



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

CHED MEMORANDUM ORDER (CMO)

No. 19
Series of 1998

**SUBJECT: UPDATED POLICIES, RULES AND GUIDELINES
FOR BUSINESS AND MANAGEMENT
EDUCATION**

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In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and for the purpose of rationalizing Business and Management Education (BME) in the country with the end view of keeping apace with the demand of global competitiveness, the following policies, rules and guidelines for Business and Management Education (BME) are hereby adopted and promulgated by the Commission.

This CMO shall remain in force and effect until otherwise revoked.

Pasig City, Philippines February 24, 1998


ANGEL C. ALCALA
Chairman

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All HEROs
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FOR BUSINESS MANAGEMENT EDUCATION (BME)**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and for the purpose of rationalizing Business and Management Education (BME) in the country with the end in view of keeping pace with the demands of global competitiveness, the following policies, rules and guidelines for Business and Management are hereby adopted and promulgated by the Commission.

The primary concern of the Commission in the area of business and management education is on the graduates of the higher educational school system. Recognizing that the field is overcrowded and that there is a need to rationalize the system, focus is then given not so much on the inputs nor the process but on the outputs.

**ARTICLE I
STATEMENT OF POLICY**

Section 1. All innovative business and management programs to be offered by higher education institutions (HEIs) shall be established in accordance with law and shall be subject to reasonable supervision and regulation by the Commission in accordance with this memorandum.

**ARTICLE II
MISSION STATEMENT AND OBJECTIVES**

Section 2. The mission and objectives of a school's program should be clearly stated in its catalogues and other informational materials. Efforts should be made to periodically assess and maintain records showing the extent to which the stated mission and objectives have been achieved.

Section 3. The educational programs under Business and Management are designed to provide students with:

- 3.1 A common foundation of knowledge of a specific area through a core cluster of courses consisting of general education and clusters of professional courses;
- 3.2 Sufficient exposure to the realities of the work environment particularly in the use and application of computer technology in business;
- 3.3 Skills for self- or corporate employment;
- 3.4 Proper motivation, opportunities for the inculcation of values and the promotion of professional growth.

**ARTICLE III
AUTHORIZATION**

Section 4. All curricular programs in business and management education must have prior authorization from the Commission. It is interested to involve the users of the output (employers) on curricular matters. They are represented by various professional organizations.

4.1 The professional organization(s) matched to the degree programs are as follows:

***Accounting Education:**

- a) PICPA (Philippine Institute of Certified Public Accountants) and its chapters; or
- b) GACPA (Government Association of Certified Public Accountant)

***Business Education:**

- a) CPSP (Corporate Planning Society of the Philippines)
- b) FINEX (Financial Executives of the Philippines)
- c) PMAP (Personnel Management Association of the Philippines)
- d) PCCI (Philippine Chamber of Commerce & Industry and its local chambers)
- e) PES (Philippine Economic Society)
- f) PMA (Philippine Marketing Association)
- g) PSTD (Philippine Society for Training and Development)
- h) BAP (Banker's Association of the Philippines)
- i) Others

***Customs Administration Education:**

- a) CCBI (Chamber of Customs Brokers, Inc.)

***Secretarial Education:**

- a) PAS (Philippine Association of Secretaries)

***Graduate Management Education:**

- a) ECOP (Employers Confederation of the Philippines)
- b) MAP (Management Association of the Philippines)

4.2 For ease of reference, institutions that offer courses in various programs either as separately organized schools or as a college of business administration or management in universities in the Philippines shall hereafter be referred to as:

Accounting Schools	for accounting education
Business Schools	for business education (including commerce)
Customs Administration Schools	for customs administration education
Secretarial Schools	for secretarial administration education
Graduate Management Schools	for graduate management education (business, educational and public administration)

4.3 The following are school associations recognized by the Commission:

- a) Philippine Association of Collegiate Schools in Business or PACSB
- b) Association of CPA's in Education or ACPAE
- c) Philippine Association of Secretarial Education or PASE
- d) Philippine Association for Graduate Education or PAGE

- e) Association of Schools of Public Administration in the Philippines or ASPAP

Section 5. For Accounting and Customs Administration education, professional identity is recognized because of government licensure examinations, i.e., the Certified Public Accountant (CPA) and the Customs Brokers board examinations. The educational programs should be designed to prepare students pursuing these fields accordingly.

Section 6. In addition to the procedures to be followed for the opening of new schools or programs covered under CHED Order # 2, s. of 1995, dated January 10, 1995, "Implementing Guidelines for the Opening of New Programs" it is suggested that:

- 6.1 The application be accompanied with an **INSTITUTIONAL ASSESSMENT STUDY/REPORT** (See Annex I for the recommended format) covering the following:

- 6.1.1 **Need Assessment:** Target beneficiaries; estimated requirements; and growth forecast.
- 6.1.2 **Service Gap Assessment:** Existing institutions; growth and development assessment; and evaluation of current and forecast gaps.
- 6.1.3 **Proposed Institutional or Program Design:** Service concept and features of the institution or program; organization of the institution or program; and mission, objectives and goals of the institution or program.

- 6.1.4 **Forecast of Resource Requirement:** Identification of the resource requirements of the institution or program; inventory of key resources; sources of funding for the resources to be acquired; and faculty resources.

- 6.2 Schools are encouraged to form themselves into a network or go into a consortium arrangement to be able to share limited human resources.

ARTICLE IV DEGREE PROGRAMS

Section 7. Degree Programs - The degree programs corresponding respectively to the specific areas shall henceforth be called:

- 7.1 Accounting Education

* Bachelor of Science in Accountancy (BSA) - BAcc

- 7.2 Business / Commerce Education

* Bachelor of Science in Business Administration (BSBA) / Commerce (BSC)

- 7.3 Customs Administration

* Bachelor of Science in Customs Administration (BSCA)

- 7.4 Secretarial Education

- * Bachelor in Secretarial Administration (BSA)

7.5 Graduate Management

- * Master in Business/ Public Administration (MBA/MPA)
- * Master in Management (MM/MBM)
- * Doctoral (Ph.D/DBA/DBM/ DPA/DPM)

All other existing business related programs with either management or administration in its title are acknowledged and included in their specific areas (e.g., business economics/ hotel & restaurant administration). New undergraduate programs in business and management education should contain the minimum curricular requirements and the schools should notify the Commission of its course offerings.

New masteral and doctoral programs in Business and Management education are open only to schools with corresponding undergraduate programs under the vertically-linked programs concept. Moreover, the schools must have been accredited already at level II.

ARTICLE V ADMINISTRATION

Leadership of owners and administrators of a school is crucial to the success of its programs. In the Commission, financial success is not the determinant of quality education; rather it is the balancing of financial viability with the broader national goals of having an educated manpower pool that can respond to the demands of global competitiveness. Thus one

should not lose focus that these policies, broad rules and general guidelines, liberalized as they are, are meant to give schools the flexibility to attain these objectives. Therefore, the following should be considered as indicative guidelines.

Section 8. The program should be administered by a full-time Chairman / Dean / Director, with appropriate qualifications:

- 8.1** A full-time administrator is one whose services are available for the efficient administration of the program. (See DOLE, DECS, CHED, TESDA Order No. 1 s. 1996 or DDCT-1 "Guidelines on Status of Employment of Teachers and of Academic Personnel in Private Educational Institutions" on requirements on full-time teaching (which should also apply to administrators of academic programs). His/her teaching privileges should not exceed nine (9) hours per week in his/her institution and/or 15 units overall;
- 8.2** The Chairman / Dean / Director should possess the following minimum qualifications:
- A Filipino citizen except in meritorious cases;
 - Holder of a certificate issued by the Professional Regulation Commission as applicable;
 - Holder of at least a master's degree with orientation in an appropriate baccalaureate degree in a professional education;
 - Possess teaching experience of at least three (3) years at the tertiary level in the appropriate field and at least two (2) years of administrative experience in an educational institution;
 - Has the ability to lead and gain the confidence and respect of the faculty.

Section 9. The general functions and responsibilities of the Dean / Director / Chairman are:

- 9.1 To exercise educational leadership among his faculty;
- 9.2 To adopt the curricular programs for different fields that are attuned with current trends and developments in education and with practices in the profession;
- 9.3 To assist the school head in all matters affecting general academic and administrative policies of the institutions;

Section 10. Schools are encouraged to enter into consortium arrangements, share facilities and personnel with other schools in the locality / region giving rise to a network of CHED-identified Centers of Development and beneficiary schools.

ARTICLE V FACULTY

Section 11. Qualifications: The faculty should possess the educational qualifications, professional experience classroom teaching ability, scholarly productivity, and other attributes essential for the successful conduct of a school's program.

Twenty five percent (25%) of undergraduate subjects should be taught by faculty members with appropriate masteral and / or law degrees. Similarly a twenty percent (20%) rule should apply to masteral courses which should be taught by faculty members with appropriately earned doctoral degrees. On the other hand, all doctoral courses must be taught by doctoral degree holders.

*Accounting Education:

- 11.1 All faculty teaching accounting courses should be CPAs. Further, it is also desirable that they have an appropriate master's degree (minimum is 25%) and relevant professional accounting experience. Moreover, all faculty handling taxation courses should be either CPA or CPA-lawyers while those handling business law courses should either be lawyers or CPA-lawyers.

Accounting faculty should comply with the continuing professional education (CPE) requirements of the Board of Accountancy.

*Business Education:

- 11.2 The teaching personnel in business education must be holders of the master's degree (minimum is 25%). They should teach largely in their major field and/or allied subjects.

*Customs Administration Education:

- 11.3 Faculty teaching customs administration courses must be registered customs brokers and holders of masteral degree in Customs Administration or its equivalent (minimum is 25%) The rest of the faculty should be graduates of other allied courses relative to Customs Administration and/or Education.
- 11.4 Customs faculty should comply with the continuing professional education (CPE) requirements of the Board of Customs Brokers.

***Secretarial Administration Education**

11.5 All faculty members should have demonstrated skills and knowledge in the secretarial course(s) they are handling.

***Graduate Management Education:**

11.6 As a general rule, at least twenty percent (20%) of the faculty members in masteral degree programs, and all the faculty members in doctoral degree programs should be holders of earned doctoral degrees in each of the disciplines offered.

Every graduate business and management school should have faculty members who should devote full-time service to the institution and ensure meaningful research (at least 20%); however part-time faculty members may also be hired, and should likewise be required to undertake related work such as thesis advising and research. Part-time teaching of corporate executives holding top positions of companies in a community is encouraged.

Section 12. Recruitment and Selection: The school and its program should have an effective system of recruiting and selecting qualified faculty members.

12.1 There should be a long-range plan for faculty recruitment,

12.2 In selecting faculty, due consideration should be given to the qualities that make a good and effective teacher. These qualities should include not only academic degrees, experience, teaching ability and scholarship but also character and integrity.

12.3 The school shall adopt a selection process that would ensure the employment of the best among the applicants.

Section 13. Adequacy of Staff: The number of faculty with appropriate qualifications should be adequate to meet the requirements of the program.

13.1 Twenty percent (20%) of the professional subjects offered in the undergraduate business and management programs should be handled by full-time / full-load faculty as defined in the DDCT-1 and DDCT-2 "Guidelines on Compensation for Overload and Overtime in Private Educational Institutions".

13.2 The full-time / full-load faculty should be distributed among ranks, subject areas, day and evening classes, and locations.

13.3 When vacancies in the teaching staff occur during the school year, substitutes or replacements of similar or higher qualifications should be employed.

Section 14. Ranking and Evaluation: A system of ranking and evaluating faculty members should be instituted and implemented.

14.1 The faculty should be assigned academic ranks in accordance with suitable ranking criteria. The usually recognized rank of collegiate faculty members are instructors, assistant professors, associate professors, and professors.
(See Annex II for the indicative minimum qualification standards of these ranks.)

- 16.3 Part-time instructors, to include government employees, may carry a total load of not more than 12 units in all the schools in which one teaches.
- 16.4 Faculty members should be assigned courses which they can competently handle given their educational background, field of specialization, experience and maturity.
- 16.5 Teaching assignments should allow faculty members sufficient time for study, class preparation, student consultations, and proper evaluation of student achievement.
- 16.6 Faculty should not be assigned to teach more than three (3), or occasionally, four (4) different courses in any one term. Neither should there be too much variety in the courses assigned in any one year.
- 16.7 De-loading from regular teaching may be allowed for administrative, research, or professional assignment without reduction in compensation.
- 16.8 Faculty members teaching in more than one school must give formal notice in their teaching assignment to all schools concerned; failure to give notices will mean automatic withdrawal or cancellation of his teaching assignment and non-assignment of teaching load the succeeding semester.

Section 17. Written Policies: Faculty members should be informed in writing about all actions and policies that affect them. The publication of a faculty manual for this purpose is highly recommended.

Section 18. Support Personnel: There should be an adequate number of support and service personnel to assist the faculty in performing their duties and functions.

18.1 Included in faculty support personnel would be secretarial and clerical staff, correctors, computer technicians, and janitorial and maintenance personnel, among others.

ARTICLE VI CURRICULUM STANDARDS

Section 19. The curriculum for business and management programs should reflect what is contained in the school's mission statement.

19.1 The minimum curricular requirements are, as specified by the Commission, in terms of blocks or clusters of courses. Different patterns and modalities are up to the individual schools to adopt based on what associations of professionals and/or educators would recommend. Thus, a school catering to part-time students should have a curriculum drawn up accordingly (e.g. 9-12 units per semester)

19.2 This approach will also apply in so far as detailed course descriptions are concerned.

* Accounting Education:

19.3 The minimum curricular requirements for the Bachelor of Science in Accountancy (BS Acctg.) as specified in Annex III is 144 units (excluding Physical Education, etc.).

14.2 As a general rule, a new member of the faculty begins as an instructor and is subsequently promoted, if deserving. However, he may be immediately recruited to any of the higher ranks if warranted by his qualifications.

14.3 Faculty competence and performance should be periodically evaluated using appropriate evaluation instruments to promote the professional growth of individual faculty and provide a basis for advancement and salary adjustments.

14.4 After due process, faculty who do not meet minimum standards of competence and performance, or who are found guilty of immoral, unethical, or dishonorable conduct should be separated from the service or retired.

Section 15. Faculty Development: There should be a formal development program to encourage and help faculty members keep up with new knowledge and techniques in their field, improve their teaching skills and course materials, and continue their professional growth.

15.1 The faculty development program should include provisions for, among others:

- scholarships;
- financial support for active membership in professional organizations and attendance at seminars, workshops;
- sabbatical leaves, and research grants, if available;
- ranking criteria; and
- adequate and qualified supervision of recipient faculty members;

In the end, the faculty should possess the educational qualifications, professional experience, classroom teaching ability, scholarly productivity, and other attributes essential for the successful conduct of a school's program.

15.2 For faculty size of more than a hundred, an annual scholarship grant should be given to a full-time member who is permanent in his major field.

15.3 If the school itself offers a doctor's or master's degree, it should allow its faculty members to finish the minimum degree that it requires for the level of his responsibilities in the school, with tuition fee privileges and other forms of assistance.

15.4 Attendance at in-service training programs on official time shall be encouraged and records of such attendance shall be filed at the office of the Dean.

Section 16. Faculty Load : The teaching load of college faculty members should be as follows:

16.1 The regular full-time load of faculty members, whether permanent or on probation per DDCT Order No. 2, is 18 units/week. Overload/ overtime of a maximum of 9 units can be allowed or a total of 27 units. Moreover if outside teaching is included (i.e., after hours rendered in other schools), a total of 27 units maximum overall should still be observed.

16.2 Government employees who serve as part-time instructors in a particular school may be given a maximum teaching load of 9 units, subject to government approval.

19.8 The curricular requirements for the doctoral programs in management are similarly structured -- clusters of foundation, specialty and integrative courses. This is reflected in Annex IX that prescribes 12 post-masteral courses.

Section 20. As a general rule, curricular subjects, especially those in the professional area, should be offered as three (3)-unit courses equivalent to a minimum of 54 contact hours. However, schools may innovate as to contact vs. distance education delivery format.

20.1 In the case of graduate level offerings, two (2)-unit courses may be delineated to accommodate the variety of subject matter content to be covered.

Section 21. A copy of the proposed curriculum of each program and each new major or field of concentration including the course descriptions adopted shall be submitted to the CHED Regional Office concerned for reference purposes.

ARTICLE VII INSTRUCTIONAL AND PROMOTIONAL STANDARDS

Section 22. Schools at all times should maintain a high standard of instruction. A system of supervision should be instituted and implemented for the purpose of evaluating teacher competence.

22.1 Deans / Department Chairperson of business and management schools are responsible for the attainment of high teaching standards. They will be able to do a creditable job on this if selective admission at the third year level, when more and more professional oriented courses are

taken by students, is instituted. Leveling of the knowledge base of students after their foundation courses are completed is a requisite to delivery of high standard of instruction.

22.2 Promotional standards must likewise be high such that no student is given credit unless he/she has proven his/her knowledge, skills and competencies therein.

*Graduate Management Education:

22.3 Deans / Directors of Graduate Management schools must exercise prudent supervision of their faculty to attain and maintain high standards of instruction. With the trend towards cross-disciplinary conduct of common courses, care must be taken to level the knowledge base of students through pre-graduate school orientation training.

22.4 It is also better to prune the beginning class of non-performing students (i.e., selective retention policy) and thus avoid more difficult problems later on.

22.5 Graduate Management schools should not rely on a library collection of textbooks and casebooks but should also provide a collection of vertical file materials (photocopies) of classical as well as new journal articles.

22.6 A written comprehensive examination shall be taken by all doctoral students who have completed all required courses to be classified as doctoral candidates (This is optional for masteral management programs):

(The required total number of units for the CPA examinations is 165 units as spelled out in the Accountancy law.)

General education courses make up some 40% of the subjects while 60% constitute the professional courses. The latter in turn consist of 30% business administration and 30% accounting courses.

• **Business Education:**

19.4 The minimum curricular requirements for the Bachelor of Science in Business Administration (BSBA) with its various majors as specified in Annex IV is 132 units (excluding Physical Education, etc.).

General education courses make up about 40% of the courses while 60% are for professional courses.

• **Customs Administration Education:**

19.5 The minimum curricular requirements for the Bachelor of Science in Customs Administration (BSCA) as specified in Annex V is 132 units (excluding Physical Education etc.).

General education make up about 40% while professional courses account for 60% of the courses. The latter, in turn, is divided into business and economics foundation courses(33%), and customs administration and tariff subjects(27%).

• **Secretarial Education:**

19.6 The minimum curricular requirements for the Bachelor of Secretarial Administration (B Seo A) as specified in Annex VI is 132 units (excluding Physical Education, etc.).

19.6.1 The minimum curricular degree requirements for two-year Associate in Secretarial Administration and the like is shown in Annex VII.

• **Graduate Management Education:**

19.7 The curricular requirements for the masteral degree programs in management are specified in terms of a cluster of courses that are common for various disciplines (e.g., business or educational or public administration) and clusters that take off into different tracks (Annex VIII). The prescribed number of courses range from 18 to 22 courses usually offered in two (2-) unit subjects. Schools are encouraged to put students through the common courses not only to economize on faculty and other resources but also to bring about their cross-disciplinary exposure.

19.7.1 Masteral programs in management are terminal courses open to all undergraduate fields. It is intended to train its graduates to assume managerial positions in due time.

19.7.2 Masteral business management students with the appropriate undergraduate preparation may be allowed to forgo at most four (4) preparatory courses so that the effective minimum for them is 18 courses.

28.2 Quantity refers to the number of holdings and reference materials which should be in proportion to the enrollment and responsive to the needs of the students.

***Undergraduate Accounting / Management Programs:**

28.3 Undergraduate programs in Business and Management Education are expected to have a total enrollment of at least 500 students and therefore its library facilities must contain enough volumes for courses in both general education and professional courses. (See Annex X on the Interpretative Notes that apply to start-up programs)

*** Graduate Management Programs:**

28.4 The graduate school library should contain appropriate reading and reference materials in proportion to its enrollment.

28.5 Each curricular offering shall have the appropriate and corresponding library support in terms of books in proportion to the required number of volumes.

28.6 In addition to books, the library resources should include a substantial number of appropriate professional publications, such as journals, bibliographies, annuals, monographs, serials and boundbooks issues of reputable professional and cultural magazines of foreign and local publications. As an indicative guideline there shall be at least three professional journals per one hundred students for every discipline.

Section 29. The library of a university and its various colleges should be adequately staffed with professionally trained personnel without losing sight of the objective that adequate and well-planned library facilities have to be supportive of its academic programs. The following are indicative guidelines:

29.1 A school should have a full-time professional librarian who has a major in library science in the undergraduate course, preferably a licensed librarian and a master's degree holder. A full time librarian may service several units, branches and extension programs.

29.2 In terms of enrollment, there should be more professional librarians as the size of the school increases. Non-professional and/or clerical assistants must also be provided.

29.3 There should be a library system using universally accepted classification schemes such as the Dewey Decimal or the U.S. Library of Congress system supported with card catalogues or a computer-based reference system. The open shelf system on books is encouraged.

Section 30. The library collection of a business and management school and its allied fields must be relevant and adequate to support the curricular needs of its programs. It must be current, balanced as to business and management books and periodicals; and contain Filipiniana materials.

30.1 Schools with sufficient CD materials and adequate INTERNET facilities will be assumed to have substantially complied with minimum library requirements.

22.7 The scope of the comprehensive examinations should be the totality of the whole program of the student.

22.8 The basic course, field of concentration, and cognates should be so integrated that all the courses taken and passed by the student should be comprehensively encompassed in one examination.

22.9 A complete list of these candidates shall be maintained in the Office of the Dean and at the Registrar's Office.

Section 23. Course syllabi: All schools should have prepared course syllabi and these should be made available to students at the beginning of each term.

Section 24. Instructional Resource: Every undergraduate course should have a prescribed textbook which should be selected on the basis of acceptable criteria, preferably by an independent textbook board or committee. The intelligent use of other instructional aids and resources should be encouraged.

24.1 Prescribed undergraduate textbooks may be changed every three (3) years but not later than five (5) years.

24.2 The different professional associations should be tapped by business and management schools to recommend titles for textbooks which are of fairly recent edition and which reflect current trends in business education, as well as other instructional materials that are up-to-date in methods of presentation and in content, and which do not violate the laws of the Philippines and preferably written by Filipino authors.

Section 25. Access to computers and CD materials as well as the INTERNET should be provided not only to faculty members but to students as well, whenever feasible.

Section 26. Class Size: Maximum class size is 50 students for undergraduate courses and 40 for graduate courses. For laboratory classes, maximum class size is 25 students. However, the class size may be increased for lecture classes depending upon size of the room and its acoustics.

Section 27. Candidacy: Advancement to candidacy towards earning the master's or doctoral degree shall be determined by a committee organized for this purpose under the Dean's responsibility. The committee shall evaluate and certify the quality of performance of the student in the graduate work based on his performance in examinations, term papers, class discussions, seminars, and the use of written and spoken language, and passing a written comprehensive examination.

ARTICLE VIII LIBRARY

Section 28. Universities and colleges offering business and related programs should have library resources relevant and adequate in quality and quantity, helpful in serving the needs of scholarship and research, and progressively developing and growing in accordance with institutional development plans.

28.1 Quality refers to such factors as breadth and depth of coverage representative of authority in the various disciplines, extent of collections depending upon the field of concentration.

Section 31. The library should be well-housed, conveniently located, and open at reasonable hours for student and faculty use.

ARTICLE IX PHYSICAL FACILITIES

Section 32. Colleges and universities offering business and management programs should provide adequate physical facilities for their courses. (A video tape of these facilities should be submitted to CHED and updated regularly. See Annex XI for proposed script of coverage).

Section 33. Space. All institutions should maintain a campus in accordance with an adequate and well planned space to produce the needed quality of its graduates.

33.1 Per CHED Memo Order No. 48, s. 1996, dated August 15, 1996, "Updated Standards & Guidelines for the Grant and/or retention of University Status vis-a-vis HEIs", a university status will be granted to an HEIs only if it has five (5) hectares of land for its campus, three (3) of which must be contiguous.

* Customs Administration Education:

33.2 Preferably, maritime institutions offering the Customs Administration course should have under its control adequate facilities for the practical application of maritime activities (e.g. ports, shipping facilities).

33.3 Field Trip and On-the-Job-Training (OJT) Facilities: Each institution should provide programs for educational field trips and on-the-job-training in Customs

Administration. The Dean should see to it that field trips and educational tours are undertaken. These are intended to develop professional customs broker's skills in the students by exposing them to the systematic application of scientific knowledge to actual life situations.

* Secretarial Education:

33.4 Typing Classes

There must be an adequate number of manual and electric typewriters in good working condition as well as computers for a school's enrollment. The students must have all the needed typing and shorthand books and supplies.

As these classes are skills based, standards set by users of its graduates and practitioners such as PAS members must be hurdled.

33.5 Simulation Room

There must be adequate machines (photocopy / duplicating / adding) and equipment (filing cabinets / telephones / intercom / calculator, etc.) to expose students to the practical aspects of a learning situation.

The best set-up is if the simulation requirement is substituted or augmented by an OJT arrangement. This usually increases the chance of students getting employment in the office providing OJT as well.

33.6 Shorthand Classroom

The needed equipment are: Visual aids / Stopwatch / Tape recorder.

Section 34. School buildings should have adequate rooms and open spaces that are well lighted and well ventilated. The site and building must be owned by the school to project to the community its intended permanency. Sufficient equipment and supplies to support instruction and administrative services should be provided.

Section 35. Laboratory facilities with the necessary furniture and equipment should be adequate to meet requirements for both general education and professional subject.

Section 36. Support Services (These are shared facilities with other units of a university)

36.1 Health Services: There should be adequate and functional medical and dental clinic for students, staff and their dependents. These services may be out-sourced.

36.2 Student, Personnel and Placement Services: There should be an auditorium for conferences, conventions and seminars; adequate recreational facilities; and counseling and graduate placement services. These services may also be out-sourced.

ARTICLE X
ADMISSION, RESIDENCE AND UNIT REQUIREMENTS

Section 37. Admission to College. - Every student enjoys the right to enroll in any school, college or university, upon meeting its specific requirements and regulations as expressed in printed publications and/or other written material, which should be made available to interested parties for the benefit of the applicant. Except in cases of academic delinquency and violation of disciplinary regulation, the student who qualifies for enrollment is presumed to be allowed to stay for the entire period he is expected to complete his course, without prejudice to his right to transfer to other schools within the prescribed period.

The admitting school is allowed to reserve the right to recommend to the student whatever program is deemed appropriate for their qualifications and best inclinations based on the results of a qualifying/entrance examination.

With the promulgation of E.O. No. 330, equivalency credits for non-formal courses/ work experience should be granted upon admission. Schools may establish maximum allowable equivalency credits and/or validated credits but these must not exceed seventy-five (75%) percent of total units required for the course to meet the prescribed residence requirement.

Section 38. The school is given the privilege to require standard admission requirements as reflected in their manual of regulation for students.

Section 39. Admission to Graduate School. The administrator of a graduate management program, pursuant to its own institutional policies and rules shall determine the requirements in the admission of students to graduate work, subject to the following conditions:

39.1 As a rule, only those students who in the judgment of an ad hoc admissions committee can profit from graduate work and are able to pursue successfully prescribed requirements for graduation of the program, shall be admitted.

39.2 Specifically, the admissions committee shall:

- Set up criteria and decide on admission to graduate work.
- Assess and/or decide on English proficiency of foreign students.
- Evaluate and/or decide on transcripts of records of foreign students, and
- Perform such other functions as the Dean may deem necessary.

39.3 For admission into the master's program only those students who graduated in the baccalaureate degree program with at least an average rating of 85%, or B, or 2 in the entire course shall be considered eligible.

39.3.1 However, by way of exception, students with a lower general average than the prescribed admission qualifications may initially be admitted to the non-degree program and after satisfactory compliance with prescribed admission criteria may formally be admitted to the degree program upon recommendation of the admissions committee and approval of the Dean.

39.3.2 Schools may require the GMAT or its equivalent if they strive to be comparable to HEIs in globally competitive countries.

39.4 For admission into the doctoral program, only those students who are holders of a master's degree, and whose weighted average in the master's program is at least 1.75 should be considered eligible. In exceptional cases, an undergraduate can be admitted straight into the doctoral program.

39.4.1 By way of exception also, students with lower general average than the prescribed weighted average may be admitted on a probationary basis for one semester/trimester to the doctoral program. After demonstrating the capacity to undertake doctoral studies, they may formally be admitted to the doctoral program upon the recommendation of the admissions committee and approval by the Dean.

39.5 If the student receives an INC. ("Incomplete") for non-compliance with some requirements of the course in a graduate program, he should not be given any credit for it unless he satisfactorily removes the incomplete grade within one term from the date it was obtained. The incomplete grade not removed within one tri/semester shall be automatically dropped and no credit shall be given.

Section 40. Residence Requirement: As a general rule, no degree can be conferred upon a student unless he has taken the last curriculum year of the undergraduate program in the institution which is to confer the degree.

*** Graduate Management Education:**

40.1 The residence requirement for graduation of the masteral or the doctoral degrees, excluding the units for

thesis or dissertation, shall be at least two consecutive tri/semesters or the equivalent of six (6) courses and four (4) courses for the masteral and doctoral degrees, respectively.

The student should be enrolled in thesis or dissertation writing during the same tri/semester when the oral defense takes place.

40.2 Transfer from one graduate school to another is discouraged. However, in exceptional cases where a transfer is unavoidable, all the academic units earned by the student from the school last attended, excluding thesis or dissertation units, may be accepted by the school to which he seeks transfer subject to the following conditions:

40.2.1 The subjects taken in the school last attended are substantially the same in content in the graduate curriculum of the school he is seeking transfer to;

40.2.2 The residence requirement shall have been complied with; and

40.2.3 Approval of the Dean upon the recommendation of the Admissions Committee

40.3 After completion of all the academic requirements, a candidate for graduation to any graduate degree program shall be given a maximum period of three (3) years for the master's degree (thesis option) and five (5) years for the doctoral degree within which to finish the requirement of thesis or dissertation, provided that the maximum period to complete the masteral and doctoral degree programs do not exceed five (5) years and seven (7) years, respectively.

40.3.1 In highly meritorious cases, upon recommendation of the Dean, credits earned for subjects taken beyond a maximum period prescribed herein may be validated for the purpose of allowing a student to graduate from his program.

Section 41. Prerequisite Subjects: No student should be permitted to take any subject until he has satisfactorily passed the prerequisite subjects.

Section 42. An undergraduate student shall be allowed to carry only the regular semestral load of 18 to 24 units (excluding Theology, P.E., ROTC, etc.).

Section 43. Existing masteral programs in management, including the Master in Public Administration, should shift to the new non-thesis terminal degree format as long as a minimum of 18 courses is complied with.

ARTICLE XI RESEARCH

Section 44. The institution should undertake research and operate with a competent and qualified research staff. A competent research staff may be judged by the scholarly output of their work.

Section 45. Team research may be undertaken by two or more faculty members, with or without the assistance of students who are enrolled in similar or allied disciplines. Faculty members who are assigned to do research work should be deemed to have rendered teaching. Honoraria and other incentives may be provided.

Section 46. The administration should encourage and support research among its students and faculty and to promote utilization of research findings for improvement of teaching methodology, education and management. Publication of these research work should be undertaken in an in-house journal or other academic journals.

***Graduate Management Education:**

46.1 All institutions of higher learning with graduate programs should have a department of research.

46.2 Each graduate management program should publish at least annually a journal containing primarily the results of studies and researches of its faculty, outstanding and scholarly papers or projects in each discipline, and abstracts or summaries of approved theses or dissertations of students by each school or in cooperation with other graduate programs in the region.

46.3 Exchange of copies of research journals by and among graduate programs and with foreign schools is encouraged.

**ARTICLE XII
STANDARD OF PERFORMANCE FOR THE GRADUATE**

Section 47. Graduates of business and management programs should possess the professional attributes and knowledge of a beginning professional person. Such attributes and knowledge are found in a graduate who has acquired:

47.1 The necessary conceptual philosophical and theoretical foundations for a profession.

47.2 A knowledge of the basic principles, practices and methodologies of a profession.

47.3 The personal and educational skills, attitudes, competencies, values, and behavioral attributes of a professional.

**ARTICLE XIII
THESIS/DISSERTATION (For Graduate Level Education)**

Section 48. The thesis or dissertation or the equivalent research work should contribute substantially and purposively to the existing fund of knowledge, preferably in conformity with institutional goals, thrusts and objectives, and should manifest the student's competence in research.

Section 49. For schools whose authorization is probationary, care must be exercised on team research to be undertaken by two or more graduate students of the same school, so that the following conditions are met:

49.1 The research design lends itself effectively to systematic and scholarly delimitation and delineation of research tasks; and

49.2 Proper coordination, organizational structure, subject designation and delimitation of areas with specific aims contributing to the general objectives, shall be defined and implemented.

Section 50. A thesis / dissertation committee, chaired by the Dean or his representative shall be responsible for approving the research design and maintain the high quality of thesis or the equivalent thereof or

dissertations in institutions with different graduate program offerings, there should be a thesis or dissertation committee for each discipline or field of concentration.

Section 51. Each graduate school should offer a dissertation seminar, and all doctoral students should present in said seminar a preliminary version of one's work before submission of a thesis or dissertation proposal.

Section 52. Each graduate management school may adopt any acceptable format for thesis or dissertation writing, provided that consistency with the objectives and design of the thesis or dissertation is achieved and maintained.

Section 53. Each graduating student writing a thesis or dissertation should be assigned an adviser who shall be chosen on the basis of his expertise in his own discipline and a working knowledge of research methodology and research design.

Section 54. One bound copy of the thesis or dissertation shall be sent to the HERO concerned for the special order and / or record purposes and another copy to the National Library.

ARTICLE XIV

ORAL EXAMINATION (For Graduate Level Education)

Section 55. The oral examinations for the defense of theses, dissertations or their equivalent shall be scheduled by the Dean only after the student shall have:

55.1 Completed all his academic course-work;

55.2 Successfully passed the written comprehensive examinations; and

55.3 Been certified by the adviser as to his readiness for oral defense and recommended by his dissertation committee.

Section 56. The oral examinations for each candidate shall be conducted by a panel of at least three members who shall have doctoral degrees, two of whom may come from outside the college / institution concerned.

56.1 The chairman and members of the panel should be chosen on the basis of their expertise and area of specialization, upon recommendation of the thesis committee and approval of the Dean.

56.2 Graduate management schools are encouraged to invite Deans and faculty members of other graduate schools (management or otherwise) and / or industry experts to sit as members of the panel in oral examinations.

56.3 The Chairman of the Commission reserves the right to send his representative to sit in subsequent oral examinations for schools under its monitoring or those on probationary status and whenever there is evidence of non-compliance with established procedures in the conduct of oral examinations.

Section 57. The final rating for the oral examination of each candidate shall be decided by a majority vote of the panel members.

ARTICLE XV
REPEALING AND EFFECTIVITY CLAUSES

Section 58. The overriding concern of these policies, broad rules and general guidelines is the achievement of high quality in accounting, business, customs administration, secretarial administration and graduate management education. In applying the guidelines, emphasis should be placed on qualitative considerations rather than on merely quantitative measures. Departures from these guidelines will be accepted if the school can demonstrate that high quality (e.g., performance of graduates) is nonetheless achieved.

Section 59. Repeal. Any and all administrative issuance which are contrary to or inconsistent with any of the provisions herein are hereby deemed automatically repealed, rescinded and/or modified accordingly.

Section 60. New Programs. These policies and standards shall apply immediately to new programs necessitating issuance of permits to operate for Collegiate Year (CY) 1998-1999.

Section 61. Existing Programs. Existing (Recognized and Permit Status) programs should conform herein effective CY 1998-1999. However, the renaming of the degree programs, i.e., BS Financial Management; BS Office Management, etc., should be accomplished by all HEIs offering business and management courses soonest. Furthermore, students in their second, third, or fourth years have the option to finish and complete the old curricular requirements.

SO ORDERED.

Pasig, Philippines, February 24, 1998

SGD. ANGEL C. ALCALA
Chairman

SGD. MONA D. VALISNO
Commissioner

SGD. KATE C. BOTENGAN
Commissioner

SGD. ESTER A. GARCIA
Commissioner

SGD. ROBERTO N. PADUA
Commissioner

To be indicated in the Perpetual Index
under the following subjects:

AMENDMENT
Course of Study, Collegiate
CURRICULUM

POLICY
PROGRAM, SCHOOL

CHED

Technical Panel for Business and Management Education

Institutional or Program Assessment Report

(Name of School)

(Name of Institution or Program Proposed for Quality Monitoring)

RECOMMENDED FORMAT

The objectives of the assessment report is to demonstrate that the proposing institution has thought out the goals, requirements and consequences of its proposal and to serve as guide for the proposing institution regarding the key elements of that thinking process.

1. EXECUTIVE SUMMARY

2. **NEED ASSESSMENT:** This is an evaluation of the requirements of the area, community, profession or constituents that shall require the service of an institution or program. It should discuss the specific needs and intended benefits of the institution or program to the identified group. The following areas are suggested:

- **Target Beneficiaries:** Identify the primary beneficiaries of the institution or program. Who shall be served by the institution or program? Why will they benefit?
- **Estimated Requirements:** Estimate the total required number of graduates or trainees that the beneficiary group would require.

- **Growth Forecast:** Assess the development of the beneficiary group and forecast the growth in their requirements for graduates and trainees.

3. **SERVICE GAP ASSESSMENT:** This is an evaluation of the existing institutions and services that are supplying the needs of the beneficiary groups as identified and estimated above. The evaluation covers identification of these institutions, their capacities and their growth and development. Some suggested areas for discussion are as follows:

- **Existing Institutions:** Identify institutions that are currently or potentially capable of serving the target beneficiaries. What are their strengths and weaknesses?
- **Growth and Development Assessment:** Evaluate the potential growth of existing institutions. In what type of service are they likely to develop? Are there other institutions that are gearing up to serve the identified beneficiaries?
- **Evaluation of Current and Forecast Gaps:** Evaluate the need as identified above and the current and forecast capabilities of institutions. Characterize the gap in quantity and quality: how many graduates with what types and capabilities are not served by existing and forthcoming institutions? Explain why that gap is likely to persist in the future, that is, it is not a temporary one.

4. **PROPOSED INSTITUTIONAL OR PROGRAM DESIGN:** This is a discussion of the proposed institutional or program design. The key is to describe how the proposed institution or program has been designed to meet the gaps identified in the previous section. One of the central basis of quality monitoring is a demonstration by the proponent that efforts were exerted to design the institution or program to meet the identified gaps between service needs of the beneficiaries and the forecast capabilities of existing institutions. Areas for discussion should include:

- **Service Concept and Features of the Institution or Program.** What capabilities are being set up that is unique to the institution or program in order to fit the requirements of the beneficiary groups?
- **Organization of the Institution or Program.** How has the institution re-organized its existing resources -- time schedule, physical facilities and manpower -- in order to ensure the effectiveness of the proposed new institution or program?
- **Mission, Objectives and Goals of the Institution or Program.** A statement of the goals and objectives of the institution or program that reflect the service concept and needs of the beneficiary groups.

5. **FORECAST OF RESOURCE REQUIREMENTS.** This is an evaluation of the resources required to sustain the proposed institution or

conduct the proposed new program. The emphasis is not on a listing of resources but on the intended outputs of the institution and what sources are required to generate those outputs. This proposed approach emphasizes that the focus of the accreditation should not be on the quality of resources that are available to the proponent but on whether the proponent has a clear idea about the outputs that are required by the target beneficiary groups. It is this clarity in results expected of it that will enable an institution to dynamically adjust its resources in the future and meet the changing needs of the beneficiaries relative to other competing institutions. The following areas are to be covered:

- **Identification of the Resource Requirements of the Institution or Program.** Starting with the service design and the goals and targets of the institution or program, the proponent should identify the minimum levels of resources that should be available in order to pursue its service activities.
- **Inventory of Key Resources.** A listing of resources that are in place and to be acquired.
- **Sources of Funding for the Resources to be Acquired.** The proponent's plan for acquiring the resources should be specified as to amount and certainty.

Annex I
continued

- **Faculty Resources.** A description and profile of the faculty that will service the institution or program. An assessment of the competence level of the faculty should also be presented.

6. **OPERATING PLAN.** This is an outline of the plan for implementation of the institution or program in relation to existing programs. It includes the following items:

- **Timetable of Implementation.** Schedule of offerings and school timetable.
- **Workloads.** Target number of classes and students per school term.
- **Faculty Loads.** Number of faculty members and their workload.
- **Financial Budget.** Budgeted expenses and revenues.
- **Physical Facilities**
- **Administrative and supervisory staff**

Faculty Rank

1. PROFESSOR

- a. Earned doctoral degree in field of teaching
- b. Teaching Competence - Outstanding
- c. Experience - eight (8) or more years related to teaching of a highly specialized nature.
- d. Efficiency - evidence of successful work in position held past and present.
- e. Productive scholarship/research publication.
- f. Good moral character

2. ASSOCIATE PROFESSOR

- a. At least a master's degree in appropriate field of specialization or its equivalent; doctoral degree preferred.
- b. Seven (7) or ten (10) years of teaching/field experience.
- c. Good moral character
- d. Teaching competence - very satisfactory
- e. Efficiency - evidence of successful work in position held, past and present.
- f. Productive scholarship

3. ASSISTANT PROFESSOR

- a. At least a master's degree in appropriate field of specialization of its equivalent; doctoral degree preferred.
- b. Five (5) to seven (7) years of teaching/field experience
- c. Good moral character
- d. Teaching competence - very satisfactory
- e. Efficiency - evidence of successful work in position held, past and present.
- f. Productive scholarship

4. INSTRUCTOR

- a. Master's degree is preferred.
- b. Experience - at least one year in teaching/field experience or related work.
- c. Good moral character

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Bachelor of Science in Accountancy

I. General Education	<u>Units</u>
A. Humanities Cluster..... (*English Language or Communication Arts (6) / Filipino Language (6) / Humanities Subjects e.g. literature, art, philosophy, etc. (9)	21
B. Mathematics (6); Natural Science (6) and Information Technology (3) Cluster ..	15
C. Social Sciences Cluster (Psychology / Sociology / Anthropology / Philippine History and Culture / Asian / Western Civilization/ Economics and Taxation etc.)	12
Sub-Total	48
 II. Others	
A. Life and Works of Rizal	3
 III. Accountancy	
A. Accounting Preparation Cluster..... (Accounting / Computer / Finance / Statistics / Management Business Law / Marketing)	12

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Bachelor of Science in Accountancy

B. Foundation Cluster..... (Accounting / Economics / Business Law / Taxation / Business Statistics / Financial, General, Marketing, Operations and Personnel Management / Policy or Entrepreneurship)	33
C. Major Field Cluster..... (Auditing, Accounting Theory and Practice Accounting Systems, etc.)	45
D. Free Electives	3
Sub-Total	93
IV. Others (Physical Education, ROTC, etc.)	----
Grand Total	144

* English language used to be 12 units; hence, if retained, will yield 57 units of GE courses and Rizal as per former specification

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Bachelor of Science in Commerce/Business Administration
Major in Finance/Management Accounting

I. General Education	<u>Units</u>
A. Humanities Cluster.....	21
(*English Language or Communication Arts (6) / Filipino Language (6) / Humanities Subjects e.g. literature, art, philosophy, etc. (9))	
B. Mathematics (6); Natural Science (6) and Information Technology (3) Cluster	15
C. Social Sciences Cluster	12
(Psychology / Sociology / Anthropology / Philippine History and Culture / Asian / Western Civilization / Economics and Taxation etc.)	
Sub-Total	48
II. Others	
A. Life and Works of Rizal	3
III. Business Administration	
A. Business Preparation Cluster.....	12
Economics (3), Business Statistics (3), Operations Research (3), Business Software Applications (3), etc.	

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Bachelor of Science in Commerce/Business Administration
Major in Finance/Management Accounting

B. Business Foundation Cluster	33
Accounting (12), Management (3), Marketing (3), Finance (3), Business Law (6), Taxation (3), Business Policy (3), etc.	
C. Major Field Cluster**	21
D. Professional Electives	9
E. Free Electives	6
Sub-Total	81
IV. Others (Physical Education, ROTC, etc.)	-----
Grand Total	132

* English language used to be 12 units, hence, if retained, will yield 57 units of GE courses and Rizal as per former specification

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Bachelor of Science in Customs Administration

I. General Education	<u>Units</u>
A. Humanities Cluster..... (*English Language or Communication Arts (6) / Filipino Language (6) / Humanities Subjects e.g. literature, art, philosophy, etc. (9)	21
B. Mathematics (6); Natural Science (6) and Information Technology (3) Cluster.....	15
C. Social Sciences Cluster (Psychology / Sociology / Anthropology / Philippine History and Culture / Asian / Western Civilization / Economics and Taxation etc.)	12
Sub-Total	48
 II. Others	
A. Life and Works of Rizal	3
 III. Customs Administration	
A. Customs Administration Preparation Courses	12
(Accounting/ /Statistics/Computer)	

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Bachelor of Science in Customs Administration

B. Foundation Cluster	45
(Accounting / Economics / Law / Taxation / Financial / Management)	
C. Tariff and Customs Administration **	24
Sub-Total	81
 IV. Others (Physical Education, ROTC, etc.)	
Grand Total	132

* English language used to be 12 units, hence, if retained, will yield 57 units of GE courses and Rizal as per former specification

** On-the-job training (OJT) should be an integral part of the curriculum.

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Bachelor of Secretarial Administration

I. General Education	<u>Units</u>
A. Humanities Cluster	21
*Communication Arts/Languages (6) / Filipino language (6) / Humanities subjects (9)	
B. Mathematics	15
Mathematics (6) /Natural Science (6)/ Information Technology (3)	
C. Social Sciences Cluster.....	12
Sub-total	48
II. Life and Works of Rizal	3
III. Secretarial Administration	
A. Preparatory Secretarial Courses	30
Typing / Shorthand / Personality Development / Accounting	
B. Computers / Office Procedures / Office	36
Management / Practicum	
Sub-Total	66

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Bachelor of Secretarial Administration

IV. Education or other Business Subjects	15
V. Others (Physical Education, ROTC, etc.)	-----
Grand Total Units.....	<u>132</u>

* English language used to be 12 units; hence, if retained, will yield 57 units of GE courses and Rizal as per former specification.

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Associate in Secretarial Administration
or Associate in Computer Secretarial

	<u>Units</u>
I. General Education	
A. Communication Arts/Languages.....	15
B. Mathematics	3
C. Social Sciences	3
Sub-total	<u>21</u>
II. Preparatory Courses	
A. Personality Development / Public Relations / Values.....	12
B. Business Management/Accounting.....	12
Sub-Total	<u>24</u>
III. Secretarial	
A. Shorthand/Typing.....	21

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Associate in Secretarial Administration
or Associate in Computer Secretarial

B. Computer Courses.....	9
(Word Processing / Spreadsheet / E-mail)	-----
Sub-total	30
IV. Others (Physical Education, ROTC, etc)	-----
Grand Total Units.....	<u>75</u>

CHED
Technical Panel For Business & Management Education
Minimum Curricular Requirements
Masteral Program in Management

Number of Courses

I. Foundation Cluster*	
Tool Courses	6
(e.g., Philippine Business Environment / Accounting / Economics / Quantitative Methods / Organizational Analysis / MIS)	
Functional Courses	4
(E.g., Marketing / Financial / Operations / Human Resource Management)	
II. Integrative Cluster**	7
III. Specialization Cluster	5
	22***

* Preparatory Masteral Courses (e.g. Accounting / Economics / Mathematics / Computers for the MBA) should be required prior to formal admission into the program.

** One of these should require a graduate level paper which is not as extensive as a thesis but covers more areas than a course term paper. The most appropriate course to require this is in the Policy course(s).

*** These will translate into 44 units to 66 units depending on the choice of the school and its tuition fee structure.

CHED

Technical Panel For Business & Management Education
Minimum Curricular Requirements
Doctoral Program in Management

Number of Courses

A. Foundation / Integration Cluster	2
B. Major Field Cluster	9
C. Cognate	1
Sub-Total	12**
D. Dissertation	

* These translate into 24 to 36 post-masteral units depending on the choice of the school and its tuition fee structure.

Annex X

Interpretative Notes

I. Guidelines For Start-up Schools

The indicative minimum guidelines in the body of this Manual are meant for schools with enrollment of at least 500 students. An enrollment size of 500 students for a four year course / program is a convenient indicator of an implied critical mass, i.e., a minimum level that ensures its viability.

Developmental guidelines may have to be prepared for start-up schools and smaller institutions.

A typical enrollment pattern of new business schools have different compliance problems than existing schools with regard to library facilities and its collections. Indicative guidelines for start-up schools have to be developed to assist the HEROs in evaluating an application. For example, a standard of ten (10) volume of library collection per student is considered to be high especially for first year courses in a start-up situation. A developmental scheme may have to be developed such as two (2) volumes per student in year 1 rising to five (5) volumes per student by year 4 of operation.

Similarly, reading room capacity standard of 15% of enrollment is considered high for a start-up operation.

The indicative guidelines on the library collection for a comprehensive business school (non-accredited) are as follows:

- a) A basic collection of 5,000 well-selected relevant books is deemed adequate to support the curricular needs of a college within an

enrollment of not more than 500 students. In cases of schools offering only the first two curricular years, a starting collection of 2,500 is considered adequate.

- b) For enrollments of more than 500 students, the indicators are:

<u>Enrollment</u>	<u>Volume per Student</u>	<u>No. of Volumes</u>
501 - 1,000	10	10,000
1,001 - 3,000	8	24,000
3,001 - 5,000	6	30,000
5,001 - above	5	

- c) At least five (5) percent of the total book collection should be in Filipiniana and Orientalia or Asiana.
- d) At least forty-five (45) percent of the book collection should be professional books.
- e) The curriculum must have appropriate and adequate library support. Every discipline should be provided with enough books in proportion to the required number of volumes. The number of titles must be supportive of the curricular programs.
- f) The library resources should include in addition to books, a substantial number of appropriate professional publications, such as journals, bibliographies, annuals monographs, serials, periodicals and magazines in varied quantity. Also pamphlets, documents, newspapers and non-book materials in a vertical file system with a subject index.

g) At least twenty (20) percent of the total book collection should be of recent edition (published during the last five years).

h) There should be at least one (1) subscription to a professional magazine or periodical supportive of each of the major fields of concentration.

Notwithstanding these requirements, INTERNET facilities can be substituted partially or in whole as these will be considered more than adequately supportive of academic programs.

Developmental Standards

Instead of a static set of minimum standards for a start-up program, we need a multiple year dynamic set of standards. The period for development should be at least four (4) years and the standards should just be a few key ones. The applicant should submit a feasibility study that shows that these developmental standards can be met or exceeded.

1. Projected Undergraduate Enrollment:

Number of Students	<u>Year of Operation</u>			
	Year 1	Year 2	Year 3	Year 4
Freshman	30	60	80	100
Sophomores		20	40	60

Juniors			15	30
Seniors				12
Total	30	80	135	202
2. Number of Classrooms	1-3	2-3	3	4
3. Other Space Req'ts (m2)	250	300	500	500
4. Number of Faculty	4	5	7	9
a. Full-time	2	3	4	4
b. Masteral Degree Holders	1	2	3	4
5. Library Collection				
a. G.E. Titles	150	250	500	700
b. Professional		50	100	200
6. Administrative Team	2	3	4	4

As a rule, a school that is unable to meet these standards by Year 2 of its operations should have its Permit withdrawn. A school that qualifies is given Recognition by CHED at the end of its fourth year of operations.

Developmental standards for masteral programs are such that these are applicable for a school with an undergraduate program in business education adding a graduate program on a part-time evening basis. Hence it can be assumed to have the space and other facilities as well as the administrative support. Thus emphasis must be given to the quality of faculty to be harnessed.

II. Guidelines For Schools with Small Enrollment

More importantly, indicative and developmental guidelines for programs with small enrollments that have had compliance problems should be formulated.

An existing school that has not been able to reach this minimum enrollment size after a developmental period should be directed by the HERO concerned to affiliate itself into a network system confining its offerings into the first two years of a program.

Monitoring Standards for Small Undergraduate Programs

We recommend a regular monitoring (e.g., every other year) of Ongoing Small Undergraduate Programs** that are recognized by CHED with regards to the continued viability by the Regional Quality Assessment Team (RQAT). A school after 4 years of operation must show continuous improvement. Thus it should draw more students and attempt to hurdle the 500 enrollment mark; it should have more space and facilities and improve on its faculty qualifications (e.g., faculty members listed in its Catalogue/Announcements must be teaching at least one course per tri/semester). An examination of its audited financial statements is now in order.

More importantly it must demonstrate that its graduates are gainfully employed (i.e., in the field that they trained for).

Also, the school must submit a formal development plan and review such periodically.

In the case of ongoing masteral programs, concern of the RQAT should focus on the very prevalent "bulging pipeline" problem of these schools (see Memo of the TPBIE to CHED on this dated 08 October 1996).

* We recommend that the Technical Panel for the Humanities and Social Sciences be the one to provide this list of required QJE titles.

** A small undergraduate business program is one with at least 320 students but with less than 500 active students.

Interpretative Notes

Annex X.1

II. BUSINESS ADMINISTRATION

PACSB Recommended Curriculum
Bachelor of Science in Accountancy

I. GENERAL EDUCATION

A. Humanities Cluster	21 units
English 1&2	6 units
Filipino 1&2	6 units
Literature, Humanities, Logic	9 units
B. Mathematics/Science Cluster	15 units
College Algebra/Math of Investments	6 units
Natural Science 1&2	6 units
Introduction to IT Concepts	3 units
C. Social Science Cluster	12 units
Phil. History & Government	3 units
Sociology	3 units
Psychology	3 units
Economics w/ Taxation	3 units
D. Life and Works of Rizal	3 units
Sub Total	51 units

A. Business Preparation Cluster	12 units
Economics 2	3 units
Business Statistics	3 units
Operations Research	3 units
Business Computer Applications	3 units
B. Business Foundation Cluster	33 units
Accounting 1,2 & 3 (Computer Acctg. Systems)	12 units
Finance (Managerial Finance I)	3 units
Management I (Business Organization)	3 units
Business Policy/Entrepreneurship	3 units
Marketing	3 units
Business Law 1&2	6 units
Taxation I	3 units
C. Major Field of Concentration Cluster	45 units
Financial Accounting 1	3 units
Financial Accounting 2	3 units
Financial Accounting 3	3 units
Cost Accounting	3 units
Controllorship	3 units
Auditing Theory	3 units
*Auditing Problem 1	3 units
*Auditing Problem 2	3 units

*Advanced Accounting 1	3 units
*Advanced Accounting 2	3 units
*Auditing of a Computerized Accounting System	3 units
Management Information Systems	3 units
Management Services	3 units
*Business Law 3	3 units
*Taxation 2	3 units

*Scheduled after completion of BSBA major in Finance / Management Accounting

D. Free Elective 3 units

III. Others

- A. Physical Education
- B. ROTC

132 units

Interpretative Notes

FACSB Recommended Curriculum
 Bachelor of Science in Commerce/Business Administration
 Major in Finance / Management Accounting
 (Leading To: Bachelor of Science in Accountancy)

I. GENERAL EDUCATION

A. Humanities Cluster	21 units
English 1&2	6 units
Filipino 1&2	6 units
Literature, Humanities, Logic	9 units
B. Mathematics/Science Cluster	15 units
College Algebra/Math of Investments	6 units
Natural Science 1&2	6 units
Introduction to IT Concepts	3 units
C. Social Science Cluster	12 units
Phil. History & Government	3 units
Sociology	3 units
Psychology	3 units
Economics w/ Taxation	3 units
D. Life and Works of Rizal	3 units

Sub Total 51 units

Business Law 3

3

Taxation 2

3

SUGGESTED SUBJECTS for other MAJORS (21 units)

Business Management

Organizational Development
Human Behaviour in the Organization
Management Information Systems

Practicum
Financial Management 2
Operations/Productions
Management
International Business

Marketing

Marketing Research
Consumer Motivation
Sales Management

Advertising Brand Management
Distribution Systems
Management
Information Systems
International Marketing
Practicum

REQUIREMENT

on Cluster	12 units
	3 units
tics	3 units
search	3 units
puter Applications	3 units
er	33 units
1 & 3	
Acctg. Systems)	12 units
General Finance I)	3 units
(Business Organization)	3 units
Entrepreneurship	3 units
	3 units
1 & 2	6 units
	3 units
Cluster	21 units

Management Accounting

3*	Financial Accounting 1	3
3	Financial Accounting 2	3
3	Cost Accounting 1	3
	Controllership	3*
3		

Management Information Systems	3*	Management Information Systems	3*
Management Services (Feasibility/Practicum)	3*	Management Services	3*
Special Topics	3		

**D. Professional Electives	9 units
**E. Free Electives	6 units
suggested English IV (Business English), etc.	
	81 units

**For double majors in Finance & Management Accounting, 9 units for Professional and 3 units of Free Electives are already covered in the prescribed major subjects.

III. OTHERS

Physical Education
 ROTC

Grand Total 132 units

Note: Additional subjects leading to Bachelor of Science in Accountancy

Financial Accounting	3
Auditing Problems 1/2	6
Advanced Accounting 1/2	6
Auditing Computerized Accounting Systems	3

Annex XI

Outline for Video Script

- 1) Identification of the school
 - type of school / classification
 - location
 - region / province
 - business address
- 2) Facade / Main lobby
- 3) Administrative offices
- 4) Corridors / Classrooms
- 5) Library
- 6) Computer rooms / Typing rooms / other laboratories
- 7) Gymnasium
- 8) Clinic
- 9) Comfort rooms / Utility rooms
- 10) Total campus area / Quadrangle
- 11) Faculty Room
- 12) Canteen
- 13) Dormitory Facilities

**** Please make sure that presentation should not exceed 15 minutes.**