



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



MEMORANDUM FROM THE CHAIRPERSON

TO: ALL HIGHER EDUCATION INSTITUTIONS
ALL CHED REGIONAL DIRECTORS

SUBJECT: **GUIDELINES FOR GRADUATE EDUCATION DELIVERY FOR FACULTY AND STAFF DEVELOPMENT IN THE K TO 12 TRANSITION PERIOD**

DATE: 12 JANUARY 2016

As we move toward the full implementation of the K to 12 Enhanced Basic Education Program, the Commission, through the K to 12 Transition Program, has likewise been preparing for the impact of the transition on the higher education sector.

To gauge the availability of interested HEIs, the Commission earlier requested qualified HEIs to submit Letters of Intent to offer graduate programs for the K to 12 Transition Period last December 30, 2015. Those who submitted during said period are requested to formalize their applications by completing the required documents, such as proposed curriculum, course descriptions, and curricula vitae of faculty (Memorandum from the Chair, dated November 16, 2015).

Meanwhile, qualified HEIs that were unable to submit Letters of Intent during the call made last December 2015 may still apply by submitting the **Proposal to Open Graduate Programs Form (Appendix 1)**, following the timeline set by the Commission:

January 13	Release of CHED Memorandum Order on DHEIs
January 14	Begin new applications for DHEI / formalization of DHEI applications
January 30	Deadline for DHEI Applications

The Proposal to Open Graduate Programs Form should be sent to ched.gradprogram@gmail.com, and the following requirements (if applicable) through courier: Institutional/Program Accreditation Certificates, Curriculum Vitae of Faculty, Articles of Incorporation, Audited Financial Statement, And Draft Memorandum of Agreement.

During this period, the Commission shall strive to organize and facilitate regional conversations to ensure that there is adequate supply of graduate programs for the K to 12 Transition Period, vis-a-vis priority program areas identified by region. Further, HEIs open to partnering with other HEIs, but are unable to identify possible partners, are encouraged to reach out to the Commission, to enable us to more proactively connect HEIs, whether within the same region or beyond.

CHED Regional Directors are hereby requested to ensure wide dissemination of this policy to all qualified HEIs in their respective regions.

Patricia B. Licuanan, PhD
Chairperson



Republic of the Philippines
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CHED MEMORANDUM ORDER

No. 04

Series of 2016

**SUBJECT: GUIDELINES FOR GRADUATE EDUCATION DELIVERY FOR
FACULTY AND STAFF DEVELOPMENT IN THE K TO 12
TRANSITION PERIOD**

Pursuant to Republic Act 7722, which states that it is the responsibility of the State to *protect, foster and promote the right of all citizens to affordable quality education at all levels, and (2) take appropriate steps to ensure that education shall be accessible to all; and which mandates the Commission to (1) formulate and recommend development plans, policies, priorities, and programs on higher education and research, and (2) identify, support and develop potential centers of excellence in program areas needed for the development of world-class scholarship, nation building and national development,—the Guidelines for Graduate Education Delivery for Faculty and Staff Development in the K to 12 Transition Period* are hereby adopted and promulgated by the Commission, for the guidance of all higher education institutions (HEIs):

**Article I
Statement of Principles and Policies**

1. The Commission recognizes the importance of education and research in aiding social development, poverty alleviation and national competitiveness; and the need to make strong programs available in more regions, in order to fulfill its mandate of making quality education accessible to all, as well as to maximize the impact of higher education in promoting local and regional development.
2. Graduate education is at the apex of the educational system, leading the country in world-class scholarship, and should thus be structured to enhance the quality, efficiency, and effectiveness of higher education.¹ Further, the Commission recognizes the critical role that graduate education of faculty plays in building competence, national and cultural rootedness, and enhancing consciousness and ethical moorings.
3. Given the rapid developments in information and communications technology, and increasingly diverse modes in how educational programs are delivered, the Commission has identified three (3) main types of programs, to expand access to graduate programs: Single HEI Program, Jointly-Delivered Program, and Consortium-Delivered Program. Further, qualified faculty are essential to implement quality programs, making upgrading of qualifications of faculty a priority of the Commission, as stipulated in the Higher Education Reform Agenda (HERA)

¹ CHED Memorandum Order No. 36, Series of 1998

4. The transition to the K to 12 system will result in low enrollment in HEIs for a period of five years, from SY 2016-2017 to SY 2020-2021, reducing the teaching loads of HEI faculty—effectively eliminating the usual constraints to the completion of further studies, among them, heavy teaching loads and being recalled by their sending institutions— and thus providing the impetus to rationalize and enhance graduate education nationwide during this period and beyond.
5. The Commission understands that one of the major limitations for many faculty members in pursuing graduate studies is the lack of available quality graduate education programs across disciplines and regions in the country, which consequently limits efforts to upgrade qualifications of HEI faculty, thereby necessitating the expansion of the supply of strong graduate education programs. The establishment of such programs during the K to 12 Transition Period aims to equip 70 percent of HEI faculty with graduate degrees by 2021, bringing the Philippines up to par with our ASEAN neighbors. This is also in view of expanding the fields of expertise and specializations available in the country, particularly in emerging disciplines critical to academic, regional and national development, and where experts are scarce.
6. In view of strengthening higher education, the Commission hereby establishes the **Guidelines for Graduate Education Delivery for Faculty and Staff Development in the K to 12 Transition Period**. The implementing guidelines herein set forth shall define the scope, procedures, and extent of regulation, as well as the mechanics of establishing and offering graduate programs in relation to the K to 12 Transition Program Scholarships for Graduate Studies and Professional Advancement.

Article II Authority to Operate

1. This set of guidelines shall cover and apply to all Philippine HEIs, including State Universities and Colleges (SUCs), which open graduate programs in the K to 12 Transition Period based on the corresponding authority granted by the Commission, pursuant to law and existing rules and regulations.
2. As a general rule, programs declared under moratorium by the Commission En Banc (CEB) shall not be created under any of the types herein enumerated, or any similar arrangement that may be deemed as a graduate program under these guidelines, unless identified as a priority area by the Commission.
3. Authorized DHEIs shall receive scholars from among CHED-funded faculty and staff of sending HEIs (SHEIs), and may also admit non-CHED scholars into the graduate program.
4. CHED-recognized HEIs that are authorized to operate existing graduate programs and are Autonomous, Deregulated, Center of Excellence or Development, or are current DHEIs under the existing CHED Faculty Development Program (FDP) Phase II, may also apply, subject to an expedited process, in order to be included in the list of CHED-recognized DHEIs and programs for the K to 12 Transition Period.



Article III Definition of Terms

A. Types of Graduate Programs by Delivering HEI (DHEI)

Currently, the Commission distinguishes among three (3) types of graduate programs based on the number of DHEIs involved:

1. **Single HEI Program** refers to the conventional delivery of a graduate program: through one (1) HEI that meets the requirements set by CHED.

A DHEI of this type may also opt to offer an **Off-Site Program**, which refers to a graduate program in which learners are located outside the DHEI. The Off-Site Program is conducted in a host HEI (HHEI) in another region, to which the DHEI sends selected faculty experts. This type increases access to quality graduate programs in areas with low supply of DHEIs. The DHEI shall grant the diploma to all graduates of the program.

2. **Jointly-Delivered Program** refers to a graduate program with a curriculum jointly developed, instituted, and delivered by two HEIs. One (1) diploma shall be awarded to graduates of Jointly-Delivered Programs, coming from both HEIs.
3. **Consortium-Delivered Program** refers to a graduate program delivered by an organization of three (3) or more HEIs with expertise in a particular discipline delivering a common program by sharing physical and human resources for program delivery, allowing learners to cross-enroll among consortium member HEIs, and to take courses that are considered the expertise of the respective consortium school. Consortium member HEIs may be situated in different regions. In such cases, the strength of the proposed design or implementation of program delivery shall be assessed by the Commission.

The diploma awarded to graduates of Consortium-Delivered Programs shall come from either the HEI in which each graduate took the most number of units, or under which each graduate completed his/her thesis or dissertation, depending on the internal agreement and policies of the Consortium, as reflected in the Memorandum of Agreement (MOA) to be approved by the Commission.

B. Modes of Delivery

DHEIs may deliver the program through three main modes:

1. **Face-to-Face** or classroom-based education;
2. **Distance Education**, where the learner and teacher are geographically separated, and instruction is delivered through specially designed materials and methods using appropriate communication technologies, and supported by organizational and administrative structures and arrangements;² or
3. **Blended Learning**, or a combination of the face-to-face mode and distance education.

² CHED Memorandum Order No. 6, series of 2003



Article IV Eligibility

Any HEI or group of HEIs duly recognized by the Commission may apply to deliver graduate programs during the K to 12 Transition Period, provided that they meet minimum eligibility criteria as detailed below:

Type	Criteria for Eligibility
A. Single HEI Program	<ol style="list-style-type: none"> 1. The DHEI must be currently a delivering HEI under the CHED Faculty Development Program (FDP), or 2. The DHEI must be a CHED-recognized institution and must meet both the accreditation and faculty requirements identified below: <ol style="list-style-type: none"> A. Accreditation Requirement: <ol style="list-style-type: none"> a. If autonomous or deregulated, hold at least a Level II accreditation or higher of the corresponding undergraduate degree program, or b. If not autonomous or deregulated, hold at least a Level III accreditation in the corresponding undergraduate degree program, or be at least a Center of Development in the corresponding field. B. Faculty Requirements³: <ol style="list-style-type: none"> a. At all times, the HEI must maintain a 1:5 graduate faculty to student advisee ratio. b. For master's programs, there shall be at least one (1) teaching faculty who is a doctoral degree holder and has published works in a refereed journal(s) in said discipline and/or have produced publicly recognized creative and/or technology outputs; and at least three (3) teaching faculty who are master's degree holders in the discipline. c. For doctoral programs, there shall be at least three (3) teaching faculty who are doctoral degree holders in relevant disciplines and who have published works in refereed journal(s) in said discipline and/or have produced publicly recognized creative and/or technology outputs.
A.1 Off-Site Program	<p>Should a DHEI opt to offer an Off-Site Program, it must meet the above criteria, along with the following additional requirements:</p> <ol style="list-style-type: none"> 1. The DHEI must demonstrate capacity to deliver the program in an off-site mode by ensuring that there will be enough faculty to teach classes and to advise students in a 1:5 graduate faculty to advisee ratio in the DHEI and the HHEI, respectively. 2. The HHEI must be a CHED-recognized HEI, and must have the necessary infrastructure for hosting the program, such as laboratories, as required by the discipline. 3. A DHEI may offer the same program in more than one off-site

³ Based on CHED Memorandum Order No. 36, series of 1998



	<p>HHEI provided that the DHEI demonstrates capacity to do so by providing details on how the program will be delivered in multiple sites, and in terms of having sufficient number of faculty to deliver the program according to the prescribed ratio. Delivery in each additional site is subject to the approval of the Commission.</p>
B. Jointly-Delivered Program	<ol style="list-style-type: none"> 1. At least one (1) of the HEIs must meet the accreditation requirement for Single HEI Programs (Refer to 2A). 2. Both HEIs must meet, jointly, the faculty requirements for Single HEI Programs (Refer to 2B).
C. Consortium-Delivered Program	<p>Consortium member HEIs must meet the requirements stated below:</p> <p>A. <u>Accreditation Requirements:</u></p> <ol style="list-style-type: none"> a. At least two (2) consortium member HEIs must hold at least a Level II accreditation in the corresponding undergraduate program. b. Other member HEIs need not be accredited, but they cannot be the institution that grants the degree. <p>B. <u>Faculty Requirements.</u> Consortium member HEIs must meet, jointly, the following faculty requirements:</p> <ol style="list-style-type: none"> a. Member HEIs must jointly maintain a 1:5 graduate faculty to student advisee ratio at all times b. For master's programs, there shall be at least three (3) teaching faculty who are doctoral degree holders in relevant disciplines who have published works in refereed journal(s) in said discipline and/or have produced publicly recognized creative and/or technology outputs; c. For doctoral programs, the consortium must have at least five (5) teaching faculty who are doctoral degree holders in relevant disciplines and who have published works in refereed journal(s) in said discipline and/or have produced publicly recognized creative and/or technology outputs; d. Each consortium member HEI must be able to endorse at least one (1) qualified teaching faculty member in order to be allowed membership in the consortium. <p>C. <u>Other Requirements.</u> Consortium member HEIs must meet, jointly, the following requirements:</p> <ol style="list-style-type: none"> a. <u>Library.</u> The library requirements for undergraduate programs in the discipline shall be coupled with a subscription to at least two (2) peer-reviewed professional journals or internationally refereed journals, and at least five (5) titles of graduate reference books on specialized disciplines in every subject offered under the program. b. <u>Laboratory.</u> The laboratory and facilities requirements for undergraduate programs in the discipline shall be coupled with provision for research facilities or research equipment in basic sciences, instructional laboratories for coursework,

	<p>as needed, and extensive information technology facilities that will allow for internet access. Disciplines that do not require laboratories shall be exempt from this requirement.</p> <p>c. <u>Research.</u> At least one (1) consortium member HEI must have a funded research activity in the corresponding field, and must have an established research ethics board.</p>
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Article V
Qualifying and Selection Process for DHEIs

1. The HEI or group of HEIs intending to offer a graduate program shall submit its application (**Refer to Appendix 1: Proposal to Open Graduate Programs Form**), along with all documentary requirements, to the CHED Central Office, following the timeline to be set annually by the Commission.
Refer to Appendix 2: Checklist of Application Requirements.
2. Applications, except for those of HEIs with Autonomous, Deregulated, Center of Excellence, or Center of Development status, as well as existing Delivering HEIs for the regular CHED Faculty Development Program (FDP), shall be evaluated by an ad-hoc Vetting Panel composed of representatives from the Commission, the relevant Technical Panel and/or Technical Committee, and resource persons as necessary. The strength of each application shall be vetted on the basis of relevance, quality of design and implementation, and quality of accreditation, faculty and infrastructure.
Refer to Appendix 3: Evaluation Criteria.
3. Evaluation of applications primarily considers the justification of the HEI that the establishment of such a program will allow the HEI to fulfill its mission and vision; contribute to the achievement of stated regional and national development goals, particularly in building national competence, and/or national rootedness on history, culture and the arts, especially indigenous Filipino traditions, and/or national morals and ethical values; and/or enhance teaching and practice in the discipline.
Refer to Appendix 4: Identified Priority Areas.
4. The authority to operate the graduate program shall be issued to the DHEI by the Commission, upon completion of evaluation and approval of application by the CEB.
Refer to Appendix 5: Procedure Flowchart.

Article VI
Responsibilities of DHEIs

DHEIs with authority to operate graduate programs must fulfill the following responsibilities for the duration of the implementation of the program:

1. The DHEI must assign an Academic Program Coordinator from among its own faculty, who is a holder of a doctoral degree in the relevant discipline, to ensure that the graduate program continues to meet standards of academic excellence. This Coordinator can be the Dean or his/her equivalent for the program/s concerned.
2. The DHEI must create a Work and Financial Plan (WFP) detailing the total funding support required from the Commission according to the number of CHED-funded scholars admitted, and administrative costs no greater than five (5) percent of total



cost of tuition and other fees of all CHED-funded scholars, when identified. The WFP may also include a proposal for financial assistance for local and foreign visiting professors, as well as other support as stated in Article VII.

3. The DHEI must coordinate with the Commission and facilitate the timely release of stipends to scholars enrolled in the DHEI. In the case of Consortium-Delivered Programs, the DHEI in charge will be the member HEI duly assigned, as agreed upon by all consortium member HEIs, and as reflected in the MOA approved by the Commission.
4. The DHEI must designate one Grant Administrator for the institution to facilitate and ease coordination between the DHEI and the Commission. Said Grant Administrator shall oversee the administration of all CHED scholarships and other types of CHED grants in the DHEI. Should a DHEI have multiple campuses, a Grant Administrator shall be assigned to each. *Provided*, that if the DHEI admits more than fifty (50) faculty scholars funded by the Commission, it must constitute a Grants Management Office to ensure timely and efficient processing of documents, monitoring and support for scholars, and coordination with the Commission. Funding for said office shall be sourced from the administrative costs, as provided.
5. At the end of each academic year, the DHEI must return to the Commission all unexpended balance of scholarships and other support, together with a complete and proper accounting made of expenses incurred as per the WFP, including the use of other grants received.
6. The DHEI must submit monitoring and evaluation reports on the implementation of the academic program and of scholarships to the Commission at the end of each semester or term.
7. The DHEI must maintain an up-to-date profile of the institution, its faculty and scholars enrolled, and provide other information and updates as required by the CHED Online Platform, when available.
8. If the DHEI receives a financial grant from the Commission (Refer to Article VII), said DHEI must fulfill an institutional return service obligation by offering the program for a minimum of two (2) years, in the case of master's programs, or for a minimum of four (4) years, in the case of doctoral programs.

Article VII Financial Support and Other Grants

A DHEI granted authority to operate a graduate program shall receive support from the Commission in an amount no greater than five (5) percent of total cost of tuition and other fees of all CHED-funded faculty scholars as administrative support.

Further, in order to strengthen higher education by encouraging the establishment of quality and relevant graduate programs, the Commission shall provide, on a by-proposal basis (**Refer to Appendix 6: Application for DHEI Support Form and Timeline**), financial assistance and grants for the development and/or operation of said programs to any CHED-approved DHEI for the K to 12 Transition Period, including but not limited to the types identified below:



1. **Program Development Grant.** DHEIs with authority to operate graduate programs may apply for grants for activities that increase program quality, to cover any of the following:

- a. **Mobilization and establishment** of graduate programs, for the development of new curriculum and instructional materials, initial operational costs, monitoring visits, faculty training, purchase of readings and books, etc.
- b. **Linkages with industry**, for curriculum enhancement, on-site training, and other similar initiatives, to encourage increased articulation and benchmarking among graduate education programs.
- c. **Linkages with other Philippine HEIs** recognized as Centers of Excellence or with at least Level III accreditation in the relevant program, for faculty articulation, curriculum benchmarking, and other similar activities.
- d. **Linkages with HEIs abroad** that are recognized for their expertise in the relevant program, as to be vetted by the Commission, to fund travel and accommodations of faculty visiting the foreign HEI to undertake faculty articulation, curriculum benchmarking, and other similar activities.

DHEIs may also propose for other support or initiatives beyond the abovementioned types.

2. **Visiting Professorship Grant.** DHEIs may also receive financial assistance to cover costs of bringing in a guest lecturer who is a recognized expert in the relevant field, to enrich instruction and encourage faculty mobility. Instead of filing a separate application, the DHEI must include costs for the engagement in the proposed WFP, under the heading of Financial Assistance, subject to approval of the Commission. There are two types of visiting professors under the grant:

- a. **Local Visiting Professor** may be engaged full-time or part-time, and limited to one (1) professor per semester or term. The visiting professor must: (1) hold a doctoral degree in the relevant discipline from a reputable institution; (2) have been published in peer-ranked journals and/or other academic publications; (3) have produced publicly recognized creative and/or technology outputs; and (4) hold an excellent track record in teaching.

For other disciplines wherein a doctoral degree may not be necessary in the practice of the field, DHEIs may still propose and justify for a visiting professor, for consideration of the Commission.

Faculty who participate in local exchange must undertake the following activities:

For Full-Time Exchange	For Part-Time Exchange
<ul style="list-style-type: none"> o Teach at least one (1) class; o Mentor at least three (3) students; and o Participate in articulation activities among faculty to inform curriculum design and updating of teaching practices; or otherwise conduct research training for faculty, or do collaborative research with faculty in host institution. <p><i>Faculty who participate in full-time exchange must be entirely deloaded from his/her home institution</i></p>	<ul style="list-style-type: none"> o Teach a specialized topic as a portion of one class; and o Participate in articulation activities among faculty to inform curriculum design and updating of teaching practices; or otherwise conduct research training for faculty, or do collaborative research with



for the duration of the exchange.

faculty in host institution.

Faculty may also undertake activities outside of those enumerated, provided the HEI is able to adequately explain importance of such activity in enriching the program under which the exchange is conducted.

- b. **Foreign Visiting Professor** may be invited from a foreign HEI, the costs of which may be covered by the grant, provided the DHEI is able to: (1) demonstrate the superior qualification of the professor, and (2) justify the need to tap experts from outside the country, due to lack of qualified Filipino experts in the field, or other reasons acceptable to the Commission.

Article VIII Revocation or Withdrawal of Authority

The phase out or closure of any graduate program offered by a HEI may be ordered by the Commission for valid cause pursuant to existing laws, rules, policies and regulation and after due process. The HEIs in question shall be duly notified in writing by the Commission.

Article IX Advertisement

Any advertisement or announcement referring to the program or courses of study being offered shall be done only after the HEI shall have obtained the authority to operate from the Commission. It is unlawful for any HEI to advertise or cause the publication of any advertisement or announcement before a permit to operate is granted.

Article X Sanctions

Any HEI found guilty of violating the provisions herein contained shall be subject to the appropriate administrative proceeding including the imposition of sanctions, but not limited to, the withdrawal or revocation of authority to operate the program, phase-out of the program, recommendation for the withdrawal of accreditation, and closure of the HEI/program pursuant to Section 8 (e) of Republic Act 7722.

In no case shall students be displaced as a result of the sanctions imposed by the Commission. Students affected as a result of the immediate termination of educational programs shall be assisted in transferring to another HEI.

Article XI Suspension Clause

Any provisions in CHED Memorandum Order No. 36, series of 1998, CHED Memorandum Order No. 9, series of 2003, CHED Memorandum Order No. 40, series of 2008, and in other Orders such as discipline-specific Policies, Standards and Guidelines (PSGs), that are inconsistent with this Order, are hereby suspended.



authority, other provisions thereof, which are not affected thereby, shall continue to be in full force and effect.

Article XIII Effectivity

This Order shall take effect starting June 2016 and remain in force until otherwise revoked.

Issued this 13 th of January, 2016 in Quezon City, Philippines.



Patricia B. Licuanan, Ph.D.
Chairperson

References:

- CHED Memorandum Order No. 36, Series of 1998, "Policies and Standards on Graduate Education"
- CHED Memorandum Order No. 09, Series of 2003, "Addendum to CMO No. 36, S. 1998, entitled 'Policies and Standards on Graduate Education'"
- CHED Memorandum Order No. 40, Series of 2008, "Manual for Regulation of Private Higher Education of 2008"

Appendices:

1. Proposal to Open Graduate Programs Form
2. Checklist of Application Requirements
3. Evaluation Criteria
4. Identified Priority Areas
5. Procedure Flowchart
6. Application Form for DHEI Support and Timeline



Appendix 1: Proposal to Open/Offer Graduate Programs Form



Office of the President of the Philippines
COMMISSION ON HIGHER EDUCATION
 HEDC Bldg. C.P. Garcia Avenue, UP Campus, Diliman, Quezon City
K to 12 Transition Program Management Unit



PROPOSAL TO OPEN/OFFER GRADUATE EDUCATION PROGRAMS IN THE K TO 12 TRANSITION PERIOD

I. Basic Information

Name of HEI	Enter complete name here	Campus	<Select one>
Address	Enter complete address here		
Region	<Select one>		
Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)	Alternative Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)
Email Address	Enter email address here	Alternative Email Address	Enter email address here
Contact Person	Last Name, First Name, Middle Initial	Designation	Enter designation here
HEI Status	<Select one>	Current CHED FDP DHEI?	<Select one>

II. Summary of Proposed Programs (New or Existing)

(For program accreditation, indicate accreditation of the corresponding or closely related undergraduate degree program OR accreditation of graduate degree program, whichever is higher.)

Degree	Type of Delivery	Course	New/ Existing	Accreditation Level	Accrediting Body	Expected Date of Implementation
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY

III. **Technical Description** (The following sections are to be accomplished for **EACH PROGRAM**. Please reproduce as necessary.)

A. Program	(e.g. MS in Entomology (with specialization in Ecology))
B. Program Description	Enter text here

<p>C. Rationale of Establishing/Offering Proposed Program <i>(Indicate proposed program and its relevance to your institution and the discipline, and contribution to regional or national development. See Appendix 3 of CMO No. 04, Series of 2016 for the Evaluation Criteria.)</i></p>
Enter text here

1D. Proposed System of Delivery			
Type of Delivery	<Select one>	Mode of Delivery	<Select one>

E. Library Holdings , Laboratory and Other Relevant Facilities

(Tick the box of available resources. Note that HEIs in off-site/joint/consortium arrangements must collectively meet the minimum resource requirements.)

<input type="checkbox"/>	At least two (2) peer-reviewed professional journals or internationally refereed journals
<input type="checkbox"/>	At least five (5) titles of graduate reference books on specialized disciplines in every subject
<input type="checkbox"/>	Laboratory and research equipment (if applicable)
<input type="checkbox"/>	Instructional laboratories for coursework (if applicable)
<input type="checkbox"/>	Information technology facilities (e.g. internet access, online resources)
<input type="checkbox"/>	Research ethics board
<input type="checkbox"/>	Funded research activity, please specify: <ul style="list-style-type: none">• Enter text here• Enter text here• Enter text here• Enter text here• <i>Add lines as necessary</i>
<input type="checkbox"/>	Others, please specify: <ul style="list-style-type: none">• Enter text here• Enter text here• Enter text here• Enter text here• <i>Add lines as necessary</i>

F. Monitoring and Evaluation

(Identify the aspects of program delivery that your institution will monitor and assess, and briefly describe the mechanisms/activities that will be employed for it.)

Enter text here

G. CURRICULUM OUTLINE

FOUNDATION COURSES			
Course Code	Course Title	Course Description	Number of Units
Enter text here	Enter text here	Enter text here	Enter text here
Enter text here	Enter text here	Enter text here	Enter text here
Enter text here	Enter text here	Enter text here	Enter text here
<i>*Add rows as necessary</i>			Total Units
			Enter text here

MAJOR COURSES			
Course Code	Course Title	Course Description	Number of Units
Enter text here	Enter text here	Enter text here	Enter text here
Enter text here	Enter text here	Enter text here	Enter text here
Enter text here	Enter text here	Enter text here	Enter text here
<i>*Add rows as necessary</i>			Total Units
			Enter text here

COGNATES/ELECTIVES			
Course Code	Course Title	Course Description	Number of Units
Enter text here	Enter text here	Enter text here	Enter text here
Enter text here	Enter text here	Enter text here	Enter text here
Enter text here	Enter text here	Enter text here	Enter text here
<i>*Add rows as necessary</i>			Total Units
			Enter text here

COMPREHENSIVE EXAMINATION	
<i>*Add rows as necessary</i>	Total Units
	Enter text here

THESIS/DISSERTATION	
<i>*Add rows as necessary</i>	Total Units
	Enter text here

TOTAL NO. OF UNITS	Enter text here
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Kindly tick the box of the requirement already submitted along with this form.

Checklist of Requirements for All Types		Remarks (to be accomplished by CHED staff)
<input type="checkbox"/>	Institutional/Program accreditation certificates	
<input type="checkbox"/>	Curricula Vitae of proposed faculty	
Additional Requirements For Private HEIs		
<input type="checkbox"/>	Articles of Incorporation	
<input type="checkbox"/>	Audited Financial Statement	
Additional Requirements For Jointly-Delivered Program		
<input type="checkbox"/>	Draft Memorandum of Agreement	
Additional Requirements For Consortium-Delivered Program		
<input type="checkbox"/>	Draft Memorandum of Agreement	

Appendix 2: Checklist of Application Requirements

When submitting its application to the Commission, HEI applicants must submit the following requirements, according to each type:

For all types

1. Proposal to establish the graduate program, signed by the head(s) of HEI(s), detailing the importance of the establishment of such a program and its potential to contribute to regional and national development, and including proposed system for monitoring and evaluating the program, and managing CHED grants (*See Appendix 1: Proposal to Open Graduate Programs Form*)
2. Proof that the HEI(s) meets the criteria for eligibility in the form of copies of institutional/program accreditation certificates and curricula vitae (CVs) of proposed faculty

Additional requirements for private HEIs under any type

1. Copy of HEI's articles of incorporation
2. Audited financial statement

Additional requirements for Off-Site Program

1. Copy of draft Memorandum of Agreement between DHEI and HHEI
2. Copy of HHEI Certificate of CHED recognition
3. Plan of Delivery, including the program calendar and planned travel of faculty, demonstrating that there will be enough faculty in both DHEI and HHEI to deliver the program in both locations simultaneously (*See Appendix 1: Proposal to Open Graduate Programs Form*)

Additional requirements for Jointly-Delivered Program:

1. Copy of draft Memorandum of Agreement to establish the program, as agreed upon by both HEI
2. Proposed curriculum and corresponding course descriptions (*See Appendix 1: Proposal to Open Graduate Programs Form*)

Additional requirements for Consortium-Delivered Program:

1. Copy of draft Memorandum of Agreement to establish the consortium, as agreed upon by all consortium member HEIs
2. Proposed curriculum and corresponding course descriptions (*See Appendix 1: Proposal to Open Graduate Programs Form*)
3. Proof that the consortium meets infrastructure requirements (*See Appendix 1: Proposal to Open Graduate Programs Form*)

Please note that:

1. Existing DHEIs under the CHED-Faculty Development Program (FDP) Phase II and those with Autonomous, Deregulated, and Center of Development or Excellence status need NOT submit any of the above, unless opening new programs or programs other than the Single HEI type.
2. HEIs with existing CHED-recognized graduate programs shall submit ALL of the above requirements EXCEPT for (1) proposal to establish the graduate program, and (2) additional requirements for private HEIs.
3. HEIs offering Off-Site, Jointly-Delivered, or Consortium-Delivered Programs must also furnish the Commission with a copy of the signed MOA after the authority to operate has been granted.

Appendix 3: Evaluation Criteria

The Vetting Panel shall use the following criteria to evaluate the strength of each graduate program as proposed by HEI applicants:

<p><i>Relevance of the graduate program</i></p>	<ul style="list-style-type: none"> • Importance and value of the graduate program to the DHEI in achieving its vision, mission and goals, and to serve its particular publics and cohort catchments, as well as enrich its course offerings; • Importance and value of the graduate program to enhance development in the province or region in which the DHEI is located, and/or to help the country achieve stated regional and/or national development goals; and • Importance and value of graduate program to the discipline or profession, in terms of addressing gaps in competencies or germinating frontier competencies deemed critical to advancing the discipline or profession as it is practiced in the country.
<p><i>Quality of program design and implementation</i></p>	<ul style="list-style-type: none"> • The clarity, completeness and quality of the proposed curriculum and course descriptions; • The consistency between the objectives of the program and its proposed components and design; • The quality of its complementary research and extension arrangements, its capacity to complement instruction, and potential to have societal and/or economic impact; • The level by which it engages partners (ie. with industry, other HEIs, etc.) or integrates activities (ie. professional development, articulation, benchmarking) to ensure and enhance relevance of program design; • The quality of the practical arrangements and management, especially for Off-Site, Jointly-Delivered and Consortium-Delivered Programs; for the latter two, showing clear delineation of tasks and responsibilities, active contribution and commitment of partner HEIs; • If applicable, the quality of cooperation and communication between the participating HEIs; • The quality of proposed monitoring and evaluation mechanisms (through the Grants Management Office, when applicable); and • The quality and range of proposed support to faculty scholars during their study.
<p><i>Quality of accreditation, faculty and infrastructure</i></p>	<ul style="list-style-type: none"> • The qualification of faculty as evidenced by graduate degrees from reputable institutions and papers published in reputable journals; • The level of HEI accreditation; and • The quality of library, laboratory and research infrastructure of the DHEI, as evidenced by breadth of available resources, internet capability, laboratory equipment, and research outputs.

Appendix 4: Identified Priority Areas

The priority areas have been identified through extensive consultations with Technical Panels representative of all disciplines in Philippine higher education, along with the National Economic Development Authority (NEDA), to determine priorities on the national and regional levels. Note that the list below is neither exhaustive nor restrictive, and is instead meant to be indicative and suggestive.

1. **National Priorities** are areas that are generally needed for Philippine development. In particular, these may be disciplines in which there are few quality programs and/or experts on a national scale, and, if properly developed, would allow the country to be a leader in the said field.
2. **Regional Priorities** are areas identified with the particular needs of the region in mind, taking into account the region's resources, cultural heritage, and industries. **These refer to areas NOT yet identified in the national priorities, and is a unique need of the region concerned.**

The priority areas have been further classified into three broad categories that represent different dimensions of Philippine development. Note that priority areas are herein classified according to primary categories, but may reasonably fall under the other categories as well, as these are not meant to be mutually exclusive.

1. **Competence** refers to those disciplines which primarily enhance development in the province or region, and/or help the country achieve stated regional and/or national development goals.
2. **Consciousness** refers to those disciplines which primarily contribute to building strong national rootedness in history, culture and the arts, particularly indigenous Filipino traditions.
3. **Conscience** refers to those disciplines especially needed in building and deepening ethical moorings, ensuring the integrity of Philippine HEIs and their graduates.

NATIONAL PRIORITIES:

Competence	<p>General Agriculture, Agricultural Economics (Markets and Trade), Agricultural Engineering, Agrometeorology, Agronomy, Post-Harvest Processing, Plantation Development, Aquaculture, Fishery Science and Technology, Capture Fisheries, Food Science and Processing, Forestry, Forestry and Natural Resources, Forest Products Engineering, Forest Restoration, Soil and Water Science, Watershed Management, Biodiversity Conservation, Forest and Climate Change Studies, Precision Agriculture, Resource Management</p> <p>Aeronautical Engineering (Avionics), Chemical Engineering, Civil Engineering, Construction Engineering and Management, Electronics/Electrical/Computer Engineering, Energy Engineering, Environmental and Sanitary Engineering, Geomatics</p>
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Engineering, Geotechnical and Geo-Environmental Engineering, Industrial Engineering, Mechanical Engineering, Materials Science & Engineering, Manufacturing Engineering, Transportation Engineering, Waste Engineering, Water Resources Engineering

Clinical Services, Dentistry, Epidemiology (Social Epidemiology, Nutrition Epidemiology, Environmental Epidemiology), Health Innovation and Translational Medicine, Health Communications, Health Financing, Health Management, Health/Medical Informatics, Health Policy, Health Regulatory Sciences (Pharmacy and Medical Device Law, Regulatory Compliance), Health Technology Assessment, Health Sciences, Health and Pharmaceutical Sciences, Leadership and Governance in Nursing, Medical Education Basic Services, Medical Anthropology, Medical Technology, Medicine (Clinical Sciences), Mental Health, Midwifery, Occupational Health, Optometry, Pharmacy, Physical Therapy, Public Health (general), Public Health Nutrition, Research and Evidence-Based Nursing, Respiratory Therapy, Speech Pathology, Veterinary Medicine, Water, Sanitation and Hygiene (WASH)

Computer Engineering, Computer Science, English for IT and Multimedia, Information Infrastructure Development, Information Management, Information Systems, Information Technology, Library and Information Science, Multimedia Arts, Professional Applications, Software Design and Engineering

Alternative Learning System/Distance Education, Curriculum Studies, Discipline-based Studies (Environmental Education, Health and Wellness Education, Media and Information Literacy, Philosophy, Science and Technology), Early Childhood Education, Educational Neuroscience, Education Policy, Education Research and Evaluation, Education Technology, Higher Education, Lifelong Learning, Special Education, Teaching Foreign Language, Teacher Training for Teaching Practical or Vocational Subjects, Testing and Evaluation

Biological Sciences (Molecular Biology, Biotechnology), Computational Biology and Quantitative Genetics, Chemical Sciences / Chemistry, Earth, Atmospheric and Space Sciences, Environmental Sciences, Geology (Energy Resources), Marine Science, Materials Science and Nanotechnology, Meteorology, Pure and Applied Mathematics, Pure and Applied Physics

Environmental Planning, Land Use Planning, Landscape Ecology, Public Works Planning and Development, Town Planning, Urban and Regional Planning,

Accountancy, Entrepreneurship, International Trade, Marketing, Real Estate Services Administration, Tourism/HRM/Hospitality/Travel, Venture Capital

Criminology, Forensic Science (Medico-legal, Forensic Chemistry, Forensic Microbiology), Penology, Restorative Justice

Marine Engineering, Marine Transportation, Maritime Evaluation & Assessment, Naval Architecture, Ship Design & Construction, Ship Superintendence

	Disaster Risk Reduction, Economics, Geography, Health Economics, Humanitarian Studies, Social Work, Statistics (Data Science)
Consciousness	<p>Architecture (Ecological Landscape Architecture, Landscape Architecture, Tropical/Cultural Landscape Architecture, Urban and Countryside Landscape), Industrial Design, Interior Design</p> <p>Creative Writing, Fine Arts, Filipino, Islamic Studies, Literary and Cultural Studies, Philippine Languages Studies</p> <p>Communication Arts: Communication/Media Research, Communication and Resiliency, Convergence Media, Cross-Cultural Communication, Development Communication, Health Communication, Media and Information Literacy, Media History, Utilization, and Impact, Peace Communication, Political Communication, Risk, Disaster and Humanitarian Communication, Science Communication</p> <p>Anthropology, History, Political Science, Paleontology, Psychology, Sociology,</p>
Conscience	Ethics and Human Rights, Guidance Counseling, Counseling Supervision, Philosophy, Theology

REGIONAL PRIORITIES

Region	Competence	Consciousness	Conscience
1	<p>Animation, Entertainment and Media Computing</p> <p>Petroleum Engineering, Biochemical and Biomedical Engineering</p> <p>Agribusiness</p> <p>Technology Education (Electro-Mechanical, Electronics, Electrical, Garments and Trades, Mechanical, Automotive)</p>		
2	<p>Fish Processing Technology, Agricultural Technology, Food Sciences and Technology (Food Processing), Horticulture, Plant Pathology, Plant Genetic Resources Conservation and Management</p>		

	<p>Elementary Education, Secondary Education with no specialization, Teacher Training with Specialization in a Non-Vocational Subject (English Education, Economics Education, Communication Arts (Filipino, English), Education Science in Support of Teaching (Curriculum and Instruction, Educational Guidance and Family Education), Industrial Education</p> <p>Structural Engineering, Electronics and Communications Engineering, Forestry Engineering (Forest Products Engineering), Geodetic Engineering, Metallurgical Engineering, Mining Engineering</p> <p>Computer Applications, Computer Data Processing Management, Computer Technology, Information and Computer Science</p>		
3	<p>Crop Protection, Crop Science, Food Sciences and Technology (Food Processing, Food Technology), Agricultural Technology, Other Agriculture (Farming System, Agricultural Development), Horticulture, Horticulture Management</p> <p>Teacher Training with Specialization in a Non-Vocational Subject (Home Economics Education), Industrial Education, Practical Arts Education, General Home Economics (Home Economics, Family Resource Management, Home Technology, Home Extension), Other Education Science and Teacher Training (Business Education)</p>	English Literature, Comparative Literature, Philippine Literature, Development Studies	

	<p>Aerospace Engineering, Avionics Engineering / Technology / Civil Aviation, Aircraft Maintenance Technology, Structural Engineering</p> <p>Entrepreneurial Management, Commerce, Business Administration w/ Specialization in Marketing, Institutional Administration/ Management (Food Service Administration), Secretarial (Office Administration/ Management), Electronic Data Processing (Business Data Processing)</p> <p>Nutrition (Foods and Nutrition, Applied Nutrition, Nutrition and Food Planning, Community Nutrition)</p>		
4A	<p>Animal Husbandry (Animal Science, Animal Technology), Food Sciences and Technology (Food Technology), Agricultural Technology, Agricultural Technology Management, Soil Conservation and Management, Fisheries, Fisheries Biology, Fishing Technology, Horticulture</p> <p>Electronics and Communications Engineering, Remote Sensing, Chemical Engineering Technology, Metallurgical Engineering, Structural Engineering, Construction Technology</p> <p>Marine Science (Marine Biology), Industrial Chemistry, Chemical Technology, Chemical Research, Oceanography, Applied Science, Metallurgy</p> <p>Institutional Administration / Management (Customs Administration), Business Administration / Office Administration</p>	Architectural Science / Technology	

	Estate Planning Development		
4B	<p>Food Sciences and Technology (Food Technology)</p> <p>Teacher Training with Specialization in a Non-Vocational Subject (Chemistry Education, English Education, Mathematics Education), Physics Teaching, Agricultural Development Education, Art Education, Computer Education (teaching Computer Science), General Sciences Education)</p> <p>Structural Engineering, Forest Products Engineering</p> <p>Bio-Chemistry, Marine Biology, Genetics</p> <p>General Business Administration (Commerce), Business Administration/Management with Other Specialization (Agri-Business Management, Fishery Business Management, Computer Management, Technology Communications Management), Other Administration/Management and Related (Supply Administration/Management, Resource Management, Development Management/ Administration), Institutional Administration/Management</p>		
5	<p>Food Processing, Forest Entomology, Wood Science and Technology, Inland Fisheries, Fish Processing Technology</p> <p>Structural Engineering, Geodetic Engineering (Mineral Land Surveying), Electronics Technology, Mining Engineering</p> <p>Business Administration/Management with Other Specialization (Agri-Business, Technology</p>		

	Communications Management), Electronic Data Processing (Business Data Processing), Institutional Administration / Management (Small Industry Management)		
CAR	<p>Crop Protection, Animal Husbandry, Fisheries, Forest Resource Management, Agricultural Technology, Other Agriculture (Agricultural Extension, Agro-Industrial Technology Management)</p> <p>Teaching Industrial Arts, Technician Teacher Education, Teaching Elementary Agriculture, Non-Formal Education, Teacher Training for Adult Education (Adult Education), Human Resource Administration, Vocational School Administration/Management, Educational Programs Management), Education Science in Support of Teaching (Curriculum and Instruction, Educational Guidance and Family Education, Educational Psychology, Library Science Education), Other Education Science and Teacher Training (Business Education, Commercial Education, Nursing Education, Secretarial Education, History Education, Nutrition and Dietetics Teaching , Other Education Science and Teacher Training, Health Professional Education, Development Education, Engineering Education, Occupational Education, Population Education), Home Economics (Home Extension, Home Economics with Emphasis on Household Arts, Home Technology, Home Extension, Homemaking, Family Life and Child Development, Family Life, Family Resource Management)</p> <p>Structural Engineering, Geodetic Engineering (Mineral Land Surveying), Radio and Electronics Engineering, Software Engineering/Technology,</p>	<p>General Social and Behavioural Sciences, Social Studies (Applied Social Research), Rural Sociology, Applied Sociology, Demography (Demography, Population Communication, Population Studies, Others (Industrial Psychology, Counseling Psychology, Applied Psychology, Clinical Psychology)</p> <p>Journalism (Speech Communication, Writing, Business Journalism, Journalism, Broadcast Communication, Public Relations and Media Management, Mass Communication, Film and Audio Visual Communication, Organizational Communication)</p> <p>General Art Studies (Practical Arts), Drawing and Painting, Sculpturing, Dance, Music (Music, Music in Musical Sciences, Music Liturgy, Piano/Keyboard, Strings, Voice, Winds and Percussion, Creative and Performing Arts, Choral/Orchestral Conducting,</p> <p>Ethnomusicology, Musicology, Composition), Drama (Speech and Drama, Speech and Theater Arts, Theater Arts (Performance; Malikhaing Pagsulat; Technical Theater Management, Production Design),</p>	Law and Jurisprudence (Laws, Jurisprudence, Civil Laws, Laws in Taxation, Criminal Justice)

	<p>Instrumentation and Control Technology, Remote Sensing, Industrial Design, Management Engineering, Industrial Development and Technology, Mining Engineering (Metallurgical Engineering, Mineral Processing Technology, Mining Technology), Mechanical Technology, Geothermal Engineering, Public Health Engineering, Other Engineering (Plumbing Engineering, Food Engineering, Transport Engineering, Meteorological Engineering, Chemical Engineering Technology, Biochemical Engineering</p> <p>Biological Science (Entomology, Human Biology, Marine Biology, Microbiology, Pharmacology, Physiology, Zoology, Applied Biology), Applied Zoology, Geography, Economic Geography, Physical Geography, Volcanology Geological Techniques, Ecology, Environmental Planning/Management, Human Ecology, Physics-Mathematics, Metallurgy, Chemical Technology, Chemical Research, Applied Statistics, Experimental Statistics, Actuarial Mathematics, Operations Research</p> <p>General Business Administration (Business Administration, Commercial Science/ Arts, Business Management, Commerce), Business Administration (Marketing, Advertising, Banking and Finance, Computational Finance, Distributive Arts, Agri-Business, Agri-Business Management/Administration, Labor-Management Relations), Public Administration (Public Administration/Management, Fiscal Administration/Studies, Local Government & Regional Development, Public Policy and Program Administration, Organization Analysis and Management, Public Enterprise Management,</p>	<p>General Humanities, Development Studies</p>	
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<p>Public and Business Administration), Institutional Administration/ Management (Food Service Administration, Hospital Administration, Industrial Cafeteria Management, Small Industry Management), Other Administration/ Management and Related (Cooperative Management, Recreation and Parks Administration, Supply Administration/ Management, Resource Management, Development Management/ Administration, Administration and Supervision, Organizational Development and Planning, Developmental Administration/ Management, Livelihood Management), Business Administration/ Management with Other Specialization (Business Technology/Engineering, Economics and Cooperatives, Fishery Business Management, Industrial Management, International Trade Management, Transportation Management, Labor Policy and Administration, Industrial Relations, Construction Management, Technology Communications Management, Agroforestry Entrepreneurship, Communication Management), Human Resource Development (Human Resource Development and Planning, Personnel and Human Resources Management)</p> <p>Business Economics, Development Economics, Management Economics, Economic Research</p> <p>Medicine (Anesthesiology, Internal Medicine, Clinical Medicine (Epidemiology, Surgery)), Rehabilitation Medicine (Occupational Therapy/Health, Human Kinetics, Rehabilitation Science), Dental Medicine (Dental Public Work, Orthodontics), Industrial Pharmacy, Pharmaceutical Chemistry, Hospital Pharmacy, Nutrition and Dietetics (Foods and Nutrition, Community Nutrition, Nutrition, Applied Nutrition,</p>		
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	<p>Nutrition and Food Planning), Clinical Audiology, Hygiene, Medical Microbiology, Radiologic Technology</p> <p>Social Welfare, Community Development (Social Services, Social Development, Community Development, Livelihood Management, Community Organizing, Extension Service Management, Rural Development, Multicultural Community Development, Women Development, Participatory Development)</p>		
NCR	See national priorities		
6	<p>Animal Husbandry, Food Science and Technology, Agricultural Technology, Agricultural Science, Horticulture</p> <p>Building Technology, Structural Engineering, Other Engineering (Food Engineering)</p> <p>Electronic Data Processing (Business Data Processing, Data Processing), Business Administration / Mgt with Specialization in Finance and Investment (Agri-Business, Fishery Business Management), Institutional Administration / Management (Food Service Administration)</p> <p>Nutrition and Dietetics</p>	English Language Studies	
7	<p>Fisheries Technology, Fish Processing Technology, Fishery Farming Extension, Agro-Forestry, Forest Technology, Other Agriculture (Agrometeorology), Soil Science, Soil Conservation and Management</p> <p>Meteorological Engineering, Construction Technology, Flood Control, Structural</p>	English Language Studies	

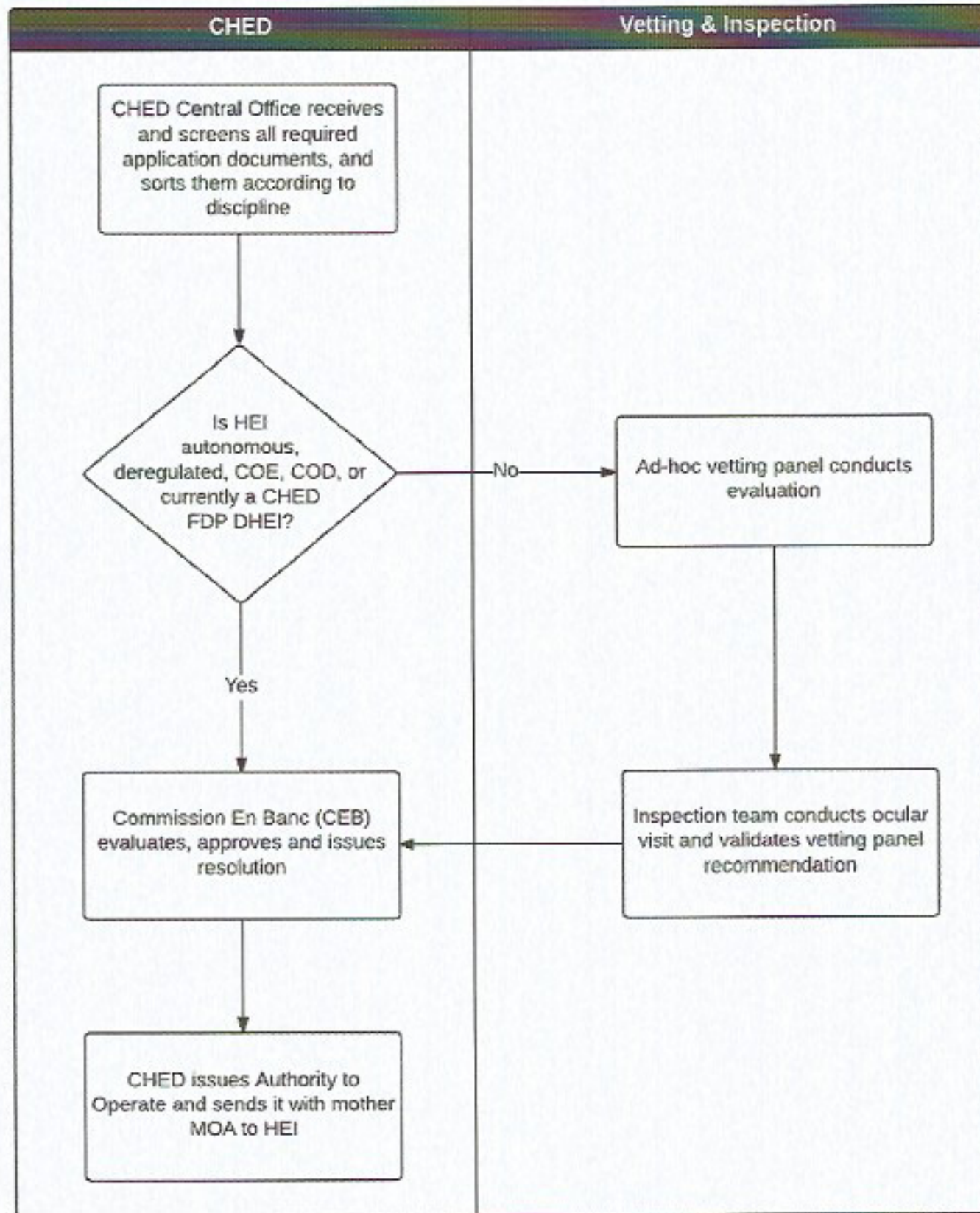
	<p>Engineering, Other Engineering (Food Engineering)</p> <p>Geological Science (Marine Geology), Oceanography (Marine Science, Marine Physical Science), Industrial Chemistry</p> <p>Business Administration / Mgt. with Other Specialization (Agri-Business, Fishery Business Management, Construction Management, International Trade Management, Export Management, Agro-Forestry Entrepreneurship, Business Technology / Engineering), Institutional Administration / Management (Customs Administration, Food Service Administration, Institutional Food Administration), Other Administration / Management and Related (Supply Administration / Management)</p> <p>Nutrition and Dietetics</p>		
8	See national priorities		
9	<p>Fisheries Technology, Fish Processing Technology, Agro-Forestry, Forest Resource Management, Agricultural Technology, Agricultural Science, Soils/ Water Development</p> <p>Environmental Studies (Environmental Planning / Management)</p> <p>Transportation Planning, Estate Planning Development</p> <p>Nutrition and Dietetics, Hygiene(Community Health Development and Management, Community Health, Health and Social Science), Rural Medicine</p>	<p>Women Development</p> <p>English Language Studies</p>	

	Social Welfare (Social Services), Community Development (Rural Development, Multicultural Community Development),		
10	See national priorities		
11	<p>Crop Science, Animal Husbandry (Animal Technology), Forest Technology, Agricultural Technology, Agricultural Development, Agro-Industrial Technology Management</p> <p>Physical Education</p> <p>Applied Statistics, Experimental Statistics, Operations Research</p> <p>Business Administration / Management with Other Specialization (Agri-Business, Agri-Business Management/Administration, Business Technology/Engineering, Technology Communications Management), Public Administration (Local Government & Regional Development, Public Policy and Program Administration, Public Enterprise Management, Public and Business Administration), Institutional Administration/Management (Media Management), Office Administration</p> <p>Applied Economics, Development Economics, Economic Research), Geography (Economic Geography)</p> <p>Geodetic Engineering, Mining Engineering</p> <p>Nutrition and Dietetics, Radiologic Technology</p>	<p>Applied Sociology, Rural Sociology, Political Economy, Demography (Population Communication, Demography, Population Studies)</p> <p>English Language Studies</p>	

	Multimedia Computing, Entertainment and Multimedia Computing		
12	<p>Fisheries, Food Sciences and Technology (Food Technology), Agro-Forestry</p> <p>Education Science in Support of Teaching (Guidance and Counseling), Teacher Training with Specialization in a Non-Vocational Subject (Mathematics Education, Physics Teaching, Chemistry Education, General Science Education, Reading Education, English Education, Physical Education, Music Education, Art Education, Health Education, MAPEH</p> <p>Bio-Medical Engineering, Bio-Chemical Engineering, Structural Engineering, Geodetic Engineering, Metallurgical Engineering, Mining Engineering, Other Engineering (Meteorological Engineering, Petroleum Engineering) Marine Biology</p> <p>Electronic Data Processing (Business Data Processing), Business Administration/ Management. with Other Specialization (Agri-business Management, Agricultural Entrepreneurship, Construction Management), Business Data Outsourcing</p> <p>Information Technology and Computing Studies Animation</p> <p>Nutrition and Dietetics, Rehabilitation Medicine (Human Kinetics), Medical X-Ray Techniques (Radiologic Technology)</p>	<p>Journalism (Business Journalism), Radio and Television Broadcasting (Broadcast)</p> <p>English Language Studies</p>	
CARAGA	Fisheries, Agroforestry	Community Architecture	

	<p>Teacher Training with Specialization in a Non-Vocational Subject (Technician Teacher Education, Environmental Education), Teacher Training for Adult Education (Adult Education), General Teacher Training (Elementary Education), Other Education Science and Teacher Training (Agricultural Development Education, Agricultural Extension Education, Fisheries Education, Agricultural Technology Education), Industrial Education, Technician Teacher Education</p> <p>Forestry Engineering (Forest Products Engineering), Geodetic Engineering (Geodetic Engineering, Mineral Land Surveying), Industrial Development and Technology, Metallurgical Engineering, Mining Engineering, Engineering Technology</p> <p>Eco-Tourism</p> <p>Estate Planning Development</p> <p>Hygiene (Sanitary Science, Community Health, Health and Social Science, Community Health Development and Management), Health Science Education, Nutrition and Dietetics</p> <p>Data Analytics, Knowledge Management</p>	English Language Studies	
ARMM	See national Priorities		

Appendix 5: Procedure Flowchart



Appendix 6: Application Form for DHEI Support



Office of the President of the Philippines
COMMISSION ON HIGHER EDUCATION
 HEDC Bldg. C.P. Garcia Avenue, UP Campus, Diliman, Quezon City
K to 12 Transition Program Management Unit



DELIVERING HIGHER EDUCATION INSTITUTION FUNDING SUPPORT FORM

To be considered for DHEI financial support under the K to 12 Transition Program, please provide the following information. Funding support may be applied for: 1) Program Development Grant – Mobilization and Establishment, Linkages with Industry, Linkages with other Philippine HEIs, Linkages with HEIs Abroad; 2) Local and Foreign Visiting Professorship Grant; and 3) grants for other relevant initiatives. **Note that only CHED authorized DHEIs shall qualify for these grants.**

Instructions: This form shall be accomplished per CHED-authorized graduate program.

I. Proponent Information

Name of DHEI	Enter complete name here	Campus	<Select one>
Address	Enter complete address here		
Region	<Select one>		
Graduate program authorized by CHED	Enter graduate program here (e.g. MA Psychology, PhD History)		
Contact Person	Last Name, First Name, Middle Initial	Designation	Enter designation here
Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)	Alternative Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)
Email Address	Enter email address here	Alternative Email Address	Enter email address here

II. Project Proposal

A. Project Name	Enter project name here
Total Project Cost	(e.g. P 1,000,000 or P 599, 999)
Amount Requested	(e.g. P 1,000,000 or P 599, 999)

B. Project Description *(Briefly describe the project, its rationale, and expected outcome/outputs, and provide the implementation details and timeline)*

Enter text here

C. Proposed Budget *(Itemize estimated costs for the project)*

Enter text here

First Name, Middle Initial, Last Name

Name and Signature of Person who accomplished this
section

Date Submitted: MM/DD/YYYY

Appendix 1: Proposal to Open/Offer Graduate Programs Form



Office of the President of the Philippines
COMMISSION ON HIGHER EDUCATION
 HEDC Bldg. C.P. Garcia Avenue, UP Campus, Diliman, Quezon City
K to 12 Transition Program Management Unit



PROPOSAL TO OPEN/OFFER GRADUATE EDUCATION PROGRAMS IN THE K TO 12 TRANSITION PERIOD

I. Basic Information

Name of HEI	Enter complete name here	Campus	<Select one>
Address	Enter complete address here		
Region	<Select one>		
Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)	Alternative Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)
Email Address	Enter email address here	Alternative Email Address	Enter email address here
Contact Person	Last Name, First Name, Middle Initial	Designation	Enter designation here
HEI Status	<Select one>	Current CHED FDP DHEI?	<Select one>

II. Summary of Proposed Programs (New or Existing)

(For program accreditation, indicate accreditation of the corresponding or closely related undergraduate degree program OR accreditation of graduate degree program, whichever is higher.)

Degree	Type of Delivery	Course	New/Existing	Accreditation Level	Accrediting Body	Expected Date of Implementation
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY



(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY
(e.g. MA, MS, M, D, PhD, EdD)	<Select one>	(e.g. Entomology (with specialization in Ecology))	<Select one>	<Select one>	(e.g. PAASCU, AACCUP)	MM/DD/YYYY

**add rows as necessary*

<p>_____</p> <p>First Name, Middle Initial, Last Name</p> <p>Designation</p> <p>Name and Signature of Person who accomplished this section</p>
<p>Date Submitted: MM/DD/YYYY</p>



III. Technical Description *(The following sections are to be accomplished for EACH PROGRAM. Please reproduce as necessary.)*

A. Program	(e.g. MS in Entomology (with specialization in Ecology))
B. Program Description	Enter text here

C. Rationale of Establishing/Offering Proposed Program <i>(Indicate proposed program and its relevance to your institution and the discipline, and contribution to regional or national development. See Appendix 3 of CMO No. 04, Series of 2016 for the Evaluation Criteria.)</i>
Enter text here

1D. Proposed System of Delivery			
Type of Delivery	<Select one>	Mode of Delivery	<Select one>



E. Library Holdings , Laboratory and Other Relevant Facilities

(Tick the box of available resources. Note that HEIs in off-site/joint/consortium arrangements must collectively meet the minimum resource requirements.)

<input type="checkbox"/>	At least two (2) peer-reviewed professional journals or internationally refereed journals
<input type="checkbox"/>	At least five (5) titles of graduate reference books on specialized disciplines in every subject
<input type="checkbox"/>	Laboratory and research equipment (if applicable)
<input type="checkbox"/>	Instructional laboratories for coursework (if applicable)
<input type="checkbox"/>	Information technology facilities (e.g. internet access, online resources)
<input type="checkbox"/>	Research ethics board
<input type="checkbox"/>	Funded research activity, please specify: <ul style="list-style-type: none">• Enter text here• Enter text here• Enter text here• Enter text here• <i>Add lines as necessary</i>
<input type="checkbox"/>	Others, please specify: <ul style="list-style-type: none">• Enter text here• Enter text here• Enter text here• Enter text here• <i>Add lines as necessary</i>

F. Monitoring and Evaluation

(Identify the aspects of program delivery that your institution will monitor and assess, and briefly describe the mechanisms/activities that will be employed for it.)

Enter text here



Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
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Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>
Last Name, First Name, Middle Initial	Enter complete name of HEI here	<Select one>	(e.g. Development Economics)	Enter complete name of HEI here	<Select one>

**in refereed journals or may be creative and technology outputs*

Kindly tick the box of the requirement already submitted along with this form.

Checklist of Requirements for All Types	Remarks (to be accomplished by CHED staff)
<input type="checkbox"/> Institutional/Program accreditation certificates	
<input type="checkbox"/> Curricula Vitae of proposed faculty	
Additional Requirements For Private HEIs	
<input type="checkbox"/> Articles of Incorporation	
<input type="checkbox"/> Audited Financial Statement	
Additional Requirements For Jointly-Delivered Program	
<input type="checkbox"/> Draft Memorandum of Agreement	
Additional Requirements For Consortium-Delivered Program	
<input type="checkbox"/> Draft Memorandum of Agreement	



Appendix 2: Checklist of Application Requirements

When submitting its application to the Commission, HEI applicants must submit the following requirements, according to each type:

For all types

1. Proposal to establish the graduate program, signed by the head(s) of HEI(s), detailing the importance of the establishment of such a program and its potential to contribute to regional and national development, and including proposed system for monitoring and evaluating the program, and managing CHED grants (*See Appendix 1: Proposal to Open Graduate Programs Form*)
2. Proof that the HEI(s) meets the criteria for eligibility in the form of copies of institutional/program accreditation certificates and curricula vitae (CVs) of proposed faculty

Additional requirements for private HEIs under any type

1. Copy of HEI's articles of incorporation
2. Audited financial statement

Additional requirements for Off-Site Program

1. Copy of draft Memorandum of Agreement between DHEI and HHEI
2. Copy of HHEI Certificate of CHED recognition
3. Plan of Delivery, including the program calendar and planned travel of faculty, demonstrating that there will be enough faculty in both DHEI and HHEI to deliver the program in both locations simultaneously (*See Appendix 1: Proposal to Open Graduate Programs Form*)

Additional requirements for Jointly-Delivered Program:

1. Copy of draft Memorandum of Agreement to establish the program, as agreed upon by both HEI
2. Proposed curriculum and corresponding course descriptions (*See Appendix 1: Proposal to Open Graduate Programs Form*)

Additional requirements for Consortium-Delivered Program:

1. Copy of draft Memorandum of Agreement to establish the consortium, as agreed upon by all consortium member HEIs
2. Proposed curriculum and corresponding course descriptions (*See Appendix 1: Proposal to Open Graduate Programs Form*)
3. Proof that the consortium meets infrastructure requirements (*See Appendix 1: Proposal to Open Graduate Programs Form*)

Please note that:

1. Existing DHEIs under the CHED-Faculty Development Program (FDP) Phase II and those with Autonomous, Deregulated, and Center of Development or Excellence status need NOT submit any of the above, unless opening new programs or programs other than the Single HEI type.
2. HEIs with existing CHED-recognized graduate programs shall submit ALL of the above requirements EXCEPT for (1) proposal to establish the graduate program, and (2) additional requirements for private HEIs.
3. HEIs offering Off-Site, Jointly-Delivered, or Consortium-Delivered Programs must also furnish the Commission with a copy of the signed MOA after the authority to operate has been granted.



Appendix 3: Evaluation Criteria

The Vetting Panel shall use the following criteria to evaluate the strength of each graduate program as proposed by HEI applicants:

<p><i>Relevance of the graduate program</i></p>	<ul style="list-style-type: none"> • Importance and value of the graduate program to the DHEI in achieving its vision, mission and goals, and to serve its particular publics and cohort catchments, as well as enrich its course offerings; • Importance and value of the graduate program to enhance development in the province or region in which the DHEI is located, and/or to help the country achieve stated regional and/or national development goals; and • Importance and value of graduate program to the discipline or profession, in terms of addressing gaps in competencies or germinating frontier competencies deemed critical to advancing the discipline or profession as it is practiced in the country.
<p><i>Quality of program design and implementation</i></p>	<ul style="list-style-type: none"> • The clarity, completeness and quality of the proposed curriculum and course descriptions; • The consistency between the objectives of the program and its proposed components and design; • The quality of its complementary research and extension arrangements, its capacity to complement instruction, and potential to have societal and/or economic impact; • The level by which it engages partners (ie. with industry, other HEIs, etc.) or integrates activities (ie. professional development, articulation, benchmarking) to ensure and enhance relevance of program design; • The quality of the practical arrangements and management, especially for Off-Site, Jointly-Delivered and Consortium-Delivered Programs; for the latter two, showing clear delineation of tasks and responsibilities, active contribution and commitment of partner HEIs; • If applicable, the quality of cooperation and communication between the participating HEIs; • The quality of proposed monitoring and evaluation mechanisms (through the Grants Management Office, when applicable); and • The quality and range of proposed support to faculty scholars during their study.
<p><i>Quality of accreditation, faculty and infrastructure</i></p>	<ul style="list-style-type: none"> • The qualification of faculty as evidenced by graduate degrees from reputable institutions and papers published in reputable journals; • The level of HEI accreditation; and • The quality of library, laboratory and research infrastructure of the DHEI, as evidenced by breadth of available resources, internet capability, laboratory equipment, and research outputs.



	Disaster Risk Reduction, Economics, Geography, Health Economics, Humanitarian Studies, Social Work, Statistics (Data Science)
Consciousness	<p>Architecture (Ecological Landscape Architecture, Landscape Architecture, Tropical/Cultural Landscape Architecture, Urban and Countryside Landscape), Industrial Design, Interior Design</p> <p>Creative Writing, Fine Arts, Filipino, Islamic Studies, Literary and Cultural Studies, Philippine Languages Studies</p> <p>Communication Arts: Communication/Media Research, Communication and Resiliency, Convergence Media, Cross-Cultural Communication, Development Communication, Health Communication, Media and Information Literacy, Media History, Utilization, and Impact, Peace Communication, Political Communication, Risk, Disaster and Humanitarian Communication, Science Communication</p> <p>Anthropology, History, Political Science, Paleontology, Psychology, Sociology,</p>
Conscience	Ethics and Human Rights, Guidance Counseling, Counseling Supervision, Philosophy, Theology

REGIONAL PRIORITIES

Region	Competence	Consciousness	Conscience
1	<p>Animation, Entertainment and Media Computing</p> <p>Petroleum Engineering, Biochemical and Biomedical Engineering</p> <p>Agribusiness</p> <p>Technology Education (Electro-Mechanical, Electronics, Electrical, Garments and Trades, Mechanical, Automotive)</p>		
2	Fish Processing Technology, Agricultural Technology, Food Sciences and Technology (Food Processing), Horticulture, Plant Pathology, Plant Genetic Resources Conservation and Management		



	<p>Elementary Education, Secondary Education with no specialization, Teacher Training with Specialization in a Non-Vocational Subject (English Education, Economics Education, Communication Arts (Filipino, English), Education Science in Support of Teaching (Curriculum and Instruction, Educational Guidance and Family Education), Industrial Education</p> <p>Structural Engineering, Electronics and Communications Engineering, Forestry Engineering (Forest Products Engineering), Geodetic Engineering, Metallurgical Engineering, Mining Engineering</p> <p>Computer Applications, Computer Data Processing Management, Computer Technology, Information and Computer Science</p>		
3	<p>Crop Protection, Crop Science, Food Sciences and Technology (Food Processing, Food Technology), Agricultural Technology, Other Agriculture (Farming System, Agricultural Development), Horticulture, Horticulture Management</p> <p>Teacher Training with Specialization in a Non-Vocational Subject (Home Economics Education), Industrial Education, Practical Arts Education, General Home Economics (Home Economics, Family Resource Management, Home Technology, Home Extension), Other Education Science and Teacher Training (Business Education)</p>	<p>English Literature, Comparative Literature, Philippine Literature, Development Studies</p>	



	<p>Aerospace Engineering, Avionics Engineering / Technology / Civil Aviation, Aircraft Maintenance Technology, Structural Engineering</p> <p>Entrepreneurial Management, Commerce, Business Administration w/ Specialization in Marketing, Institutional Administration/ Management (Food Service Administration), Secretarial (Office Administration/ Management), Electronic Data Processing (Business Data Processing)</p> <p>Nutrition (Foods and Nutrition, Applied Nutrition, Nutrition and Food Planning, Community Nutrition)</p>		
4A	<p>Animal Husbandry (Animal Science, Animal Technology), Food Sciences and Technology (Food Technology), Agricultural Technology, Agricultural Technology Management, Soil Conservation and Management, Fisheries, Fisheries Biology, Fishing Technology, Horticulture</p> <p>Electronics and Communications Engineering, Remote Sensing, Chemical Engineering Technology, Metallurgical Engineering, Structural Engineering, Construction Technology</p> <p>Marine Science (Marine Biology), Industrial Chemistry, Chemical Technology, Chemical Research, Oceanography, Applied Science, Metallurgy</p> <p>Institutional Administration / Management (Customs Administration), Business Administration / Office Administration</p>	Architectural Science / Technology	



	Estate Planning Development		
4B	<p>Food Sciences and Technology (Food Technology)</p> <p>Teacher Training with Specialization in a Non-Vocational Subject (Chemistry Education, English Education, Mathematics Education), Physics Teaching, Agricultural Development Education, Art Education, Computer Education (teaching Computer Science), General Sciences Education)</p> <p>Structural Engineering, Forest Products Engineering</p> <p>Bio-Chemistry, Marine Biology, Genetics</p> <p>General Business Administration (Commerce), Business Administration/Management with Other Specialization (Agri-Business Management, Fishery Business Management, Computer Management, Technology Communications Management), Other Administration/Management and Related (Supply Administration/Management, Resource Management, Development Management/ Administration), Institutional Administration/Management</p>		
5	<p>Food Processing, Forest Entomology, Wood Science and Technology, Inland Fisheries, Fish Processing Technology</p> <p>Structural Engineering, Geodetic Engineering (Mineral Land Surveying), Electronics Technology, Mining Engineering</p> <p>Business Administration/Management with Other Specialization (Agri-Business, Technology</p>		



	<p>Instrumentation and Control Technology, Remote Sensing, Industrial Design, Management Engineering, Industrial Development and Technology, Mining Engineering (Metallurgical Engineering, Mineral Processing Technology, Mining Technology), Mechanical Technology, Geothermal Engineering, Public Health Engineering, Other Engineering (Plumbing Engineering, Food Engineering, Transport Engineering, Meteorological Engineering, Chemical Engineering Technology, Biochemical Engineering</p> <p>Biological Science (Entomology, Human Biology, Marine Biology, Microbiology, Pharmacology, Physiology, Zoology, Applied Biology), Applied Zoology, Geography, Economic Geography, Physical Geography, Volcanology Geological Techniques, Ecology, Environmental Planning/Management, Human Ecology, Physics-Mathematics, Metallurgy, Chemical Technology, Chemical Research, Applied Statistics, Experimental Statistics, Actuarial Mathematics, Operations Research</p> <p>General Business Administration (Business Administration, Commercial Science/ Arts, Business Management, Commerce), Business Administration (Marketing, Advertising, Banking and Finance, Computational Finance, Distributive Arts, Agri-Business, Agri-Business Management/Administration, Labor-Management Relations), Public Administration (Public Administration/Management, Fiscal Administration/Studies, Local Government & Regional Development, Public Policy and Program Administration, Organization Analysis and Management, Public Enterprise Management,</p>	<p>General Humanities, Development Studies</p>	
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<p>Public and Business Administration), Institutional Administration/ Management (Food Service Administration, Hospital Administration, Industrial Cafeteria Management, Small Industry Management), Other Administration/ Management and Related (Cooperative Management, Recreation and Parks Administration, Supply Administration/ Management, Resource Management, Development Management/ Administration, Administration and Supervision, Organizational Development and Planning, Developmental Administration/ Management, Livelihood Management), Business Administration/ Management with Other Specialization (Business Technology/Engineering, Economics and Cooperatives, Fishery Business Management, Industrial Management, International Trade Management, Transportation Management, Labor Policy and Administration, Industrial Relations, Construction Management, Technology Communications Management, Agroforestry Entrepreneurship, Communication Management), Human Resource Development (Human Resource Development and Planning, Personnel and Human Resources Management)</p> <p>Business Economics, Development Economics, Management Economics, Economic Research</p> <p>Medicine (Anesthesiology, Internal Medicine, Clinical Medicine (Epidemiology, Surgery)), Rehabilitation Medicine (Occupational Therapy/Health, Human Kinetics, Rehabilitation Science), Dental Medicine (Dental Public Work, Orthodontics), Industrial Pharmacy, Pharmaceutical Chemistry, Hospital Pharmacy, Nutrition and Dietetics (Foods and Nutrition, Community Nutrition, Nutrition, Applied Nutrition,</p>		
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	<p>Nutrition and Food Planning), Clinical Audiology, Hygiene, Medical Microbiology, Radiologic Technology</p> <p>Social Welfare, Community Development (Social Services, Social Development, Community Development, Livelihood Management, Community Organizing, Extension Service Management, Rural Development, Multicultural Community Development, Women Development, Participatory Development)</p>		
NCR	See national priorities		
6	<p>Animal Husbandry, Food Science and Technology, Agricultural Technology, Agricultural Science, Horticulture</p> <p>Building Technology, Structural Engineering, Other Engineering (Food Engineering)</p> <p>Electronic Data Processing (Business Data Processing, Data Processing), Business Administration / Mgt with Specialization in Finance and Investment (Agri-Business, Fishery Business Management), Institutional Administration / Management (Food Service Administration)</p> <p>Nutrition and Dietetics</p>	English Language Studies	
7	<p>Fisheries Technology, Fish Processing Technology, Fishery Farming Extension, Agro-Forestry, Forest Technology, Other Agriculture (Agrometeorology), Soil Science, Soil Conservation and Management</p> <p>Meteorological Engineering, Construction Technology, Flood Control, Structural</p>	English Language Studies	



	<p>Engineering, Other Engineering (Food Engineering)</p> <p>Geological Science (Marine Geology), Oceanography (Marine Science, Marine Physical Science), Industrial Chemistry</p> <p>Business Administration / Mgt. with Other Specialization (Agri-Business, Fishery Business Management, Construction Management, International Trade Management, Export Management, Agro-Forestry Entrepreneurship, Business Technology / Engineering), Institutional Administration / Management (Customs Administration, Food Service Administration, Institutional Food Administration), Other Administration / Management and Related (Supply Administration / Management)</p> <p>Nutrition and Dietetics</p>		
8	See national priorities		
9	<p>Fisheries Technology, Fish Processing Technology, Agro-Forestry, Forest Resource Management, Agricultural Technology, Agricultural Science, Soils/ Water Development</p> <p>Environmental Studies (Environmental Planning / Management)</p> <p>Transportation Planning, Estate Planning Development</p> <p>Nutrition and Dietetics, Hygiene(Community Health Development and Management, Community Health, Health and Social Science), Rural Medicine</p>	<p>Women Development</p> <p>English Language Studies</p>	



	Social Welfare (Social Services), Community Development (Rural Development, Multicultural Community Development),		
10	See national priorities		
11	<p>Crop Science, Animal Husbandry (Animal Technology), Forest Technology, Agricultural Technology, Agricultural Development, Agro-Industrial Technology Management</p> <p>Physical Education</p> <p>Applied Statistics, Experimental Statistics, Operations Research</p> <p>Business Administration / Management with Other Specialization (Agri-Business, Agri-Business Management/Administration, Business Technology/Engineering, Technology Communications Management), Public Administration (Local Government & Regional Development, Public Policy and Program Administration, Public Enterprise Management, Public and Business Administration), Institutional Administration/Management (Media Management), Office Administration</p> <p>Applied Economics, Development Economics, Economic Research), Geography (Economic Geography)</p> <p>Geodetic Engineering, Mining Engineering</p> <p>Nutrition and Dietetics, Radiologic Technology</p>	<p>Applied Sociology, Rural Sociology, Political Economy, Demography (Population Communication, Demography, Population Studies)</p> <p>English Language Studies</p>	



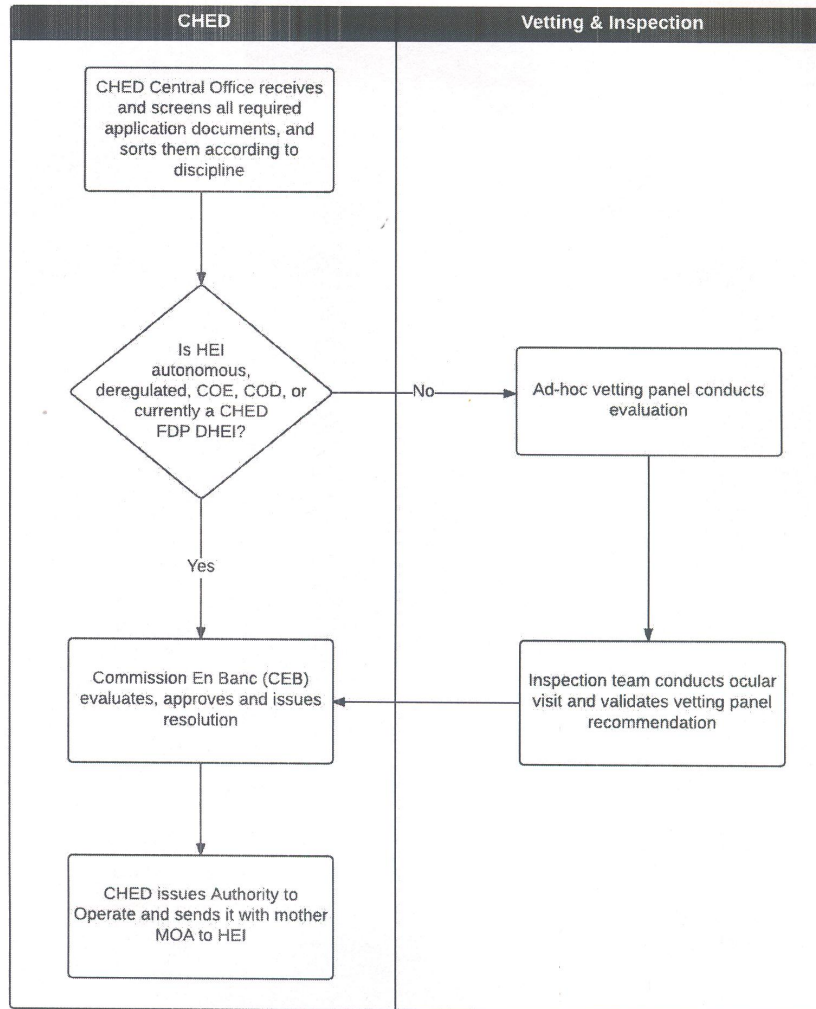
	Multimedia Computing, Entertainment and Multimedia Computing		
12	<p>Fisheries, Food Sciences and Technology (Food Technology), Agro-Forestry</p> <p>Education Science in Support of Teaching (Guidance and Counseling), Teacher Training with Specialization in a Non-Vocational Subject (Mathematics Education, Physics Teaching, Chemistry Education, General Science Education, Reading Education, English Education, Physical Education, Music Education, Art Education, Health Education, MAPEH</p> <p>Bio-Medical Engineering, Bio-Chemical Engineering, Structural Engineering, Geodetic Engineering, Metallurgical Engineering, Mining Engineering, Other Engineering (Meteorological Engineering, Petroleum Engineering) Marine Biology</p> <p>Electronic Data Processing (Business Data Processing), Business Administration/ Management. with Other Specialization (Agri-business Management, Agricultural Entrepreneurship, Construction Management), Business Data Outsourcing</p> <p>Information Technology and Computing Studies Animation</p> <p>Nutrition and Dietetics, Rehabilitation Medicine (Human Kinetics), Medical X-Ray Techniques (Radiologic Technology)</p>	<p>Journalism (Business Journalism), Radio and Television Broadcasting (Broadcast)</p> <p>English Language Studies</p>	
CARAGA	Fisheries, Agroforestry	Community Architecture	



	<p>Teacher Training with Specialization in a Non-Vocational Subject (Technician Teacher Education, Environmental Education), Teacher Training for Adult Education (Adult Education), General Teacher Training (Elementary Education), Other Education Science and Teacher Training (Agricultural Development Education, Agricultural Extension Education, Fisheries Education, Agricultural Technology Education), Industrial Education, Technician Teacher Education</p> <p>Forestry Engineering (Forest Products Engineering), Geodetic Engineering (Geodetic Engineering, Mineral Land Surveying), Industrial Development and Technology, Metallurgical Engineering, Mining Engineering, Engineering Technology</p> <p>Eco-Tourism</p> <p>Estate Planning Development</p> <p>Hygiene (Sanitary Science, Community Health, Health and Social Science, Community Health Development and Management), Health Science Education, Nutrition and Dietetics</p> <p>Data Analytics, Knowledge Management</p>	English Language Studies	
ARMM	See national Priorities		



Appendix 5: Procedure Flowchart



Appendix 6: Application Form for DHEI Support



Office of the President of the Philippines
COMMISSION ON HIGHER EDUCATION
 HEDC Bldg. C.P. Garcia Avenue, UP Campus, Diliman, Quezon City
K to 12 Transition Program Management Unit



DELIVERING HIGHER EDUCATION INSTITUTION FUNDING SUPPORT FORM

To be considered for DHEI financial support under the K to 12 Transition Program, please provide the following information. Funding support may be applied for: 1) Program Development Grant – Mobilization and Establishment, Linkages with Industry, Linkages with other Philippine HEIs, Linkages with HEIs Abroad; 2) Local and Foreign Visiting Professorship Grant; and 3) grants for other relevant initiatives. **Note that only CHED-authorized DHEIs shall qualify for these grants.**

Instructions: This form shall be accomplished per CHED-authorized graduate program.

I. Proponent Information

Name of DHEI	Enter complete name here	Campus	<Select one>
Address	Enter complete address here		
Region	<Select one>		
Graduate program authorized by CHED	Enter graduate program here (e.g. MA Psychology, PhD History)		
Contact Person	Last Name, First Name, Middle Initial	Designation	Enter designation here
Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)	Alternative Contact Number	(e.g. (02) 555-4321 or +63 987 65 43 210)
Email Address	Enter email address here	Alternative Email Address	Enter email address here

II. Project Proposal

A. Project Name	Enter project name here
Total Project Cost	(e.g. P 1,000,000 or P 599, 999)
Amount Requested	(e.g. P 1,000,000 or P 599, 999)

B. Project Description (Briefly describe the project, its rationale, and expected outcome/outputs, and provide the implementation details and timeline)

Enter text here



C. Proposed Budget (*Itemize estimated costs for the project*)

Enter text here

First Name, Middle Initial, Last Name

Name and Signature of Person who accomplished this section

Date Submitted: MM/DD/YYYY

