



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

**CHED MEMORANDUM ORDER (CMO)**

No. 53

Series of 2007

**SUBJECT: POLICIES AND STANDARDS FOR GRADUATE PROGRAMS IN  
EDUCATION FOR TEACHERS AND OTHER EDUCATION  
PROFESSIONALS**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and CHED Memorandum Order (CMO) No. 36, s. 1998, and CMO No. 9, s. 2003 and by the virtue of the 300<sup>th</sup> Commission en banc Resolution No. 464-2007 dated July 9, 2007 and for the purpose of rationalizing the graduate degree in teacher education in the country to keep pace with the demands of global competitiveness, the following policies and standards are hereby adopted and promulgated by the Commission.

**ARTICLE I  
STATEMENT OF POLICY**

**Section 1. Goals of Graduate Education**

Graduate education is at the apex of the educational system. In the field of education, graduate studies is one of the more effective means of improving the capacities of education professionals who aim to contribute to the continued improvement of teaching and learning in the classrooms, delivery of student services, and management of educational programs. Graduate education is also one of the most effective means of developing capacities related to doing research that will improve educational theory and practice in the many different aspects of the educational process.

**Section 2. Types and thrusts of Graduate Programs in Education**

***Non-thesis Master's Programs for Teachers.*** Non-thesis programs in education aim to develop the competencies of classroom teachers in accordance with the National Competency Based Teacher Standards (NCBTS), in order to make them more effective facilitators of student learning in various subject areas. Such graduate programs shall focus on the teaching profession, and the relevant knowledge and skills needed to attain the competencies defined in the NCBTS.

***Non-thesis Master's Programs for Other Education Professionals.*** Non-thesis programs in education aim to develop the competencies of non-teaching education professionals (e.g., guidance counselors, principals, supervisors, etc.). Such graduate programs shall focus on the relevant

knowledge and skills needed to attain high levels of competence in professional practice.

**Thesis Master's Programs.** Thesis programs in education aim to develop the competencies of classroom teachers and other education professionals to undertake research in specific areas within the broad field of educational science and practice. Such programs shall focus on replication, verification, validation, contextualization, and/or application of theoretical knowledge about the different aspects of the educational process.

**Doctoral Programs.** Doctoral programs in education aim to develop the capacities of teachers and other education professionals for developing new knowledge and strategies in specific areas within the broad field of educational science and practice. Such programs shall focus on the development and validation of new theories, models, programs, and practices about the different aspects of the educational process.

## **ARTICLE II AUTHORITY TO OPERATE**

**Section 3. *Master's Program*** – Higher Education Institutions (HEIs) having Level III accredited undergraduate program in Teacher Education may apply to offer the Masters Program. However, in the absence of a Level III accredited Teacher Education program, the alternatives as provided for in paragraph 4.0 (Alternative Criteria) of CMO 9, s. 2003 shall apply.

**Section 4. *Doctoral Program*** – Higher Education Institutions (HEIs) that have a recognized Master's program in Teacher Education with at least Level I accreditation and having offered a successful Master's degree program for at least five (5) years may apply to offer the Doctoral program.

***All HEIs shall operate the aforesaid programs only upon issuance of the corresponding authority by the Commission.***

## **ARTICLE III PROGRAM SPECIFICATION**

**Section 5. *Non-Thesis Master's Program for Teachers***

a. Degree Name: ***Master in Education  
(major in specific subject area)***

b. Objectives – The program aims to:

- 1) update and enrich classroom teachers' content knowledge in a specific subject area;
- 2) enhance and expand classroom teachers' pedagogical knowledge and skills for teaching a specific subject area; and

- 3) improve the classroom teachers' efficacy in producing innovative and creative instructional programs or materials that will improve the teaching-learning process.

**Section 6. *Non-Thesis Master's Program for Other Education Professionals***

- a. Degree Name: ***Master in Education  
(major in specific professional area)***
- b. Objectives – The program aims to:
  - 1) update and enrich teachers' theoretical and technical knowledge in a specific professional area, such as guidance and counseling, academic supervision and administration, among others;
  - 2) improve the teachers' capacity to develop and deliver relevant programs in specific professional areas such as student services, testing, guidance and counseling, academic supervision, and others.

**Section 7. *Thesis Master's Program for Teachers***

- a. Degree Name: ***Master of Arts in Education (major in specific subject area or professional area)***
- b. Objectives – The program aims to:
  - 1) update and enrich teachers' content knowledge in a specific subject area or professional area;
  - 2) enhance and expand teachers' theoretical and technical knowledge for teaching a specific subject area or professional area; and
  - 3) develop the teachers' research capabilities for replicating, verifying, validating, contextualizing, and/or applying theoretical and practical knowledge about the different aspects of the educational process.

**Section 8. *Doctoral Programs***

- a. Degree Name: ***Doctor of Philosophy in Education (Ph.D. in Education)***
- b. Objectives - The program aims to develop in students:
  - 1) expert level of theoretical knowledge in an area of specialization in education (e.g., English Language Education, Chemistry Education, Curriculum, Learning and Instruction, Counseling, Educational Psychology, Physical Education, Leadership, etc.);
  - 2) competence and motivation to draw from expert level knowledge to understand and solve different problems related to their area of specialization in education; and

- 3) competence to undertake advanced independent research in an area of specialization in education, including the ability to pose theoretically meaningful problem and hypotheses, gather and analyze data, and communicate the results and theoretical and practical implications of the research to diverse audiences.

c. Degree Name: **Doctor of Education (Ed.D.)**

d. Objectives - The program aims to develop in students,:

- 1) expert level of theoretical knowledge in an area of specialization in education (e.g., English Language Education, Chemistry Education, Curriculum, Learning and Instruction, Counseling, Educational Psychology, Physical Education, Leadership, etc.);
- 2) competence and motivation to draw from expert level knowledge to understand and solve different problems related to their area of specialization in education; and
- 3) competence to undertake advanced independent research in an area of specialization in education, including the ability to develop specific complex educational programs and systems, to evaluate such complex programs and systems, and communicate the results and implications of the research to diverse audiences.

#### **ARTICLE IV COMPETENCY STANDARDS**

##### **Section 9. *Master's Program***

An individual who completes a master's degree in education is able to demonstrate:

- a. in-depth understanding of a complex and coherent body of knowledge and skills in an area of study in education, which may be applied in many types of school or other educational environments.
- b. a higher order level of skill in the analysis, critical assessment, and application and communication of knowledge in the field.
- c. an ability to apply knowledge and skills in the field to new situations in more creative and flexible ways, and to solve complex problems in the field in ways that involve rigorous thinking and independent work.

In particular, the individual who completes a master's degree in education should be able to demonstrate the following specific indicators of competency:

- understand, develop and sustain arguments about, and critically evaluate the current problems, principles, and concepts of the field of

study; most of which should be at the forefront of developments in the discipline,

- apply this current knowledge in original ways to specific problems or contexts by undertaking research, a complex project, or some other form of advanced scholarship,
- demonstrate a comprehensive understanding of the methods of inquiry in their own research or advanced scholarship, and how these methods are used to create and interpret knowledge in the field,
- critically evaluate current research, advanced scholarship, and methodologies in the field,
- creatively and systematically deal with complex issues within a field, make judgments or decisions in the absence of complete data, and clearly communicate one's justification for such actions to specialist and non-specialist audiences,
- demonstrate initiative, self direction and originality in dealing with problems in the field (e.g., develop innovative teacher approaches and resources; establish new teacher supervisory systems, etc.), particularly in the planning and execution of tasks in the field,
- continue to advance their knowledge and skills in the field using the established sources of advanced information in the field,
- undertake more advanced and specialized training for developing existing skills, acquiring higher level and more specialized competencies in the formal higher education context.

#### **Section 10. *Doctoral Program***

An individual who completes a doctoral degree in education is able to demonstrate:

- a. a comprehensive and in-depth understanding of a complex and coherent body of knowledge (e.g., theories, principles, concepts) and skills (e.g., problem-solving and communication skills) that are in the forefront of an academic discipline or professional area,
- b. the ability to extend the latter or generate new knowledge through research; and
- c. the ability to make informed judgments on complex issues in specific fields of specialization, and of approaching and solving problems in innovative ways.

In particular, the individual who completes a doctoral degree in education should be able to demonstrate the following specific indicators of competency:

- understand, develop and sustain arguments about, and critically evaluate the established theories, principles, and concepts at the forefront of a specialized field of study,
- extend the forefront knowledge by conducting original research or other forms of advanced scholarship of a level of quality that meets the standards of peer review and eventually merit publication,

- interpret and critically assess new contributions to knowledge by other individuals, and communicate such interpretations and assessment to both specialist and non-specialist audiences,
- conceptualize, design, and implement research projects for the generation of new knowledge and/or of new educational programs and systems, and adjust the project design in consideration of external exigencies,
- make very informed judgments on complex issues in their field of specialization and its application, even in the absence of complete data, in ways that are informed by the ethical and social dimensions of the field, and be able to communicate their ideas to both specialist and non-specialist audiences.

## ARTICLE V CURRICULUM

**Section 11.** The curriculum for graduate programs in education shall be consistent with the specific thrust, specifications and competency standards as defined in Sec. 2, 3, and 4. Moreover, in all types of graduate programs in education, the culture for inquiry and research must be developed.

- a. The course work of thirty (30) units for the Thesis-Master's programs and forty-eight (48) units for Doctoral programs shall be research-based as evidenced by the course reference materials, course requirements, and the assessment systems.
  - Reference materials should be specialized and research-based journal articles, book chapters, and books/monographs.
  - Course learning activities and requirements should develop specific aspects of research competencies.
  - Assessment systems should involve performance-based activities that require students to demonstrate higher order thinking skills.
  
- b. The course work of thirty-six (36) units for the Non-thesis-Master's programs shall be based on the most current and relevant knowledge that can be applied to the professional development contexts of the teachers and other education professionals, as evidenced by the course reference materials, course requirements, and the assessment systems.
  - Reference materials should be specialized readings that discuss and evaluate best practices in the specific areas of professional specialization.
  - Course learning activities and requirements should involve the production and evaluation of approaches, programs, and materials used in the specific areas of professional specialization.
  - Assessment systems should involve performance-based activities that require students to demonstrate advanced professional skills for the development and evaluation of educational programs and materials.

- c. Both master's and doctoral programs shall require either a comprehensive examination or some appropriate equivalent requirement to assess the students' ability to analyze, integrate, evaluate, and apply the different knowledge and skills developed in the various courses.
- d. A culminating project shall be required for all graduate programs in education. This culminating project shall demonstrate the students' ability to apply, validate, evaluate, and/or extend the existing theories and practices in the students' chosen fields of study.
- For the master's programs, the culminating project may be a thesis (for thesis-programs) or some other complex project (for non-thesis programs) that is consistent with the program thrusts and competencies stated in Articles I and III.
  - For doctoral programs, the culminating project shall be a dissertation research that shows the students' independent research work and significant contribution to the science and profession of education that is consistent with the program thrusts and competencies stated in Articles I and III.

## Section 12. Curriculum Outline

<b>MASTER'S PROGRAM</b>		
<b>TYPE OF COURSES</b>	<b>THESIS (MASTER OF ARTS IN EDUCATION)</b>	<b>NON-THESIS (MASTER IN EDUCATION FOR TEACHERS AND OTHER EDUCATION PROFESSIONALS)</b>
Core/Foundation Courses	<b>9 units</b>	<b>9 units</b>
Statistics	3 units	3 units
Methods of Research	3 units	3 units
One (1) course that may depend on the student's major	3 units	3 units
Major Courses	<b>15 units</b>	<b>15 units</b>
Cognates/Electives	<b>6 units</b>	<b>6 units</b>
Thesis	<b>6 units</b>	-
*Integrating Courses	-	<b>6 units</b>
<b>TOTAL</b>	<b>36 units</b>	<b>36 units</b>

*\*One of the integrating courses for the non-thesis program should require a major paper on an action research or practicum in their major field.*

DOCTORAL PROGRAM		
TYPE OF COURSES	PH. D.	ED. D.
<b>Core/Foundation Courses</b>	<b>18 units</b>	<b>18 units</b>
*Perspectives on Education	6 units	6 units
Methods of Research	6 units	6 units
Quantitative Methods	3 units	3 units
Qualitative Methods	3 units	3 units
Two (2) courses that may depend on the student's major	6 units	6 units
<b>Major Courses</b>	<b>21 – 24 units</b>	<b>21 – 24 units</b>
<b>Cognates/Electives</b>	<b>6 - 9 units</b>	<b>6 - 9 units</b>
<b>Dissertation</b>	<b>12 units</b>	<b>12 units</b>
<b>TOTAL</b>	<b>60 units</b>	<b>60 units</b>

*\*These courses will cover a range of educational issues from various perspectives that would illustrate the interdisciplinary nature of the field of education and the range of areas of inquiry that comprise the field of education research. Issues such as the following will be examined closely and integrated approaches to resolving them will be considered: What determines success in schooling? What is the role of various stakeholders in students' education? What are the various ways of developing, implementing and evaluating the curriculum?*

*These courses will draw on seminal readings, research findings, and media reports, as well as studies on the Philippine educational sector. Course requirements shall include papers on the different issues.*

## ARTICLE VI PROGRAM ADMINISTRATION

### Section 13. Dean

The dean/head of the program shall be a holder of an earned doctoral degree in education or in related fields, with research experience and published works in professional journals.

### Section 14. Faculty

- a. **Master's Program** –For each Master's program, there shall be at least five (5) full-time faculty members who are at least master's degree holders and who have published works in professional journals. Of the five (5), at least two (2) should be doctoral degree holders. Moreover, at least three (3) of the five (5) full-time faculty members should have advanced training in the specialization or major area being offered; of the three (3), at least one (1) should have a doctoral degree. The number of faculty members shall vary with enrollment in such a manner as to allow a ratio of a maximum of five (5) active student advisees per graduate faculty.
- b. **Doctoral Program** – For doctoral degree programs, there shall be at least five (5) full-time faculty members who are doctoral degree holders



and who have published works in refereed professional journals, at least three (3) of whom should have advanced training in the specialization or major area being offered.

- C. Schools are encouraged to form consortium programs in order to strengthen their faculty resources for their graduate programs.

**Section 15. Library** - In addition to the library requirements for the undergraduate teacher education programs, graduate programs in education shall comply with the following:

- a. subscription to at least five (5) peer reviewed professional journals for each area of specialization offered in the graduate programs (see Annex A for examples);
- b. at least five (5) titles of graduate reference book for each graduate course/subject; and
- c. access to internet and information and communication technology-based learning resources and reference materials.

TEI is encouraged to maintain non-profit materials relevant to education and the relevant areas of specialization to aid the faculty and students in their academic work. CD-ROMs could complement a library's book collection but should otherwise not be considered as replacement for the same. In support of this requirement, TEIs are encouraged to become members of the library network.

**Section 16. Laboratories and other Facilities** - The laboratories and facilities for the undergraduate teacher education programs shall be augmented with

- a. appropriate research facilities and the basic sciences, if applicable;
- b. instructional laboratories, as needed;
- c. resources needed for research (e.g., statistical software and other equipment for analysis of research data); and
- d. information and communication technology facilities.

**Section 17. Thesis/Dissertation Requirements.** Consistent with the requirements in Article 5, the schools shall constitute a Thesis Committee composed of four (4) graduate faculty members for the thesis requirements of master's programs, and a Dissertation Committee of five (5) faculty members for the dissertations requirements of doctoral program. Faculty research advisers shall be chosen on the basis of their expertise in the area of research study and of their availability.

The evaluation of the master's thesis and of the doctoral dissertation shall involve an oral examination by the Thesis or Dissertation Committee.

**Section 18. Admission, Retention and Maximum Residency Requirements** – The institution shall have specific admission and retention policies for its graduate students. All curricular requirements for a master's degree must be completed within seven (7) years after the student's first enrollment in the master's program, and those for doctoral degrees must be completed within nine (9) years after the student's first enrollment in the doctoral program.

**Section 19. Research Program** – Institutions offering graduate programs in education shall implement a Research Program aligned with the National Higher Education Research Agenda as evidenced by the articulated research agenda or priority areas, the existence of a functional research center/office with a research director or coordinator, a system of supporting research projects undertaken by faculty members, a research budget, and graduate faculty members' publications and paper presentations in scholarly conferences in education. The institution shall likewise ensure the maximum utilization and dissemination of the research output.

**ARTICLE VII  
EFFECTIVITY AND TRANSITORY PROVISIONS**

**Section 20. Transitory Provision**

HEIs that have been granted permit or recognition for Graduate Teacher Education program are required to fully comply with all the requirements in this CMO within a non-extendable period of three (3) years after the date of its effectivity. State Universities and Colleges (SUCs) and local Colleges and Universities (LCUs) shall also comply with the requirements herein set forth.

**Section 21. Sanctions**

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act 7722, in relation to Section 69 of BP 232 otherwise known as the Higher Education Act of 1982, and Section 24 and 101 of the Manual of Regulations for Private Schools (MRPS), and other related laws.

**Section 22. Separability and Repealing Clauses**

Any provisions of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

**Section 23. Effectivity**

This Order shall take effect after its publication in the official gazette or Newspaper or General Circulation.

*Pasig City, Philippines.* October 24, 2007

  
**ROMULO NERI**  
Chairman