

Appendix 1: Proposed Eligibility Criteria for Each Type of Graduate Program (As of November 10, 2015)

Note: The criteria set forth below are provisional and indicative, subject to change pending public hearing of the proposed policy for the engagement of delivering HEIs. The final eligibility criteria shall be released along with the final policy in January 2016.

	SINGLE HEI Conventional delivery thru one CHED-recognized DHEI	OFF-SITE PROGRAM Single HEI delivering in host HEI (HHEI) in another region	JOINT DEGREE PROGRAM Two DHEIs jointly creating and instituting a program	CONSORTIUM-DELIVERED PROGRAM Three or more DHEIs jointly creating and instituting a program
Institutional or Program Accreditation (for corresponding undergraduate program)	<input type="checkbox"/> For autonomous or deregulated, hold at least a Level II accreditation or higher. <input type="checkbox"/> For not autonomous or deregulated, hold at least a Level III accreditation or be at least a Center of Development.		At least one HEI must meet accreditation requirement for Single HEI Programs.	<input type="checkbox"/> At least two member HEIs must hold at least Level II Accreditation. <i>Non-accredited members with qualified faculty may join, but cannot be the HEI that grants the degree.</i>
Faculty	<input type="checkbox"/> HEI must maintain a 1:5 faculty to advisee ratio at all times.		HEIs must jointly meet all faculty requirements for Single HEI Programs.	<input type="checkbox"/> Must jointly maintain 1:5 faculty to advisee ratio. <input type="checkbox"/> Each member HEI must be able to endorse at least one qualified faculty.
For Master's	<input type="checkbox"/> At least one teaching faculty with relevant doctorate, and published in refereed journals or have publicly recognized creative/technology outputs. <input type="checkbox"/> At least three teaching faculty with relevant master's degrees.			<input type="checkbox"/> Must jointly have at least three teaching faculty with relevant doctorate, and published in refereed journals or have publicly recognized creative/technology outputs.
For Doctorate	<input type="checkbox"/> At least three teaching faculty with relevant doctorate, and published in refereed journals or have publicly recognized creative/technology outputs.			<input type="checkbox"/> Must jointly have at least five teaching faculty with relevant doctorate, and published in refereed journals or have publicly recognized creative/technology outputs.
Others		<input type="checkbox"/> Both DHEI and HHEI must maintain 1:5 faculty to advisee ratio, respectively. <input type="checkbox"/> HHEI must be a CHED-recognized HEI and have necessary infrastructure for hosting the program. <input type="checkbox"/> Each additional off-site HHEI is subject to CHED approval.		Must jointly meet: <input type="checkbox"/> Library requirements for undergraduate program plus subscription to at least two peer-reviewed professional or internationally refereed journals; and at least five titles of graduate reference books on specialized disciplines in every subject offered under the program. <input type="checkbox"/> Laboratory requirements for undergraduate program plus research facilities/equipment and internet access. <input type="checkbox"/> At least one member HEI must have a funded research activity and research ethics board.

Appendix 2: Letter of Intent Template

Commission on Higher Education K to 12 Transition Program Management Unit (PMU)

INTENT TO DELIVER GRADUATE PROGRAMS IN THE K TO 12 TRANSITION PERIOD

(Please encode the necessary information directly in this document.)

Name of DHEI	
Campus	
Region	
Contact Number	
Email Address	

Proposed Programs

<i>Degree</i>	<i>Type of Delivery</i>	<i>Field of Specialization</i>
1		
2		
3		
4		
5		

I certify that:

- The information provided herein, and in the enclosed documents, is true and correct.*
- We are prepared to submit original copies and/or supporting documents when required by the Commission.*
- We are prepared to deliver the proposed graduate program according to the standards set by the Commission, and to receive and provide services and timely disbursement of funds to CHED-funded scholars who have qualified through our admissions process, from the time of receipt of authority to operate until the end of the K to 12 Transition Period.*

Name and Signature of HEI President

Note that this Letter of Intent is non-binding and shall not impose any obligations on the DHEI.

The Letter of Intent shall be submitted by the DHEI in the case of an Off-Site Program, by either DHEI in the case of a Joint Degree Program, or by the lead DHEI in the case of a Consortium.

Proposed Program

<i>Degree</i>	<i>Field of Specialization</i>
<input type="checkbox"/> MA <input type="checkbox"/> MS <input type="checkbox"/> Ph.D.	

Type of Delivery

<input type="checkbox"/> Single HEI Program	
<input type="checkbox"/> Off-Site Program	Name and address of HHEI:
<input type="checkbox"/> Joint Degree Program	Name and address of partner HEI:
<input type="checkbox"/> Consortium-Delivered Program	Names and addresses of consortium member HEIs: 1. 2. 3. 4.

Institutional/program accreditation relevant to proposed program

DHEI				
<i>Institutional Accreditation</i>	<i>Program Accreditation</i>			
<input type="checkbox"/> Autonomous <input type="checkbox"/> Deregulated <input type="checkbox"/> None	Name of Program:	<input type="checkbox"/> Center of Development <input type="checkbox"/> Center of Excellence	<input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III <input type="checkbox"/> Level IV	Accrediting Body:

Please also provide information on institutional/program accreditation of other HEIs, when applicable.

The Letter of Intent shall be submitted by the DHEI in the case of an Off-Site Program, by either DHEI in the case of a Joint Degree Program, or by the lead DHEI in the case of a Consortium.

HHEI (Off-Site) / Partner HEI (Joint Degree) / Consortium Member HEI 1

Name of HEI:				
<i>Institutional Accreditation</i>	<i>Program Accreditation</i>			
<input type="checkbox"/> Autonomous <input type="checkbox"/> Deregulated <input type="checkbox"/> None	Name of Program:	<input type="checkbox"/> Center of Development <input type="checkbox"/> Center of Excellence	<input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III <input type="checkbox"/> Level IV	Accrediting Body:

Consortium Member HEI 2

Name of HEI:				
<i>Institutional Accreditation</i>	<i>Program Accreditation</i>			
<input type="checkbox"/> Autonomous <input type="checkbox"/> Deregulated <input type="checkbox"/> None	Name of Program:	<input type="checkbox"/> Center of Development <input type="checkbox"/> Center of Excellence	<input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III <input type="checkbox"/> Level IV	Accrediting Body:

Consortium Member HEI 3

Name of HEI:				
<i>Institutional Accreditation</i>	<i>Program Accreditation</i>			
<input type="checkbox"/> Autonomous <input type="checkbox"/> Deregulated <input type="checkbox"/> None	Name of Program:	<input type="checkbox"/> Center of Development <input type="checkbox"/> Center of Excellence	<input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III <input type="checkbox"/> Level IV	Accrediting Body:

Consortium Member HEI 4

Name of HEI:				
<i>Institutional Accreditation</i>	<i>Program Accreditation</i>			
<input type="checkbox"/> Autonomous <input type="checkbox"/> Deregulated <input type="checkbox"/> None	Name of Program:	<input type="checkbox"/> Center of Development <input type="checkbox"/> Center of Excellence	<input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III <input type="checkbox"/> Level IV	Accrediting Body:

The Letter of Intent shall be submitted by the DHEI in the case of an Off-Site Program, by either DHEI in the case of a Joint Degree Program, or by the lead DHEI in the case of a Consortium.

Proposed roster of faculty

<i>Name of Faculty</i>	<i>Highest degree attained</i>	<i>University attended</i>	<i>Published?¹</i>
1.			<input type="checkbox"/> Yes <input type="checkbox"/> No
2.			<input type="checkbox"/> Yes <input type="checkbox"/> No
3.			<input type="checkbox"/> Yes <input type="checkbox"/> No
4.			<input type="checkbox"/> Yes <input type="checkbox"/> No
5.			<input type="checkbox"/> Yes <input type="checkbox"/> No
6.			<input type="checkbox"/> Yes <input type="checkbox"/> No
7.			<input type="checkbox"/> Yes <input type="checkbox"/> No
8.			<input type="checkbox"/> Yes <input type="checkbox"/> No
9.			<input type="checkbox"/> Yes <input type="checkbox"/> No
10.			<input type="checkbox"/> Yes <input type="checkbox"/> No
11.			<input type="checkbox"/> Yes <input type="checkbox"/> No
12.			<input type="checkbox"/> Yes <input type="checkbox"/> No

The Letter of Intent shall be submitted by the DHEI in the case of an Off-Site Program, by either DHEI in the case of a Joint Degree Program, or by the lead DHEI in the case of a Consortium.

¹ May be published in refereed journals or have publicly recognized creative/technology outputs

Appendix 3: Provisional Requirements for Each Type of Graduate Program

Please attach the supporting documents detailed below, **together with the accomplished Letter of Intent: Appendix 2**, no later than December 18, 2015.

For current DHEIs under the CHED Faculty Development Program (FDP) Phase II	
	<input type="checkbox"/> Accomplished Letter of Intent

For HEIs with existing CHED-recognized graduate programs				
FOR ALL	<input type="checkbox"/> Accomplished Letter of Intent <input type="checkbox"/> Copies of institutional/program accreditation certificates <input type="checkbox"/> Curricula Vitae or résumés of all faculty in the program			
Additional requirements per type	SINGLE HEI PROGRAM	OFF-SITE PROGRAM	JOINT DEGREE PROGRAM	CONSORTIUM-DELIVERED PROGRAM
		<input type="checkbox"/> Copy of HHEI certificate of CHED recognition <input type="checkbox"/> Plan of Delivery (including calendar and faculty assignments)	<input type="checkbox"/> Curriculum and course descriptions	<input type="checkbox"/> Curriculum and course descriptions <input type="checkbox"/> Proof that member HEIs jointly meet infrastructure requirements

For HEIs seeking to open new graduate programs				
FOR ALL	<input type="checkbox"/> Accomplished Letter of Intent <input type="checkbox"/> Proposal to establish the graduate program <input type="checkbox"/> Copies of institutional/program accreditation certificates <input type="checkbox"/> Curricula Vitae or résumés of proposed faculty			
Additional requirements per type	SINGLE HEI PROGRAM	OFF-SITE PROGRAM	JOINT DEGREE PROGRAM	CONSORTIUM-DELIVERED PROGRAM
		<input type="checkbox"/> Plan of Delivery (including calendar and faculty assignments) <input type="checkbox"/> Copy of HHEI certificate of CHED recognition	<input type="checkbox"/> Proposed curriculum and course descriptions	<input type="checkbox"/> Proposed curriculum and course descriptions <input type="checkbox"/> Proof that member HEIs jointly meet infrastructure requirements
Additional requirements for private HEIs	<input type="checkbox"/> Copy of articles of incorporation <input type="checkbox"/> Audited financial statement			

Appendix 4: Indicative Priority Areas (As of November 10, 2015)

Note: To ensure availability of quality graduate programs for faculty during the K to 12 Transition, HEIs are encouraged to propose and establish new graduate education programs specifically for priority areas not available in their respective regions. Again, note that this list is indicative and provisional. Further, note that this list is meant to be suggestive in order to guide HEIs that may intend to participate in the program and offer graduate education. HEIs are free to propose programs beyond those indicated here, as long as the HEI can justify its proposal.

<p>Competence disciplines that primarily enhance development in the province or region, and/or help the country achieve stated regional and/or national development goals</p>	<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 Engineering, Geotechnical and Geo-Environmental Engineering, Industrial Engineering, Mechanical Engineering, Materials Science & Engineering, Manufacturing Engineering, Transportation Engineering, Waste Engineering, Water Resources Engineering</p> <p>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)</p> <p>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</p> <p>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</p> <p>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</p> <p>Environmental Planning, Land Use Planning, Landscape Ecology, Public Works Planning and Development, Town Planning, Urban and Regional Planning,</p> <p>Accountancy, Entrepreneurship, International Trade, Marketing, Real Estate Services</p>
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	<p>Administration, Tourism/HRM/Hospitality/Travel, Venture Capital</p> <p>Criminology, Forensic Science (Medico-legal, Forensic Chemistry, Forensic Microbiology), Penology, Restorative Justice</p> <p>Marine Engineering, Marine Transportation, Maritime Evaluation & Assessment, Naval Architecture, Ship Design & Construction, Ship Superintendence</p> <p>Disaster Risk Reduction, Economics, Geography, Health Economics, Humanitarian Studies, Social Work, Statistics (Data Science)</p>
<p>Consciousness disciplines that primarily contribute to building strong national rootedness in history, culture and the arts, particularly indigenous Filipino traditions</p>	<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>
<p>Conscience disciplines that build and deepen ethical moorings, ensuring the integrity of HEIs and their graduates.</p>	<p>Ethics and Human Rights, Guidance Counseling, Counseling Supervision, Philosophy, Theology</p>