



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

25 September 1995

CHED ORDER
No. 31 s. 1995

POLICIES ON VOLUNTARY ACCREDITATION
IN AID OF QUALITY AND EXCELLENCE
IN HIGHER EDUCATION

To: Regional Directors, HERO
Presidents/Heads of State Universities & Colleges
Presidents/Heads of Private Universities & Colleges

1. Statement of Policies

- a. It is the declared policy of the State to encourage and assist, through the Commission on Higher Education (CHED), Higher Education Institutions (HEIs) which desire to attain standards of quality over and above the minimum required by the State.
- b. For this purpose, the CHED encourages the use of voluntary non-governmental accreditation systems in aid of the exercise of its regulatory functions. The CHED will promote a policy environment which supports the accreditation's non-governmental and voluntary character and protects the integrity of the accreditation process.
- c. The CHED recognizes the pioneering work and efforts of the accrediting agencies now federated under the Federation of Accrediting Agencies of the Philippines (FAAP), namely; the Association of Christian Schools and Colleges Accrediting Agency, Inc. (ACSC-AAI), the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), the Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA), and the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP).

- d. The CHED hereby authorizes the FAAP as the agency that would certify the accredited status of programs granted by the different accrediting agencies and in accordance with its own standards, as accepted by the CHED, for purposes of granting progressive deregulation status and other benefits as contained in No. 3 of this Order.
- e. The CHED demands responsibility and accountability from FAAP for its certification of the quality of education offered in accredited programs/institutions.

2. Accreditation Levels

- a. The scheme for progressive deregulation of qualified educational programs established pursuant to Part III, Rule IV, Section 2b of the Implementing Rules of Batas Pambansa Blg. 232 and of Resolution No. 66 of the Regular Session of the Batasang Pambansa otherwise known as the National Development Plan, 1983-1984 passed on January 19, 1982 shall be upheld.
- b. For purposes of progressive deregulation and grant of other benefits, educational programs are classified into four (4) levels.
 - b.1 Level I applicant status: for programs which have undergone a preliminary survey visit and are certified by the FAAP as being capable of acquiring an accredited status within two years.
 - b.2 Level II accredited status: for programs which have been granted accredited status by any of the member agencies of the FAAP and whose status is certified by the latter.
 - b.3 Level III accredited status: for programs which have at least been re-accredited, and have met the following additional criteria/guidelines set by FAAP for this level. Accredited programs must satisfy the first two criteria and two others of the succeeding ones:
 - b.3.1 A reasonably high standard of instruction as manifested by the quality of its teachers.

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- b.3.2 A highly visible community extension program. A description of the program(s), the nature and extent of student, faculty and staff involvement, and other details shall be required documentation for this indicator.
- b.3.3 A highly visible research tradition. The following must be observable over a reasonable period of time:
- b.3.3.1 provision for a reasonable budget
 - b.3.3.2 quality of completed outputs
 - b.3.3.3 measurable results such as publication, etc.
 - b.3.3.4 involvement of a significant number of faculty members.
 - b.3.3.5 visible, tangible and measurable impact on the community
- b.3.4 A strong staff development tradition as evidenced by an appropriate budgetary allocation and/or systematic plan for staff development programs.
- b.3.5 A highly creditable performance of its graduates in licensure examinations over the last three years. (Will apply only to those programs where such examinations are required).
- b.3.6 Existence of working consortia or linkages with other schools and/or agencies. Documentary evidence shall include a description of the nature, mechanism, working agreements and other details of consortia.
- b.4 Level IV accredited status: institutions which have distinguished themselves in a broad area of academic disciplines and enjoy prestige and authority comparable to that of international universities. These institutions must have met the following additional criteria/guidelines:
- b.4.1 At least 75% of its programs must have attained Level III status for a minimum period of ten years i.e. two consecutive terms of five years each.

b.4.2 Excellent outcomes in:

b.4.2.1 research as seen in the number, scope and impact of scholarly publications in refereed national and international journals;

b.4.2.2 teaching and learning as proven in the performance of its graduates and alumni and the continuing assessment of student achievement;

b.4.2.3 community service and the impact of its contributions to the economic and social upliftment, on both regional and national levels.

b.4.3 Evidence of international linkages and consortia

b.4.4 Well developed planning processes which support quality assurance mechanisms.

The institutions should submit pictorial and documentary evidence to support its claims.

3. Benefits

The following benefits for the different accreditation levels shall be provided:

a. Level I -

a.1 Partial Administrative Deregulation

Exemption from compliance with prescribed administrative operational requirements, such as need for approval of class and teacher's programs, trimestral or semestral submission of enrolment lists, and reports of promotion of students. Form IX may also be submitted without the previously required documents and authority to grant teaching overload in meritorious cases.

b. Level II -

- b.1 Full administrative deregulation, provided that reports of promotion of students and lists of graduates are available for review by CHED at all times.
- b.2 Financial deregulation in terms of setting of tuition and other school fees and charges.
- b.3 Partial curricular autonomy which shall include the authority to revise the curricula without CHED approval provided that CHED and Professional Regulation Commission minimum requirements and guidelines, where applicable, are complied with and the revised curriculum is submitted to CHED Regional Offices.
- b.4 Authority to graduate students from accredited courses or programs of study in the levels accredited without prior approval of the CHED and without need for Special Orders.
- b.5 Priority in terms of available funding assistance for scholarships, library materials, laboratory equipment and other development activities.
- b.6 Priority for government subsidy for faculty development.
- b.7 Right to use on its publications or advertisements the word "ACCREDITED" pursuant to CHED policies and rules.
- b.8 Limited visitation, inspection and/or supervision by CHED supervisory personnel or representatives.

c. Level III

- c.1 All the benefits for Level II.
- c.2 Full curricular deregulation, including the authority to offer new courses allied to existing Level III courses, without need for prior approval provided that CHED, through the appropriate Higher Education Regional Office (HERO), is duly informed before offering such new programs.

d. Level IV

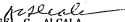
d.1 All the benefits for Levels II and III.

d.2 Award of grants/subsidies from the Higher Education Development Fund for programs of qualified tertiary educational institutions for the period or duration of its Level IV accredited status, as approved by the CHED, in accordance with the HEDF Guidelines.

d.3 Grant of charter or full autonomy for the duration of its Level IV accredited status of the institution.

4. Effectivity

This Order shall take effect starting school year 1996-1997.


ANGEL C. ALCALA

Chairman