CHED MEMORANDUM ORDER (CMO)

No. 27
Series of 2005

**SUBJECT : POLICIES AND GUIDELINES ON DISTANCE
EDUCATION**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise
known as the "Higher Education Act of 1994", per Commission en banc Resolution No.
292-2005, and for the purpose of rationalizing Distance Education (DE) in the country,
the following updated policies and guidelines on distance education are hereby adopted
and promulgated by the Commission. Thus:

Article I
STATEMENT OF POLICIES

Section 1. The 1987 Philippine Constitution declares that the State shall "protect and
promote the right of all citizens to quality education at all levels and shall
take appropriate steps to make education accessible to all." Furthermore,
the State shall "establish, maintain, and support a complete, adequate,
and integrated system of education relevant to the needs of the people
and society, and that the State shall encourage non-formal, informal, and
indigenous learning systems, as well as self-learning, independent, and
out-of-school study programs particularly those that respond to the
community needs."

Section 2. Republic Act 7722, otherwise known as "The Higher Education Act of
1994", provides that the powers and functions of CHED shall include
setting standards and monitoring and evaluating programs and institutions
of higher learning.

Section 3. Consistent with these policies, the Commission affirms the need for
greater access to quality higher education and recognizes that distance
education is a viable strategy to achieve this goal.

Article II
DEFINITION OF TERMS

Section 4. **Distance Education (DE)** is a mode of educational delivery whereby
teacher and learner are separated in time and space, and instruction is
delivered through specially designed materials and methods using
appropriate technologies, and supported by organizational and
administrative structures and arrangements.

Section 5. An **extension class** is a class or program normally offered by a
recognized educational institution in its main campus but which is offered
in another location not specified in the government permit to operate a
program (CHED Order No.26, s. 1995, entitled "Policies and Guidelines for
Extension Classes.") Extension classes as herein defined do not qualify as
distance education.

Article III
GUIDING PRINCIPLES

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

Section 6.   **Learner Centeredness.** Distance education programs shall focus on the needs of the learner and the goal of facilitating independent learning. These programs shall not be driven merely by available technologies but rather by the need to enable demonstrable learning in an accessible environment.

Section 7.   **Rigorous and Sound Instructional Design.** Distance education programs 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.

Section 8.   **Transparency and Peer Review to Guide Informed Choice.** Distance Education 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.

Section 9.   **Public Responsibility and Accountability.** Implementers shall take heed of the public impact of DE 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.

Section 10.   **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.   Specifically among the stakeholders, the CHED Technical Panels of the disciplines shall assist in ensuring quality of the programs. Continuing evaluation and other types of research shall be encouraged to guide the progress and development of distance education programs. Results of such research shall not only guide internal decisions but also be shared for the enlightenment of the Philippine higher education sector. Finally, the realities of global education make it imperative that programs meet internationally acceptable quality standards.

Article IV
SCOPE AND COVERAGE

Section 11.   An academic degree program shall be classified as a distance education program subject to the provisions of this CMO if at least 25 percent of total courses in the program are offered via the distance mode.

Section 12.   Graduate Programs. Degree programs at the post baccalaureate level including Diploma, Masters and Doctoral programs may be offered fully by distance mode.

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Section 13.   Undergraduate programs. Degree programs at the undergraduate level shall not be offered fully by distance mode because undergraduate students need face-to-face interaction with mentors and peers as part of the academic environment for optimal learning.

Section 14.   The Technical Panels shall identify the subjects/ courses in each degree program, which may be offered by distance education.

Article V
IMPLEMENTING GUIDELINES

Section 15.   **Qualification of Higher Education Institutions to Offer Distance Education Programs**

15.1   Only HEIs with the following status are qualified to offer a program by distance education:
- with Level III Accreditation in the degree program applied for, or
- CHED Center of Excellence (COE) status in the degree program applied for, or
- with certification of compliance with the CHED Quality Assurance System for Distance Education.

15.2   Only HEIs with level III accreditation in the Liberal Arts may offer general education programs by distance education.

Section 16.   **Institutional Management and Commitment:**

16.1   The name "Open University" shall be used by a higher education institution only if it is a separate, autonomous, degree granting academic entity qualified to operate as a University.

16.2   The HEI's mission, budget and policy statement shall reflect its commitment to its distance education program.

16.3   The HEI shall have the organizational structure and clear institutional procedures for managing and ensuring academic oversight over its distance education system.

16.4   The HEI shall designate a competent key person who will manage and be responsible for its distance education.

16.5   The HEI shall have an internal quality assurance management system appropriate to DE programs.

16.6   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.

Section 17. **Components of Distance Education**

17.1 **Curriculum and Delivery System**
17.1.1   If the HEI proposes to offer a degree program by distance it should seek approval from CHED regarding the delivery system for such a program.

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17.1.2   The application for the delivery system shall be approved by the CHED
Central Office based on the recommendation of the Technical Panel on
Distance Education.

17.2 Instructional Materials Development

17.2.1.   Instructional materials form the core of distance education programs
as these provide the primary means through which independent
learning can be achieved. Therefore instructional materials shall be
appropriate to learning needs both in content and medium of delivery.

17.2.2.   The HEI shall prepare a set of well-written, well-structured and well-
tested self-instructional materials for every course.

17.2.3.   The amount of material covered in the course and the depth with which
it is covered shall equal that of a classroom-based course.

17.2.4.   If the HEI itself is developing such course materials as specified above
it must have a pool of qualified:
*   subject matter specialists with at least a Masters Degree (Doctorate
degree holders for doctoral programs) in the subject area they are
assigned to develop;
*   readers who shall critically review the work of the subject matter
specialist;
*   a team of related experts: instructional design specialists, production
design specialists; and such other related skills needed to transform
the material into learning packages suitable for delivery via the
distance mode.

17.2.5   The HEI shall comply with appropriate Intellectual Property Rights
(IPR) laws in the development and utilization of course materials
including pre-existing learning packages developed by other
institutions whether local or foreign.

17.3 Delivery Mode/Strategies.

In the distance education mode, the delivery of course content consists of
the provision of learning packages designed for independent learning,
mechanisms that facilitate and support interaction between mentors and
peers using appropriate communication technologies, and student
assessment procedures appropriate to the distance education format.

17.3.1.   The HEI shall provide a core of qualified faculty members (Masters
degree for masteral programs and Doctorate degree holders for
doctoral programs in the subject area they are assigned to handle)
who shall perform the teaching functions of student evaluation/
assessment, issuance of grades and academic consultation.

17.3.2.   The HEI shall provide for regular faculty-student and student-student
interaction or feedback on their learning, either face-to-face or via
alternative and/or other interaction formats (e.g. email, telephone,
phone conferences, video conferencing, voicemail, text messaging,
chat rooms, online discussion forums, face-to-face tutorials).

17.3.3.   The HEI shall prepare a set of validated instruments or assessment
processes on performance standards to gauge the learner's progress in
the course. Frequency of academic assessment/evaluation and the
manner by which these are administered shall also be indicated.

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17.3.4.   Examinations (paper, online, demonstrations of competency) shall take place in circumstances that require firm student identification. The HEI shall seek to assure the integrity of student work and shall put in place processes on disciplinary procedures and adherence to intellectual honesty.

17.3.5.   Students shall be provided access to resources for learning such as libraries and electronic information sources.

17.3.6.   The HEI shall undertake a periodic internal review, evaluation and updating of all its instructional materials. Materials shall be updated and revised at least every five years.

17.4. Student Support Services

17.4.1.   Students shall be given full and clear information about the nature and expectations of the program of study, tuition and other fees, the technology employed so that they can make informed decisions about undertaking a program.

17.4.2.   Guidance on study skills, orientation on independent study, practice on the technology and timely intervention regarding student progress shall be provided.

17.4.3.   Students shall be provided access to grievance procedures.

17.4.4.   Students shall be regularly provided with information on their academic progress.

17.4.5.   The HEI shall provide clear admission and retention policies and procedures.

Article VI
GRANTING OF GOVERNMENT AUTHORITY TO
OFFER PROGRAMS VIA DISTANCE EDUCATION

Section 18.   To obtain authority to offer a degree program by distance mode, the HEI must submit to CHED documentary evidence as listed in Annex **A**.

Section 19.   The application procedure is described in Annex **B**.

Article VII
MONITORING AND EVALUATION OF PROGRAMS VIA
DISTANCE EDUCATION

Section 20   The Commission on Higher Education through the Technical Panel on Distance Education shall conduct periodic monitoring and evaluation of distance education programs offered by HEIs.

Section 21.   The permit to operate and recognition of any distance education program shall be granted solely by the CHED Central Office based on recommendations of the Technical Panel on Distance Education.

Article VIII
CHED'S DEVELOPMENT ASSISTANCE TO
DISTANCE EDUCATION PROVIDERS

Section 22.   The CHED through the Technical Panel on Distance Education and identified Center(s) of Excellence (COEs) shall assist HEIs in developing capability to offer distance education.

Article IX
TRANSITORY PROVISION

Section 23.   HEIs operating DE programs whose recognition was granted by the DECS prior to the creation of CHED and/or prior to CHED Order No. 27, s. 1995 shall comply with all provisions of this CMO within two years of its effectivity.

Section 24:   Distance education programs that have been monitored by CHED under the provisions of CMO No. 35, s. 2000 (see **Annex C**) shall comply with all provisions of this CMO within two years of its effectivity.

Section 25.   Compliance shall be evaluated by CHED after two years of the promulgation of this CMO. Failure to comply will lead to closure of the program.

Article X
SEPARABILITY CLAUSE

Section 26.   If any part or provision of this CMO shall be held invalid, other provisions hereof which are not affected shall continue to be in force and effect.

Article XI
REPEALING CLAUSE

Section 27.   This CMO supersedes the CHED Memorandum Order No. 35, s. 2000, entitled "Updated Policies and Guidelines on Open Learning and Distance Education," and other issuances – including the distance education related provision of CMO No. 32, s. 2001, item 7 of the Benefits of Autonomy.

Article XII
EFFECTIVITY

Section 28.   This CMO shall take effect immediately upon approval.

Pasig City, Philippines, ___August 3, 2005___ .

FOR THE COMMISSION:

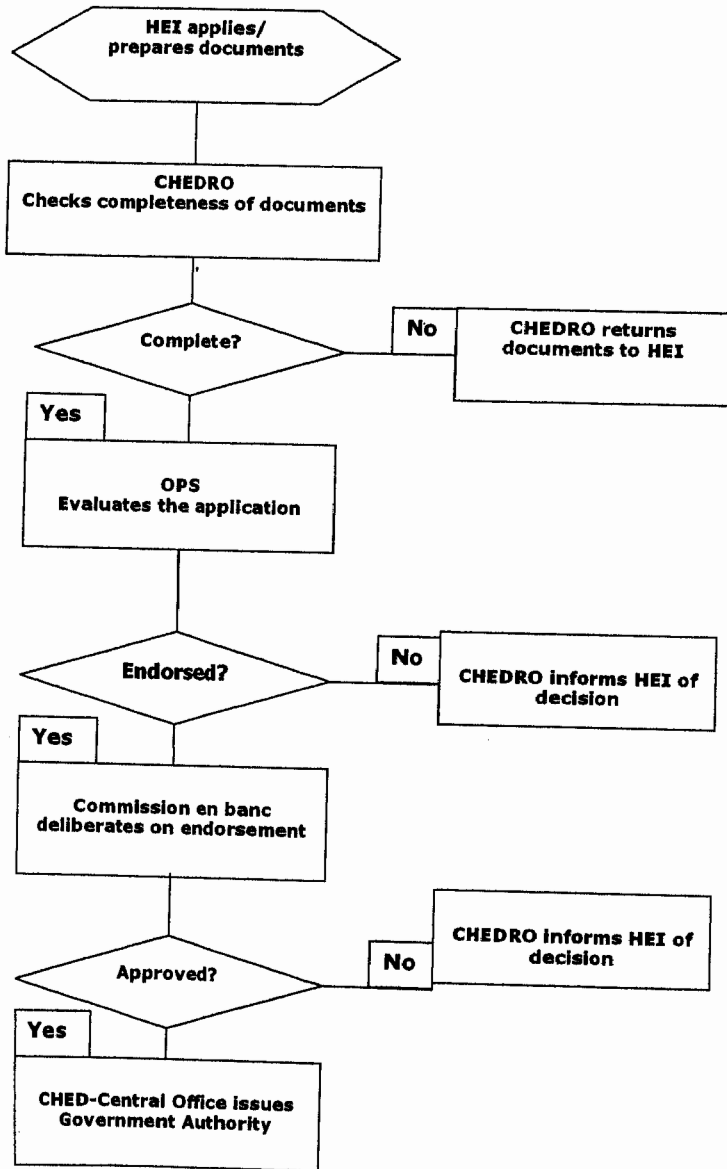**CARLITO S. PUNO, DPA**
Acting Chairman

Annex A

LIST OF DOCUMENTARY EVIDENCE REQUIRED FOR APPLICATION FOR
GOVERNMENT PERMIT / RECOGNITION TO OFFER DISTANCE EDUCATION PROGRAM

The following documentary requirements shall be attached to the institution's accomplished distance education program application form:

CRITERIA	EVIDENCE REQUIREMENT For Government Permit	EVIDENCE REQUIREMENT For Government Recognition
Institutional Qualification	*For Institution with Level III Accreditation:* ■ Accreditation Certificate from appropriate accrediting agency *For CHED Centers of Excellence:* ■ Memorandum of Agreement between CHED and the institution ■ certification of compliance with the CHED Quality Assurance System for Distance Education ■ Distance Education **Application Form** and **DE Form1**	■ Copy of the initial permit previously issued by CHED for the program applied for. *For Institution with Level III Accreditation:* ■ Accreditation Certificate from appropriate accrediting agency *For CHED Centers of Excellence:* ■ Memorandum of Agreement between the CHED and the institution ■ Distance Education **Application Form** and **DE Form1**
Institutional Management and Commitment	■ Mission and policy statement of the institution's DE unit ■ Financial allocation for the current year of DE unit operation ■ Organizational structure and procedures for managing the DE unit ■ Qualification of the Head/ Program Manager / Coordinator of DE unit **(DE Form 2)** ■ Continuing self-evaluation plan/ document	■ Mission and policy statement of the institution's DE unit ■ Financial allocation for the current year and projections of budgetary requirement of the DE unit for the next 5 years ■ Organizational structure and procedures for managing the DE unit ■ Qualification of the Head/ Program Manager/ Coordinator of DE unit **(DE Form 2)** ■ Documented program of continuing self-evaluation
Curriculum Development and Approval	■ Copy of the curricula *For degree programs which have no equivalent in the CHED-approved set of curricula:* ● Copy of the curricula ● Detailed syllabi defining appropriate learning outcomes per course and assessment of learner's performance *For degree programs for which there are CHED-approved curricula:* ● Copy of the curricula ● Detailed syllabi defining appropriate learning outcomes per course and assessment of learner's performance	■ Copy of the TP-reviewed curriculum *For degree programs which have no equivalent in the CHED-approved set of curricula:* ● Curriculum approved by the Technical Panel for the discipline ● Detailed syllabi defining appropriate learning outcomes per course and assessment of learner's performance *For degree programs which have no equivalent in the CHED-approved set of curricula:* ● Curriculum approved by the Technical Panel for the discipline ● Detailed syllabi defining appropriate learning outcomes per course and assessment of learner's performance

Instructional Materials Development	- Copy of all learning packages and instructional materials for all the courses to be offered in the first *curriculum year* of the program **(DE Form 3)** - Detailed report on the pre-test results. - List of subject matter specialists (readers/ peer reviewers, editors), instructional design specialists, production design specialists, and such other skilled personnel **(DE Form 2)** - Documentary evidence of having complied with appropriate copyright laws (if the institution is using course materials developed by other institutions) - Defined procedures / guidelines and policies for periodic review and updating of learning packages	- Copy of all learning packages and instructional materials for all the courses of the program applied for **(DE Form 3)** - Detailed report on the pre-test results. - List of subject matter specialists (readers/ peer reviewers, editors) instructional design specialists, production design specialists, and such other skilled personnel **(DE Form 2)** - Documentary evidence of having complied with appropriate copyright laws (if the institution is using pre-existing course materials developed by other institutions) - Defined and documented procedures/ guidelines and policies for the periodic review and updating of learning packages - List of DE specialists involved in the periodic review and updating of each learning package **(DE Form 2)**
Delivery Mode/Strategies	- Copy of policies and procedures on course delivery - List of learning centers and their functions - Copy of Memoranda of Agreement with learning centers - Copy of policies and guidelines for use of communication systems technical support; tutoring/advising and academic support; counseling; testing; library resources; feedback systems; and maintenance and upgrading of equipment and facilities - Copy of physical inventory of learning resources, appropriate media and other technical support per learning center	- Copy of policies and procedures on course delivery - List of learning centers (including address) and their functions - Copy of Memoranda of Agreement with learning centers - Copy of policies and guidelines for use of communication systems technical support; tutoring/advising and academic support; counseling; testing; library resources; feedback systems; and maintenance and upgrading of equipment and facilities **DE Form 4**
Student Assessment	- Copy of policies and guidelines on the assessment process including security of assessment procedures. - Copy of assessment instrument - Copy of policies and procedures on the monitoring of learner's progress - Copy of admission and retention policies	- Copy of policies and guidelines on the assessment process including security of assessment procedures. - Copy of assessment instrument with actual student answers - Copy of report on the monitoring of learner's progress - Copy of admission policies - Copy of enrollment/graduation list **(DE Forms 5 and 6)**
Student Support Services	- List of individual / tutors providing support - Copy of student orientation materials indicating available services to students - Copy of policies and procedures on student support services (i.e., grievance and academic progress information)	- List of individuals providing student support services - Copy of student orientation materials indicating available services to students - Copy of policies and procedures on student support services (i.e., grievance and academic progress information)

Application for Government Authority to offer Distance Education Programs


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         ┌─────────────────────────┐
         │   HEI applies/          │
         │   prepares documents    │
         └─────────────────────────┘
                      │
         ┌─────────────────────────┐
         │   CHEDRO                │
         │ Checks completeness of documents │
         └─────────────────────────┘
                      │
              ◇ Complete? ◇ ──No──→ ┌──────────────────┐
                      │             │ CHEDRO returns   │
                     Yes            │ documents to HEI │
                      │             └──────────────────┘
         ┌─────────────────────────┐
         │   OPS                   │
         │ Evaluates the application │
         └─────────────────────────┘
                      │
              ◇ Endorsed? ◇ ──No──→ ┌──────────────────┐
                      │             │ CHEDRO informs HEI of │
                     Yes            │ decision         │
                      │             └──────────────────┘
         ┌─────────────────────────┐
         │ Commission en banc      │
         │ deliberates on endorsement │
         └─────────────────────────┘
                      │
              ◇ Approved? ◇ ──No──→ ┌──────────────────┐
                      │             │ CHEDRO informs HEI of │
                     Yes            │ decision         │
                      │             └──────────────────┘
         ┌─────────────────────────┐
         │ CHED-Central Office issues │
         │ Government Authority    │
         └─────────────────────────┘
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Annex C

LIST OF HEIs OFFERING DISTANCE EDUCATION PROGRAMS
MONITORED FROM 2002 - 2004

REGION	NAME OF INSTITUTION/ ADDRESS	PROGRAM OFFERINGS	DATE OF VISIT
I	**Don Mariano Marcos Memorial State University-Open University** San Fernando City, La Union	MDA-LAPDE Major in Local Government Admin. (MDA-LAPDE-Master in Development Admin-Ladderized - Certificate in Local Government Administration MDA major in Police Administration MA in Science Education (MASE) BS in Agriculture	October 15, 2003
	Pangasinan State University-Open University System, Lingayen Pangasinan	MS Agriculture major in Crop Science & Animal Science Master in Aquacuture Master of Development Management major in Public Management MA Educational Management	October 17, 2003
	University of Northern Philippines Vigan, Ilocos Sur	MPA-Coop. Mgt. MAEd-Science/Mathematics BS Criminology for PNP Personnel	October 15, 2003
II	**St. Paul University** Tuguegarao City	Doctor in Information Technology Doctor of Nursing Science Master of Arts in Education Masters in Business Administration Master of Science in Information Technology Bachelor of Science in Business Administration	October 13, 2003
III	**Central Luzon State University-Open University** Muñoz, Nueva Ecija	MS/MPS in Rural Development MS/MPS in Education (Educational Management)	October 10, 2003
VI	**Iloilo State College of Fisheries, School of Distance Education,** Barotac Nuevo, Iloilo	Doctor of Fishery Technology Doctor of Rural Development Master in Local Governance Master in Fishery Technology Master in Instructional Leadership Bachelor of Local Government Admin. Bachelor of Fishery Technology	December 9, 2002
	John B. Lacson, Molo, Iloilo Iloilo	MS in Maritime Education MS in Maritime Management MS in Ship Management	December 9, 2002
	Polytechnic State College of Antique Sibalom, antique	Bachelor of Science in Business Administration	October 23, 2003

REGION	NAME OF INSTITUTION/ ADDRESS	PROGRAM OFFERINGS	DATE OF VISIT
VIII	**Leyte State University (Formely known as Visayas State College of Agriculture)**, Baybay, Leyte	Master in Agricultural Development *Major fields: Agricultural Education,Agricultural Extension Agronomy,Animal Husbandry, Language Teaching*	December 6, 2002
X	**Mindanao Polytechnic State College** Lapasan, Cagayan de Oro	Master in Mathematics	November 29, 2002
NCR	**Asian Institute for Distance Educ** Unit 302, Greenbelt Mansion Perea St., Legaspi Vill., Makati City	Associate in Arts Bachelor of Arts BS Business Administration	June 26, 2002
	CAP College 5th flr., CAP Bldg., 149 Legaspi St. Makati City	Asso. In Information Technology Bachelor of Arts BS Business Administration MBA	October 7, 2002
	Philippine Women's University Taft Ave., Manila	Master of Arts in Educ.	June 10, 2002
	Polytechnic University of the Philippi Sta. Mesa, Manila	Bachelor in Broadcast Communication Bachelor in Entrepreneurial Management Master in Mass Communication Master in Construction Management Master in Educational Management Post Baccalaureate Diploma in Computer Technology	November 25, 2002
	Centro Escolar University Mendiola, Manila	*(Costumized programs)*	August 2, 2004
	St. Scholastica's College Leon Guinto, Manila	Bachelor of Science in Social Work	August 2, 2004
CAR	**Benguet State University,** La Trinidad Benguet	Master in Community Development Master in Non-formal Education Master in Development Communication Master in Urban Management Master in Human Resource Development Master in Cooperative Management	October 16, 2002

Distance Education Program Application Form

APPLICATION FOR GOVERNMENT AUTHORITY TO OFFER
PROGRAM VIA DISTANCE EDUCATION

Date:

The Regional Director
Director IV
CHED-RO ____

Sir/Madame:

The Undersigned hereby requests for the <u>Government Authority</u> to offer
_____ <u>Program(s)</u> _____ for Academic Year _____.

Supporting this application are the following documents duly certified/ authenticated (Please refer to Annex A of CMO NO. ____, s. 2005):

I, as the Institutional Head of the _____ <u>Institution</u> _____, will uphold the guiding principles and maintain/sustain the standards required for the delivery of DE program(s) as indicated in the existing Policies and Guidelines on Distance Education and to follow faithfully all the laws, rules and regulations of the Commission on Higher Education. I acknowledge that any violation of the laws, rules and regulations and the requirements of the CHED shall be deemed sufficient cause for the revocation of the authority granted.

The institution will not advertise and accept enrolment in the program(s) applied for until and unless this application is approved and the corresponding Government Authority is issued by the Commission on Higher Education.

Very truly yours,

The Head _____
_____
_____

Distance Education Program Application Form

AFFIDAVIT

Republic of the Philippines
City of _____

I, _____*name*_____ , Head of the _____*name of institution*_____ , Filipino, of legal age and resident of the Philippines, after having been sworn to in accordance with law, dispose and say that the information in this application and in the supporting documents are true and correct.

_____
Signature

Subscribed and sworn to before me this _____ day of _____. The affiant exhibited his/her Community Tax Certificate No. _____, issued at _____ on _____.

_____

Doc No. _____
Page No._____
Book No._____
Series of _____

DE Form 2

Institution: _____

Certified Correct by: _____   As of : _____ Date

Name and Signature
Designation

List of Distance Education Personnel

1. List of Supervisors/ Administrators

Name	Designation/ Title	Educational Qualification (indicate where and when obtained)			Specialization and Training (please attach certificates)
		Baccalaureate	Masters	Doctorate	

2. List of Subject Matter Specialists (Authors, readers/ peer reviewers and editors)

Name	Designation	Educational Qualification (indicate where and when obtained)			Specialization and Training (please attach certificates)	Module Title/Material(s) developed
		Baccalaureate	Masters	Doctorate		

3. List of Tutors

Name	Educational Qualification (please include where and when obtained)			Specialization and Training (Please attach certificates)	Subject(s) being taught	Location
	Baccalaureate	Masters	Doctorate			

4. List of Student Support Staff

Name	Designation	Educational Qualification (please include where and when obtained)			Specialization and Training (Please attach certificates)	Location
		Baccalaureate	Masters	Doctorate		

Institution: _____

Certified Correct by: _____
Name and Signature
Designation

As of : _____   Date _____

Course Materials / Learning Packages

Course Title	Modules	Media used (print, video conferencing, interactive CD, web pages)	Authors	Year Published/ Completed

**Description of Technologies used for
Networking and Communication**

Hardware Compliment

Equipment	Quantity	Location/ Learning Center
Telephones		
Teleconferencing equipment		
Facsimile Machines		
Functional Computer Units		
– for staff use		
– students' use		

Others

Equipment	Description/ specifications	Location/ Learning Center
Internet connection		
Online learning Management system or other online learning software		
Video conferencing equipment		
Multi-media production software and equipment		

Description of the technologies used for networking and communication

DE Form 5

Institution: _____
Certified Correct by: _____

As of : _____ Date _____

Name and Signature
Designation

Enrollment Data (SY _____)

| Degree Program | Number of Students | | | Location/ Learning Center |
	1st Semester	2nd Semester	Summer	

Institution: _____
Certified Correct by: _____

As of : _____ Date _____

Name and Signature
Designation

Graduation Data

1. Degree Program

Name of Students	School Year		Location/ Learning Center
	1st Semester	2nd Semester	Summer	