间) 访问以国际认可的学术期刊索引编制索引的国际和知名期刊的电子数据库。这些数据库的示例是 ProQuest, EBSCOHost, ScienceDirect, Sage, Taylor 和 Francis, Oxford, Cambridge, and Philippine eLib.

鼓励使用互联网、电子格式的材料、开放式教育资源和其他教育技术。这些对图书馆的要求应向学生开放。

9. 研究与创作, 实验室和其他设施

高等教育机构 HEI 提供足够和相关的研究和创意工作 (ROW) 设施和设备, 以支持特定学科或研究领域的研究和创意工作, 可以通过与行业、社区和相关社会的联系和伙伴关系来获取或获得这些。



研究生课程对实验室和其他设施的要求应与以下内容结合起来:

- a. 提供基础科学方面的研究设备和设施, 如果适用 (具体要求可在特定的集体管理组织中按学科确定);
- b. 专业硕士课程教学实验室;
- c. 广泛的信息技术设施, 可以联网;
- d. 订阅各种软件程序以检测剽窃并分析教师和学生可以访问的定量和定性数据;
- e. 为了实验室的职业安全与健康政策/标准, 要处理纳米材料、放射性材料和其他危险化学品的

10. 入学要求

应建立一个评估将被纳入研究生课程的学生能力的系统, 其中应考虑他们的能力、动机和追求并完成进一步研究、继续进行研究或将高级知识应用于专业实践的能力。

11. 高等教育产业伙伴关系

提供专业研究生课程的高等教育机构 HEI 已正式邀请专业协会、企业和行业参与课程计划和开发、指导、研发、生产、研究和实习以及其他相关活动。

第七条: 其他最低要求

第十六节、用于扩展研究生课程

为了确保提供高质量的扩展研究生课程, 这些课程必须经过委员会设定的广泛程序的批准。

A. 扩展研究生课程的覆盖范围

1. 只有专业领域的研究生课程才能作为扩展研究生课程提供。
2. 作为扩展提供的专业研究生课程应该是已经在主校区、分校区或附属校园中提供的高等教育委员会 CHED 认可的研究生课程, 也就是说, 在任何这些校区中, 专业扩展研究生课程应该首先是在校住宿的研究生课程。
3. 扩展研究生课程只能在主校区、分校区或附属校园所在的地区提供。换句话说, 高等教育机构 HEI 必须首先在打算提供扩展研究生课程的地区建立机构。
4. 在任何情况下, 均不得将高等教育委员会 CHED 宣布暂停的研究生课程作为扩展研究生课程。



B. 高等教育机构申请研究生课程资格的标准

如果满足以下任一条件，则在该地区已建立机构地位的高等教育机构 HEI 可以申请在同一地区提供扩展研究生课程：

1. 在申请的学科中拥有卓越中心（COE）或发展中心（COD）的地位；
2. 获得国际认可的专业研究生课程（例如 AUN 或 ABET）；
3. 在专业研究生课程中，至少要获得高等教育委员会 CHED 承认的机构的 III 级认可或同等资格。

C. 其他需求¹⁶

除符合本条例《 第七条》规定的最低标准或要求外，高等教育机构 HEI 还必须符合以下一般要求：

1. 机构存在

如前几节所述，高等教育机构 HEI 在应提供扩展研究生课程的地区设有经委员会认可的已建立的校园（主校区、分校区或附属校园）。

2. 程序管理

延伸研究生课程由办理专业研究生课程申请的校内学术单位直接监督。正在申请。应设立一名推广研究生项目的管理人员，负责监督该项目的实施。课程管理人应为相关专业研究生课程的合格教师。

3. 学习中心

扩展课程应在具有类似高等教育机构 HEL 的学习中心内举行。它应具有托管研究生课程的必要基础结构。例如，它有教室和带有互联网连接的区域，供学生聚集、学习和研究。它还要符合有关地方政府部门的安全和卫生要求。

此外，学习中心应该能够提供足够的学术支持。这包括访问设备齐全且符合研究生学习要求的标准的计算机技术和软件、教室或实验室。图书馆资源应包含必要的书籍和期刊，并方便校外学生的时间。校外可用的图书馆资源应通过高等教育机构的电子学习资源进行补充

4. 协议备忘录

在提供扩展专业研究生教育计划时，一个高等教育机构与其他高等教育机构、代理机构或任何实体建立合作伙伴关系。该合作伙伴关系由协议备忘录(MOA)

¹⁶ 以伊利诺伊大学研究生院为基准，-第 5 章：研究生学位或证书课程的校外/在线交付政策”（2016 年 5 月修订）



提供支持, 其中显示了各方的具体职责、计划的期限以及将要加入该计划的特定客户。

协议备忘录应指示将在指定时期内完成该计划的学生群体。在此期间, 高等教育机构将不接受未包含在指定队列中的新学生。如果要确定新的队列, 高等教育机构将在新的协议备忘录的支持下, 从委员会寻求新的政府授权以提供另一个扩展研究生课程。但是, 只有在先前的扩展研究生课程已结束的情况下, 才能确保此新权限。

与其他高等教育机构建立伙伴关系时, 客户应仅限于请求接受高等教育机构教育的学术和/或非学术人员。扩展的程序不得提供给公众。此外, 请求方应在请求的高等教育机构 HEI 校园内被提供有专门的学习场所

5. 学生入学和学生咨询

学生入学率应与高等教育机构 HEI 的资源(人力、基础设施和其他学习资源)相称。

由于学术咨询是任何研究生学位课程的基本内容, 因此必须在入学时为学生分配一名导师, 并且必须为其提供定期与他们的导师进行交流的机会, 不仅讨论课程选择和学位要求的满足问题, 也涉及其他智慧型的和专业方面的问题。

这里要重申的是, 在任何时候, 学生与导师的比例都不得超过 1: 5。这里的学生包括住宿生和校外学生。

6. 所负责的教职员工

负责扩展课程的教职员工将在高等教育机构的教职员工名单中, 并具有相应的学科资格。高等教育机构 HEI 可能会聘用兼职教职员工, 因为这些人员具有对该计划做出独特贡献的能力, 或者因为他们拥有在高等教育机构 HEI 自己的研究生教职员工中没有体现或不具备的专业技能、经验或观点。

7. 学习管理系统 (LMS)

高等教育机构 HEI 应当有一个学习管理系统 (LMS), 它是一个基于软件的平台, 它将促进学生访问高等教育机构的电子学习资源, 并促进学生的注册和咨询等工作, 并在需要的情况下支持在线学习。

8. 投放方式

扩展研究生课程主要通过面对面或基于课堂的教学来提供, 但可以辅之以远



程学习。如果要通过混合学习（面授方式与远程教育相结合）交付扩展研究生课程，则高等教育机构还应遵守本条例 CMO 中规定的开放和远程学习的其他要求。

9. 其他组成

委员会通过有关技术小组确定的特定学科的扩展研究生课程的其他组成部分。

第十七节、远程教育的研究课程

1. 高等学校通过远程教育提供研究生课程的资格

只有具有以下身份的高等教育机构 HEI 才有资格通过远程教育提供研究生课程：

- a: 在申请的学科中拥有卓越中心（COE）或发展中心（COD）的地位；
- b: 获得国际认可的专业研究生课程（例如 AUN 或 ABET）；
- c: 在专业研究生课程中，至少要获得高等教育委员会承认的机构的 III 级认可或同等资格。

2. 指导原则¹⁷

远程教育提供的所有学科/课程均应遵循以下指导原则：

a. 以学习者为中心

远程教育计划应注重学生的需求和促进自主学习的目标。此类计划不应仅由可用技术驱动，而应通过无障碍环境中由可证明学习的需要来驱动。

b. 严谨合理的教学设计

远程教育课程在挑战性和深度上应与常规课程相当。具有学历的个人必须在远程教育课程的分析、设计、开发、实施和评估中做出教学设计决策。

c. 透明度和同行评审指导明智的选择

远程教育项目实施者应向项目认可机构、同行、监管者和学生提供有关其计划的信息，尤其是课程和交付系统、教学材料的开发、交付方式/策略、学生支持服务以及其他相关信息。更新数据/信息应通过万维网等媒体进行。

d. 公共责任与问责

实施者应注意远程教育计划对公众的影响，并应始终尽职调查，以免损害项目利益相关者，尤其是学生。由于菲律宾人对教育的重视，尤其应优先考虑保护消费

¹⁷ 2005 年高等教育委员会备忘录令第 27 号，远程教育政策及指南



者。

e. 质量与持续改进

实施者应在其计划框架中嵌入对学生和利益相关者需求的主动识别以及对学生和利益相关者满意度的监控,以不断改善开发和交付的各个方面。由于全球教育的现实性,远程教育课程也必须达到国际可接受的质量标准。

3. 机构管理与承诺

a. 仅当高等教育机构 HEI 是有资格作为大学运营的独立的、自主的、能授予学位的学术实体时,才可以使用高校 HEI 的名称。

b. 高等教育机构 HEI 的使命、预算和政策声明应反映其对远程教育计划的承诺。

c. 高等教育机构 HEI 应具有组织结构和明确的机构程序,以管理和确保对其远程教育系统进行学术监督。

d. 高等教育机构 HEI 应指定一名胜任的关键人员,将负责其远程教育并对其承担责任。

e. 高等教育机构 HEI 应具有适合远程教育计划的内部质量保证管理系统。

f. 高等教育机构 HEI 应当显示出持续自我评估计划的证据,该计划要以更有效的教学法为目标进行计划改进,对学生预期成绩的实现进行评估,提高保留率和对资源的有效利用。

4. 远程教育的组成部分¹⁸

提供或打算通过远程教育提供研究生课程高等教育机构 HEI,应当遵守与远程教育有关的内容,这些内容涉及课程和交付系统、教学材料的开发、交付模式/策略以及学生支持服务,还要遵守 2005 年 CMO 第 27 号系列“远程教育政策和指南”中规定的其他要求。

第十八节、针对跨国教育的研究生课程

2016 年 CMO 第 62 号丛书“跨国教育(TNE)计划的政策、标准和指南(PSG)”中规定的最低要求应由提供或打算提供跨国教育 TNE 研究生课程的高等教育机构予以遵守。

第十九节、针对高校联盟提供的研究生课程

高等教育机构联盟应共同满足所申请的研究生课程的特定要求。此外,联盟

¹⁸ 2005 年高等教育委员会备忘录令第 27 号,远程教育政策及指南



还应满足以下条件:

1. HEI 高等教育机构资格

至少有两 (2) 个联盟高等教育的机构 HEI 必须在相应的本科课程或学科的卓越中心/发展中心 (COE / COD) 身份中获得 III 级认证。没有 III 级认证或卓越中心/发展中心身份的其他高等教育机构联盟成员不能作为学位授予机构。

2. 协议备忘录

根据所有联盟成员达成的协议, 有一份高校联盟协议备忘录 (MOA)。协议备忘录 MOA 应指定每个成员高校的资源共享和责任, 并确定将与委员会沟通的协调成员高校, 并确保联盟遵守为研究生课程设置的最低要求。协议备忘录还应注明学位授予机构。协议备忘录须经委员会批准。

3. 计划的实施

该联盟要有一份详细的实施计划, 显示如何交付研究生课程, 包括联盟如何监督和评估研究生课程。

委员会根据高等教育委员会技术小组的建议, 可以提出其他要求, 以确保高校联盟能交付高质量的研究生课程。

4. 其他组成部分

委员会通过有关技术小组确定的、高校联盟的研究生课程要遵守的其他行为准则组成部分。

第八条: 其他资源

第二十节、研究与教学助学金

鼓励提供或打算提供研究生课程的高等教育机构为研究生提供获得研究和教学助学金的机会。从事相关工作的研究和教学助理可受聘于从事资助研究的研究生教育学院。

高等教育机构对于研究和教学补助计划应具有透明和公平的政策, 包括职权范围、比率和权益。此政策应包含在《研究生课程操作手册》中。

第二十一节、研究工作的电子数据库

为了使学生能够对相关文献进行全面的审查, 尤其是在菲律宾背景下, 我们鼓励所有私立和公立高等教育机构建立可检索的电子数据库, 以存储其毕业生及其教职员工的毕业论文/专题论文/出版物。该数据库应可供学术界访问。



此外, 应通过计划、研究和知识管理的办公室 (OPRKM) 将学生和教职员工的研究出版物的电子副本提交给委员会。

第二十二节、成绩记录

成功完成课程后的学生成绩单 (TOR) 应包括:

- 毕业论文/专题论文/研究项目的名称以及成功答辩的日期;
- 使用高等教育机构要求的任何标准格式 (例如 APA) 进行完整引用的期刊文章。

第九条: 研究生课程的监测和评估

第二十三节、研究生课程注册

计划和标准发展办公室 (OPSD) 应与教育部地区办公室 (CHEDROs) 协调, 负责监督和评估所有高等教育机构提供的或打算提供的研究生课程是否符合本条例规定的要求。

只有那些获得委员会授权或认可的研究生课程的高等教育机构才应被登记在研究生课程登记册上。该登记册应在教育部网站上公布, 供公众和国际社会参考。计划和标准发展办公室 OPSD 应为本登记册的数据所有人, 并确保其数据与菲律宾资格登记册 (PhQuar) 中包含的数据一致或同步。

第十条: 临时条款和其他规定

第二十四节、暂时性规定

当前在任何校园/站点上通过常规/非常规模式提供研究生课程的所有私立高等教育机构、国立高校和本地高校都必须在其生效之日起三 (3) 年内完全符合本条例的所有最低要求。

对于目前拥有自己的政策、标准及指导方针的学科, 应以本条例中规定的最低要求为准。这些学科的技术小组应负责根据本条例并考虑其各自学科的需求来修订政策、标准及指导方针。

在过渡期之后发现不符合要求的研究生课程, 将由教育部逐步淘汰。

第二十五节、可自行选择的高校

以下机构根据特定法律可以选择采用本条例中的规定, 即:

- 菲律宾大学-因其作为菲律宾国立大学的地位及根据 RA 9500 的授权, “(a)



引领制定学术标准, 并在哲学、艺术、人文科学、社会科学、专业和工程学、自然科学, 数学和技术方面进行教学、研究和教师发展方面的创新; 并在这些学科和专业中拥有卓越的中心地位; ”

- 法律已经设立或已经认可为研究生教育机构的机构:

- 亚洲管理学院-1975 年 1 月 21 日第 639 号总统令 (PD)

- 菲律宾国防学院-根据 PD 190, 1973 年 5 月 11 日

- 菲律宾公共安全学院-根据 6975 年共和国法令

第二十六节、废除条款

现废除第 36 号《1998 年系列公约》及第 9 号《2003 年系列公约》, 以及与本《公约》规定不一致的其他《欧洲经济共同体公报》的发行、规则和规章或其部分。该《公约》还废除了在没有政府事先授权的情况下提供研究生课程的自治高等教育机构的权益, 直到委员会根据这些高等教育机构目前提供的研究生课程的质量决定恢复这一权益。

第二十七节、条款的生效

本条款应在政府公报或在全国发行的两份报纸上公布后十五天后生效。

特此废除 1998 年第 36 号条令和 2003 年第 9 号条令以及与本条令规定不符的其他高等教育委员会发行, 规则和规定或其中的部分内容。该条令还废除了自主高等教育机构在没有政府事先授权的情况下提供研究生课程的好处, 直到委员会另行决定, 根据此类高等教育机构当前提供的研究生课程的质量, 将这种利益重新获得。