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International Education Guide

FOR THE ASSESSMENT
OF EDUCATION FROM THE PHILIPPINES



I Q A S

INTERNATIONAL QUALIFICATIONS ASSESSMENT SERVICE

Alberta
Canada 

WELCOME TO THE ALBERTA GOVERNMENT'S INTERNATIONAL EDUCATION GUIDES

The International Qualifications Assessment Service (IQAS) developed the International Education Guides for educational institutions, employers and professional licensing bodies to help facilitate and streamline their decisions regarding the recognition of international credentials.

These guides compare educational systems from around the world to educational standards in Canada. The assessment recommendations contained in the guides are based on extensive research and well documented standards and criteria. This research project, a first in Canada, is based on a broad range of international resources and considerable expertise within the IQAS program.

Organizations can use these guides to make accurate and efficient decisions regarding the recognition of international credentials. The International Education Guides serve as a resource comparing Alberta standards with those of other countries, and will assist all those who need to make informed decisions, including:

- employers who need to know whether an applicant with international credentials meets the educational requirements for a job, and how to obtain information comparing the applicant's credentials to educational standards in Alberta and Canada
- educational institutions that need to make a decision about whether a prospective student meets the education requirements for admission, and who need to find accurate and reliable information about the educational system of another country
- professional licensing bodies that need to know whether an applicant meets the educational standards for licensing bodies

The guides include a country overview, historical educational overview, description of school education, higher education, professional/technical/vocational education, teacher education, grading scales, documentation for educational credentials and a bibliography.

The guides also include credential placement recommendations on how credentials compare to educational standards in Alberta, Canada.

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COUNTRY OVERVIEW

GEOGRAPHY

The Republic of the Philippines is an archipelago of 7,107 islands located at the western edge of the Pacific Ocean, just east of mainland Southeast Asia. Neighbouring countries and regions include Taiwan and China to the north, Vietnam to the east and Malaysia, Brunei and Indonesia to the south.

MAP OF THE PHILIPPINES



The total land area of the Philippines is 300,179 square kilometres, scattered over a global area of more than one million square kilometres. The nine largest islands of Luzon, Mindanao, Palawan, Panay, Mindoro, Samar, Negros, Leyte and Cebu account for over 90 per cent of the land mass. Only about 4,000 of the islands are named and between 1,000 and 2,000 are inhabited.

The Philippines has a mountainous terrain of volcanic origin, with fertile plains and valleys and many streams and lakes throughout the country. The irregular coastline stretches for over 36,000 kilometres.

Alberta's 661,190 square kilometres, stretching from the 49th parallel to latitude 60, measure just over twice the size of the Philippines.

The Philippines has one time zone—eight hours ahead of Coordinated Universal Time (UTC, formerly known as Greenwich Mean Time, GMT).

Alberta is seven hours behind UTC and therefore 15 hours behind the Philippines.

The capital city of the Philippines, Manila, is located on the island of Luzon.

CLIMATE

The predominant wind of the time strongly influences the Philippines' tropical marine climate throughout the year. From June to November, the summer monsoon's northeast winds bring heavy rains to much of the country. The winter monsoon, with winds blowing from the southwest, brings drier air from December to May. Annual temperatures range from 25 to 35 C, with cooler temperatures at higher elevations.

The country experiences its share of natural disasters, being exposed to frequent storms and damaging typhoons from June to November. Landslides are brought on by the combination of heavy rains and deforestation. Earthquakes and eruptions from one of 18 active volcanoes (out of a total 37) also bring devastation to the Philippines.

POPULATION

The last census data (May 2000) indicated a population of 76.5 million people, but the current number from the Philippine National Statistical Coordination Board (NSCB, 2005), based on an estimated population growth rate of more than two per cent, suggests a population of over 85 million people. Approximately 90 per cent of the population lives on the five largest islands: Luzon, Mindanao, Samar, Negros and Palawan.

Alberta's population of 3,183,312 equates to around four per cent of the population of the Philippines (2000), illustrating extremes in population density—Alberta stands at 4.6 people per square kilometre and the Philippines at 255.

(Statistics Canada, 2001; National Statistical Coordination Board, 2000)

As of September 2004, the Philippines is divided into 17 regions: Regions I through XII (including IV-A and IV-B), Caraga (sometimes referred to as Region XIII),

the National Capital Region (NCR), the Cordillera Administrative Region (CAR) and the Autonomous Region of Muslim Mindanao (ARMM). The regions are divided into 73 provinces comprising 116 cities and 1,501 municipalities which, in turn, are divided into 41,874 *barangays* (from the Spanish word for “district”). A *barrio* is the smallest local government division in the Philippines, similar to a village.

The metropolitan region of Manila, with a population of over 10 million people, is one of the most populated cities in the world.

PEOPLE

The first people to inhabit the Philippines are thought to have been ancestors of the people known today as Negritos or Aeta—a short, dark-skinned people of Australonesian origin who came to the area as early as 40,000 years ago, when the sea level was lower and allowed foot travel from mainland Asia. Groups of Indonesian and Malaysian migrants followed after 1500 and 1000 BC. Those early settlers introduced agriculture and trade with China and India. Attracted by this trade, many Chinese people settled in the Philippines and intermarried with Filipinos.

The vast majority of people in the Philippines (95 per cent) are Malay. The Chinese are the largest minority group in the country, representing about two per cent of the population. The rest of the population is composed of people of various origins. Many indigenous tribes also live throughout the country, some remaining in their native settlements, others integrating into neighbouring communities and adopting locally spoken languages. All these tribes, however, still retain their rich individual culture, costumes and religious rituals.

The children of mixed marriages between Filipinos and foreigners are referred to as *mestizo* (as in, “American mestizo” or “Chinese mestizo”).

FILIPINO NATIONAL FLAG AND EMBLEM



LANGUAGES AND DIALECTS

Filipino and English are the two official languages of the Philippines. Filipino (formerly called Pilipino) was introduced in 1973 by the government in an effort to have one official native language spoken throughout the country. A variation of Tagalog, which is spoken mainly in the NCR and central Luzon, Filipino belongs to the Malay family of languages, borrowing words from Spanish, English and Chinese.

The general population still makes wide use of English (introduced by the American colonial government), especially in commerce and government, but also in everyday life. English is also the language of instruction of most subjects in all levels of education.

Other than Filipino and English, over one hundred regional languages are spoken in the Philippines, the eight main ones being Tagalog, Cebuano, Ilocan, Hiligaynon or Ilonggo, Bicol, Waray, Pampango and Pangasinense.

According to the National Statistics Office (2003), the Philippines enjoys very high literacy rates:

- simple literacy rate (defined as the ability to read and write a simple message) is reported at over 92 per cent of the population. Rates vary
 - from a high of 98 per cent in the NCR
 - to a low of just under 69 per cent in the ARMM
- functional literacy rate (reading, writing and making simple computations) is lower, at 84 per cent for the country as a whole, varying:
 - from a high of 95 per cent in the NCR
 - to a low of 63 per cent in the ARMM

RELIGION

The main religion in the Philippines is Roman Catholicism. First introduced by Spanish colonialists, between 70 per cent and 85 per cent of Filipinos now adhere to the Catholic religion.

The remainder of the population is divided amongst Islam (especially in the Mindanao region), Protestant denominations of Christianity, and other sects and religions. Traditionally taught in schools, religion remains an important part of Filipino culture.

ECONOMY AND TRADE WITH CANADA

The currency is the Philippine peso (PHP). One Canadian dollar is worth about 46 PHPs (January 2005).

Canada is the Philippines' 13th most important trading partner for exports and 21st most important for imports. The United States and Japan are first and second respectively, for both imports and exports.

Trade between Canada and the Philippines:

- Major exports from Canada to the Philippines include wheat and lumber
- Major imports to Canada from the Philippines include laptops, mechanical appliances and clothing

The Philippines is one of the world's major labour exporting countries. In 2003, close to 900,000 Overseas Filipino Workers (commonly referred to as OFWs) around the world contributed over US\$7.5 billion to the Philippine economy in income remittances sent back to their families. The number of OFWs is expected to continue rising.

CHALLENGES

- Poverty remains a major issue: 34 per cent of Filipinos lived below the poverty line in 2000, an increase since 1997 of one percentage point. Other sources estimate the poverty rate to be as high as 40 per cent.
- Perceptions of corruption remain high; the Philippines was rated as the 11th most corrupt among 146 countries in 2004.
- Muslim separatism in the Mindanao province has led to peace problems for the past few decades. In 1989 the Aquino government created the Autonomous Region of Muslim Mindanao (ARMM). The current government is working on a peace plan with the Moro Islamic Liberation Front (MILF), the largest Muslim guerrilla group.
- The army continues to battle against the New People's Army (NPA), a communist rebel group at work in parts of the country.

BRIEF HISTORY

The first European to land in the Philippines was Portugal's Ferdinand Magellan in 1521. Spanish conquistador Miguel Lopez de Legaspi named the islands *Las Filipinas* in honour of Crown Prince Don Felipe (later King Philip II) of Spain. The Spaniards remained in the Philippines for over 300 years, their legacy including the introduction of Catholic religion and formal education.

Throughout the Spanish occupation Filipinos staged several uprisings. Important figures in Philippines' revolutions include José Rizal, Andres Bonifacio and Emilio Aguinaldo. Rizal's importance in history is reflected in the fact that a course, "The Life and Works of Rizal," is included in the curriculum of all undergraduate programs. For his part, Aguinaldo proclaimed the Philippines' independence from Spain on June 12, 1898 and went on to become the country's first president.

The Spanish-American war broke out in an attack of a Spanish fleet in Manila Bay in April 1898. After the Spanish surrender, the December 10, 1898 Treaty of Paris gave the Philippines (along with Guam and Puerto Rico) to the United States for \$20 million. The Filipino-American War of Resistance ensued, ending with the surrender of the Filipinos in 1901. The Americans' official purpose in the Philippines was said to be the well-being, prosperity and happiness of the Philippine people and their elevation and advancement among the most civilized peoples of the world. The Philippines gained American Commonwealth status in 1935.

Japan attacked the Philippines on December 12, 1941. They occupied the country for the next three and a half years, during which many thousands of Filipinos perished. General Douglas MacArthur of the United States Army led a war of liberation from Japan, which ended on July 5, 1945.

The independent Republic of the Philippines was officially inaugurated on July 4, 1946. A series of presidents worked to develop and diversify the economy, as well as to make peace with various rebel groups. The current (as of March 2007) president, Gloria Macapagal-Arroyo, won re-election to a second term in 2004.

HISTORICAL EDUCATION OVERVIEW

SPANISH PERIOD (1521–1898)

Before the Spanish arrived in 1521, there was no organized, formal education in the Philippines. Many people, however, could read and write Tagalog in its original script, *baybayin*. Parents and tribal tutors provided children with mostly vocational training.

The Catholic Church controlled education throughout the Spanish period. Upon their arrival, Spanish missionaries spread out to convert the native population to Catholicism and became the first teachers, lecturing in churches in the local languages.

The Augustinians opened the first school in 1565, followed by the Franciscans, the Dominicans and the Jesuits. In 1778, the governor of the islands established a system of primary education that encouraged native Filipinos to learn Spanish in order to gain access to government employment. The primary grades curriculum included religion, religious doctrine, sacred history and ethics, reading, writing, Spanish language, arithmetic, Spanish history and geography, manners, music and practical local agriculture.

In 1863, the Philippine government opened a normal school to train men as primary school teachers. A royal decree made primary education compulsory for all children and required the establishment of two free primary schools in each *barangay*, one for boys and one for girls. However, factors such as insufficient funding, lack of qualified teachers and little interest in education among Filipinos made it difficult to enforce the decree. Despite those problems, just over 2,000 primary schools (145 of which offered upper primary classes), and between 50 and 60 high schools and colleges, were opened. Attendance had risen to about 200,000 students by the end of the 19th century.

The 19th century also saw the development of vocational education in response to the demands of growing business and trade. Nautical (1820), commercial (1840), fine arts (1849), trade (1861) and agricultural (1889) schools all opened during that period.

THE FIRST HIGHER EDUCATION INSTITUTIONS

Toward the end of the 16th century and at the beginning of the 17th century, Jesuits and Dominicans opened the first higher education institutions.

- Jesuits opened the College of San Carlos and the College of Manila in 1595 and San José College in 1601.
- Dominicans followed with the College of Santo Thomas in 1611 (which became a university in 1645) and San Juan de Letrán College in 1620.

Boys studied subjects such as Latin, Greek, sciences, philosophy, theology and law.

Girls were trained in proper decorum and Christian doctrine at two colleges for girls in Manila:

- the College of Santa Potenciana (founded by the Franciscans in 1597)
- the College of Santa Isabel (founded in 1632)

By 1896, all students could earn degrees in such programs as Arts, Philosophy and Theology, Civil and Canon Law, Spanish Law, Medicine and Pharmacy, Philosophy and Letters, and Sciences.

AMERICAN PERIOD (1898–1946)

When the Americans took control in 1898 their goal was to prepare the Philippines for independence, so they quickly installed a new education system to pacify the population and restore order. Intent on teaching Filipinos how to become citizens of a democratic state, military officers and chaplains initially took on the role of teacher.

The First and Second Philippine Commissions, led by Schurman and Taft in 1899 and 1900 respectively, installed a centralized, free public school system that came under the newly created Department of Instruction. More than a thousand schools were opened throughout the country to bring wider access to education. The resulting shortage of teachers prompted the importation from the United States of more than a thousand teachers (called *Thomasites* after the transport vessel S.S. *Thomas* that brought them over) between 1901 and 1902.

The first change the Americans made to the education system was to eliminate the teaching of religion in schools. They also associated education with patriotism, through

- teaching respect for the flag
- implementing the singing of the national anthem
- teaching students about the lives of Filipino and American national heroes such as José Rizal, Emilio Aguinaldo and George Washington

Filipinos quickly learned the benefits of democracy with such policies as equal opportunity for education, in which the schools built across the country were open to everyone. Filipinos also became increasingly aware of the benefits of education: getting an education in English provided an opportunity to get “a good paying job” in the government and in expanding commerce. The nationalism taught in school and democratic access to education made many Filipinos eager to follow the “American way.”

English became the language of instruction, in part to eradicate the influence of the Spanish, but also because American teachers did not speak Spanish. As well, books imported from the United States were written in English.

To help local economies, American teachers emphasized labour skills and started teaching industrial arts in all grade schools. Vocational schools opened and were popular for a time, but Filipinos preferred academic studies. Academic qualifications leading to a diploma and giving access to more lucrative employment were (and still are) seen as a status symbol in Philippine society.

The American education model comprised three levels:

- seven years of elementary school
- four years of secondary school
- four years of post-secondary education

The Americans also supported private schools and added to the ones built by the Spanish. The National University and Silliman Institute (which later became a university) were among the first, opening their doors in 1900 and 1901 respectively. In 1906, a new law came into effect requiring colleges and universities to get approval from the Secretary of Public Instruction in order to grant diplomas. A few years later another law was passed, requiring private schools to continue teaching the virtues of citizenship and to meet minimum quality standards.

Due to the new democratic education policies, the first half of the 20th century saw a dramatic increase in school enrolment. The number of students in public elementary schools increased from around 250,000 in 1903 to over 3 million by 1948, and still many had to be refused enrolment for lack of accommodation. This rapid increase led to the Education Act of 1940 that eliminated Grade 7 in an attempt to control costs, a measure that was meant to be temporary but remains in effect today. At the same time, education was made compulsory up to Grade 6. The retention rate from Grade 1 to Grade 6, however, was only about 18 per cent.

Public secondary school attendance grew more slowly in comparison to primary school attendance. In 1909 just over 2,000 students were enrolled. By 1947, approximately 185,000 students were enrolled in public high schools, with almost as many in private secondary schools. (There were approximately 370,000 secondary school students in 1947.)

Americans held the position of Secretary of Public Instruction until the Philippines gained American Commonwealth status in 1935. The Secretary was responsible for regulating all schools and preparing educational standards, thus insuring that Filipinos would be taught the “American System” of democracy before the country was made independent. Another consequence of having an American in charge of education was the retention of English as the medium of instruction, even though surveys conducted in 1925 and 1940 showed that less than three per cent of the population used English outside of school.

Education was briefly disrupted during World War II. The Japanese created the Ministry of Education, Health and Public Welfare to supervise schools at the beginning of their rule, renaming it the Department of Instruction in 1944 toward the end of their regime.

POST-INDEPENDENCE PERIOD (1946–PRESENT)

Since gaining independence in 1946, the Philippines has maintained an American model of education with one important exception: strong national control of all the schools in the country. Direct funding for education was to be provided by the national government rather than local governments, although some municipalities continued

to contribute to local schools. The 1987 Constitution reaffirmed the full responsibility of the national government for making education available to all and provided for free and compulsory public elementary education.

The Free Secondary Education Act of 1988 followed, decreeing free high school education. Highest budgetary priority for education was also mandated by the 1987 Constitution, but high interest payments on foreign debt continue to take up the bulk of the budget.

As of 2000, the Department of Education reported deficits of:

- 10 million textbooks
- 2.6 million desks
- 29,000 teachers
- 37,000 classrooms

For the 2004–05 school year, the Department of Education reported an even greater backlog of classrooms, with a deficit of 51,947 (DepED Order No. 62, s). The government has set targets to close the gap between supply and demand.

Since independence, numbers of students and schools have continued to rise at both the primary and secondary levels and the number of higher education institutions has also increased. During the period of martial law (1972 to 1982), a \$100 million loan from the World Bank subsidized the Program for Decentralized Education Development (PRODED). This grant funded:

- a massive textbook writing project
- instructional materials
- new facilities
- teacher training
- creation of a new curriculum

The National College Entrance Examination (NCEE) was also introduced during that period as a requirement for admission to post-secondary education. It was abolished in 1994 to make higher education more accessible to students from poorer areas, who did not have the same quality of resources available in their schools and did not perform as well on the NCEE. Removing the NCEE as an application requirement was thought to equalize access.

The National Secondary Achievement Test replaced the NCEE as the examination administered to high school students at the end of Year 4. Unlike the NCEE, the NSAT is not meant to be used to determine post-secondary admission.

NAMES OF THE GOVERNMENT EDUCATIONAL AUTHORITY

- 1947—The colonial Department of Instruction was renamed the Department of Education; all levels of education came under the Bureau of Public and Private Schools.
- 1972—A Presidential Proclamation created the Department of Education and Culture to oversee all matters relating to education.
- 1978—The name was changed to the Ministry of Education and Culture. To help administer education throughout the country, 13 regional offices were created.
- 1982—The name changed to the Ministry of Education, Culture and Sports (MECS).
- 1987—It became the Department of Education, Culture and Sports (DECS).

The 1994 “Tertiary Education” report by the Congressional Commission on Education (EDCOM) led to the creation of a trifocal education system with two new educational agencies:

- the Commission on Higher Education (CHED), which supervises both public and private higher education institutions and all other tertiary-level degree programs
- the Technical Education and Skills Development Authority (TESDA), which oversees non-degree technical–vocational programs

The education mandate of the DECS was refocused to basic education, including primary and secondary education. In 2001, the DECS was renamed the Department of Education (DepED)(see Table 1).

LANGUAGE OF INSTRUCTION

The language of instruction in the Philippines has been strongly influenced by its colonial past. Some effort was made during the Spanish era to teach in the vernacular, especially in the beginning, but the main language of instruction was Spanish. Because education was not universally accessible, however, Spanish did not spread to the general population and remained the language of the educated elite.

With the arrival of the Americans, English became the language of instruction. English and Spanish remained the official languages of the Philippines until the 1973 Constitution declared both Pilipino (later renamed

TABLE 1. OFFICIAL NAMES OF THE GOVERNMENT EDUCATIONAL AUTHORITY OVER THE YEARS

YEAR	OFFICIAL NAME	OFFICIAL TITULAR HEAD	LEGAL BASIS
1863	Superior Commission of Primary Instruction	Chairman	Educational Decree of 1863
1901–16	Department of Public Instruction	General Superintendent	Act. No. 74 of the Philippine Commission, January 21, 1901
1916–42	Department of Public Instruction	Secretary	Organic Act Law of 1916 (Jones Law)
1942–44	Department of Education, Health and Public Welfare	Commissioner	Renamed by Japanese Executive Commission, June 11, 1942
1944	Department of Education, Health and Public Welfare	Minister	Renamed by Japanese Sponsored Philippine Republic
1944	Department of Public Instruction	Secretary	Renamed by Japanese Sponsored Philippine Republic
1945–46	Department of Public Instruction and Information	Secretary	Renamed by Commonwealth Government
1946–47	Department of Instruction	Secretary	Renamed by Commonwealth Government
1947–75	Department of Education	Secretary	E.O. No. 94, October 1947, Reorganization Act of 1947
1975–78	Department of Education and Culture	Secretary	Proc. No. 1081, September 24, 1972
1978–84	Ministry of Education and Culture	Minister	P.D. No. 1397, June 2, 1978
1984–86	Ministry of Education, Culture and Sports	Minister	Education Act of 1982
1987–94	Department of Education, Culture and Sports	Secretary	E.O. No. 117, January 30, 1987
1994–2001	Department of Education, Culture and Sports	Secretary	RA 7722 and RA 7796, 1994 Trifocalization of Education Management
2001 to present	Department of Education	Secretary	RA 9155, August 2001 (Governance of Basic Education Act)

(Historical Perspective of the Philippine Educational System. Retrieved January, 2005, from www.deped.gov.ph/about_deped/history.asp)

Filipino) and English the official languages of the country for communication and instruction.

The Bilingual Education Policy, first implemented in 1974 under martial law, made Filipino the medium of instruction for

- social studies or social sciences
- music
- arts
- physical education
- home economics
- practical arts
- character education

while English became the medium of instruction for

- science
- mathematics
- technology subjects

These same language–subject divisions were reaffirmed in the 1987 Policy on Bilingual Education.

In 1993, however, citing the decline of English literacy and the danger of the Philippines losing its competitive edge in the international labour market, then-president Macapagal-Arroyo directed the DepED to restore English

as the primary medium of instruction in schools while still allowing the use of Filipino as the language of instruction for some subjects.

Thus, English is used to teach English language, science and mathematics from at least Grade 3, while Filipino is the medium used for Filipino language and values education. Regional languages continue to be used as auxiliary mediums of instruction in Grades 1 and 2. Institutions of higher education are also encouraged to use English as the primary medium of instruction.

The choice of English as the language of instruction has been debated over the years. As the country gained more independence, a movement developed to promote the “Filipinization” of education and to reject English as a national language. Some argue that one must first learn his or her mother tongue properly before learning a second language and that learning two languages concurrently leads to the mixing of the two in what is commonly referred to as “Taglish” in the Philippines. Teaching in a second language can also encourage “superficial learning,” that is, learning how to give correct answers on tests without having in-depth understanding of concepts (Constantino, 2000, p. 428).

The debate continues today; some even question the use of Filipino as a national language or as a language of instruction. The issue is proving difficult to resolve in a country with so much diversity in the languages and dialects proper to each region and island.

CHALLENGES

(QUANTITY VERSUS QUALITY)

- The question of quality in education is a major issue in the Philippines, especially regarding the short 10-year cycle of basic education.
- The education system is not reaching all children of elementary school age: 10 per cent were not enrolled in 2002.
- Class size in elementary and secondary schools ranges from 33 to more than 65 students per class.
- Results of the high school readiness test administered to 1.3 million Grade 6 students in 2003 showed a very low rate of success: 18 per cent passed the competency level for English, 8 per cent passed math and 10 per cent passed science.
- Insufficient schools, classrooms, textbooks, desks and qualified teachers are available, especially in rural areas.
- Issues of quantity versus quality exist in higher education due to the rapid expansion of the system and the proliferation of private institutions.

Education Completion Rates

- The Philippines (2002): approximately 67 per cent in primary schools and 60 per cent in high schools
- Alberta (2002–03): 75 per cent

SCHOOL EDUCATION

The colonial history of the Philippines has influenced education. Strong national control of the education system has been maintained since it began in the Spanish era. The more recent American occupation left a democratic approach to education modeled on the American system. The result is a very accessible, non-elitist education system administered by the central government, with near-universal enrolment at the elementary level. The country also has very high gender parity at all levels of school education.

School education—referred to as basic education in the Philippines—consists of six years of primary education (compulsory) and four years of secondary education, for a total of ten years. The average Filipino child starts school at the age of six, entering directly into Grade 1, and graduates from high school at the age of 16 (see Table 2).

The academic year starts in June and ends in March, for a total (excluding holidays) of 200 to 220 instructional days. The summer break is from March to May, corresponding to the warm, dry season. The school year was lengthened from 185 days to a minimum of 200 days in School Year (SY) 1993–94.

Alberta schools offer between 185 and 190 instructional days per year.

The total of yearly instruction hours is also relatively high in the Philippines compared to other countries. In the elementary grades, Filipino children have

- 1,067 hours of instruction per year in Grades 1 and 2
- 1,200 hours in Grades 3 and 4
- 1,267 hours in Grades 5 and 6

In the secondary grades, students have a minimum of

- 1,320 hours of instruction each year

Alberta offers

- 950 hours of instruction per year in grades 1 through 9
- 1,000 hours per year in grades 10 through 12

Two parallel systems of basic education are available: public and private. Within the private system, schools are either sectarian (religious) or non-sectarian (not affiliated with a religious group).

Unable to fund the entire basic education system, the government has historically allocated the greater part of the education budget to the elementary level. Reflective of that funding situation:

- 93 per cent of children are enrolled in public schools at the elementary level
- only 71 per cent attend public schools at the secondary level (although that proportion is growing)

TABLE 2. STRUCTURE OF BASIC EDUCATION IN THE PHILIPPINES

AGE	GRADE	PUBLIC EDUCATION	PRIVATE EDUCATION
17	12		Grade 12*
16	11		
15	10		
14	9	Secondary Education Year 1 to Year 4	Secondary Education
13	8		
12	7		
11	6		
10	5	Elementary Education Grade 1 to Grade 6	Elementary Education Grade 1 to Grade 6 (or 7)
9	4		
8	3		
7	2		
6	1		
5	Pre-primary/ Preschool	Kindergarten (optional)	Kindergarten**
4		Nursery School (optional)	Nursery School**
3			

* Some private high schools offer education up to Grade 12.

** Most private schools require (and offer) some pre-primary/preschool education.

Private school students generally come from families whose income is almost double that of public school students' families. Access to private school is also greater in urban areas than in rural areas (Jimenez & Lockheed, 1995).

ADMINISTRATION

All elementary and secondary level education is the responsibility of the Department of Education. The DepED issues memoranda and orders throughout the year to update or modify education policies and regulations. Three separate bureaus administer basic education:

- the Bureau of Elementary Education (BEE) for preschool/pre-primary and primary education
- the Bureau of Secondary Education (BSE) for the four years of high school
- the Bureau of Nonformal Education (BNFE)

The DepED also issues Special Order numbers to all private secondary schools to certify that the education program has been approved and is recognized by the government. That SO number normally appears on the graduating student's diploma and permanent record (Form 137-A). Private elementary schools do not require SO numbers.

The basic education curriculum is developed at the national level by the Curriculum Development Divisions of the BEE and BSE. Learning competencies, curricular policies and structure, credit points and time allotments, as well as subject areas offered, are defined at this level in consultation with other concerned parties (such as school administrators, teachers, parents, students, professional organizations, industry).

Implementation guidelines are issued by the national government, but teachers are responsible for actual implementation. They determine which resources will be used, as well as how teaching and assessments will be conducted. Schools may also adapt the national curriculum to local needs by modifying the content, sequence or teaching strategies. They are encouraged to innovate and enrich the curriculum as long as basic requirements are met.

The 2002 Basic Education Curriculum for elementary and secondary education, implemented in SY 2002–03, emphasizes the following:

- five core learning areas
 - Filipino
 - English
 - science
 - mathematics

- *Makabayan* (defined below, but essentially social studies)
- strong integration of competencies and values within and across learning areas
- emphasis on the learning process and integrative modes of teaching
- increased time to gain mastery of competencies of the basic tool subjects (Filipino, English, science and math)

A DepED regional office is located in each of the country's 17 regions. A list of all government-approved schools, both public and private, can be found on the DepED website:

- public schools: www.deped.gov.ph/public/public.asp
- private schools: www.deped.gov.ph/private/private.asp

PRE-PRIMARY/PRESCHOOL EDUCATION

Although optional for most children, some pre-primary/preschool schooling is usually required for admission to private elementary schools. Children may attend nursery school between the ages of three and five and then one year of kindergarten between the ages of five and six. Both generally consist of half-day programs combining play and structured activities that aim to develop all aspects of the child (physical, social, moral, spiritual, cognitive and emotional) in preparation for primary school and future life.

The preschool curriculum includes the following areas of development:

- physical, including motor coordination and physical fitness
- personal–social, including health habits, independence skills and the ability to interact with individuals and groups
- affective, which entails love for God, self and others along with awareness of feelings and a sense of right and wrong
- cognitive, including communication (oral expression, pre-reading and writing), sensory-perceptual and numeracy skills
- creative–aesthetic, including exploration of music and movement, visual arts, drama, and poetry and prose

The language of instruction at this level may be Filipino, English and/or the language spoken by the children attending the school, but Filipino and English are also taught as communication subjects.

According to 1998 data, access to pre-primary/preschool education was limited and enrolment remained low, reaching only about one-fifth of children from birth to age six (1998 data); by the age of five, around 30 per cent of children were enrolled in kindergarten, a marked increase over what it had been a decade earlier. Access to pre-primary/preschool education is generally higher in urban areas than in rural areas. In SY 2001–02, more than half a million children were enrolled in preschool, over half of them in the government's public preschools. The availability of public preschools has increased dramatically since 1970, when only about 1,000 children (two per cent) were enrolled in publicly funded schools. Total attendance has also increased, from just over 51,000 in 1970 to almost 650,000 in 2001.

According to government regulations, the qualifications required to teach pre-primary/preschool school can be acquired through the following paths:

- Bachelor of Science degree with specialization in Family Life and Child Development or Early Education or Kindergarten; or
- Bachelor of Science degree in Elementary Education with 28 units (credits) of Preschool Education and 54 hours of preschool class practicum; or
- Bachelor of Arts or Science degree in a discipline allied to education, arts, nursing or anthropology, with 18 units of preschool education.

Teacher-aides, helpers and assistant teachers must be high school graduates and attend a minimum of 20 hours of training in a preschool to receive a certificate from a recognized training institution or professional organization (DepED (DECS) Order No. 107, s. 1989).

ELEMENTARY EDUCATION

The principal goals of elementary education are assisting students in “learning how to learn” (DepED Order No. 43, s. 2002) and providing each one with the basic preparation to become “an enlightened, disciplined, nationalistic, self-reliant, God loving, creative, versatile and productive member of the national community” (DepED).

In public schools, elementary education lasts six years, reduced from seven years by the 1940 Education Act. Although some private schools do offer Grade 7, the government has not re-established it in public schools. The

first four years of elementary education are termed primary grades while the last two are referred to as intermediate grades. Over 92 per cent of children aged six to 11 are enrolled in elementary school.

Most Filipino children enter Grade 1 at the age of six or seven. At the elementary level, in SY 2003–04, 93 per cent of students attended public schools while only seven per cent attended private institutions. These enrolment proportions have been stable for several years, even as the total number of elementary school students continues to increase. In SY 2003–04, almost 13 million students were enrolled in the country's elementary schools.

The government's school building program has been effectively reducing the number of *barangays* (villages) not served by an elementary school. Teacher:student ratio in public elementary school was 1:36 in SY 2003–04.

ELEMENTARY EDUCATION CURRICULUM

The 2002 Elementary Basic Education Curriculum focuses on five subjects:

- English
- science and health
- mathematics
- Filipino
- *Makabayan*

Some subjects are integrated into others at certain levels. For example, science and health concepts are used as content in English for Grades 1 and 2 and values education, one of the components of *Makabayan*, is integrated into all learning areas. At the elementary level, *Makabayan* serves as practice environment for holistic learning to develop a healthy personal and national self-identity. Ideally, *Makabayan* entails the adoption of modes of integrative teaching, enabling the learner to personally process and synthesize a wide range of skills and values (cultural, aesthetic, athletic, vocational, politico-economic and ethical).

The languages of instruction in elementary schools vary by grade and by subject. In Grades 1 and 2, in addition to teaching Filipino and English as second languages, the vernacular (local) language is used as an auxiliary medium of instruction. From Grade 3 on, Filipino is the medium of instruction for Filipino and *Makabayan*, while mathematics, science and English are taught using English (see Table3).

Grading takes place four times a year in each subject using a cumulative rating system, with a passing grade of 75 per cent determining promotion to the next grade. The lowest failing grade that may appear on the report card is 65 per cent. Students are promoted on a yearly basis upon meeting the achievement standards of the grade.

Assessment methods include quizzes, participation, projects and periodical tests. According to DepED, the composition of assessment tests should address varying levels of difficulty:

- 60 per cent basic items
- 30 per cent more advanced
- 10 per cent for distinguishing honour students

After successfully completing Grade 6, students receive a *Certificate of Graduation* (referred to as *Katunayan* in the local language) from the elementary school they attended.

A National Achievement Test, similar to the previous National Elementary Achievement Test, is normally administered to Grade 6 students toward the end of that school year. The test is designed to assess the abilities and skills of all public and private Grade 6 students in five subject areas:

- English
- Filipino
- science
- social studies
- mathematics

The NAT is not always administered, however, and a variety of other achievement or diagnostic tests may be given in any given year, as per DepED orders. The last reported NEAT for Grade 6 students (SY 2000–01) showed a mean performance score of 51.73 per cent (the percentage of those who passed has not been reported).

Elementary education teachers require at least a bachelor's degree. They may have a bachelor's degree in elementary education or they may opt for an equivalent degree or another baccalaureate degree that includes 18 units of professional education along with practice teaching in elementary schools.

TABLE 3. WEEKLY TEACHING MINUTES PER SUBJECT IN THE 2002 ELEMENTARY EDUCATION CURRICULUM

SUBJECT	WEEKLY TIME ALLOCATED TO EACH SUBJECT (IN MINUTES)					
	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Filipino	400	400	400	300	300	300
English	500	500	500	400	400	400
Science ⁽¹⁾	--	--	200	300	300	300
Mathematics	400	400	400	300	300	300
<i>Makabayan</i> : ⁽²⁾	300	300	300	500	600	600
Civics and Culture	300	300	300	--	--	--
Social Studies ⁽³⁾	--	--	--	200	200	200
Home Economics & Livelihood	--	--	--	200	200	200
Music, Arts and Physical Education ⁽⁴⁾	--	--	--	100	200	200
Values Education, Good Manners and Right Conduct ⁽⁵⁾						
Total Weekly Minutes	1,600	1,600	1,800	1,800	1,900	1,900

International Bureau of Education. Retrieved February, 2005, from www.ibe.unesco.org/International/Databanks/Dossiers/mainfram.htm

Notes:

(1) In grades 1 and 2, Science is integrated into English and *Makabayan* (Civics and Culture); in Grades 3 to 6, Science includes basic health concepts.

(2) In grades 1 to 3, *Makabayan* competencies and topics are developed through Civics and Culture. Children engage in character-building activities, develop good behaviour and are taught values like love for the country, good citizenship and respect for one's cultural heritage. Children are also introduced to basic health knowledge, healthy practices and simple scientific skills. Civics and Culture also nurtures creative expression through music, arts, physical exercise and games. In Grade 3, Civics and Culture focuses on the development of a work ethic.

(3) Social Studies covers geography in Grade 4, history in Grade 5 and government and civics in Grade 6.

(4) Integrated into Civics and Culture in Grades 1 to 3.

(5) Values Education and Good Manners and Right Conduct are integrated into all learning areas.

Equivalent degrees include:

- ✦ BSc in Education with a major in Elementary Education
- ✦ BA with a major in Elementary Education
- ✦ Bachelor of Pedagogy
- ✦ a degree received for successful completion of a four-year course in a school of Agriculture, Arts and Trades or Fisheries
- ✦ BSc in Home Economics
- ✦ BSc in Early Childhood Education, Preschool or Kindergarten

Other admissible bachelor's degrees, with 18 units in professional education, include:

- ✦ BSc in Music
- ✦ BSc in Mathematics Teaching
- ✦ Bachelor in Music
- ✦ BSc in Geography
- ✦ BSc in Speech Pathology
- ✦ BA in Christian Education
- ✦ BSc in Industrial Arts
- ✦ BSc in Agricultural Education
- ✦ BSc in Religious Education

SECONDARY EDUCATION

According to the DepED Bureau of Secondary Education, the main objectives of secondary education are “to continue to promote the objectives of elementary education” and to discover and enhance the different aptitudes and interests of the students so as to equip them with skills for productive endeavour and/or prepare for tertiary education. Secondary education generally lasts for four years—Years 1 to 4; students normally start high school at the age of 12 or 13 and graduate at the age of 16 or 17.

The entry requirement for public high schools is the completion of primary education; some private high schools require competitive entrance examinations. Public secondary education is tuition free, as provided for in the Free Public Secondary Education Act of 1988, but not compulsory. A full public secondary system is being put into place. In the meantime, the government offers assistance programs (scholarships) to help students access private secondary education when there aren't enough spaces available in public schools.

Enrolment in the public secondary school system has been increasing steadily, bolstered by the Free Public Secondary

Education Act of 1988. In SY 2003–04, a total of 6,270,208 secondary school students were enrolled, 80 per cent of whom were in the public system, up from 61 per cent in SY 1995–96. The remaining 20 per cent of high school students in SY 2003–04 attended private schools. In the same school year, there were 8,091 secondary schools in the country, almost 60 per cent of which were public. Only six municipalities did not yet have a high school. The average teacher:student ratio in public secondary school was 1:42 in SY 2003–04.

There are two main types of secondary schools:

- general high schools, in which 90 per cent of students are enrolled
- vocational high schools

Both offer the general academic curriculum, but vocational high schools offer additional courses in five main vocational fields:

- agriculture
- fishery
- trade–technical
- home industry
- non-traditional fields

SPECIAL HIGH SCHOOLS

As of 2005, there were also eight Philippine Science High Schools (PSHS) throughout the country, the first one having opened in 1963. These schools are part of the Philippine High School System, an agency or service institute attached to the Department of Science and Technology (DOST). The curriculum consists of enriched science, technology, mathematics and English programs in addition to a more general curriculum. Students share a common freshman year and then specialize in either a science stream or a technology stream through electives in years two to four.

There is also one government-run residential school for students gifted in expressive or creative arts, the Philippine High School for the Arts (PHSA). A special secondary curriculum, combined with the general secondary curriculum, supports the development of gifted and talented students in the fields of creative writing, dance, music, visual arts and theatre arts.

Entry into the specialized high schools is highly competitive and only gifted students are admitted. Admission

requirements for the PSHS involve being in the 90th percentile of a class or having a special aptitude for science and mathematics as attested by school authorities. Applicants also have to pass the PSHS National Competitive Exam, which is administered at designated testing centres throughout the country.

SECONDARY EDUCATION CURRICULUM PRIOR TO 2002

The first general secondary curriculum for public and private schools was implemented immediately following World War II. It was structured in such a way as to meet the needs of both students who intended to pursue their education and those who would end their education with high school, either to become homemakers or to seek employment.

The following basic courses, each taught for 40 minutes daily, were included in the curriculum:

- grammar and composition
- reading
- general science
- general mathematics
- world history and current events
- national language
- health and physical education
- exploratory vocational (for boys)
- general home economics (for girls)
- pre-military training (for boys) in the third and fourth years of high school

From 1957 to 1972 a similar curriculum was followed, but with a 2+2 plan that entailed common courses in the first two years and either a college preparation or a vocational track in Years 3 and 4.

The Revised Secondary Education Program was introduced in 1973, bringing the following major changes to the curriculum:

- elective courses for academic and vocational subjects in Years 2 to 4
- guidance and counselling programs
- class schedules changed to one hour three times weekly or one-and-a-half hours twice weekly
- addition of practical work experience for the vocational track
- English courses encapsulated into communication arts

- social science and social studies as required courses in Years 3 and 4
- health and physical education replaced by youth development training (YDT)
- scouting, citizen army training (CAT) and physical education taught for one hour weekly

A World Bank study of the Philippine secondary school system that found problems in management, evaluation and program quality brought about the next major changes to the curriculum in 1989. The New Secondary Education Curriculum that ensued was the first to be required in all schools across the country.

The single-track, general education curriculum included the following eight basic subjects:

- Filipino
- Social Studies (*Araling Panlipunan*): taught in Filipino and including Geography, History, Government, Economics, Development of Civilization, and Cultures of Philippines, Asia and the World
- Physical Education, Health and Music or PEHM (*Edukasyon Pang Katawan, Kalusayan at Musika*): taught in Filipino and including Arts and Citizen Army Training (for boys and girls) in the fourth year
- Values Education (*Edukasyon sa Pagpapahalaga*): taught in Filipino or English as a separate subject, as well as integrated into all teaching areas
- English
- Science and Technology: taught in English and consisting of basic Biology, Chemistry and Physics in Year 1, Biology and Technology in Year 2, Chemistry and Technology in Year 3, and Physics and Technology in Year 4
- Mathematics: taught in English
- Technology and Home Economics (THE): taught in English and including Home Economics, Industrial Arts, Fishery Arts and Agriculture, as well as Entrepreneurship Development

Each subject was generally taught for 40 minutes daily, except Physical Education, Health and Music, which was taught for 40 minutes three times a week, and Science and Technology, which was taught for 60 minutes a day in Years 1 and 2, and 80 minutes a day in Years 3 and 4.

CURRENT SECONDARY EDUCATION CURRICULUM

The current Secondary Education Curriculum, released in 2002, supports the goals set forth by the Education Act of 1982: to continue general education as started in the elementary grades, to prepare students for college and to prepare students for the world of work. These main goals are reflected in the curriculum.

The core learning areas of the Secondary Education Curriculum include: Filipino, English, Mathematics, Science and *Makabayan* (see Table 3). Each subject is taught for all four years of high school. English, Science, Math and Filipino are each taught for one hour every day, amounting to 300 minutes a week for each subject, whereas *Makabayan* subjects are taught for two and a half hours combined, for a total of 780 minutes per week. Teachers may organize their schedules in different ways to cover the prescribed amount of time for each subject. For example, one teacher may choose to teach Social Studies daily for 45 minutes while another may choose to teach it in 60-minute blocks, four times a week. (See Table 3 for an overview of secondary subjects with their corresponding weekly-allocated teaching minutes.)

The languages of instruction for secondary education are similar to those used for elementary education: Filipino is used to teach Filipino, Social Studies and Values Education, while English is the medium of instruction for English, Science, Mathematics, Technology and Livelihood Education (TLE), and Music, Arts, Physical Education and Health (MAPEH). According to President Macapagal-Arroyo's Executive Order No. 210, issued in 2003, English should be used as the language of instruction during no less than 70 per cent of the total time allotment for all learning areas at the secondary education level (DepED Memorandum No. 189, s. 2003).

TABLE 4. LANGUAGE OF EDUCATION FOR SECONDARY SCHOOL SUBJECTS

ENGLISH	FILIPINO
English	Filipino
Science	Social Studies (<i>Araling Panlipunan</i>)
Mathematics	Values Education (<i>Edukasyon sa Pagpapahalaga</i>)
Technology and Livelihood Education (TLE)	
Music, Arts, Physical Education and Health (MAPEH)	

Secondary school students are rated four times a year on all subjects, as in elementary school, through various methods including quizzes, participation, projects and periodic tests. The government encourages the use of non-traditional assessment methods (open-ended questions, performance-based assessments and portfolio assessments) to complement traditional ones (multiple choice, completion and matching).

According to DepED, assessment tests should consist of items of varying difficulty: 60 per cent basic items, 30 per cent more advanced items and 10 per cent for distinguishing honour students. The passing grade is 75 per cent and the lowest grade that can be entered on the report card is 65 per cent.

Students are promoted on a subject-basis and automatically advance to the next grade. If a student fails three or more subjects during the year, however, and is unable to make them up during summer sessions, he or she will be retained in the same grade, but will need to repeat only the failed subjects.

Grades are reported on two standardized forms mandated by DepED: Form 137-A or the High School Permanent Record and Form 138-A or the High School Report Card.

- Form 137-A is essentially the student's transcript, listing all classes taken as well as grades earned for each class. It also indicates whether the student has graduated. For students graduating from private schools, Form 137-A should also state the Special Order number.
- Form 138-A is issued to students once they have left high school permanently, whether because of graduation or due to an interruption of studies of at least one year. The form lists the final grades on all courses taken by the student.

Only schools recognized by DepED can legally issue Form 137-A or Form 138-A, or use the words "Form 137-A" (or "Form 137"), or "Form 138-A" (or "Form 138") on their transcripts.

At the end of Year 4, students take a national achievement test (NAT). Previously called the National Secondary Achievement Test, the NAT is administered yearly by the National Education Testing and Research Center (NETRC). This test replaces the National College Entrance Examination, abolished in 1994, which was used

between 1974 and 1994 as an admission requirement by post-secondary institutions. The last NSAT scores reported by DepED, for SY 2000–01, show a mean performance score of 53.39 per cent. The percentage of those who passed was not reported.

Other diagnostic or achievement tests may be given to students according to DepED's orders. In 2005 for instance, both Year 1 and Year 3 students were tested to help the government evaluate the programs.

Upon successful completion of the four-year curriculum, students are awarded a Diploma (*Katibayan*) from their school, as well as a Certificate of Graduation (*Katunayan*) from DepED.

BRIDGE PROGRAM

A bridge program has been implemented by the government as a temporary measure to address the quality issue in Philippine education. As of 2004, incoming high school students take the High School Readiness Test (HSRT) to assess their preparedness for secondary education. The program is meant to address learning gaps in English, mathematics and science. The passing grade is 30 per cent. Students who do not pass the test (scoring 29 per cent and below) are strongly encouraged to enrol in the bridge program, a one-year remedial course, prior to entering regular high school.

In May 2004, the test was administered for the first time and half of the country's students failed. There has been opposition to this government program from various groups across the country, but support has been expressed by others who think the bridge program is the start of a solution to the education system's reported lack of quality.

Secondary school teachers are required to have a bachelor's degree in education or its equivalent, with a major and minor, or a bachelor's degree in arts and sciences, with at least ten units in professional education. They may also have any other bachelor's degree, with 18 units in professional education. Like all professional teachers in the Philippines, those with other degrees are required to have a certificate of registration and a license from the Board for Professional Teachers of the Professional Regulation Commission.

SECONDARY CURRICULUM ANALYSIS

Comparison of key subjects (English, mathematics and sciences) of the Philippine 2002 Secondary Education Curriculum with the current Alberta high school curriculum has shown both similarities and differences. Although thorough analysis is not possible in the absence of a more detailed curriculum document or recommended teaching materials, in general it appears that by the end of secondary Year 4 (Grade 10), the Filipino student's education is comparable to that of an Alberta Grade 11 student.

Analysis of the Philippine secondary Mathematics curriculum suggests that it is comparable to the Alberta secondary Pure Mathematics 20. The Philippine curriculum covers most of the Pure Mathematics 20 content and some of the Pure Mathematics 30 content, along with additional content not covered in the Alberta curriculum—some algebra and, especially, geometry concepts are covered with more depth in the Philippines. On the other hand, some topics are missing from the Philippine curriculum, such as permutations, combinations, conics and transformational geometry.

Analysis of the Biology curriculum, part of the second year of high school in the Philippines, suggests that most concepts of the Alberta Biology program are covered, including Biology 30.

Chemistry, taught in Philippine secondary Year 3, seems to address all the concepts covered in Science 10, part of Chemistry 20 and a bit of Chemistry 30. Solutions and gases (Chemistry 20) appear well covered in the Philippine curriculum, but stoichiometry and organic chemistry (also from Chemistry 20) are missing.

The physics program, covered in Year 4, addresses significant topics of Physics 20 with the following exceptions: kinematics, two-dimensional motion, simple harmonic motion, circular motion and mechanical waves. Some concepts of Physics 30 are also covered, but with the following significant omissions: conservation of momentum in two-dimensional interactions, Kirchhoff's rules, Lenz's law, electric charges in electric and magnetic fields, wave particle duality, DeBroglie hypothesis, Compton effect, the development of the atomic model and Balmer's series (hydrogen spectrum).

In addition to these three science subjects, the first year of high school in the Philippines includes a yearlong "Integrated Science" subject that covers general scientific concepts (that is, scientific method) as well as concepts specific to biology, chemistry and physics.

Examination of the English curriculum suggests a lower level of education and is estimated to be comparable to Alberta's English Language Arts 10-2, at best.

HIGHER EDUCATION

In 2001–02, almost 2.5 million students were enrolled in higher education programs in the Philippines, over two-thirds of them in private schools. While men and women enjoy quasi gender parity at the basic education level, women now slightly outnumber men in tertiary education. Over a fifth of the 16- to 21-year-old population enrolls in higher education programs, but fewer than half of these make it to graduation.

TABLE 5. HIGHER EDUCATION STATISTICS (2001–02)

Higher education institutions	1,605 ⁽¹⁾
Total enrolment	2.4 million ⁽²⁾
Students enrolled in private sector (2001–02)	67 %
Female enrolment (2001–02)	56 %
Gross participation ratio (among 16- to 21-year-olds)	22 %
Graduation rate	46 %
Total number of faculty	98,943

(1) 2004–05 data

(2) 2002–03 data

Filipinos generally regard education as the main avenue to improve their life socially and economically. Parents often make many sacrifices to provide education for their children, tuition representing a large portion (up to half or more) of the average annual family income. Through the Education Code of 1982, the government has deregulated tuition fees. Private higher education institutions (HEIs) generally charge at least double the tuition amount that public HEIs do. Different forms of financial assistance (such as student loans and scholarships) are available from the government, universities, corporations, individuals and various organizations.

Students normally enter higher education at the age of 16 or 17 after the completion of high school. Each HEI

has its own admission policy, which usually includes some form of entrance examination, such as the University of the Philippines' College Admissions Test (UPCAT). Some schools also include medical examinations or have an open admission policy with selective retention.

The number of HEIs had grown to over 1,600 in 2004–05. This is a huge number considering the size of the student population. In comparison, China, with almost eight times the number of students, has only 2,110 HEIs. This points to a difference in the size of institutions. Each of the country's regions has a minimum of 36 HEIs, but the National Capital Region, which includes Manila, has the greatest number of them (259).

The five most popular disciplines in higher education, representing over 75 per cent of all enrolments, are:

1. business administration and related disciplines
2. education and teacher training
3. engineering and technology
4. mathematics and computer science
5. medical and allied disciplines

ADMINISTRATION

The Commission on Higher Education (CHED) administers and supervises all tertiary-level degree-granting institutions, in both public and private sectors. A department-level government agency, CHED is independent from and co-equal to the Department of Education (DepED). It was created in 1994 following the release of a congressional commission report on tertiary education that led to the Higher Education Act of 1994. Prior to 1994, responsibility for higher education rested with the Department of Education Culture and Sports (DECS), through its Bureau of Higher Education.

ACADEMIC YEAR

CHED issues a yearly memorandum stating the precise dates of the academic calendar for colleges and universities. Classes normally start in June and end in March, with collegiate school days (including examination days) covering a period of no less than 18 weeks per semester (6 weeks for summer classes). The minimum length of actual student contact time is 17 hours (including examinations) for every one unit of academic credit. Individual HEIs may choose to modify the calendar to observe school holidays as long as the total number of days remains unchanged.

Colleges or universities operating on trimestrial or quarterly systems and those using alternative instruction delivery modes may also modify the calendar as long as they have prior approval from CHED.

GRADING SCALES

CHED does not prescribe grading scales at the higher education level, so the country's HEIs use many grading scales. The most common grading system is a scale ranging from 1.0 to 5.0, where 1.0 is the highest grade, 5.0 the lowest and 3.0 is the passing grade. When a 4.0 or "conditional fail" grade is given, the student has the opportunity to retake the class or pass a make-up exam. If successful, the student receives a passing grade of 3.0; otherwise, a failing grade of 5.0 is assigned.

TABLE 6. MOST COMMONLY USED GRADING SCALE AT THE TERTIARY LEVEL

NUMERICAL GRADE	DESCRIPTIVE GRADE	PERCENTAGE
1.00	Excellent	95–100
1.25		
1.50	Very good	90–94
1.75		
2.00	Good	85–89
2.25		
2.50	Fair or Satisfactory	80–84
2.75		
3.00	Pass	75–79
4.00	Conditional Fail	70–74
5.00	Fail	Below 70
INC	Incomplete	

As noted, other grading systems may also be in use. Some institutions employ a shorter scale ranging from 1.0 to 3.0, others use a 4.0 to 1.0 reverse scale and still others mark with letter grades.

HIGHER EDUCATION INSTITUTIONS

As the government spends most of its education budget on basic education, tertiary education is dominated by the private sector. In fact, almost 90 per cent of all HEIs in 2004–05 were in the private sector. Although public schools represent only 10 per cent of the total number of HEIs, they enrol almost a third of all tertiary-level students.

Table 7 shows the different categories of the country's public and private HEIs.

TABLE 7. DISTRIBUTION OF HIGHER EDUCATION BY SECTOR AND TYPE OF INSTITUTION FOR AY 2004–05

PUBLIC HIGHER EDUCATION INSTITUTIONS:	174
1. State universities and colleges (SUCs)	111
2. CHED-supervised institutions (CSIs)	1
3. Local universities and colleges (LUCs)	47
4. Other government schools (OGSs)	10
5. Special higher education institutions	5
PRIVATE HIGHER EDUCATION INSTITUTIONS:	1,431
Non-sectarian	1,089
Sectarian	342
TOTAL	1,605

PUBLIC SECTOR HIGHER EDUCATION INSTITUTIONS

Public-sector tertiary institutions receive as much as 80 to 90 per cent of their operating budgets from government funding. In addition, they are allocated land to facilitate their development and further annual allocations for capital expenditures.

There are presently five recognized categories of public higher education institutions, as indicated in Table 7.

SUCs, also referred to as chartered institutions, are chartered CHED-autonomous institutions funded by the national government. Unlike all other types of HEIs, SUCs do not require CHED's approval to offer academic courses and degree programs, even though the budget for new programs must be approved by CHED. While CHED has representation on the boards of the SUCs, it has no direct responsibility or authority over them. Furthermore, SUC programs are not monitored or reviewed by CHED to ensure compliance with minimum academic standards. The quality of SUCs varies greatly, from internationally renowned institutions (such as the University of the Philippines, Philippine Normal University and Central Luzon State University) to high schools that have been "upgraded" to the SUC status without regard for academic quality. Until further notice, CHED has issued a moratorium on the establishment of new SUCs and on the conversion of other institutions to SUCs.

CSIs are non-chartered colleges, directly under the supervision and within the budget of CHED. In large part, CSIs were created from high schools, many of which were technical–vocational in nature and were

referred to as polytechnic, agricultural arts or trade schools. In recent years most CSIs were integrated—and a few were converted—into regional SUCs, while others were transferred to the Technical Education and Skills Development Authority and DepED. As of 2004–05, only one CSI remains in existence: the Canuto M.S. Enerio College of Arts and Trades.

LUCs, previously called community colleges, are established, operated, funded and supervised by local government units, such as municipalities. CHED maintains administrative authority over these HEIs. Some examples are:

- the City of Malabon University
- Ligao Community College
- New Lucena Polytechnic College

OGSs are public secondary and post-secondary education institutions (usually technical–vocational in nature) that offer at least one tertiary-level academic degree program. Most are agricultural or industrial arts and trades schools. CHED has administrative authority over these schools as well. OGS examples are:

- Balabagan Trade School
- Fortunato F. Halili National Agricultural School
- Hadji Buto School of Arts and Trades

Special HEIs are institutions directly linked to the government agency that created them. They provide training in areas such as military science and national defence. Examples, both under the Department of National Defence, are:

- the Philippine Military Academy
- the National Defence College

PRIVATE SECTOR HIGHER EDUCATION INSTITUTIONS

Private-sector HEIs are owned and administered by private individuals, groups or corporations. Their funding comes almost entirely from tuition fees and donations, with government funding representing only about one per cent of their total budget. All recognized private HEIs are under the administrative authority of CHED.

CHED recognizes two main types of private HEIs: sectarian and non-sectarian.

Sectarian colleges and universities are usually non-profit institutions owned and operated by religious congregations, mostly Catholic. A large part of their funding comes from their religious counterparts in Europe and the United States. Some examples of sectarian HEIs are:

- Ateneo De Manila University
- Colegio De San Juan De Letran
- De La Salle University

Non-sectarian institutions—the largest category of HEIs—are owned by private corporations. Not affiliated with any religious group, the majority of non-sectarian institutions are for-profit stock corporations that distribute part of their income to shareholders. The remaining non-sectarian HEIs are non-stock non-profit corporations or education foundations that return most of their income into the operation of the educational programs and facilities. Some examples are:

- Jose P. Rizal University
- National University
- Philippine Women's University

Special Order numbers

In order to grant a certificate, diploma or degree to a student, private HEIs are required to get an SO number from CHED. CHED issues the SO number to the institution after verifying that the student has successfully completed all academic requirements. That number is noted in the student's transcript and on his or her diploma.

Public institutions (state universities and colleges) are not required to have a Special Order number and thus none will appear on their students' records. Private HEIs that have been accredited at Level II, III or IV (explained below) and those that have been granted Autonomous or Deregulated status are also exempt from the SO.

TABLE 8. APPLICABILITY OF SO NUMBERS TO VARIOUS INSTITUTIONS

TYPE OF INSTITUTION	SO NUMBER REQUIRED?
Elementary school (public and private)	No
Public secondary school	No
Private secondary school * Private secondary schools affiliated with higher education institutions and accredited at Level II or higher are exempted from the requirement for an SO number	Yes*
Public higher education institution (State universities and colleges, CHED-supervised institutions, local universities and colleges, other government schools and special higher education institutions)	No
Private higher education institution (sectarian and non-sectarian)	Yes with exceptions listed below*
* Private higher education institutions granted autonomy or deregulated status	No
* Private higher education institution granted Level II or higher accredited status	No
Public technical-vocational (TVET) programs	No
Private TVET programs	Yes

ACCREDITATION

“Accreditation, which imposes higher standards than those set by the government, is a voluntary continuous self-improvement mechanism [for both public and private HEIs] to ensure the public of compliance with, and even beyond, minimal required standards” (UNESCO, 2003). It is one of the quality assurance mechanisms in Philippine higher education.

The accreditation movement started in the early 1950s as an initiative of a group of educators from private colleges and universities who were concerned with the quality of higher education. They promoted a mechanism that would allow voluntary and continuous monitoring, implementation and self-assessment of HEIs according to an agreed-upon system of standards. Three accrediting bodies were thus formed between the 1950s and the 1970s, each with its own accrediting standards and instruments:

- the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)
- the Philippine Association of Colleges and Universities–Commission on Accreditation (PACU–COA)
- the Association of Christian Schools, Colleges and Universities–Accrediting Agency (ASCCU–AA)

To encourage a common approach and methodology to accreditation, an umbrella organization—the Federation of Accrediting Agencies in the Philippines (FAAP)—was created in 1976 to coordinate the three accrediting agencies.

A fourth accrediting agency—the Accrediting Association of Chartered Colleges and Universities of the Philippines (AACCUP)—followed to serve the public state universities and colleges.

While AACCUP is mainly used by members of the Philippine Association of State Universities and Colleges, PAASCU by Catholic schools, PACU–COA by non-sectarian groups and ACCU–AA by the Protestant sector, the accrediting bodies are non-restrictive so they can provide service to anyone.

Accreditation methodology is basically the same across the board but requirements vary for each level. The process involves two steps:

1. a self-study by the HEI addressing ten key areas:
 - philosophy and objectives
 - faculty
 - instruction and research
 - library
 - laboratory
 - plant and facilities
 - student personnel services
 - social orientation and community involvement
 - administration and organization
 - financial operation

followed by:

2. a site visit by a trained team of accreditors (usually five) from one of the accrediting associations

All accrediting agencies focus on program accreditation rather than institution accreditation. Generally, each program to be accredited in an institution requires a separate subcommittee except where significant commonalities exist between programs.

The self-study—the format of which is prescribed by the accrediting association—takes the form of a survey of academic operations, strengths and weaknesses. This step is quite involved, as many people have to be consulted to get an accurate picture of the program, sometimes taking up to a year to finish.

Once the self-study report has been submitted, one of the accrediting agencies is invited to the institution. The site visit by the accrediting team starts with a meeting with institution officials and members of the self-study committee. Team members then make unannounced visits to different parts of the campus (library, guidance and counselling office, laboratories and so on); interview students, faculty and other staff; and observe ongoing class instruction. The site visit lasts a few days.

Once the site visit is complete, the accrediting team submits a report to the accrediting agency, which reviews the application and sends appropriate recommendations to the institution. If the application is approved, a recommendation for the accreditation level sought is sent to FAAP, which, as the meta-evaluation agency, must certify that the quality requirements have been met before the accreditation is granted and communicated to CHED.

Four levels of accreditation reflect the varying levels of quality in terms of programs and institutions, identified by roman numerals. Requirements for each level vary, increasing with each step up.

- Levels I and II require the completion of their respective self-study reports and validation of those reports through the site visit.
- As an intermediate step between Level II and Level III, Level II re-accredited status requires the institution to show significant achievement in academic operations.
- An additional requirement for Level III includes a reasonably high standard of instruction, demonstrated through the quality of the faculty and a highly visible community extension program.
- To obtain Level III accredited status, institutions must also demonstrate two of the following characteristics:
 - a highly visible research tradition
 - a strong staff-development tradition
 - three years of highly creditable performance of its graduates on Professional Regulation Commission (PRC) licence exams
 - the existence of working consortia with other schools or agencies

- Level IV accredited status is reserved for HEIs that have distinguished themselves in a broad area of academic discipline and that enjoy the prestige and authority afforded to international universities. To ascertain this, Level IV requires that:
 - at least 75 per cent of the institution's programs have attained Level III accreditation for a minimum of 10 years
 - the institution shows excellent outcomes in research (number, scope and impact of scholarly publications in important national and international journals) and in teaching and learning (performance of alumni and graduates)

Although it is voluntary, CHED encourages accreditation through incentive programs such as grants of autonomy and deregulated status to deserving private colleges and universities, as well as other privileges associated with each of the four levels of accreditation. While SUCs already have a charter of full autonomy, they still benefit from accreditation in the prestige it gives them, making their programs more attractive to prospective students.

Different benefits are associated with each level of accreditation. The four levels of accreditation along with their associated benefits are:

Level I: Applicant Status

Benefits include:

- exemption from administrative–operational requirements

Level II: Accredited Status

Benefits include:

- full administrative deregulation, although promotion and graduation reports must be available for review by CHED
- financial deregulation in terms of tuition setting and other school fees and charges
- partial curricular autonomy, including the authority to revise curricula without CHED approval as long as it meets the Professional Regulation Commission's requirements and guidelines
- authority to graduate students from accredited courses or programs without the prior approval of CHED or the need for SO numbers
- priority in terms of available funding assistance for scholarship, library materials, laboratory equipment and other development activities

- priority in terms of government subsidy for faculty development
- the right to use the word “Accredited” in its publications and advertisements
- limited visitation, inspection and/or supervision by CHED

Level III: Accredited Status

Benefits include:

- all the benefits granted to Level II
- full curricular deregulation, including the authority to offer new courses allied to existing Level II programs without prior approval from CHED

Level IV: Accredited Status

Benefits include:

- all the benefits granted to Level III
- eligibility for the awarding of grants and/or subsidies from the Higher Education Development Fund for programs of qualified tertiary education institutions
- a charter of full autonomy for the duration of its Level IV accredited status

Accreditation status is valid for a period of three to five years, after which it must be reviewed.

AUTONOMY AND DEREGULATED STATUS

As part of the accreditation process, CHED recognizes the contribution of deserving private HEIs by granting them autonomy or deregulated status. Three general criteria are used to identify the institutions that are eligible to become autonomous or deregulated:

1. The institution is recognized as a Centre of Excellence or a Centre of Development and/or has FAAP Level III accredited programs.
2. The overall performance of graduates in the Professional Regulation Commission licensing examinations is outstanding.
3. The institution has a long tradition of integrity and an untarnished reputation.

The benefits of autonomy are:

1. exemption from the issuance of SOs
2. freedom from the monitoring and evaluation activities of CHED
3. entitlement to grant subsidies and other financial incentives or assistance from CHED
4. the privilege of determining and prescribing its own curricular programs

5. the privilege of offering new courses or programs at the undergraduate and graduate levels without having to request CHED authorization (although CHED must be informed of all new courses and programs)
6. the privilege of establishing branches or satellite campuses without prior CHED approval (although CHED must be informed of the location of any new branch)
7. the privilege of offering extension classes and distance education courses or programs to expand access to education and to establish affiliation with recognized foreign HEIs in pursuit of international standards of education
8. the authority to grant honorary degrees to those deserving

The benefits of deregulated status are similar to those of the autonomous status (except for points 5, 6 and 7 above, where CHED's prior approval is still required). Autonomy and deregulated status are reviewed after five years.

A list of HEIs granted autonomous and deregulated status can be found in CHED's online directory of HEIs (www.ched.gov.ph/hei_dir/index2.html#hei_top) (although it is not currently up-to-date) and in CHED's memorandum orders, also available online (see most current list in Appendix A).

CENTERS OF EXCELLENCE AND CENTERS OF DEVELOPMENT

CHED defines Centers of Excellence (COEs) and Centers of Development (CODs) as public or private higher education institutions that have demonstrated the highest degree or level of standards in the areas of instruction, research and extension. CHED has recognized such centres in the different disciplines and provides them with additional funding for student scholarships, faculty development, library and laboratory upgrading, research and extension services, instructional materials development and networking.

As of February 2001 (the date of the latest available data), CHED has identified 271 COEs and CODs in various disciplines throughout the country. In terms of regional distribution, the National Capital Region has the highest number of COEs and CODs, with 94, followed by the Central Visayas with 21 and Northern Mindanao with 18 (see Appendix B for the list of COEs and CODs by institution and discipline).

UNIVERSITY STATUS

The terms "college" and "university" are both used to identify institutions of higher education in the Philippines, not unlike in the United States. The status of "university," however, is reserved for those deserving HEIs that, according to CHED, "have proven their excellence in the areas of instruction, research and extension" (CHED Memorandum Order No. 48, s. 1996).

Institutions must meet the standards and guidelines specified by CHED in order to receive and retain university status. These criteria include, among others:

- four-year courses in liberal arts, basic sciences and/or mathematics, and social sciences
- a minimum of three professional courses
- at least two graduate-level courses leading to doctoral degrees
- Level III accreditation for at least four undergraduate and at least two graduate programs
- quality instruction and research
- credible community extension services
- 50 per cent full-time faculty in arts and sciences
- 20 per cent faculty with a doctoral degree and 35 per cent with a master's degree.

Additional requirements concern infrastructure and facilities. CHED reviews the HEI's compliance to these standards every three years.

UNIVERSITY SYSTEM TITLE

Starting in 2003, CHED has established rules and regulations for the use of the title "University System" for HEIs. University Systems are meant to make the higher education system more efficient and cost-effective by allowing HEIs that join together to adopt common academic policies and administrative structures. Public or private universities or colleges that wish to form a system must meet the requirements set by CHED, namely:

- at least 50 per cent of their tertiary programs must be accredited at Level II
- a minimum of 50 per cent of students must be enrolled at the tertiary level (for those institutions that also offer elementary and/or secondary education)

Constituents of University Systems may share some of their resources (budget, faculty and staff), coordinate their research and extension services, and offer "cross crediting"

(transfer credits) to students from one constituency to the other. Once CHED has reviewed and approved the application, the “University System” title is granted for a period of five years after which it must be reviewed by CHED. Some examples are:

- De La Salle University System
- Mindanao State University System
- Philippine Women’s University System
- Saint Paul University System
- University of the Philippines System

PROGRAMS AND EXIT CREDENTIALS

Students enter university after the completion of high school, usually at the age of 16 or 17. There is no advanced placement for students who have completed Grade 11 or Grade 12 through private schools.

The pattern of higher education in the Philippines, which is based on the American system, is very similar to Canada’s higher education pattern.

PROFESSIONAL REGULATION COMMISSION

Created in 1973, the PRC is the national body responsible for “[administering, implementing and enforcing] the regulatory policies of the national government with respect to the regulation and licensing of the 43 professions under its jurisdiction through [their respective] Professional Regulatory Board[s] (PRBs).” The professions under the supervision of the PRC are listed in Table 10.

The PRC administers the professional examinations prepared by each professional regulatory board, which are given to candidates who wish to become a licensed member of a profession. Then, with the regulatory boards, PRC issues the Certificate of Registration and professional license to each successful examinee. Over two million professionals are registered with the PRC, the number increasing yearly with each new group of examinees. In addition, the PRC has a verification of professional licensure service as well as legal services.

TABLE 9. USUAL PATTERN OF HIGHER EDUCATION

		Doctoral Degree (3 years)
	* Credits earned through an Associate Degree can often be used as transfer credit toward a Bachelor’s Degree.	Master’s Degree (2 years)
		Bachelor’s Degree (4 or 5 years)
Certificate or Diploma (1 or 2 years)	Associate Degree* (2 years) →	

TABLE 10. LIST OF PROFESSIONS REGULATED BY THE PROFESSIONAL REGULATION COMMISSION

Accountancy	Marine Deck Officers
Aeronautical Engineering	Marine Engineer Officers
Agricultural Engineering	Master Plumbers
Agriculture	Mechanical Engineering
Architecture	Medical Technology
Chemical Engineering	Medicine
Chemistry	Metallurgical Engineering
Civil Engineering	Midwifery
Criminology	Mining Engineering
Customs Brokers	Naval Architecture and Marine Engineering
Dentistry	Nursing
Electrical Engineering	Nutrition and Dietetics
Electronics and Communications Engineering	Optometry
Environmental Planning	Pharmacy
Fishery Technology	Physical Therapy and Occupational Therapy
Foresters	Professional Teachers
Geodetic Engineering	Radiologic and X-Ray Technology
Geology	Sanitary Engineering
Guidance Counselling	Social Workers
Interior Design	Sugar Technology
Landscape Architecture	Veterinary Medicine
Librarians	

Professional Regulation Commission. Retrieved from www.prc.gov.ph/; confirmed with PRC official in May 2005.s

UNDERGRADUATE EDUCATION

Undergraduate programs represent the first level of higher education. Admission requirements vary by school, but usually include an entrance examination administered either by the institution or a private testing centre, such as the Center for Educational Measurement. From 1974 to 1994, students had to pass the National College Entrance Examination as a prerequisite to enter higher education, but it was abolished in 1994 and has not been replaced by any other standard national exam.

Academic programs at the higher education level consist of instructional units, similar to credits used in Canadian universities. One unit corresponds to one hour of lecture time or three hours of laboratory work per week. Courses are usually three units in value, but science and technology

courses may be four to six units. In general, students take 18 to 22 units per semester.

Generally, one Filipino unit multiplied by 0.75 is equivalent to one Alberta credit.

NON-CREDIT PRE-BACCALAUREATE PROGRAMS

Some HEIs offer pre-university instruction for students who do not qualify for regular admission into degree programs. These non-credit remedial courses, meant to help the student prepare for further study, are generally identified as such on student transcripts.

UNDERGRADUATE CERTIFICATE OR DIPLOMA

Undergraduate certificates (*sertipiko*) or diplomas are offered in a variety of programs. These programs, usually one or two years in duration, do not have specific requirements. CHED recognizes some of these programs, but others operate without official approval and recognition. Program status can be verified on CHED's Directory of Higher Education Institutions (www.ched.gov.ph/hei_dir/index.html).

Examples of certificate and diploma programs are:

- ✦ Junior Secretarial Certificate
- ✦ Computer Secretarial Certificate
- ✦ Graduate in Midwifery Certificate

ASSOCIATE DEGREES

Associate degree programs (*asoyado*) are generally 70 units in length and are usually completed over two years, although some may take up to three years. CHED requires these programs to have a general education component representing up to half of the coursework, as well as military training and physical education courses.

Structurally, associate degrees are built to allow students to proceed directly into a bachelor's degree program, fully credited for the completed coursework. Upon successful completion of the program, students receive the title of Associate in [the particular discipline]. Examples of associate degrees are:

- ✦ Associate in Health Science Education
- ✦ Associate in Library and Information Science
- ✦ Associate in Secretarial Administration
- ✦ Associate in Computer Secretarial

Associate degree programs are part of vocational education, administered by the Technical Education and Skills Development Authority (TESDA), but are not equivalent to associate degree programs overseen by CHED. Also, not all associate degree programs are approved by CHED. As with undergraduate certificates or diplomas, program status can be verified on CHED's Directory of Higher Education Institutions (www.ched.gov.ph/hei_dir/index.html).

BACHELOR'S DEGREES

The most basic and common degree awarded at the undergraduate level is the four-year bachelor's degree (*Batsilyer*). The baccalaureate degree usually consists of four years of study:

- the first two years often being devoted mainly to the General Education Curriculum (GEC) mandated by CHED (described below)
- Years 3 and 4 consisting of courses related to the student's major

Some HEIs structure their bachelor's degree programs in order to distribute the GEC coursework over the entire length of the program.

CHED regulates curricular content for all bachelor's degrees and issues the coursework outline as well as suggested unit requirements. Most four-year bachelor's degrees require between 120 and 185 units for graduation; five-year degrees require up to 200 units. Generally included are military training (usually non-credit; mandatory for men, optional for women) and physical education (mandatory for men and for women who don't enrol in military training), as well as religion and philosophy courses in sectarian schools.

GENERAL EDUCATION CURRICULUM

The Higher Education Act of 1994 requires all HEIs to adhere to a general education curriculum as a core component of all bachelor's degree programs. The current GEC, revised in 1996 by CHED, includes a minimum of 63 units distributed among the four main disciplines as described in Table 11. Some programs offer modified versions of the GEC, as allowed by CHED.

After the successful completion of their programs, students are awarded Bachelor of Science or Bachelor of Arts degrees in their major (for example, Bachelor of Science in Physical Therapy or Bachelor of Arts in Philosophy).

TABLE 11. DISTRIBUTION OF THE 63 UNITS COMPRISING THE GEC, 1996

DISCIPLINE (UNITS)
Language and Literature (24)
• English (9)
• Filipino (9)
• Literature (6)
Mathematics and Natural Sciences (15)
• Mathematics (6)
• Natural Sciences (6)
• Science elective (3)
Humanities and Social Sciences (18)
• Humanities, Arts and Philosophy (6)
• Social Science, Basic Economics, General Psychology, Politics and Governance, Society and Culture (12)
Mandated Subjects (6)
• Life and Works of Rizal (3)
• Philippine History (3)

PROFESSIONAL DEGREES

In medical and legal disciplines the first degree awarded is also considered part of the undergraduate level of education. In medicine, the title of Doctor is used instead of Bachelor. Students receive a Bachelor of Laws or a Juris Doctor at the end of their law studies. Both types of degrees require the completion of relevant preliminary studies for admission to the bachelor's level.

- Admission to the Doctor of Medicine (MD) program normally requires completion of a relevant four-year BA or BSc degree that includes or is supplemented by prerequisite courses as specified by the school. Students must also pass the National Medical Admission Test (NMAT) and submit a Certificate of Eligibility for Medicine. CHED does not mandate a standard curriculum, but the MD program usually consists of two years of classroom study followed by two years of clinical training in affiliated hospitals. Graduates must then complete a one-year internship and pass the PRC licensing examination in order to practise.
- The Doctor of Dental Medicine (DDM) program is a six-year program, including two years of pre-dentistry followed by four years of dentistry study. Graduates must pass the PRC licensing examination in order to practise.
- The Doctor of Optometry (DO) program is a six-year program, including two years of pre-optometry followed by four years of optometry. Graduates must pass the PRC licensing examination in order to practise.

- The Doctor of Veterinary Medicine (DVM) program is a six-year program, including two years of pre-veterinary medicine and four years of veterinary medicine. Some veterinary medicine programs allow students to substitute the BSc in Veterinary Medicine or the BSc in Animal Husbandry for the two-year pre-veterinary medicine courses. Graduates must then pass the PRC examination in order to become registered and licensed to practise.
- The Bachelor of Laws (LLB) and the Juris Doctor (JD) both require a four-year BA or BSc degree that includes or is supplemented by 36 units of prerequisite courses for admission followed by four years of specialized study. Prior to 1961, the LLB consisted of a 2 + 4 pattern. Up to nine deficient units may be completed during the first year of study. The JD requires an additional eight units of coursework and a thesis. LLB graduates must complete up to 12 months of law practice internship, usually during their studies, before they are allowed to sit the bar examination administered by the Supreme Court, which they must pass in order to practise law. The Bachelor of Laws is sometimes referred to by its Filipino name, *Batsilyer sa Pambabatas*.
- The Bachelor of Science in Pharmacy (BScPh) is generally a four-year program with about 195 units of coursework. Graduates must complete 960 hours of practical internship before they are allowed to sit for the PRC licensing examination in order to become Registered Pharmacists (RP).

NURSING

Nursing is a popular and growing profession in the Philippines, partly in response to the international demand for nurses. Students entering the field must complete a four-year Bachelor of Science in Nursing (BScN) in a CHED-approved program. To be admitted, students must have graduated in the top 40 per cent of their high school class.

Between 1976 and 1992, students could take a three-year Graduate in Nursing (GN) program (no longer offered) that gave the same access to the profession as did the bachelor's degree. GN credits could also be transferred toward a BScN degree. Prior to 1976, BScN programs were five years in length, while GN programs took four years (one year of pre-nursing and three years of hospital-based training) to complete. A two-year GN to BScN supplementary degree program was also offered until 1976.

Two types of master's degrees are offered in nursing, both non-clinical in nature: the research-based thesis program of the Master of Arts in Nursing and the non-thesis professional program that leads to the Master of Nursing. Some institutions also offer a PhD in Nursing.

Nursing degree graduates may take the PRC licensing examination to be registered and licensed to practise with the title of Registered Nurse (RN) (see Table 12).

MIDWIFERY

Midwifery programs are very popular in the Philippines, making the profession one of the largest in the country. These non-baccalaureate, two-year associate degree or certificate programs are under CHED supervision. Program graduates earn the Graduate in Midwifery (GM) certificate. The curriculum, prescribed by CHED, includes at least 77 units of coursework:

- 28 units of general education requirements
- 41 units of professional courses

The program also includes practical clinical training with a minimum of 20 supervised hospital deliveries and five supervised home deliveries. Clinical training completion certificates may be issued by the hospital or clinic directly, rather than by the school. Graduates of the midwifery program must then take and pass the PRC licensing examination in order to practise their profession (see Table 13).

TABLE 12. BACHELOR OF SCIENCE IN NURSING—CORE CURRICULUM

General Education	65 units
Language & Humanities	24 units
<ul style="list-style-type: none"> English (Communication Skills I & II), Filipino I & II, Introduction to Literature, English 3 (Communication Skills III), Philosophy of Man, Logic and Critical Thinking 	
Mathematics, Natural Sciences & Information Technology	26 units
<ul style="list-style-type: none"> Mathematics (College Algebra), Chemistry (General), Biology/Geology/Earth Science, Physics I, Anatomy and Physiology, Microbiology and Parasitology, Information Technology (Computer) 	
Social Sciences	15 units
<ul style="list-style-type: none"> Psychology (General), Sociology/Anthropology, Philippine History, Philippine Government & Constitution, Asian Civilization 	
Associate in Health Science Education (AHSE) Curriculum	24 units
<ul style="list-style-type: none"> Primary Health Care I, with Related Learning Experience Primary Health Care II, with RLE Health Economics with Taxation and Agrarian Reform Bioethics Basic Nutrition Science, Technology and Society 	
Nursing	80 units
<ul style="list-style-type: none"> NCM 100: Foundations of Nursing Practice NCM 101: Promotive and Preventive Nursing Care Management NCM 102: Curative and Rehabilitative Nursing Care Management I NCM 103: Related Learning Experience NCM 104: Curative and Rehabilitative Nursing Care Management II NCM 105: Nursing Management & Leadership Introduction to Nursing Research Strategies in Health Education Community Health Development 	
TOTAL Course Units	169 units
Related Learning Experience	42 units = 2,142 hours
<ul style="list-style-type: none"> PHC I & II 	5 units combined (255 hours)
<ul style="list-style-type: none"> NCM 100 to 105 	37 units combined (1,887 hours)
Physical Education (1 to 4)	8 units
Citizens' Military Training—CMT/ROTC (1 to 4)	6 units

TABLE 13. GRADUATE IN MIDWIFERY CERTIFICATE—
CORE CURRICULUM

FIRST YEAR	
1st Semester	23 units
• Sociology	3 units
• Obstetrics I	2 units
• Principles of Bacteriology	1 unit
• General Anatomy & Physiology	3 units
• Fundamentals of Health Care I	3 units
• Ethics I	3 units
• Filipino 1	3 units
• Grammar & Composition I	3 units
• Physical Education 1	2 units
2nd Semester	22 units
• General Psychology	3 units
• Obstetrics II	2 units
• Nutrition & Dietetics	3 units
• Principles of Community Work	3 units
• Fund of Health Care II	3 units
• Grammar & Composition II	3 units
• Filipino 2	3 units
• Physical Education 2	2 units
SECOND YEAR	
1st Semester	17 units
• Care of Infants & Children	3 units
• Community Health I	4 units
• Obstetrics III	2 units
• Rizal Course	3 units
• Planning	3 units
• Physical Education 3	2 units
2nd Semester	15 units
• Ethics II & Career Development	3 units
• Community Health II	4 units
• Maternal-Child Health	3 units
• Philosophy of History/Government/Constitution	3 units
• Physical Education 4	2 units

ENGINEERING

Baccalaureate degrees in engineering fields include, but are not limited to:

- + Aeronautical
- + Agricultural
- + Architectural
- + Automotive
- + Ceramic
- + Chemical
- + Civil
- + Computer
- + Communication
- + Electrical
- + Electronics
- + Food
- + Geodetic
- + Industrial
- + Internet
- + Manufacturing
- + Marine
- + Mechanical
- + Mining
- + Power Plant
- + Sanitary
- + Textile Engineering

Undergraduate level engineering degrees are normally five-year Bachelor of Science degrees, with minimum requirements of between 160 and 192 academic units divided amongst general education, technical and professional technical clusters, and electives in technical courses.

Master's degrees in engineering generally take two years and include 30 coursework units and six thesis units. An engineering doctoral degree (PhD) normally requires a qualifying examination, 36 coursework units, oral and written comprehensive examinations, and a dissertation, including defence. The Doctor of Technology degree offered by some HEIs is considered an engineering degree.

Engineering is a PRC-regulated profession, so graduates must pass national board examinations in order to be licensed to practise.

TABLE 14. BACHELOR OF SCIENCE IN CIVIL ENGINEERING—
CORE CURRICULUM

Technical Courses	54 units	Professional Courses	(58 units)
• Mathematics	20 units	• Surveying	5 units
• Algebra		• Engineering Surveys	3 units
• Plane & Spherical Geometry		• Engineering & Geology	3 units
• Analytic & Solid Geometry		• Soil Mechanics	4 units
• Differential Calculus		• Structural Theory I & II	6 units
• Integral Calculus		• Structural Design—Concrete	5 units
• Differential Equations		• Structural Design—Steel/Timber	4 units
• Probability & Statistics		• Hydraulics	4 units
• Natural/Physical Sciences		10 units	• Hydrology
• Chemistry	• Materials & Testing		4 units
• Physics I & II	• Construction Methods/Management		3 units
• Basic Engineering	24 units	• Civil Engineering Project	3 units
• Engineering Drawing		• Laws/Contracts/Ethics	2 units
• Engineering Mechanics		• Highway Engineering	3 units
• Materials Strength		• Advanced Engineering Math	3 units
• Fundamentals of Computers		• Mechanical Engineering	3 units
• Environmental Science & Engineering		• Technical Electives	12 units
• Engineering Management		Non-Technical Courses	36 units
• Electrical Engineering		• Language & Humanities	21 units
• Engineering Economy		• English 1, 2 & 3	
		• Filipino 1 & 2	
			• Humanities 1 & 2
		• Social Sciences 1, 2, 3 & 4	
		• Life & Works of Rizal	3 units
		TOTAL	160 units

BUSINESS AND MANAGEMENT

Business and management education (BME) has been the most popular discipline in Philippine HEIs for several years, enrolling around 20 per cent of undergraduate students. The degree programs in this category include:

- Bachelor of Science in Accountancy (BScA)
- Bachelor of Science in Commerce (BScC) or Bachelor of Science in Business Administration (BScBA)
- Bachelor of Science in Public Administration (BScPA)
- Bachelor of Science in Office Administration (BScOA) or Bachelor of Science in Office Management (BScOM)
- Bachelor of Science in Hotel and Restaurant Management (BScHRM) or Bachelor of Science in Hospitality Management (BScHM)

- Bachelor of Science in Tourism (BScT)
- Bachelor of Science in Customs Administration (BScCA)
- Bachelor of Science in Entrepreneurship (BScE)

Faculty with appropriate master's or law degrees should teach at least 25 per cent of business and professional subjects and 35 per cent of general education subjects. All accounting course faculty should be certified public accountants; customs administration faculty should be registered customs brokers. Additionally, faculty should be assigned to teach only courses in their field of specialty.

Curriculum varies slightly for each degree, but the general pattern, presented in Table 15, includes a minimum of 132 to 144 units, of which 60 per cent should be in professional courses and 40 per cent in general education courses.

Master's degrees in the business and management sector include degrees in:

- Management
- Business Administration
- Public Administration
- Business Management

Programs generally require 36 to 44 units of coursework and may include a thesis.

Doctoral programs are offered in:

- public administration
- public management
- business administration
- business management

Two PhD programs are also offered, leading to:

- PhD in Public Administration
- PhD in Business Administration

Normally, doctoral programs include a total of 24 to 36 units.

The practice of accountancy is regulated by the PRC, therefore BScA graduates must pass the Accountancy Board licensure examination to become Certified Public Accountants (CPAs).

TABLE 15. BACHELOR OF SCIENCE IN ACCOUNTANCY—
CORE CURRICULUM (CHED)

Humanities Cluster	21 units
• English Language/Communication Arts	
• Filipino Language	
• Literature, Art or Philosophy	
Science Cluster	15 units
• Mathematics	
• Natural Science	
• Information Technology	
Social Sciences Cluster	12 units
• Psychology	
• Sociology	
• Anthropology	
• Philippine History and Culture	
• Asian/Western Civilization	
• Economics and Taxation, and so on	
Life and Work of Rizal	3 units
Accountancy Preparatory Cluster	12 units
• Accounting	
• Finance	
• Statistics	
• Management	
• Business Law	
• Marketing	
Foundation Cluster	33 units
• Accounting	
• Economics	
• Business Law	
• Taxation	
• Business Statistics	
• Financial, General Marketing	
• Operations and Personnel Management	
• Policy or Entrepreneurship	
Major Field Cluster	45 units
• Auditing	
• Accounting Theory and Practice	
• Accounting Systems	
Electives	3 units
TOTAL	144 units

GRADUATE EDUCATION

About one quarter of HEIs offer graduate degree programs. As in Canada, they normally comprise two types: research-based and professional. Both types entail coursework and research, but while research programs require original research and place less emphasis on coursework, professional programs do not require original research for the (generally shorter) thesis or dissertation. Oral defence of the thesis is also typical.

Historically, graduate education has been concentrated in teacher education, public administration and business education; there are few graduate programs in science and engineering. Moreover, the completion rate in graduate programs is low (Bienvenido & Nebres, 2001).

POSTGRADUATE DIPLOMA AND CERTIFICATE PROGRAMS

Students may enrol in postgraduate diploma and certificate programs following the completion of a bachelor's degree. These programs are different from the undergraduate diploma and certificate programs, although they are not necessarily made up of graduate-level courses. They generally last between six months and two years and are composed of courses in a particular field that lead to specialized knowledge for specific professions. Some programs may provide students with transfer credits for graduate studies.

MASTER'S DEGREES

Students may enter master's degree programs following the completion of a bachelor's degree, usually in the same or a closely related field. Other admission requirements may include an entrance examination and minimum grade requirements at the undergraduate level. Master of Arts (MA) and Master of Science (MS) degrees normally require the completion of 30 coursework units, plus original research leading to a thesis that requires oral defence.

Other master's degree programs, known as professional or coursework programs, do not emphasize research, but include a minimum of 36 units of coursework instead. In cases where a thesis is required, it does not have to be based on original research. These master's degrees include the name of the discipline in the title, such as Master in Fine Arts, Master in Nursing or Master of Architecture. (A list of master's degrees is included in Appendix E.)

The Filipino names for master's degree include *masterado*, *dalubhasa* and *kadalubhasaan*. The last two terms, meaning "expert" or "field of study," also sometimes appear on non-master's-level credentials.

Admission requirements for master's degree programs include graduation from a recognized bachelor's degree program and usually an undergraduate grade point average of 2.0 (corresponding to 3.0 on a 4.0 scale) or a mark of B. Individual HEIs may also administer their own entrance examinations (none is mandated by CHED) and interview students. Master's degrees usually take two years of full-time study to complete. Many (if not most) graduate students attend only part-time, however, so programs often offer evening or weekend classes. The time limit for completing a master's degree is generally five years; however, students may reapply to the program in order to complete it and are usually readmitted.

DOCTORAL DEGREES

Like master's degree programs, there are two types of doctoral programs.

- The first type of doctoral program requires defence of a thesis based on original research and confers the title Doctor of Philosophy (*Doktor sa Pilosopiya*) or PhD. It usually consists of 24 coursework units and 12 thesis units.
- The second type of doctoral degree emphasizes coursework and the thesis, if required, does not have to be based on original research. These professional degrees do not lead to a PhD, but instead include the name of the discipline in the title (such as Doctor of Education, Doctor in Management or Doctor of Public Health). They usually require 36 coursework units. (See Appendix D for a list of doctoral degrees.)

Admission requirements for doctoral degree programs normally include the completion of a master's degree, although some programs allow exceptional students to enter directly after earning a bachelor's degree or to transfer from a master's program. A qualifying examination is generally administered after the second semester of study. Students must pass this comprehensive exam in order to earn the degree. Normal completion time for a doctoral degree is around five years, but must be between three and seven years. As at the master's level, many students do not complete their doctoral studies in the allotted amount of time.

Some HEIs may also offer a “PhD by research” program for established scientists who have obtained a master’s degree with at least a 1.75 average, plus have seven years of research experience and at least five published papers in refereed journals. They can obtain a PhD by conducting research and submitting a dissertation, without taking any of the usual coursework.

TEACHER EDUCATION

Since 1994, the Commission on Higher Education has administered teacher education. Prior to this date, teacher education was the responsibility of the Department of Education, Culture and Sports. To help minimize the separation between the training of teachers by CHED and the employment of teachers by the Department of Education (DepED), the Teacher Education Council (TEC) was created in 1994. TEC is composed of representatives of DepED, CHED, the National Commission on Culture and Arts, the Professional Regulation Commission (PRC) and regional teacher education centres, as well as teacher representatives from science, mathematics, social studies and language. Among its many functions, TEC:

- identifies and designates the Centers of Excellence for Teachers’ Education
- formulates policies and standards in teacher education
- reviews curricula and programs for teacher education and training

A four-year bachelor’s degree is the minimum academic requirement for teachers at the pre-primary/preschool, elementary or secondary school level in the Philippines. Students wanting to teach at this level may complete a Bachelor of Early Childhood Education (BECED), but are only required to have a bachelor’s degree with six units of courses related to pre-primary/preschool education. Elementary teachers usually complete the Bachelor of Elementary Education (BEEd) and secondary teachers the Bachelor of Secondary Education (BSEd). Two alternate routes to access the profession include completion of an equivalent four-year bachelor’s degree that contains a sufficient number of professional education units within that program or completion of any bachelor’s degree plus an additional 18 units in professional education.

The BEEd curriculum generally consists of a minimum of 149 academic units, including 57 units of professional education courses, 68 units in general education and 24

TABLE 16. BACHELOR IN ELEMENTARY EDUCATION—
CORE CURRICULUM (CHED)

General Education	68 units
• English	9 units
• Literature in English	3 units
• Filipino Language	6 units
• Filipino Literature	3 units
• Natural Sciences	6 units
• Mathematics	6 units
• Humanities	6 units
• Social Sciences	12 units
• Mandated Subjects	6 units
• Computer Literacy	3 units
• Physical Education	8 units
Professional Education	57 units
• Human Growth & Development	3 units
• Foundations of Education 1 & 2	6 units
• Principles & Methods of Teaching	3 units
• Education Technology	3 units
• Education Measurement & Evaluation	3 units
• Introduction to Educational Research	3 units
• Guidance and Counselling	3 units
• Social Philosophy 1 & 2	6 units
• Livelihood & Non-Formal Education	3 units
• Community Integration	3 units
• Teaching Strategies 1, 2 & 3	9 units
• Student Teaching	12 units
Area of Concentration	24 units
• Communication Arts in English	
• Communication Arts in Filipino	
• Science & Health	
• Mathematics	
• Social Studies	
• Music, Art & Physical Education	
• Values Education	
• Early Childhood Education	
• Special Education	
• Guidance & Counselling	
• Home Economics & Livelihood Education	
• Educational Technology	
• Other	
TOTAL	149 units

units in the concentration subject. The BSEd usually includes 152 to 156 units, at least 48 of which must be professional teacher education courses, with a minimum of 36 to 40 major course units and a minimum of 68 general education course units. An example of a typical BEEd is shown in Table 16.

Only higher education institutions authorized by CHED can offer teacher education programs. Faculty members must have obtained a master's degree in their major field and must also be licensed professional teachers.

Once prospective teachers have earned their degrees and in order to be allowed to teach, they must pass the Licensure Examination for Teachers (LET), administered annually by the PRC. Before 1996, the Professional Board Examination for Teachers (PBET), administered by the Civil Service Commission, stood in place of the LET.

PROFESSIONAL LICENSING

The National Board for Teachers (NBT), created in 1976, was the first board mandated to regulate the teaching profession. The Philippine Teachers Professionalization Act of 1994 transferred that responsibility to the PRC. In 1995, the Board of Professional Teachers was created to work with the PRC.

Presently, all teachers must have a valid certificate of registration and a valid professional license from the PRC in order to teach at any level (pre-primary/preschool, elementary or secondary) in the Philippines. Qualified applicants are required to pass a written examination and pay the required fees in order to obtain their certificate of registration and professional licence. Teachers must renew their licenses every three years, contingent on their good standing in the profession.

According to The Philippine Teachers Professionalization Act of 1994, in order to be admitted to the examination, applicants must:

- be a citizen of the Philippines or an alien whose country has reciprocity with the Philippines in the practice of teaching
- be at least 18 years of age
- be in good health and of good reputation, with high moral values
- not have been convicted by final judgment by a court for an offence involving moral turpitude

- be a graduate of a school, college or university recognized by the government and possess the specified minimum educational qualifications

The examination for elementary level teachers includes sections on professional and general education, while the examination for secondary level teachers consists of sections on professional and general education plus a section on the field of specialization.

Reports suggest that 100 per cent of the country's working teachers have met the requirements for their profession and are certified to teach (World Education Forum, 2005).

GRADUATE PROGRAMS IN TEACHER EDUCATION

Master's degree programs in the field of education include both thesis and non-thesis programs and usually require around 36 to 42 coursework units over two years of full-time study. Most graduate students are enrolled part-time, however, so it usually takes them more than the prescribed length of time to complete the degree program (see Table 17).

Doctoral degrees in education include research-based Doctor of Philosophy programs such as:

- PhD in Education
- PhD in Agricultural Education
- PhD in Educational Management
- PhD in Development Education
- PhD in Science Education

There are also professional-practice doctoral degrees, the most common being the Doctor of Education (EdD) and the Doctor of Educational Management (DEdM). Doctoral programs usually consist of 60 coursework units over three years of study, along with the completion of a thesis and a comprehensive examination.

TABLE 17. EXAMPLES OF MASTER'S DEGREES IN EDUCATION

• Graduate Diploma in Education (two-year program offered by the Philippine Normal University and considered equivalent to an MA for employment)	• Master of Arts in Science Teaching (offered to science teachers)
• Master in Science Teaching	• Master of Arts in Teaching
• Master in Teaching General Science	• Master of Arts in Teaching English Language
• Master of Arts in Agricultural Education	• Master of Education
• Master of Arts in Counselling	• Master of Science in Education
• Master of Arts in Education	• Master of Science in Educational Measurement and Evaluation
• Master of Arts in Educational Management	• Master of Science in Guidance and Counselling
• Master of Arts in Elementary Education	• Master of Science in Industrial Arts
• Master of Arts in English Language Education	• Master of Science in Practical Education and Arts
• Master of Arts in Industrial Education	• Master of Science in Teaching
• Master of Arts in Non-Formal Education	• Master in Technical Education
• Master of Arts in Science Education	

TECHNICAL AND VOCATIONAL EDUCATION

Technical and vocational education has not traditionally been the favoured educational path of Filipinos, but enrolment has been steadily increasing in recent years. Now counting well over a million students at the post-secondary level, technical and vocational education training (TVET) programs are an important part of the education system. This sector is allocated around two per cent of the total government education budget.

At the secondary level, students have the option of enrolling in vocational high schools, which follow the same basic education curriculum as general high schools, but with additional technical and vocational classes. As these schools are administered by DepED, secondary vocational education is covered in the section on School Education. The remainder of this section addresses post-secondary TVET only.

There are two main types of TVET programs at the post-secondary level: formal school-based programs, which make up more than half of TVET providers and enrol over a third of TVET students, and non school-based programs.

A note on gender parity: more pronounced than in other education sectors, a greater number of women than men (over 70 per cent of total enrolment) participate in TVET programs.

ADMINISTRATION

The Technical Education and Skills Development Authority is the national government agency responsible for all post-secondary technical and vocational education. TESDA was established through the Technical Education and Skills Development Act of 1994, as one of the recommendations made by the Congressional Commission on Education. TESDA is the merger of three bodies:

- the National Manpower and Youth Council of the Department of Labour and Employment (DOLE)
- the Bureau of Technical and Vocational Education of DECS
- the Apprenticeship Program of DOLE's Bureau of Employment

TESDA's mandate includes:

- coordinating and monitoring skills development programs
- promoting and developing middle-level manpower
- approving skills standards and tests
- accrediting institutions involved in middle-level manpower development
- funding programs and projects in technical education and skills development
- assisting with trainer training programs

Prior to 1994–95, the DECS Bureau of Technical and Vocational Education was responsible for the administration of post-secondary technical and vocational education.

TVET PROGRAMS

Students have the option to select the type of program they follow as well as the setting in which the training is provided. TESDA-supervised TVET programs can be either formal, where they are taught in a regular academic setting, or non-formal, where training happens in a non-academic setting such as a commercial or industrial environment. Separate TESDA offices administer the two types of TVET programs:

- the Office of Formal Technical and Vocational Education and Training
- the Office of Non-Formal Technical and Vocational Education and Training

TABLE 18. TECHNICAL AND VOCATIONAL EDUCATION STATISTICS (2003–04)

Number of TVET providers	3,397
Formal Program Enrolment	555,003
• School-based	491,846
• Centre-based	63,157
Non-Formal Program Enrolment	763,085
• Community-based	567,778
• Enterprise-based	65,455
• Other	129,852
Total Enrolment in TVET Programs	1,318,088
Number of persons assessed	155,582
Number of persons certified	73,160

FORMAL PROGRAMS

Formal TVET programs are conducted either in TESDA-operated facilities, where they are referred to as centre-based programs, or in a traditional academic environment, in which case they are known as school-based programs.

Centre-based programs include classroom and workshop instruction in priority areas identified by TESDA. The six-month-long programs offered at these centres usually enrol recent high school graduates and are free of charge.

School-based programs take place in a variety of settings:

- general high schools supervised by DepED
- higher education institutions supervised by CHED
- specialized TVET schools supervised by TESDA

The duration of these programs varies greatly; they can be as short as thirty hours or up to three years in length.

Around 40 per cent of TVET providers are HEIs under CHED that offer technical and vocational programs. Over 40 per cent of HEIs offer TVET programs.

NON-FORMAL PROGRAMS

Non-formal TVET programs usually take place in workplace settings such as industrial or commercial facilities. They include:

- community-based programs
- enterprise-based programs

Both types are supervised by TESDA, which can provide funding or other financial assistance to companies or communities that want to offer the programs.

Community-based programs, offered through local facilities, are usually meant to address a specific need in a region. They are especially beneficial in rural areas where access to formal education is more difficult. These programs can lead to self-employment in small businesses created through entrepreneurship.

Enterprise-based programs take two main forms:

- dual-training systems (DTS)
- apprenticeships

As the name implies, DTS includes two avenues for learning:

- on-the-job training
- classroom instruction

Other government departments may be involved in these programs. Apprenticeship programs focus mainly on practical training and generally last about six months. Apprentices are usually paid during their training period, then employed by the company that trained them.

PROGRAM REGISTRATION AND ACCREDITATION

TESDA has introduced a unified registration and accreditation system for TVET programs. All public and private institutions offering or intending to offer TVET programs must comply with this system. The first step—registration—is compulsory and involves meeting minimum training standards set by TESDA. Accreditation, a voluntary process run by the Technical and Vocational Education Accrediting Agency of the Philippines (TVEAAP), leads to Philippine TVET Quality Awards

for programs that demonstrate the highest quality. The four levels of accreditation, in ascending order, are:

- bronze
- silver
- gold
- platinum

TESDA approves individual TVET programs, rather than institutions, so it is common to find both recognized and non-recognized programs being offered within the same institution. TESDA maintains a list of the approved programs on its website (see “List of Vocational Institutions with TESDA Authorized Programs” at www.tesda.gov.ph/tvi/default.asp).

Similar to the other levels of education, SO numbers are issued annually to each private TVET program to confirm that they are recognized. TESDA-issued SO numbers appear on student transcripts.

ADMISSION

TESDA presently sets no formal or standard admission requirements for post-secondary TVET programs, but individual institutions and/or programs may require the completion of high school, prior work experience or other entry prerequisites. Until 1994, the National Technical and Vocational Examination was administered nationally and used by some TVET programs to determine admissibility.

CREDENTIALS

Credentials obtained through TVET programs are identified by a variety of titles chosen by the institution or program, including diploma, associate, graduate or certificate. Some of these titles are also used in higher education credentials and, since TVET programs can be offered through HEIs, it can sometimes be difficult to differentiate between the two. TESDA’s and CHED’s directory of institutions and approved programs can help identify the type of a particular program (for TESDA, see www.tesda.gov.ph/tvi/default.asp; for CHED, see www.ched.gov.ph/hei_dir/index.html).

CERTIFICATION

Since 1994–95, TESDA has authorized all credentials awarded at the completion of TVET programs through a process called the Technical Occupation Qualification and

Certification System (TOQCS). Prior to the creation of TESDA, credentials were approved by the then-DECS through the National Skills Certification Program (NSCP). Regardless of whether the formal or non-formal TVET route is followed, participants must pass qualifying examinations in order to obtain TESDA certification or a National Certificate.

To sit for a National Certificate examination, applicants must first have the qualification requirements developed by TESDA for that level of certification. These requirements include the skills and competencies learned through formal or non-formal TVET programs, or acquired through employment. Other criteria, such as age, physical condition or educational attainment, may also need to be met.

There are four levels of National Certificates. Each level has a corresponding set of skills or competencies as qualification requirements. In Levels I through III, Level III is the most advanced. These three levels are followed by the fourth and highest level of certification—Technician or Master Craftsman, also referred to as National License. The former certification system—NSCP—had only the first three levels; the fourth level was a new category introduced by the TOQCS.

It is important to note that not all occupations offer all levels of certification; some may have only two or three levels. Relatively few have the Technician or Master Craftsman level. Graduates may upgrade their certification level by completing additional training and passing the relevant examinations.

Once a candidate has passed an occupational skills test, TESDA issues a certificate of competency or proficiency. When all competencies within a level have been successfully completed, TESDA issues the candidate a statement of competency indicating the level of certification attained. All graduates of TESDA-supervised schools must complete competency assessments. Graduates of private TVET schools and institutions are encouraged—but not required—to do so. Applicants with prior learning acquired through work experience or relevant education or training may also seek a competency assessment. Only accredited assessment centres are authorized to administer assessments.

The system makes provision for recognition of prior learning, whether acquired through a school or workplace. In other words, job experience can be given equivalencies in terms of formal education. There is no time limit on the attainment of licences or certificates through the TOQCS.

PRIORITY SECTORS

To focus its limited resources, TESDA identifies priority sectors as beneficiaries of its development efforts. Some examples include:

- Agriculture and Fishery
- Processed Food and Beverages
- Tourism
- Decorative Crafts
- Metals and Engineering
- Furniture and Fixtures
- Garments
- Construction
- Maritime

TABLE 19. EXAMPLES OF TVET PROGRAMS

PROGRAM	TYPICAL DURATION
Agribusiness Technology	3 years
Aircraft Maintenance Technology	2 years
Associate Degree in 3D Animation	Not specified
Associate Degree in Web Animation	Not specified
Associate in Aeronautical Science	2 years
Associate in Hotel and Restaurant Service Technology	2 years
Caretaker	100 hours
Certificate in Acupressure/Reflexology	30 hours
Certificate in Caregiver	6 months
Certificate in Computer Maintenance	30 hours
Certificate in Computer Secretarial	2 years
Certificate in Computer Technology	2–3 years
Certificate in Cosmetology	1 year
Certificate in Culinary Arts	1 year
Certificate in General Midwifery	2 years
Certificate in Graphic Arts	4 months
Certificate in Office Administration	1 year
Certificate in Office Applications	1 month
Certificate in Web Development	4 months
Dental Aide	2 years
Dental Laboratory Technician	18 months
Diploma in Business Economics	2 years
Diploma in Financial Accounting	2 years
Diploma in Hotel and Restaurant Management	2 years
Diploma in Information Technology	2 years
Diploma in Office Skills & Management	2 years
Diploma in Tourism	2 years
Diploma in Travel Technology	2 years
Mechanical Technology Major in Automotive	3 years
Modular Certificate in Domestic Helper	160 hours
Modular Certificate in Elderly Care	250 hours
Nursing Aide	1–2 years
Overseas Performing Artist	180–250 hours
X-ray Technician	2 years

TESDA. Retrieved in May, 2005, from www.tesda.gov.ph/

- Land Transport
- Communication/Information Technology/Electronics
- Health and Social Services
- Other Community, Social and Personal Services
(TESDA. Retrieved May, 2005, from www.tesda.gov.ph)

Institutions can and do offer programs outside the priority areas. There is a wide variety of TVET programs (see Table 19). TVET programs can last anywhere from 30 hours to three years, but no maximum amount of time is set within which certification requirements must be completed.

TRAINING REGULATIONS

The TESDA website (www.tesda.gov.ph/downloads/default.asp) provides training regulations for the occupational fields listed below. These training regulations describe:

- the competencies required to obtain certification
- training standards and delivery
- curriculum design
- trainee entry requirements
- tool and equipment lists
- information on training facilities
- trainer qualifications
- information on national assessment and certification

TABLE 20. TRAINING REGULATIONS AS PUBLISHED BY TESDA

Animal Production	Footwear Making
Aquaculture	Heavy Equipment Operation
Auto Body Painting Finishing	Horticulture
Auto Body Repairing	Housekeeping
Auto Engine Rebuilding	Machining
Auto Servicing	Motorcycle Small Engine Servicing
Bartending	Plumbing
Building Wiring Installation	Refrigeration & Air Conditioning Servicing
Carpentry	Security Services
Commercial Cooking	Tailoring
Deck Seafaring	Tour Guiding Services
Dressmaking	Transport Refrigeration & AC Servicing
Driving	Travel Services
Engine Seafaring	Welding
Food & Beverage Services	

TESDA. Available from www.tesda.gov.ph/downloads/default.asp

FINANCIAL ASSISTANCE

TESDA provides financial assistance not only to TVET providers, but also to students and faculty.

The Private Education Student Fund Assistance is a scholarship support fund for secondary school students who intend to take registered post-secondary technical–vocational courses. Through this program, the government wants to encourage high school graduates to take operative, craftsmen and technician courses in the private technical–vocational schools.

The TESDA College Faculty Development Fund (TESDA-CFDF) provides assistance to teachers and faculty in private education through:

- local scholarship and/or training
- workshops or seminars for the completion of a master's or doctoral degree
- the enhancement of faculty members' capabilities in trade areas identified by TVET

The main objective of the program is to enhance the academic qualifications and teaching competencies of TVET faculty from the private technical–vocational institutions.

GRADING SCALES

TABLE 21. MAIN SECONDARY SCHOOL GRADING SCALE

PERCENTAGE	LETTER GRADE	DESCRIPTIVE GRADE
95–100	A	Excellent
90–94	B+	Very Good
85–89	B	Good
80–84	B–	Satisfactory
75–79	C	Fairly Satisfactory
74 or less	F	Needs Special Help

* The lowest grade that can appear on the secondary school report card is 65 per cent; any lower grade will be recorded as 65 per cent.

TABLE 22. OTHER SECONDARY SCHOOL GRADING SCALES

PERCENTAGE	LETTER GRADE	NUMERICAL GRADE	IQAS GRADE
97–100	A	1.00	96
94–96	A–	1.50	88
91–93	B+	1.75	82
88–90	B	2.00	77
85–87	B–	2.25	71
80–84	C+	2.50	63
75–79	C or D	3.00 or 3.50	53
0–74	D or F	4.00 or 5.00	<50

TABLE 23. MOST COMMONLY USED GRADING SCALE AT THE TERTIARY LEVEL

PERCENTAGE	LETTER GRADE	NUMERICAL GRADE	DESCRIPTIVE GRADE	IQAS GRADE
95–100	A+	1.00	Excellent	95
	A	1.25		87
90–94	A–	1.50	Very good	82
	B+	1.75		77
85–89	B	2.00	Good	73
	B–	2.25		69
80–84	C+	2.50	Fair or Satisfactory	65
	C	2.75		61
75–79	C–	3.00	Pass	56
70–74	D	4.00	Conditional Fail	52
Below 70	F	5.00	Fail	<50
		INC	Incomplete	

OTHER TERTIARY LEVEL GRADING SCALES

TABLE 24. SHORTER 3.0 ASCENDING SCALE

NUMERICAL GRADE	DESCRIPTIVE GRADE
1.0	Excellent
2.0	Pass
3.0	Fail

TABLE 25. REVERSE 4.0 DESCENDING SCALE

LETTER GRADE	NUMERICAL GRADE	DESCRIPTIVE GRADE	IQAS GRADE
A	4.0	Excellent	95
	3.5	Very Good	85
B	3.0	Good	77
	2.5	Above Average	71
C	2.0	Average	65
	1.5	Below Average	59
D	1.0	Bare Pass/Poor	53
F	0.0	Fail	<50

DOCUMENTATION

People who have been through the Philippine education system may present a wide variety of documentation. Documents may be issued by schools, universities and colleges, DepED, CHED, TESDA, the PRC and, occasionally, by other government or educational agencies.

Although it is by no means a complete list, documents obtained at the different levels of education and which one can expect to encounter when assessing the qualifications of people educated in the Philippines are listed below followed by a short description of each.

- Elementary Education
 - Form 137-E, permanent record
 - Form 138-E, report card
 - Certificate of Graduation (*Katunayan*)
- Secondary Education
 - Form 137-A
 - Form 138-A
 - Diploma (*Katibayan*)
 - Certificate of Graduation (*Katunayan*)
 - NCEE (from 1974 to 1994)
- Higher Education
 - Official Transcript of Record(s)
 - Diploma
 - Professional Registration and/or Licence
- Technical–Vocational Education
 - Official Transcript of Record(s)
 - Diploma
 - Certificate of Competency, Certificate of Proficiency or Certificate of Training

ELEMENTARY EDUCATION

- Form 137-E (Elementary School Permanent Record) lists all grades and the general average of the student. The format of Form 137-E is not standardized, therefore each school will have its own version. It should always include the words Form 137 or Form 137-E and the school's name.
- Form 138-E (Elementary School Report Card) lists all courses with the grades achieved. It is issued to the student once on leaving or completing elementary education.
- Diploma (*Katibayan*) is issued by the school on completion of elementary school.
- Certificate of graduation (*Katunayan*) is issued by DepED upon completion of elementary school.

SECONDARY EDUCATION

- Form 137-A (High School Permanent Record) lists all courses with grades and indicates whether a student has graduated. The format of Form 137-A is not standardized, therefore each school will have its own version. However, it should include the words Form 137 or Form 137-A and the school's name. High schools attached to HEIs will sometimes use the words Form 137-HS.
- Form 138-A (High School Report Card, Secondary School), issued by the school to students once they leave school because of graduation or another reason, lists all courses with grades and indicates whether a student has graduated.
- Diploma (*Katibayan*) is issued by the school on completion of secondary school.
- Certificate of graduation (*Katunayan*) is issued by DepED on completion of secondary school. Certificates issued by private schools may list the SO number.

The NCEE (National College Entrance Examination) was administered to students from 1974 to 1994 as a prerequisite for university and college admission. It no longer exists and has not been replaced by another entrance examination.

HIGHER EDUCATION

- Transcript of records, issued by the last institution attended, lists all courses taken over the course of studies, including courses taken in different programs and/or at different institutions. Course names, number of units or credits obtained, and grades are usually noted in chronological order. Title of degree and date granted are also listed. Where required, the SO number also appears on the transcript of records.
- Diploma, issued by the institution, varies in language (English, Filipino and Latin, or combinations thereof) and format. Title of degree, date granted and institution's name appear on the document, which is usually signed by the president, registrar and dean of the university or college. The SO number will also often appear on the diploma.
- Professional registration or licence, issued by the PRC for regulated professions.

TECHNICAL AND VOCATIONAL EDUCATION

Because of the wide variety of routes and formats of technical and vocational education available, documentation varies tremendously. At this time, these are rough guidelines of what to expect.

- Transcript of records, issued by the institution or program attended, contains the list of courses and the grades and units or credits obtained, including internships or field work.
- Diploma, issued by the institution or program attended, may vary in language and format. Title of degree, date granted and institution's name appear on the document, which is usually signed by institution officials such as the dean, registrar or chancellor.
- Certificate of Competency, Certificate of Proficiency or Certificate of Training, issued by TESDA. It indicates the name of the program and which training competencies were acquired towards it.

SPECIAL ORDER NUMBERS

SO numbers are one of the government's ways of monitoring the private education sector. They are issued to each private school to certify that its graduates have completed a recognized program and usually appear on student transcripts and/or certificate of graduation or diploma. Schools must submit a request for an SO number for each group of graduates, every year, so each cohort will have a unique number. SO numbers are required of all private secondary schools, higher education institutions, and technical and vocational programs with the exceptions noted in Table 8.

RECOGNITION STATUS OF INSTITUTIONS

The following websites can help with the verification of an institution or program's current recognition (authorization to operate) by the government:

Basic Education (Elementary and Secondary)

- DepED public schools: www.deped.gov.ph/public/public.asp
- DepED private schools: www.deped.gov.ph/private/private.asp

Higher Education

- CHED HEI Directory: www.ched.gov.ph/hei_dir/index.html

Technical and Vocational Education

- Vocational institutions with TESDA-authorized programs: www.tesda.gov.ph/tvi/default.asp
- Training institutions authorized to offer programs for overseas performing artists: www.tesda.gov.ph/traininginst/opa.asp

Other authorized programs, such as non-formal TVET programs, are not currently listed on the TESDA website. Confirmation of their recognition status may be obtained by contacting appropriate TESDA officials.

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- Marlow-Ferguson, R. (Ed.). (2002). *World Education Encyclopedia—A Survey of Educational Systems Worldwide* (2nd ed., Vol. 2) I–R.
- National Office of Overseas Skills Recognition. (1995). *Country Education Profiles: The Republic of the Philippines, A Comparative Study*. (2nd ed.)

INTERNET RESOURCES

PHILIPPINE WEBSITES

- Bangko Sentral ng Pilipinas, Overseas Filipino Workers' Remittances (www.bsp.gov.ph/statistics/spei/tab11.htm)
- Center for Educational Measurement, Inc. (www.cem-inc.org/)
- Commission on Higher Education (www.ched.gov.ph/)
- Department of Education (www.deped.gov.ph/)
- National Commission for Culture and the Arts (www.ncca.gov.ph/culture&arts/cularts/others/language/language-policies.htm)
- Philippine National Statistical Coordination Board (www.nscb.gov.ph/)
- Republic of the Philippines Government—Education (www.gov.ph/cat_education/)
- Republic of the Philippines Government—Education: History (www.deped.gov.ph/about_deped/history.asp)
- Republic of the Philippines Government—National Statistics Office (www.census.gov.ph/data/sectordata/2003/f03_tab01.htm)
- Republic of the Philippines Government—Professional Regulation Commission (www.prc.gov.ph/)
- Technical Education and Skills Development Authority (www.tesda.gov.ph/)

INTERNATIONAL WEBSITES

American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NAFSA: Association of International Educators. (2001). "Philippines: a study of the educational system of the Philippines and guide to the academic placement of students in educational institutions in the United States." *PIER World Education Series: The Republic of the Philippines*.

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UNESCO, World Education Forum, Philippines Country Education for All (EFA) Assessment Report. (Retrieved February, 2005, from www2.unesco.org/wef/countryreports/philippines/contents.html)

UNESCO, Institute for Statistics. *Intended Instruction Time (1999), Teachers for Tomorrow's Schools, World Education Indicators*. (Retrieved April, 2005, from www.uis.unesco.org/)

APPENDIX A—LIST OF PRIVATE HEIs GRANTED AUTONOMY OR DEREGULATED STATUS BY CHED (MAY 2005)

HEIS GRANTED AUTONOMY	HEIS GRANTED DEREGULATED STATUS
University of La Salette	Lorma Colleges
University of St. Louis	University of Luzon
Saint Mary's University	Northwestern University
Saint Paul University	Saint Louis College—City of San Fernando
Angeles University Foundation	Union Christian College
Baliuag University	Lyceum Northwestern University
Holy Angel University	University of Regina Carmeli
Adventist University of the Philippines	Wesleyan University—Philippines (Cabanatuan)
Central Philippine University	De La Salle University—Dasmariñas
John B. Lacson Colleges Foundation—Molo	Manuel S. Enverga University Foundation—Lucena
University of Saint La Salle	Sacred Heart College of Lucena
University of San Agustin	Saint Michael's College of Laguna
Cebu Institute of Medicine	Aquinas University of Legazpi
Holy Name University	Ateneo De Naga University
Saint Paul College of Dumaguete	Universidad De Sta. Isabel
Silliman University	Saint Paul College of Iloilo
University of San Carlos	University of Negros Occidental—Recoletos
University of San Jose—Recoletos	Saint Theresa's College of Cebu
Ateneo De Zamboanga University	University of Cebu
Xavier University	Capitol University
Ateneo De Davao University	Liceo De Cagayan University
University of the Immaculate Conception	Lourdes College—Cagayan De Oro City
Notre Dame of Dadiangas College	Misamis University
Notre Dame of Marbel University	San Pedro College
Asian Institute of Management	Notre Dame University
Ateneo De Manila University—Quezon City	Adamson University
Ateneo Graduate School of Business	Assumption College
Centro Escolar University	Concordia College
College of the Holy Spirit	Feu—Dr. Nicanor Reyes Medical Foundation
De La Salle University	Jose P. Rizal University
Mapua Institute of Technology	Manila Central University
Miriam College Foundation	Manila Doctors College
Philippine Christian University	Our Lady of Fatima University
Saint Joseph's College of Quezon City	Philippine Women's University—Manila
Saint Paul College of Manila	University of the East Ramon Magsaysay Memorial Medical Center
Saint Paul College of Quezon City	Far Eastern University
Saint Scholastica's College	University of the East
San Beda College	University of the Cordilleras
University of Santo Tomas	University of Baguio
Saint Louis University	

APPENDIX B—PLACEMENT RECOMMENDATIONS

Placement recommendations provide guidelines for comparing international and Canadian educational credentials and standards. These recommendations are advisory in nature, and indicate the general level of a credential in Canadian terms.

Placement recommendations represent benchmark assessments and do not cover all credentials. However, the fact that a credential is not mentioned in the placement recommendations does not mean it cannot be assessed by IQAS. International credentials not specifically covered should be referred to IQAS for individual evaluation.

Given the different educational philosophies, objectives and program structures in educational systems around the world, evaluation in terms of direct equivalence to specific Canadian credentials is not possible. For this reason IQAS placement recommendations are made in terms of 'generally compares' to and not 'equivalent' to.

When evaluating international credentials IQAS considers the following:

- the education system of the country concerned
- the recognition of the awarding institution
- the level, length and structure of the program

When appropriate, IQAS may:

- consider that comparison to a different level of education may more accurately reflect the level of the international credential in Canadian terms
- combine two or more credentials

CREDENTIAL NAME	ENTRANCE REQUIREMENTS	LENGTH OF STUDY	IQAS RECOMMENDATION
High School Diploma	Completion of Elementary School (6 or 7 years)	4 years	Generally compares to the completion of grade 11.
Certificate or Diploma (one- to three-year post-secondary program)	Completion of High School	1 – 3 years	The combination of High School Diploma and a one-year Certificate or Diploma generally compares to the completion of grade 12, including vocational/or technical/or professional training. A two-year Certificate or Diploma generally compares to the completion of a one-year post-secondary certificate (or one year of undergraduate study). A three-year Certificate or Diploma generally compares to the completion of a two-year post-secondary diploma (or two years of undergraduate study).
Associate's Degree	Completion of High School	2 – 3 years	A two-year Associate's Degree generally compares to the completion of a one-year post-secondary certificate (or one year of undergraduate study). A three-year Associate's Degree generally compares to the completion of a two-year post-secondary diploma (or two years of undergraduate study).
Bachelor's Degree	Completion of High School	4 years	Generally compares to the completion of a three-year bachelor's degree.
Bachelor's Degree (Physiotherapy, Occupational Therapy)	Completion of High School	5 years, including one year of internship	Generally compares to the completion of a three-year bachelor's degree, plus one year of internship (in the same field).
Bachelor's Degree (Engineering, Architecture)	Completion of High School	5 years	Generally compares to the completion of a four-year bachelor's degree.
First Professional Degree (Doctor of Medicine, Doctor of Dental Medicine, Doctor of Optometry, Doctor of Veterinary Medicine, Bachelor of Laws, Juris Doctor)	Completion of High School	6 years (minimum)	Generally compares to a first professional degree
Postgraduate Certificate or Diploma	Completion of Bachelor's degree	½ year – 2 years	Assessed individually depending upon duration and type of courses taken.
Master's Degree	Completion of Bachelor's degree	2 years	Generally compares to the completion of a one-year master's degree.
Master of Business Administration, Management, Public Administration, Business Management, etc.	Completion of Bachelor's degree	2 years	Generally compares to the completion of a one-year degree in Master of Business Administration, Management, Public Administration, Business Management, etc.
PhD or Doctoral degree	Completion of Master's degree	3 years (minimum)	Generally compares to the completion of an advanced graduate-level degree. The scope and nature of the degree should be assessed by an expert in the field.

APPENDIX C—SAMPLE DOCUMENTS

ELEMENTARY SCHOOL DIPLOMA



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HIGH SCHOOL TRANSCRIPT

Form 137-A

ESPERANZA NATIONAL HIGH SCHOOL

Division Leader & S & T School
ESPERANZA, SULTAN KADURAT

Copy of this record sent to:

Principal _____

Secondary Student Permanent Record

Date _____

Name: _____ Date of Birth: Year _____ Month _____ Day _____ Sex F

Place of Birth: Province _____ Parents or Guardian: _____

Elementary Course Completed: Esperanza Central ADDRESS: 1990-91 OCCUPATION: 76%

No. of Year to Complete Elementary: 6 SCHOOL: _____ YEAR: _____ GENERAL AVERAGE: _____

School: Esperanza H.S. Yr./Sec: 1-A School: Esperanza H.S. Yr./Sec: 1-A

FIRST YEAR SUBJECT	Periodic Rating				Final Rating	Action Taken	Unit Earned		SECOND YEAR SUBJECT	Periodic Rating				Final Rating	Action Taken	Unit Earned	
	1	2	3	4						1	2	3	4				
Filipino					93.58		1		Filipino					90.63		1	
Social Studies					87.87		1		Social Studies					89.86		1	
PEHM					91.79		1		PEHM					90.53		1	
Values Education					91.74		1		Values Education					93.74		1	
English					87.84		1		English					90.71		1	
Science and Technology					91.94		1.5		Science and Technology					85.43		1.5	
Mathematics					91.56		1		Mathematics					89.87		1	
THE					96.02		1.5		THE					90.89		1.5	
RHGP									RHGP								

	Jan	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	TOTAL		Jan	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	TOTAL	
Days of School											174													185
Days Present											171													185

Has Advance Units in: none Lack Units in: none To be classified as: Second yr. Total No. of Year in School: 9 Adviser: M.C. Rabana

School: Esperanza H.S. Yr./Sec: III-Bald School: Esperanza H.S. Yr./Sec: III-Diamond

THIRD YEAR SUBJECT	Periodic Rating				Final Rating	Action Taken	Unit Earned		FOURTH YEAR SUBJECT	Periodic Rating				Final Rating	Action Taken	Unit Earned	
	1	2	3	4						1	2	3	4				
Filipino					85.69		1		Filipino					90.76		1	
Social Studies					86.56		1		Social Studies					72.36		1	
PEHM / CAT					91.25		1		PEHM / CAT					92.10		1	
Values Education					89.25		1		Values Education					93.98		1	
English					89.48		1		English					90.98		1	
Science and Technology					89.10		2		Science and Technology					86.69		2	
Mathematics					85.42		1		Mathematics					89.05		1	
THE					95.75		2		THE					95.34		2	
RHGP									RHGP								

	Jan	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	TOTAL		Jan	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	TOTAL	
Days of School											200													199
Days Present											200													199

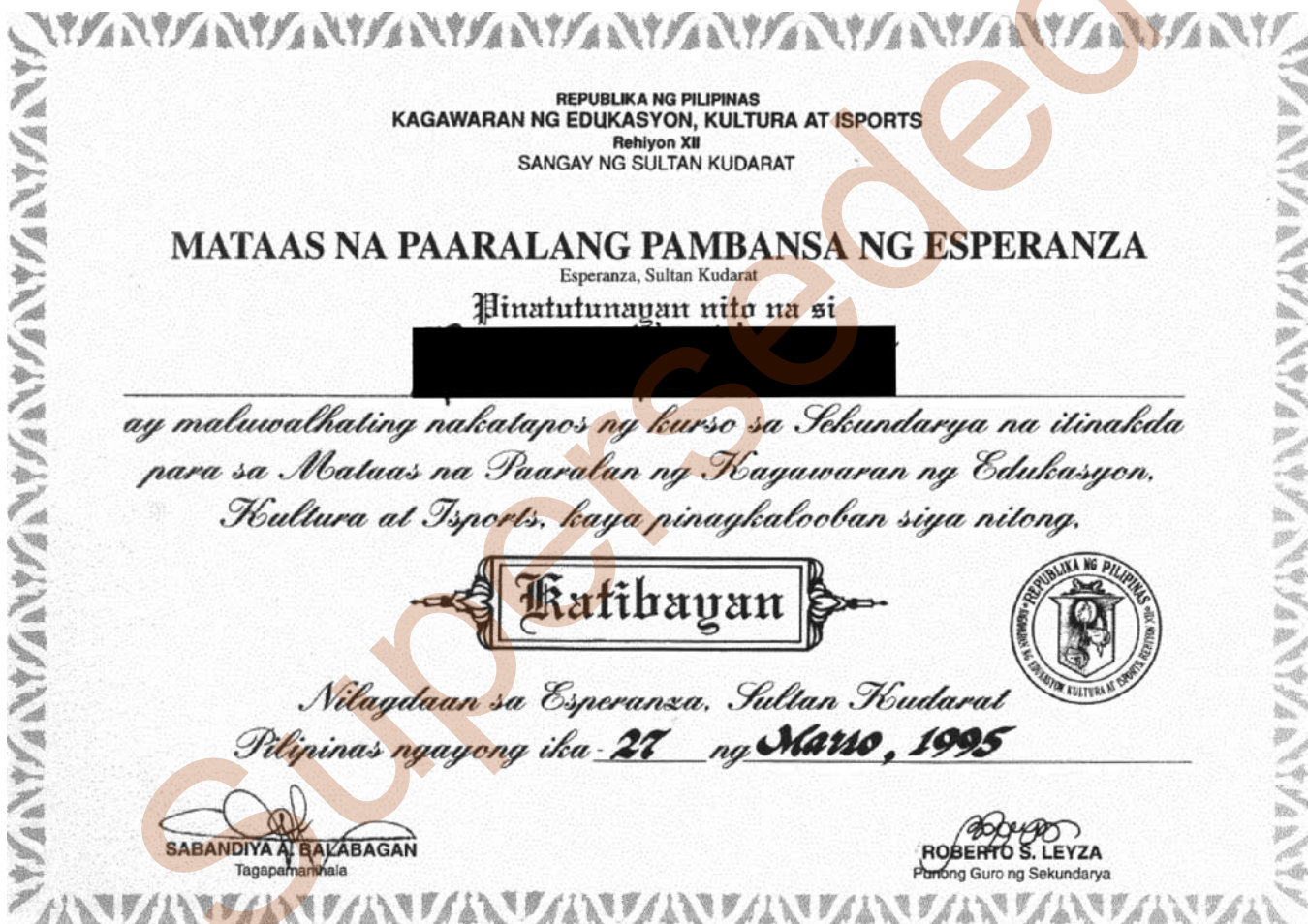
Has Advance Units in: none Lack Units in: none To be classified as: Fourth yr. Total No. of Year in School: 9 Adviser: R. Mangate

School: Esperanza H.S. Yr./Sec: IV-Diamond School: Esperanza H.S. Yr./Sec: IV-Diamond

I CERTIFY that this is a true record of _____ who is eligible for admission to the _____ this 9th day of March 2000 and has no monetary or property responsibility in school.

Note: Valid for employment purposes only. **EVELYN EXAMEN-CESTUPA** RECORDS: 101-211117

HIGH SCHOOL DIPLOMA



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HIGH SCHOOL TRANSCRIPT

DR. NICANOR REYES MEMORIAL COLLEGES
Pamplona, Tarlac

Copy of this record sent to
the principal of _____
on _____

F137-A

Principal

Name: _____ Date of Birth: Year _____ Month _____ Day _____
Place of Birth: Province _____ Town _____ Barangay _____
Parent/Guardian: _____
Address of Parent/Guardian: _____
Address of Student: _____
Employer: _____

Intermediate Course Completed (School) Gabaldon Central Elem. School Sch. Yr. 1988 Gen. Ave. 86

SCHOOL Dr. Nicanor Reyes Memorial Colleges SCHOOL Dr. Nicanor Reyes Memorial Colleges
First Year 2 SY 1988 - 1989 Second Year 1 SY 1989 - 1990

SUBJECTS	Ave.	Take	Earned	SUBJECTS	Ave.	Take	Earned
Communication Arts I	86	P	2	Communication Arts II	86.75	P	1
Sining -g Komunikasyon I	87.75	P	1	Sining -g Komunikasyon II	86.75	P	1
Aral. Pa-lipunan I	85	P	1	Aral. Pa-lipunan II	87.50	P	1
Agham I	87	P	1	Agham II	86.75	P	1
Matematika I	84.50	P	1	Matematika II	83.50	P	1
Sining -g K-paki-abang I	86	P	1	Sining -g K-paki-abang II	87.75	P	1
YDT - I	86.50	P	1	YDT - II	91.75	P	1
S. Fili: Arala	89.5	P	1	S. Fili: Cons. Math	87.00	P	1
YCAF Integrated				Pa-silid Arala	88.50	P	1
				YCAF Integrated			

Total Units Earned 8
Total Days of School 189
Total Days Present 189
Total no. of years in school to date 7

SCHOOL Dr. Nicanor Reyes Memorial Colleges SCHOOL Dr. Nicanor Reyes Memorial Colleges
Third Year 1 SY 1990 - 1991 Fourth Year 1 SY 1991 - 1992

SUBJECTS	Ave.	Take	Earned	SUBJECTS	Ave.	Take	Earned
Communication Arts III	87.75	P	1	Communication Arts IV	86.25	P	1
Sining -g Komunikasyon	88.25	P	1	Sining -g Komunikasyon	90.00	P	1
Aral. Pa-lipunan III	89.00	P	1	Aral. Pa-lipunan IV	87.50	P	1
Agham III	87.25	P	2	Agham IV	85.50	P	2
Matematika III	83.00	P	1	Matematika IV	85.25	P	1
Sining -g K-paki-abang	89.25	P	1	Sining -g K-paki-abang	92.25	P	1
YDT - III	89.75	P	1	YDT IV/CAT-I	92.50	P	1
S. Fili: Pract. English	87.25	P	1	S. Fili: Pop. Edu.	88.25	P	1
S. Fili: Bookkeeping	85.25	P	1	S. Fili: Trigonometry	87.75	P	1
P. Pa-silid Arala	89.50	P	1	P. Pa-silid Arala	92.75	P	1
YCAF Integrated				YCAF Integrated			

Total Units Earned 10
Total Days of School 191
Total Days Present 191
Total no. of years in school to date 9

CERTIFICATE

This is to certify that this is a true record of _____
This student is, on this 18th day of December, 2003 eligible for admission
to College as a regular / irregular student and has no property
responsibility in this school.

FOR REFERENCE PURPOSES ONLY.

Prepared & Verified By:
[Signature]
Carmelita S. Ponio

[Signature]
JESUSA B. MIGUEL
Registrar

**NOT VALID WITHOUT SCHOOL SEAL* Acctg./Records Office

HIGH SCHOOL DIPLOMA

REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT PALAKASAN
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
REHIYON III
REGION III

Dr. Nicanor Reyes Memorial Colleges

PANIGUI, TARLAC

Pinatutunayan nito na si
BE IT KNOWN THAT



ay maluwalhating nakatapos ng kurso sa Sekundarya na itinakda para sa
HAS SATISFACTORILY COMPLETED THE SECONDARY COURSE AS PRESCRIBED FOR THE
mataas na paaralan ng Kagawaran ng Edukasyon, Kultura at Palakasan, kaya
HIGH SCHOOL BY THE DEPARTMENT OF EDUCATION, CULTURE AND SPORTS, HAS
pinagkalooban siya nitong
GRANTED HER THIS



KATUNAYAN
DIPLOMA

Nilagdaan sa Paniqui, Tarlac, Pilipinas
SIGNED IN PANIGUI, TARLAC PHILIPPINES
ngayong ika- 29 ng Marso 1992.
THIS 29TH OF MARCH 1992.



Josua B. Miguel
REGISTRAR

Josephine A. Reyes
PANGULO
PRESIDENT


[Signature]
TAGAPANGHALA
DIRECTOR

S. O. 141 NO. [Redacted]
DATED DEC 16, 1991

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SCIENCE HIGH SCHOOL TRANSCRIPT

Form 137-A



Philippine Christian University
SCIENCE HIGH SCHOOL
 Dasmariñas, Cavite

SECONDARY STUDENT'S PERMANENT RECORD

NAME: [REDACTED] SEX: [REDACTED]
 PLACE OF BIRTH: [REDACTED] BIRTHDATE: [REDACTED]
 ADDRESS: [REDACTED] GUARDIAN: [REDACTED]
 INTERMEDIATE COURSE COMPLETED: **Buenavista Elem. School** YEAR: **1986** AVE: **86**

1ST YR: PCU-DIS HIGH SCHOOL 1986-1987
 Location: Dasmariñas, Cavite

SUBJECTS	FINAL RATING	UNIT CREDIT	ACTION TAKEN
ENGLISH	89.14	2	Passed
FILIPINO	90.39	1	Passed
SOCIAL STUDIES	84.38	1	Passed
SCIENCE	81.51	1	Passed
MATH	84.36	1	Passed
PRACTICAL ARTS	91.13	1	Passed
YDT	93.04	1	Passed
BIBLE	93.42	-	Passed
HOMEROOM	94.54	-	Passed

School days : 188 Total Units Earned: 8
 Days Present: 187

Summer:

2ND YR: PCU-DIS HIGH SCHOOL 1987-1988
 Location: Dasmariñas, Cavite

SUBJECTS	FINAL RATING	UNIT CREDIT	ACTION TAKEN
ENGLISH	89.66	1	Passed
FILIPINO	86.65	1	Passed
SOCIAL STUDIES	88.78	1	Passed
SCIENCE	79.59	1	Passed
MATH	82.71	1	Passed
PRACTICAL ARTS	93.26	1	Passed
ELECTIVE	85.6	1	Passed
YDT	88.2	1	Passed
BIBLE	87	-	Passed
HOMEROOM	87.71	-	Passed

School days : 191 Total Units Earned: 8
 Days Present: 191

Summer:

3RD YR: PCU-DIS HIGH SCHOOL 1988-1989
 Location: Dasmariñas, Cavite

SUBJECTS	FINAL RATING	UNIT CREDIT	ACTION TAKEN
ENGLISH	85	1	Passed
FILIPINO	84	1	Passed
SOCIAL STUDIES	86	1	Passed
SCIENCE	87	2	Passed
MATH	85	1	Passed
PRACTICAL ARTS	92	1	Passed
ELECTIVE A	85	1	Passed
ELECTIVE B	89	1	Passed
YDT	89	1	Passed
BIBLE	89	-	Passed
HOMEROOM	94	-	Passed

School days : 184 Total Units Earned: 10
 Days Present: 180

Summer:

4TH YR: PCU-DIS HIGH SCHOOL 1989-1990
 Location: Dasmariñas, Cavite

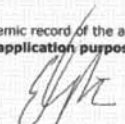
SUBJECTS	FINAL RATING	UNIT CREDIT	ACTION TAKEN
ENGLISH	82	1	Passed
FILIPINO	85	1	Passed
SOCIAL STUDIES	83	1	Passed
SCIENCE	83	2	Passed
MATH	78	1	Passed
PRACTICAL ARTS	93	1	Passed
ELECTIVE A	81	1	Passed
ELECTIVE B	83	1	Passed
YDT/CAT	87	1	Passed
BIBLE	87	-	Passed
HOMEROOM	92	-	Passed

School days : 190 Total Units Earned: 10
 Days Present: 187

Summer:

TRANSFER

I hereby certify that this is a true copy of academic record of the above-named student.
 Issued this **1st** day of **March, 2004** for **CAV application purposes.**


MRS. EDWINA N. CONTRANO
 Unit Registrar

The document is valid if impressed with University seal and properly signed by the Unit Registrar.
 ANY ERASURE OR ALTERATION MAKES THE DOCUMENT INVALID.

SCIENCE HIGH SCHOOL DIPLOMA



Republic of the Philippines
DEPARTMENT OF EDUCATION
National Capital Region



Philippine Christian University

Science High School

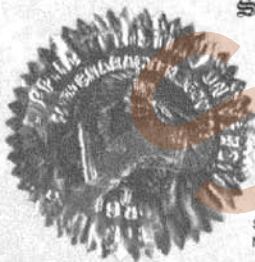
This certifies that



has satisfactorily completed the Secondary Science Curriculum prescribed for high school by the Department of Education and is therefore awarded this

D i p l o m a

Signed in Dasmariñas, Cavite, Philippines, this 23rd day of March 1990.



[Signature]
DR. OSCAR S. SUAREZ
President

[Signature]
MR. NOLASCO B. MORALES
Principal

Special Order (A) (NCR)
No. [Redacted] S. 1990

Government Recognition No. 52 Series of 1947

SCIENCE HIGH SCHOOL CERTIFICATION



Philippine Christian University
Pala-pala, Dasmariñas, Cavite
Tel. Nos. 416-5523 to 27

SCIENCE HIGH SCHOOL**CERTIFICATION**

TO WHOM IT MAY CONCERN:

This is to certify that [REDACTED] has satisfactorily completed the **GENERAL SECONDARY COURSE** at the above institution as prescribed by the **Department of Education, Culture & Sports** on March 23, 1990 granted with **DECS-NCR Special Order (A) No. [REDACTED] Series of 1990**.

This certification is issued this **1st** day of **March, 2004** upon request of the interested party for whatever purposes it may serve her best.

A handwritten signature in black ink, appearing to read 'Edwina N. Contrano'.

MRS. EDWINA N. CONTRANO
Unit Registrar

*Not valid without
School Seal*

NATIONAL COLLEGE ENTRANCE EXAMINATION (NCEE) RESULTS

OFFICIAL NATIONAL COLLEGE ENTRANCE EXAMINATION SCORE REPORT
NATIONAL EDUCATIONAL TESTING AND RESEARCH CENTER
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
Metro Manila, Philippines

EXAMINEE NUMBER	SURNAME	GIVEN	M.I.	SEX	MO DAY YEAR DATE OF BIRTH
HOLY SPIRIT SCHOOL		B01	BOHOL		
HIGH SCHOOL		CODE	DIVISION		BATCH NUMBER
STANDARD SCORE	AREAS				OVERALL GSA
	RA	MA	VA	RC	
PERCENTILE RANK	91	95	91	98	97
OVERALL GSA %ILE RANK IN WORDS	NINETY-SEVEN				

NOTICE TO ADMISSIONS OFFICIALS
If you have any reason to believe that someone has tampered with this OFFICIAL SCORE REPORT, please verify with NETRC, DECS. PHOTOSTAT COPIES SHOULD NOT BE ACCEPTED.

NOTE
Individuals responsible for evaluating NCEE SCORES should refer to the OFFICIAL NCEE SCORE MANUAL which is available on REQUEST at NETRC, DECS.

09 92 MONTH YEAR TEST DATE
G0108219

PRESENT THIS REPORT WHEN YOU ENROLL IN COLLEGE

Armand V. Fabella
ARMAND V. FABELLA
Secretary

Lucila F. Tibigar
LUCILA F. TIBIGAR
Director III

77377ZBD995A3722624348

CERTIFIED TRUE COPY
JUL 15 1998
Fortunato F. Desuyo
FORTUNATO F. DESUYO
Registrar
Velez College
Cebu City

FOR BOARD EXAMINATION

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ASSOCIATE IN MARINE TRANSPORTATION, CERTIFICATION

DECS Form No. CAV - 3



Republic of the Philippines
Department of Education, Culture and Sports
NATIONAL CAPITAL REGION
Misamis St., Bago Bantay, Quezon City

July 21, 1994

CAV. (NCR) No. 9683
Series 1994

TO WHOM IT MAY CONCERN:

This is to certify that the eligibility of

[Redacted Name]

for graduation from the Three-Year Course in Marine Transportation leading to the title of ASSOCIATE IN MARINE TRANSPORTATION (AMT) as of March, 1994

offered by EMI COLLEGES, Manila was approved by this Office under Special Order (B) No. [Redacted] Series 1994 issued May 31, 1994

To be considered graduated from the foregoing course the student must present his/her DIPLOMA and TRANSCRIPT OF RECORDS together with this certification.

It is certified further that the attached DIPLOMA and TRANSCRIPT OF RECORDS is/are authentic copy/copies and the signature(s) appearing thereon is that/are those of Superintendent/Dean, President and Registrar

of said institution which is duly recognized/authorized by the government of the Republic of the Philippines.

Issued upon request of [Redacted] in connection with his application for the issuance of a seaman's book.



For the Secretary:

Esperanza M. Orlina
ESPERANZA M. ORLINA
Director III

(NOT VALID WITHOUT SEAL WITH ERASURE OR ALTERATION)

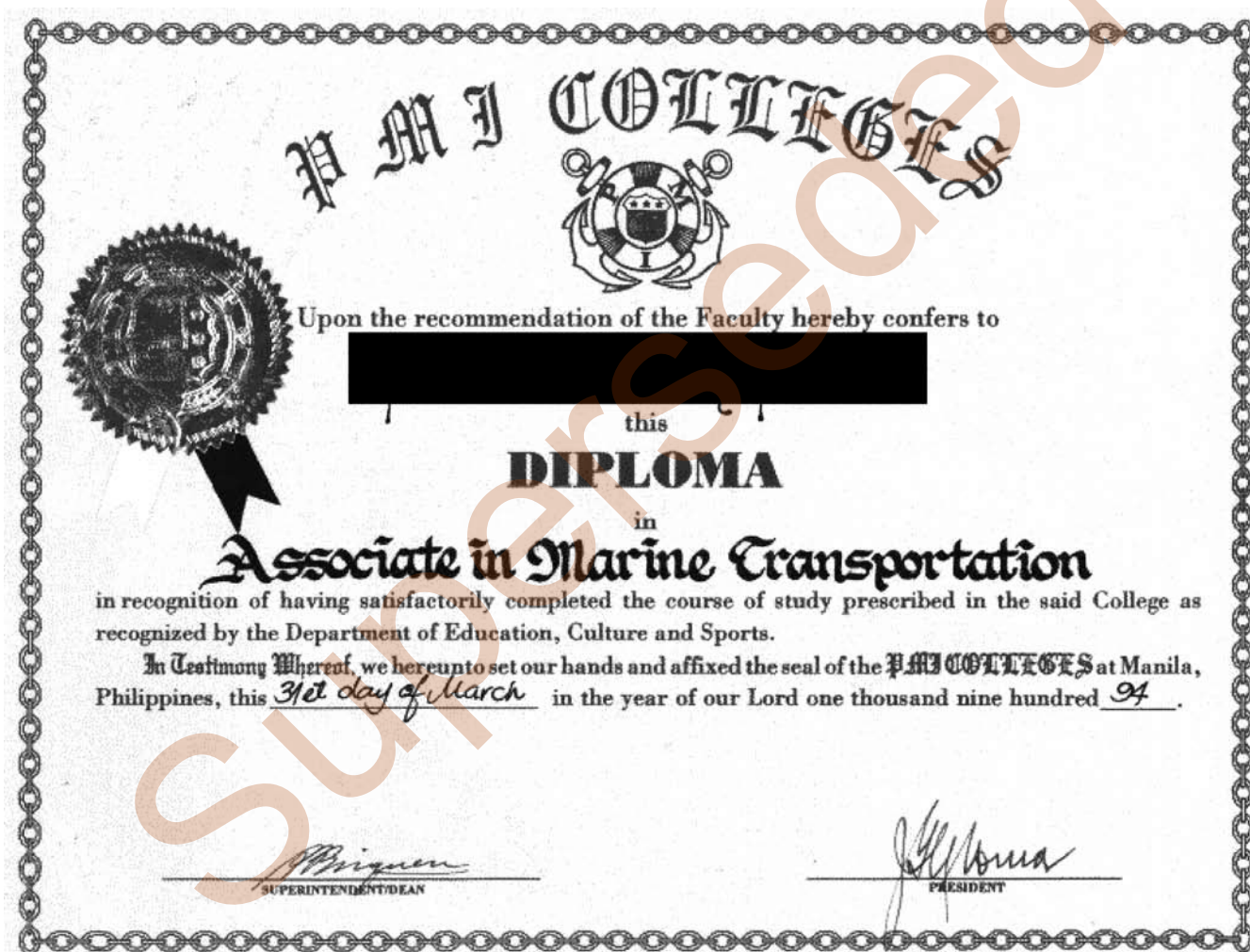
O. R. No. [Redacted]
Issued On: 7-18-94

Special Order Verified By: [Signature]

Reviewed By: [Signature]

ASSOCIATE IN MARINE TRANSPORTATION, DIPLOMA

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ASSOCIATE IN MARINE TRANSPORTATION, TRANSCRIPT, PAGE 1 OF 2

PMI COLLEGES
(PHILIPPINE MARITIME INSTITUTE)
PMI BLDG., 419 DAVID ST., MANILA, PHILIPPINES

OFFICIAL TRANSCRIPT OF RECORDS

FAMILY NAME: [REDACTED] FIRST NAME: [REDACTED] MIDDLE NAME: [REDACTED] MARINE TRANSPORTATION (AMT)
COLLEGE DEPARTMENT

ADDRESS: Stella Maris School 1990-91 DATE OF HONORABLE DISMISSAL: March 19, 1994
SECONDARY EDUCATION COMPLETED AT: [REDACTED] SCHOOL YEAR: [REDACTED] DATE OF GRADUATION: [REDACTED]
SPECIAL ORDER () NO. [REDACTED] S: 19 94

REMARKS: Graduated with the title of ASSOCIATE IN MARINE TRANSPORTATION (AMT) under the above mentioned Special Order as approved by the Director, Department of Education, Culture and Sports.

SUBJECT	DESCRIPTIVE TITLE	GRADE S		CREDIT
		FINAL	RE-EXAM	
NCEE - 91%				
1st Sem. 1991-92				
PMI COLLEGES MANILA				
Engl 111	Communication Arts 1	2.5		3
Pil 111	Sining ng Pakikipagtalastasan	1.5		3
Math 111	College Algebra and Plane Trigonometry	2.75		5
Chem 111	General Chemistry	2.75		4
Ethics 111	Intro to Shipboard Practical and Professional Ethics	2.0		1
Seam 111	Ship Nomenclature and Practical Seamanship	2.5		3
Solas 1	Personal Survival Technical First Aid	2.0		1
PE 1	Physical Education	1.5		2
NROTC 11	Naval Reserve Officer Training Course	5.0		0
2nd Sem. 1991-92				
Engl 2	Communication Arts 2	2.75		3
Math 2	Solid Mensuration and Spherical Trigo.	2.5		3
Phys 1	Engineering Physics 1	2.75		4
Mar E	Basic Marine Engineering	2.0		3
Seam 8	Cargo Handling and Stwage	2.25		3
Nav 2	Elements of Principles of Navigation	inc.	2.75	3
Solas 2	Survival Craft and Fire Fighting	2.75		1
P.E. 2	Physical Education 2	1.75		2
NROTC 12	Naval Reserve Officer Training Course	2.5		(1.5)
1st Sem. 1992-93				
Engl 3	Business English and Correspondence	1.75		3
Mar Comm	Maritime Communication	2.5		3
Meteo	Meteorology	2.75		3
Phys 2	Engineering Physics 2	2.5		4
Sea 3	Stability and Trim	2.25		3
Nav 2	Terrestrial Navigation	2.5		4
PE 3	Physical Education 3	1.25		2
NROTC 11	Naval Reserve Officer Training Course	1.5		(1.5)
2nd Sem. 1992-93				
Engl 4	Technical Report Writing	1.25		3
Ocean	Oceanography	2.75		3
ML 1	Marine Laws 1	2.0		2
Col 1	Collision Regulations 1	1.75		2
ElecNav 1	Electronic Navigation Instrument	2.5		3
Seam 4	Ship Handling and Maneuvering	2.25		3

-over-

GRADING SYSTEM and EQUIVALENTS: 1-95%; 1.25-93%; 1.5-91%; 1.75-88%; 2.00-85%; 2.25-83%; 2.5-81%; 2.75-78%; 3.00-75%; 4 & below -- Failure

NOT VALID WITHOUT PMI SEAL

CAPT. ROBERTO B. BISQUERA DEAN
TEODORICA Q. MERCADO REGISTRAR

No. 34866 PAGE 1 OF 2 SHEETS 50,000 COPIES NOS. 0001-50,000


ASSOCIATE IN MARINE TRANSPORTATION, TRANSCRIPT, PAGE 2 OF 2

PMI COLLEGES
(PHILIPPINE MARITIME INSTITUTE)
PMI BLDG., 419 DAVID ST., MANILA, PHILIPPINES

OFFICIAL TRANSCRIPT OF RECORDS

FAMILY NAME: [REDACTED] FIRST NAME: [REDACTED] MIDDLE NAME: [REDACTED] MARINE TRANSPORTATION (AMT)
 COLLEGE DEPARTMENT
 -do- ADDRESS: [REDACTED] DATE OF HONORABLE DISMISSAL: [REDACTED]
 -do- -do- -do-
 SECONDARY EDUCATION COMPLETED AT: [REDACTED] SCHOOL YEAR: [REDACTED] DATE OF GRADUATION: [REDACTED]
 SPECIAL ORDER () NO. ___ S: 19 ___
 REMARKS: -do-

SUBJECT	DESCRIPTIVE TITLE	GRADES		CREDIT
		FINAL	RE-EXAM	
2nd Sem. 1992-93				
Nav 3	Celestial Navigation	2.5		4
P.E. 4	Physical Education	1.5		2
NROTC 22	Naval Reserve Officer Training Course	1.5		(1.5)
SUMMER 1993				
NROTC 21	Naval Reserve Officer Training Course	2.5		(1.5)
1st Sem. 1993-94				
Pil 2	Panitikang Pilipino	2.25		3
ML 2	Maritime Laws 2	2.25		3
SocSci 1	Phil. Gov't and New Const't.	1.25		3
SocSci 2	T.D.B. and Family Planning	1.5		3
Col 2	Collision and Regulations 2	2.0		4
Solas 3	Marine Search Rescue	2.25		3
SB 3	SHIP Business	1.5		3
2nd Sem. 1993-94				
SocSci 3	Life and works of Rizal	1.5		3
SocSci 4	General Psychology	1.5		3
Comp 3	Computer Fundamentals of Programming	1.25		3
Mgmt 3	Shipping Operation and Management	2.5		3
Eco 3	Transportation Economics and Accounting	1.5		3
ElecNav 2	Electronics Navigation	2.25		6
	***** Reven *****			


 *** FOR: PHILIPPINE COAST GUARD ***

GRADING SYSTEM and EQUIVALENTS 1-95%; 1.25-93%; 1.5-91%; 1.75-88%; 2.00-85%; 2.25-83%; 2.5-81%;
 2.75-78%; 3.00-75%; 4 & below - Failure

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CAPT. ROBERTO B. BISQUERA DEAN TEODORICA Q. MERCADO REGISTRAR

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ASSOCIATE/BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY, TRANSCRIPT, PAGE I OF 4

Form No. 2

CEBU DOCTORS' COLLEGE

Carneña Boulevard, Cebu City
Philippines

OFFICIAL TRANSCRIPT OF RECORDS

COLLEGE OF Allied Medical Sciences

Name	[REDACTED]			Home Address	[REDACTED]
RECORDS OF PRELIMINARY GRADUATION					
Grade	Name of School	Address	Sch. Yr.		
Primary	Holy Rosary Kindergarten & NS	Agusan, Cagayan de Oro City	1974-75		
Intermediate	Agusan Elementary School	Agusan, Cagayan de Oro City	1976-77		
Secondary	Don Mariano Marcos Mem. School	Lapasan, Cagayan de Oro City	1980-81		
BASIS OF ADMISSION: Transfer Credential NCEE Result: 86%ile (1985)					

COURSE NUMBER	DESCRIPTIVE TITLE	RATING	RE-EX	CREDITS
<u>XAVIER UNIVERSITY, Cagayan de Oro City</u>				
<u>Second Semester, 1981-82</u>				
Bio 13	General Zoology	C		5
Eng 2	Grammar, Composition, Reading and Literature II	B-		6
RS 20	Christology	C		3
<u>First Semester, 1982-83</u>				
Ch 1	General Inorganic Chemistry	B		5
Eng 1	Grammar, Composition, Reading and Literature I	B		6
Ma O&I	College Algebra	D		3
Eco 01	Taxation and Land Reform	D		3
Hum 1	Art Appreciation and Music	C		3
WATC	Women's Auxiliary Training Corps	B		1.5
<u>Second Semester, 1982-83</u>				
Ch 2	General Inorganic Chemistry	F		0
Eng 14	Speech Laboratory	C		3
Ma 2	Plane Trigonometry	F		0
Hi 10	Philippine History	C		3
Soc 1	Principles of Sociology with Emphasis on Filipino and Family Planning	D		3
WATC	Women's Auxiliary Training Corps	B		1.5
<u>Summer, 1983</u>				
Ch 2	General Inorganic Chemistry	D		5
Ma 2	Plane Trigonometry	D		3
<u>First Semester, 1983-84</u>				
Eng 3	Rhetoric, Argumentation & Debate	B		3
Nsc 1	Introduction to Earth and Physical Science	D		3
Sp 1	Elementary Spanish	C		3
WATC	Women's Auxiliary Training Corps	A-		1.5
<u>CEBU DOCTORS' COLLEGE, Allied Medical Sciences, Cebu City</u>				
<u>Second Semester, 1983-84</u>				
Eng1 14	Philippine Literature in English	1.5		3
***** over *****				

GRADING SYSTEM: 1.0(95-100%) Excellent; 1.1(94%), 1.2(93%), 1.3(92%), 1.4(91%), 1.5(90%), Very Good; 1.6(89%), 1.7(88%), 1.8(87%), 1.9(86%), 2.0(85%), 2.1(84%), 2.2(83%), 2.3(82%), 2.4(81%), 2.5(80%) Good; 2.6(79%), 2.7(78%), 2.8(77%), 2.9(76%), 3.0(75%) Fair/Passes; 5.0(Below 75%) Failed; DR-Dropped; INC-Incomplete; WI-Withdrawn; NC-No Credit; NG-No Grade

Remarks:
NOT VALID
WITHOUT SEAL

Prepared by: IKE A. DELAVIN

Checked by: _____

Date: AUG 16 2000

MANUEL A. BERGANTIN

Registrar

MA. CECILIA V. LEDESMA, M.D.
DEAN

ASSOCIATE/BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY, TRANSCRIPT,
PAGE 2 OF 4

Form No. 2 **CEBU DOCTORS' COLLEGE**
Osmeña Boulevard, Cebu City
Philippines

OFFICIAL TRANSCRIPT OF RECORDS COLLEGE OF Allied Medical Sciences

Name _____ Home Address _____

RECORDS OF PRELIMINARY GRADUATION			
Grade	Name of School	Address	Sch. Yr.
Primary	Holy Rosary Kindergarten & NS	Agusan, Cagayan de Oro City	1974-75
Intermediate	Agusan Elementary School	Agusan, Cagayan de Oro City	1976-77
Secondary	Don Mariano Marcos Mem. School	Lapasan, Cagayan de Oro City	1980-81
BASIS OF ADMISSION:		Transfer Credential	NCEE Result: 86%ile (1985)

COURSE NUMBER	DESCRIPTIVE TITLE	RATING	RE-EX	CREDITS
<u>CEBU DOCTORS' COLLEGE, Allied Medical Sciences, Cebu City</u>				
<u>Second Semester, 1983-94 (cont'd)</u>				
Span 12	Intermediate Spanish	2.6		3
Psych 11	General Psychology	2.1		3
Hist 12	Rizal's Life and Works	1.9		3
Socio 14	General Sociology, Current Issues			
	DECS- Education w/ Family Planning	1.9		3
Bio 10	Introduction to Biology (equiv. to General Botany) Lect.	3.0		3
Bio 10	Introduction to Biology (equiv. to General Botany) Lab.	2.7		2
PolSc 13	Philippine Government and the New Constitution	2.3		3
<u>XAVIER UNIVERSITY, Cagayan de Oro City</u>				
<u>Summer, 1984</u>				
Phys 1	General College Physics	D		5
Sp 3	Advanced Spanish	C		3
<u>CEBU DOCTORS' COLLEGE, Allied Medical Sciences, Cebu City</u>				
<u>First Semester, 1984-85</u>				
P T 2	Electrotherapy	5.0		0
P T 4	Principles of Internal Medicine	5.0		0
P T 5	Physical Therapy I (Patient, Care Hydrotherapy, Splinting, Bandaging and Massage)	5.0		0
P T 10	Neuroanatomy	2.5		3
Chem 12	Organic Chemistry, Lect.	3.0		3
Chem 12	Organic Chemistry, Lab.	2.8		2
Phys 12	College Physics, Lect.	3.0		3
Phys 12	College Physics, Lab.	2.1		2
<u>Second Semester, 1984-85</u>				
P T 1	Gross Human Anatomy	5.0		0
P T 3	Physiology	3.0		3
	Histology	5.0		0
Span 14	Selected Writings	2.9		3
***** over *****				

GRADING SYSTEM: 1.0(95-100%) Excellent; 1.1(94%), 1.2(93%), 1.3(92%), 1.4(91%), 1.5(90%), Very Good; 1.6(89%), 1.7(88%), 1.8(87%), 1.9(86%), 2.0(85%), 2.1(84%), 2.2(83%), 2.3(82%), 2.4(81%), 2.5(80%) Good; 2.6(79%), 2.7(78%), 2.8(77%), 2.9(76%), 3.0(75%) Fair/Passes; 5.0(Below 75%) Failed; DR-Dropped; INC-Incomplete; W-Withdrawn; NC-No Credit; NG-No Grade

Remarks:
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WITHOUT SEAL

Prepared by: IKE A DELAVIN - page 2 -
Checked by : _____
Date : AUG 16 2000

MANUEL A. BERGANTIN
Registrar
MA. CECILIA V. LEDESMA, M.D.
DEAN

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ASSOCIATE/BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY, TRANSCRIPT, PAGE 3 OF 4

Form No. 2

CEBU DOCTORS' COLLEGE

Osmefa Boulevard, Cebu City
Philippines

OFFICIAL TRANSCRIPT OF RECORDS

COLLEGE OF Allied Medical Sciences

Name	[REDACTED]			Home Address	[REDACTED]
RECORDS OF PRELIMINARY GRADUATION					
Grade	Name of School	Address	Sch. Yr.		
Primary	Holy Rosary Kindergarten & NS	Agusan, Cagayan de Oro City	1974-75		
Intermediate	Agusan Elementary School	Agusan, Cagayan de Oro City	1976-77		
Secondary	Don Mariano Marcos Mem. School	Lapasan, Cagayan de Oro City	1980-81		
BASIS OF ADMISSION:		Transfer Credential	NCEE Result: 86%	File (1985)	

COURSE NUMBER	DESCRIPTIVE TITLE	RATING	RE-EX	CREDITS
<u>CEBU DOCTORS' COLLEGE, Allied Medical Sciences, Cebu City</u>				
<u>First Semester, 1985-86</u>				
P T 1	Gross Human Anatomy	3.0		5
P T 2	Electrotherapy	5.0		0
P T 3	Principles of Internal Medicine	5.0		0
P T 5	Physical Therapy I (Patient Care, Hydrotherapy, Splinting, Bandaging and Massage)	3.0		4
P T 6	Pathology	5.0		0
P T 10	Neuroanatomy	5.0		0
Pil 11	Sining ng Pakikipagtalastasan	2.8		3
MdTch 13	Human Histology	3.0		3
<u>Second Semester, 1985-86</u>				
RdTch 12	Basic Photography	3.0		2
RdTch 18	Radiobiology & Radiation Protection	2.8		3
RdTch 19	Radiographic Positioning	2.9		3
RdTch 21	Special Radiographic Examination	2.8		6
RdTch 22	Radiographic Equipment & Maintenance	2.8		2
RdTch 23	Nursing Procedure in Radiology	1.5		2
RdTch 24	Professional Ethics	2.3		2
RdTch 25	Nuclear Medicine	3.0		3
<u>First Semester, 1986-87</u>				
RdTch 11	Medical Terminology	1.3		2
RdTch 15	Radiation Physics and Apparatus	1.8		3
RdTch 16	Darkroom Chemistry and Techniques	1.8		3
RdTch 17	Radiographic Techniques	1.7		3
RdTch 20	Department Administration	2.4		2
Pil 12	Panitikang Pilipino	3.0		3
<u>Second Semester, 1986-87</u>				
INTERNSHIP		Passed		
<u>First Semester, 1987-88</u>				
INTERNSHIP		Passed		

GRADUATED from the Three-year Course in Radiologic Technology leading with the Title of ASSOCIATE IN RADIOLOGIC TECHNOLOGY (A.R.T.) as of October, 1987 per Special Order (B) (R-VII) No. [REDACTED] dated January 8, 1991, issued by the Department of Education, Culture and Sports, Cebu City.

GRADING SYSTEM:	1.0(95-100%) Excellent; 1.1(94%), 1.2(93%), 1.3(92%), 1.4(91%), 1.5(90%), Very Good; 1.6(89%), 1.7(88%), 1.8(87%), 1.9(86%), 2.0(85%), 2.1(84%), 2.2(83%), 2.3(82%), 2.4(81%), 2.5(80%) Good; 2.6(79%), 2.7(78%), 2.8(77%), 2.9(76%), 3.0(75%) Fair/Passes; 5.0(Below 75%) Failed; DR-Dropped; INC-Incomplete; W-Withdrawn; NC-No Credit; NG-No Grade
-----------------	---

Remarks:
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WITHOUT SEAL

Prepared by: IKE A. DELAVIN - page 3 -

Checked by: _____

Date: AUG 16 2000

MANUEL A. BERGANTIN
Registrar

MA. CECILIA V. LEDESMA, M.D.
DEAN

ASSOCIATE/BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY, TRANSCRIPT, PAGE 4 OF 4

Form No. 2

CEBU DOCTORS' COLLEGE

Osmeña Boulevard, Cebu City
Philippines

OFFICIAL TRANSCRIPT OF RECORDS

COLLEGE OF Allied Medical Sciences

Name: [Redacted] Home Address: [Redacted]

RECORDS OF PRELIMINARY GRADUATION

Grade	Name of School	Address	Sch. Yr.
Primary	Holy Rosary Kindergarten & NS	Agusan, Cagayan de Oro City	1974-75
Intermediate	Agusan Elementary School	Agusan, Cagayan de Oro City	1976-77
Secondary	Don Mariano Marcos Mem. School	Lapasan, Cagayan de Oro City	1980-81
BASIS OF ADMISSION: Transfer Credential		NCEE Result: 86%ile (1985)	

COURSE NUMBER	DESCRIPTIVE TITLE	RATING	RE-EX	CREDITS
<u>CEBU DOCTORS' COLLEGE, Allied Medical Sciences, Cebu City</u>				
<u>First Semester, 1989-90</u>				
RdTch 27	Radiographic Pathology and Film Evaluation	1.8		3
RdTch 402	Radiotherapy Technique	3.0		3
Math 13	Biostatistics	3.0		3
<u>Second Semester, 1989-90</u>				
Philo 11	Logic and Ethics	3.0		3
	General Pathology	3.0		3

GRADUATED from the Four-Year Course in Radiologic Technology leading with the degree of BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY (B.S.R.T.) as of March 1990, per Special Order (B) (R-VII) No. [Redacted] series of 1990, dated June 4, 1990, issued by the Bureau of Higher Education, Department of Education Culture and Sports, Region VII, Central Visayas Area, Cebu City.

***** Closed *****



GRADING SYSTEM: 1.0(95-100%) Excellent; 1.1(94%), 1.2(93%), 1.3(92%), 1.4(91%), 1.5(90%), Very Good; 1.6(89%), 1.7(88%), 1.8(87%), 1.9(86%), 2.0(85%), 2.1(84%), 2.2(83%), 2.3(82%), 2.4(81%), 2.5(80%) Good; 2.6(79%), 2.7(78%), 2.8(77%), 2.9(76%), 3.0(75%) Fair/Passes; 5.0(Below 75%) Failed; DR-Dropped; INC-Incomplete; W-Withdrawn; NC-No Credit; NG-No Grade

Remarks: NOT VALID WITHOUT SEAL

Prepared by: IKE A. DELAVIN

Checked by: _____
Date: AUG 16 2000

MANUEL A. BERGANTIN

Registrar
MA. CECILIA V. LEDESMA, M.D.
DEAN

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BACHELOR OF BUSINESS ADMINISTRATION, TRANSCRIPT, PAGE I OF 2

ST. PAUL COLLEGE DUMAGUETE CITY

MEMBER: PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES (FAASCU)
OFFICIAL TRANSCRIPT LEVEL III Date: April 3, 1989

OF THE RECORD OF [REDACTED] College of BUS. ADM. (BBA)


Entrance Date Form 137-Ai Negros Oriental High School

SESSION	COURSE NO.	DESCRIPTIVE TITLE OF THE COURSE	FINAL GRADES	RE-EXAM.	CREDITS
1st Sem 1985-86	Rel Ed 1a	Christian Salvation in Jesus Christ	94		(3)
	Engl 1	Grammar and Composition	83		3
	Pil 1	Sining ng Pakikipagtalastasan	83		3
	Nat Sc 1	Earth Science	82		3
	Math 0	Elements of Business Math	85		3
	Soc Sc 4	Philippine History and Government	85		3
	Econ 1	Principles of Economics	82		3
	Span 1	Elementary Spanish	85		3
	Mark 1	Principles of Marketing	86		3
	P E 1	Physical Education	83		1
2nd Sem 1985-86		x-x-x			
	Rel Ed 1b	Salvation in Church	85		(3)
	Pil 2	Panitakang Pilipino	84		3
	Soc Sc 2	Intro to Sociology	84		3
	Span 2	Intermediate Spanish	83		3
	Engl 2	Grammar and Composition	85		3
	Math 2	College Algebra	86		3
	Nat Sc 2	Intro to Biological Science	81		3
	Econ 2	Economic Development of the Phils.	85		3
	P E 2	Physical Education	82		1
1st Sem 1986-87		x-x-x			
	P E 3	Physical Education	85		1
	Span 3	Advanced Spanish	83		3
	B M 1	Principles of Business Org. & Mgmt.	89		3
	Rel Ed 2a	Church and Sacraments	84		(3)
	Fin 1	Principles of Money, Credit and Banking	87		3
	Engl 3	Oral English and Speech Improvement	87		3
	Acctg 1	Sole Proprietorship Accounting	89		6
	Math 5	Math of Investment	92		3
		x-x-x			
2nd Sem 1986-87	P E 4	Physical Education	84		1
	Acctg 2	Partnership Accounting	87		3
	C S 1	Computer and Society	92		3
	Fin 2	Banking Principles and Practices	86		3
	B M 2	Human Resources Management	88		3
	Acctg 3	Fund. of Management Accounting	88		3
	Engl 4	Effective Writing	90		3
	Rel Ed 2b	Church and Sacraments	92		(3)
	Span 4a	Selected Writings	88		3
		x-x-x			
Summer 1987	Soc Sc 4	Phil. Government & New Constitution	91		3
	Law 1	Obligation & Contract	88		3
	Tax 1	Income Tax	90		3
1st Sem 1987-88		x-x-x			
	Rel Ed 3a	Christian Morality	87		(3)
		Business Statistics	83		3
	Acctg 6a	Cost Accounting	85		3
	Soc Sc 1	General Psychology	87		3
Acctg 4	Financial Accounting	85		6	

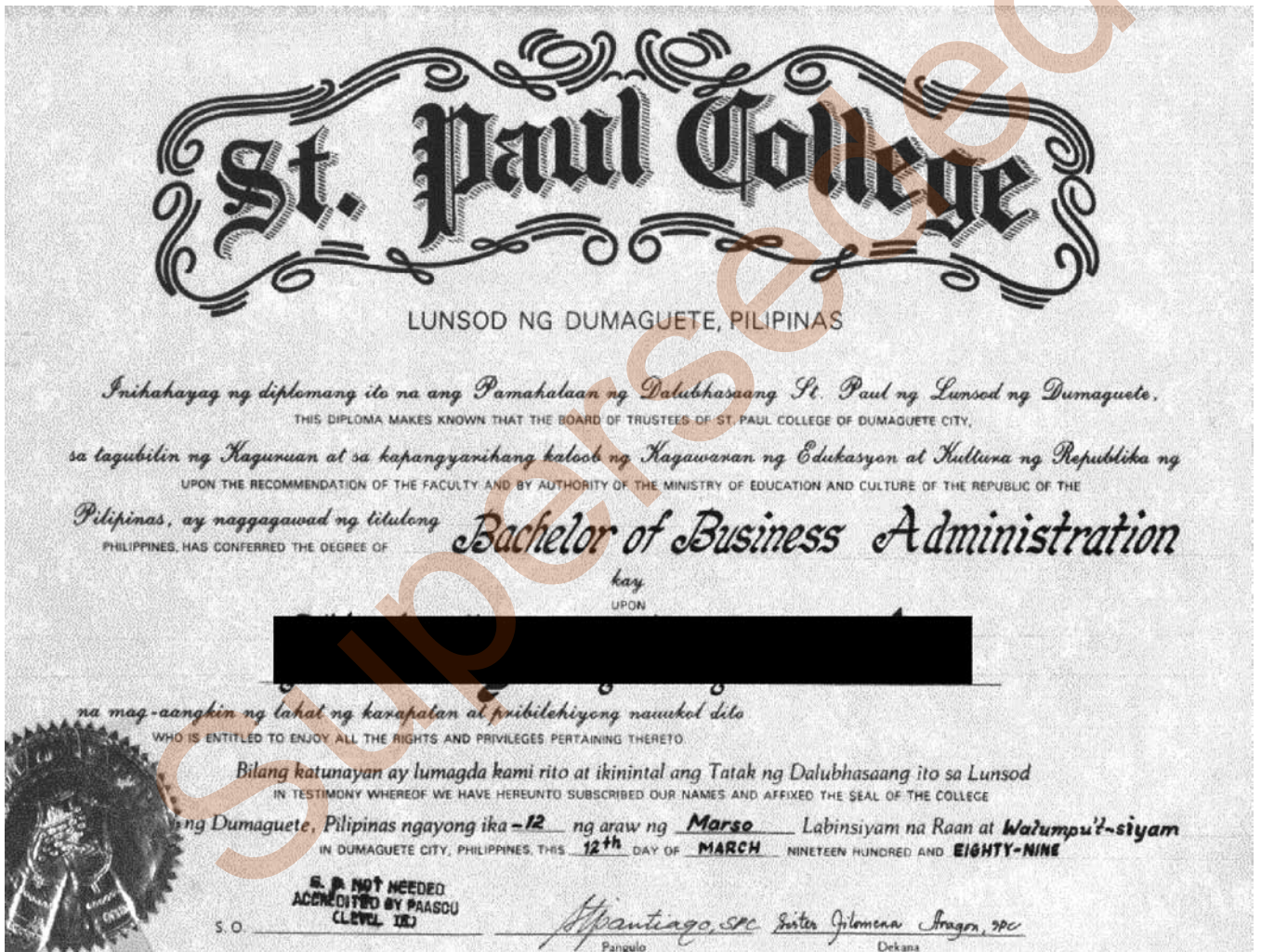
GRADING SYSTEM:
 1=91-100% 1.5=91-93% 2=85-87% 3=75-79% 5=below 70%
 (Page 2 please) 1.25=94-96% 1.75=88-90% 2.5=80-84% 4=70-74%

I hereby certify that the above record is correct and ~~that the student has been/has not been~~ is issued upon request for employment purposes. Informative copy only.

Not Valid without Seal. *Sister Teresita Soledad, SPC*
 Prepared by: *Sister Teresita Soledad, SPC*
 GEMMA B. FLORES REGISTER



BACHELOR OF BUSINESS ADMINISTRATION, DIPLOMA



BACHELOR OF SCIENCE IN NURSING, TRANSCRIPT, PAGE I OF 2

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AQUINAS UNIVERSITY
CITY OF LEGAZPI, PHILIPPINES

Sheet No. One

OFFICIAL TRANSCRIPT OF RECORD OF _____
 Address _____ Admitted as a high sch. graduate College of Nursing
 Admission Credentials: F-137A- NCEE 80%

DEGREE/TITLE
 CONFERRED
BACHELOR OF SCIENCE
IN NURSING (B.S.N)

Major in _____

Minor in _____

SO B) No. _____
 s. 1993

DATE OF GRADUATION
October, 1993

VALID FOR/AS
Official Purposes

Issued this 7th day of
December, 19 93

CREDITS
 One unit of credit is one hour lecture or recitation or three hours of laboratory, drafting, field or shop work each week for the period of a complete semester.

GRADING SYSTEM
 Undergraduate Courses
 90 - 100 Excellent
 85 - 89 Very Good
 80 - 84 Good
 75 - 79 Passed
 Below 75 Failed
 INC - Incomplete; lacks some requirements
 AW - Authorized withdrawal
 UW - Unauthorized withdrawal
 NCA - No credits due to absences

Graduate courses
 85 - Passing

Note: Any erasure or alteration renders the whole transcript invalid

S U B J E C T S	G R A D E S		C R E D I T S
	FINAL	RE-EXAM	
<u>1st Sem., 1989-90</u>			
Chem 1 (General Chemistry)	Abs	77	5
Eng 1 (Communication Skills)	85		3
Hist 1 (Phil History & Culture)	79		3
Socio Antropology	81		3
Math 11 (College Algebra)	89		3
Psycho 1 (General Psychology)	87		3
Pil 1 (Sining ng Pakikipagtalastasan)	83		3
Typing 1 (Fundamentals of Typing)	Abs	80	(3)
Theology 11	86		(2)
Physical Education 101	90	80	(2)
NCMT 11	Inc	80	(1.5)
<u>2nd Sem., 1989-90</u>			
Zool 1 (General Zoology)	Inc	82	5
Pil 2 (Panitikang Pilipino)	82		3
Eng 2 (Communication Skills 2)	77		3
Pol Sc 1 (Fund of Political Science)	85		3
Biochemistry	78		4
Typing 2 (Advanced Typewriting)	83		(3)
Philisophy of Man	92		3
Theology 12	90		(2)
Physical Education 102	Inc	88	(1)
<u>1st Sem., 1990-91</u>			
Micro & Parasit(Bacterio-Protozoa, Mycology & Virology)	88		4
Eng 3 (Communication Skills 3)	76		3
Med Sc (Anatomy and Physiology)	75		5
Math 12 (Pharmacol, Dosage, Solutions)	75		3
N- 101 (Found of Nursing Practice 1)	82		4
R L E (Related Learning Experience)	82		2
Theology 21	NCA		-
Physical Education 203	-		-
NCMT 21	85		(1.5)
<u>2nd Sem., 1990-91</u>			
Physics	73		-
Ethics (Prof'l Ethics in Nursing)	82		3
Ne102 (Found of Nursing Practice 2)	82		4
R L E (Related Learning Experience)	82		5
Nutrition	UW		-
Eng 4 (Introd to Literature)	86		3
Theology 22	83		(2)
Physical Education 203	Drp		-

REMARKS: _____ continued on sheet two
 Prepared By: Salome N. Daep
 Checked By: Vergie B. Nunez

 CEFERINO A. MAGAONG
 Registrar

BACHELOR OF SCIENCE IN NURSING, SPECIAL ORDER NUMBER

REPUBLIKA NG PILIPINAS
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(Department of Education, Culture and Sports)
REHIYON V
(Region V)
LUNGSOD NG LEGAZPI
(City of Legazpi)

SPECIAL ORDER (B)
No. [redacted] s. 19_93..

November 11, 1993

On the basis of the records submitted by the AQUINAS UNIVERSITY, Legazpi City, approval of the eligibility for graduation of the following as of October, 1993 upon the successful completion of the work now being taken in the Four-Year Course in Nursing leading to the degree of BACHELOR OF SCIENCE IN NURSING (B.S.N.)

is hereby given and made a matter of records:

[redacted]
(Valid for One (1) Student Only)

The foregoing approval is valid only for October, 1993
The approval for any one candidate for graduation is automatically cancelled if he does not complete the full requirements for the course on the date specified and is subject to revocation if the records upon which the approval is based are later found not correct.


(NOT VALID WITHOUT SEAL OR WITH ERASURE OR ALTERATION)

For the Secretary of Education,
Culture and Sports;

(SGD.) NERIO O. LUCILA
Director III


Enrolment Checked: a/s Illegible
Form XVIII/XIX by: a/s Illegible
Evaluated by: a/s Illegible
Checked by: a/s Illegible
Reviewed by: a/s Illegible

Certified true copy:



CEFERINO A. MAGDAONG
UNIVERSITY REGISTRAR
/rcv 12/7/93

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BACHELOR OF SCIENCE IN NURSING, RECORD OF RELATED LEARNING EXPERIENCE, PAGE I OF 2



AQUINAS UNIVERSITY
COLLEGE OF NURSING
4500 Legazpi City Philippines



RECORD OF RELATED LEARNING EXPERIENCE
Bachelor of Science in Nursing

NAME [REDACTED] CLASS 1993

<u>YEAR LEVEL</u>	<u>COURSE</u>	<u>UNITS</u>	<u>NO. OF HOURS</u>
Level II	Nursing in Health Individual Family Community (Preventive) Nursing in Health (Maternal-Child Health)		
	Nursing 101 Foundation of Nursing Practice I	2	102
	Nursing 102 Foundation of Nursing Practice II	5	255
Level III	Nursing in Illness (Medical-Surgical)		
	Operating Room - Major - 5		
	Minor - 5		
	Maternal Child (High Risk)		
	Delivery Room - Handled - 5		
	Assisted - 5		
	Cord Care - 5		
	Psychiatric Nursing		
	Nursing 103 Nursing Practice I	5	255
	Nursing 104 Nursing Practice II	7	357
Level IV	Nursing in Health and Illness in the context of Health Care System (Leadership and Management, Research)		
	Nursing 105 Nursing Practice III	4	204
	Nursing 106 Nursing Practice IV	7	357
	Nursing Elective Nursing Practice	3	153
TOTAL		33	1,683

COMMUNITY RESOURCES

	<u>Number of Families</u>	<u>Levels</u>
1. Health Centers		
Tabaco Rural Health Unit	Daily Ave. Clients 40	
Sto. Dominge Rural Health Unit	30	II, III & IV
Bacacay Rural Health Unit	40	
Bonet Brgy. Health Center Tabaco	30	
Basagan Brgy. Health Center Tabaco	25	
Quinastillojan, Brgy. Health Center Tabaco	35	
2. Schools		
Sto. Dominge National High School	No. of Students 500	
Aquinas University High School		
Industrial Agencies	No. of Employees 600	
Pacific Cordage Corporation		

BACHELOR OF SCIENCE IN NURSING, RECORD OF RELATED LEARNING EXPERIENCE, PAGE 2 OF 2



AQUINAS UNIVERSITY
COLLEGE OF NURSING
4500 Legazpi City Philippines



3. Hospitals

Aquinas University Hospital	Daily Ave. Patients 50	II to IV & elective
Albay Provincial Hospital	Daily Ave. Patients 100	II to IV & elective
Estevez Memorial Hospital	Daily Ave. Patients 50	II to IV & elective
Ziga Memorial District Hospital	Daily Ave. Patients 100	II to IV & elective
	Daily Ave. Patients	Levels
National Center for Mental Health	2,500	III
San Lazaro Hospital	375	III
National Orthopedic Hospital and Rehabilitation Medicine Center	450	III
Santo Tomas University Hospital	325	III

Date Completed: March 18, 1993

MA. CLARA LL. RUBINO, R.N., MAED-NE
Dean, College of Nursing

BACHELOR OF SCIENCE IN NURSING, DIPLOMA



PROFESSIONAL REGULATION COMMISSION CERTIFICATE, REGISTERED NURSE



Republika ng Pilipinas
REPUBLIC OF THE PHILIPPINES
Komisyon sa Regulasyon ng mga Propesyon
PROFESSIONAL REGULATION COMMISSION
Lupon ng Pagananars
BOARD OF NURSING

Dapat malaman ng lahat na si
BE IT KNOWN THAT



na nakatupad sa lahat ng mga pangangailangang iniatas ng Batas Republika Blg. 4704, ngayon ay itinala na
Having complied with all the requirements prescribed by Republic Act No. 4704, is hereby registered as

Rehistradong Nars
REGISTERED NURSE

na may karapatang gumanap sa naturang propesyon alinsunod sa Batas, Tuntunin at mga Ahuntunin ng Lupon
and entitled to practice as such in accordance with Laws, Rules and Regulations of the Board
na may hapangparihang humawak ng naturang titulo, lakip ang kaukulang mga karapatan at pribilehiyo, sa bisa
and empowered to assume such title, with all the rights and privileges thereto appertaining, by
ng pahintulot ng Republika ng Pilipinas.
and under the authority of the Republic of the Philippines.

Katunayan nito, alinsunod sa mga tadhana ng Atas ng Pangulo Blg. 223, taglay ang sagisag ng Lupon,
IN WITNESS WHEREOF in accordance with the provisions of Presidential Decree No. 223, under the seal of this Board,
ang Katibayan Blg. 231070, ay ipinagkakaloob sa kanya sa Maynila, ngayong ika-8 araw ng Pebrero
this Certificate No. 231070 is granted at Manila, this 8th day of February
taon ng ating Panginoon labinsipam na rash at siyamnapit apat
in the year of Our Lord nineteen hundred and ninety four



Agapayugo
Kagapangulo
Chairman

Pinagtibay:
Approved:

St. Matildal E. Anuncion, D.C.
Kagawad
Member

BM Delala
Kagawad
Member

[Signature]
Komisyonado
Commissioner

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PROFESSIONAL REGULATION COMMISSION CERTIFICATION, NURSING LICENCE



Republic of the Philippines
Professional Regulation Commission
Manila

CERTIFICATION

This is to certify that according to the records of this Commission,

[Redacted Name]

(Name)

PASSED the NURSE

licensure examination given by the

Board of Nursing
(Name of Board)

in AUGUST, 1993 with a general rating of

SEVENTY FIVE percent (75 %).
(In Words)

This certification has been issued upon her/his request for whatever legal purpose it may serve.

Manila, Philippines

FEBRUARY 15, 1994
(Date)

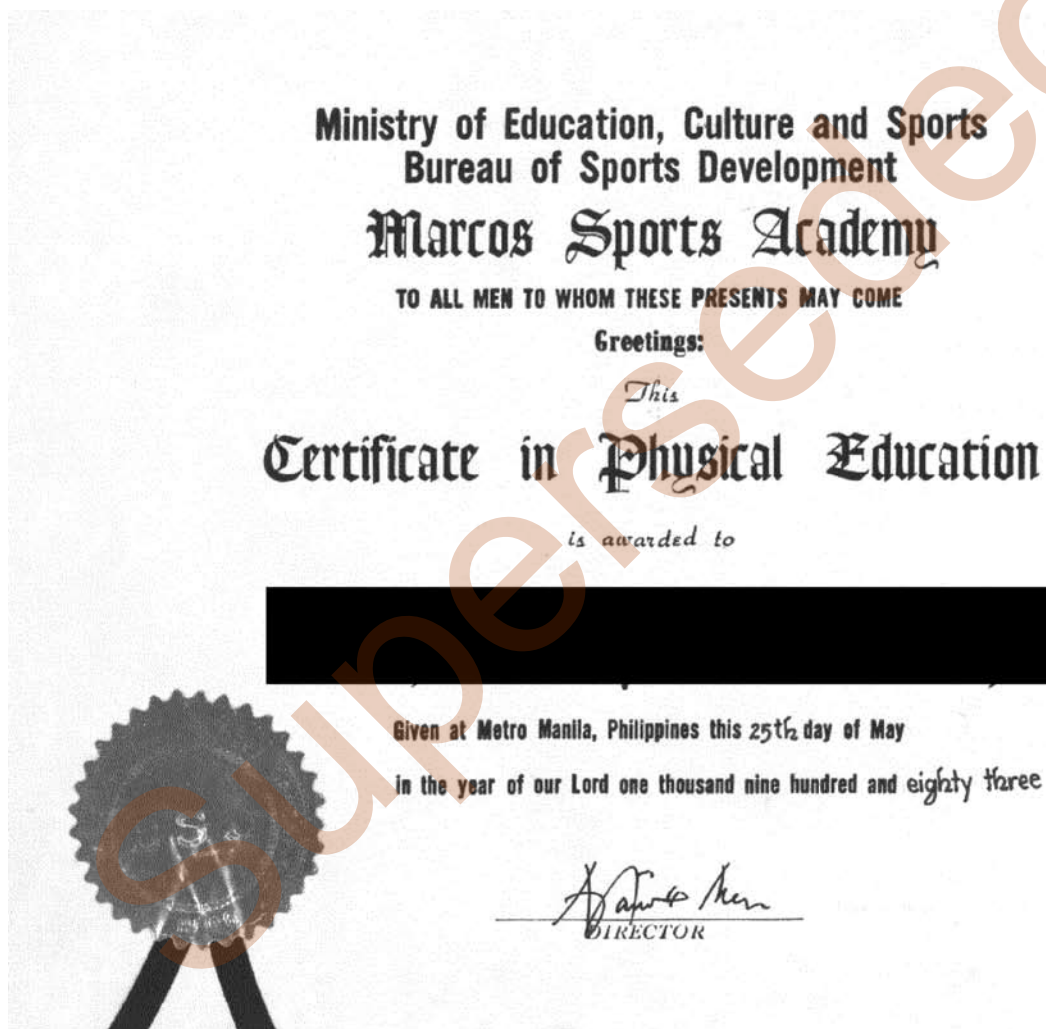
Paquita C. Francisco
PAQUITA C. FRANCISCO
OIC, Records Section



SEAL
O.R.# : [Redacted]
DATE : 1/14/94

CERTIFICATE IN PHYSICAL EDUCATION, DIPLOMA

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DOCTOR OF DENTAL MEDICINE, TRANSCRIPT, PAGE 1 OF 3



UNIVERSITY OF THE EAST
DEPARTMENT OF REGISTRATION AND RECORDS MANAGEMENT
Manila, Philippines

DRRM Form No. 9
(Revised 1999)

M-2002 N°
OFFICIAL TRANSCRIPT OF RECORDS

NAME:
PERMANENT ADDRESS:
COLLEGE OF: DENTISTRY
ENTRANCE CREDENTIALS: CEAD NO. ISSUED BY UE-DRRM ON MARCH 12, 1999.
PRELIMINARY EDUCATION:
ELEMENTARY:
HIGH SCHOOL: THOMAS JEFFERSON HIGH SCHOOL
DEGREE/TITLE CONFERRED: DOCTOR OF DENTAL MEDICINE (D.D.M.)
DATE OF GRADUATION: OCTOBER 17, 2002 S.O. NO.: EXEMPTED** DATED: OCTOBER, 2002

Table with columns: SUBJECT CODE AND NUMBER, DESCRIPTIVE TITLE, GRADE (FINAL, Re-Ex), CREDITS. Lists courses from Second Semester S. Y. 1998-1999 to First Semester S. Y. 2000-2001.

GRADING SYSTEM table with columns: Number, Percent, Letter Grade, Descriptive, and corresponding values for Letter Grade and Descriptive.

REMARKS: NOT VALID FOR TRANSFER
Remarks: NOT VALID FOR TRANSFER

Signature of Romeo O. Armada, University Registrar
Signature of Dr. Brenda S. DeY, Associate Dean
Checked by: Dr. Brenda S. DeY, Associate Dean

Prepared by: MARIETTA F. AUSTRIA

DOCTOR OF DENTAL MEDICINE, TRANSCRIPT, PAGE 2 OF 3



UNIVERSITY OF THE EAST
DEPARTMENT OF REGISTRATION AND RECORDS MANAGEMENT
Manila, Philippines

DRRM Form No. 9
(Revised 1999)

M-2002 No. [REDACTED]

OFFICIAL TRANSCRIPT OF RECORDS

NAME [REDACTED] SN [REDACTED] SE [REDACTED] NATIONALITY [REDACTED]
 PERMANENT ADDRESS [REDACTED]
 COLLEGE OF: DENTISTRY
 ENTRANCE CREDENTIALS: CEAD NO. [REDACTED] ISSUED BY UE-DRRM ON MARCH 12, 1999.
 PRELIMINARY EDUCATION / NAME OF SCHOOL AND ADDRESS YEAR
 ELEMENTARY :
 HIGH SCHOOL: THOMAS JEFFERSON HIGH SCHOOL 1994
 DEGREE/TITLE CONFERRED : DOCTOR OF DENTAL MEDICINE (D.D.M.)
 DATE OF GRADUATION : OCTOBER 17, 2002 S.O. NO. : EXEMPTED** DATED: OCTOBER, 2002

SUBJECT CODE AND NUMBER	DESCRIPTIVE TITLE	GRADE		CREDITS
		FINAL	Re-Ex	
Second Semester S. Y. 2000-2001				
OS 311	Oral Surgery I	2.75		2
OD 310	Oral Diagnosis & Treatment Planning	2.50		2
END 310	Oral Medicine I (Endo)	2.50		2
OR 312	Orthodontics II	2.75		2
RO 310	Roentgenology	3.00		2
POM 310	Principles of Medicine	2.75		2
PM 310	Practice Management	2.00		2
CD 311	Clinical Dentistry I	2.00		6
First Semester S. Y. 2001-2002				
PER 320	Oral Medicine II (Perio)	3.00		2
OP 322	Oral Pathology II (Oncology)	2.75		3
CDH 321	Community Dent & Health Educ I	3.00		2
DJE 320	Dental Jurisprudence & Ethics	1.75		2
TC 320	Technical Composition	2.25		2
OS 322	Oral Surgery II	3.00		2
PED 320	Pedodontics	2.75		2
CD 322	Clinical Dentistry II	LFR	2.25	6
Second Semester S. Y. 2001-2002				
HD 411	Hospital Dentistry I	3.00		3
SRD 411	Restorative Special Studies I	2.50		1
SOS 411	Oral Med & Surgery Sp Studies I	3.00		1
SOP 411	Ortho-Pedo Special Studies I	2.50		1
SPT 411	Prosthodontics Special Studies I	2.75		1
CDH 412	Community Dent & Health Educ II	2.75		3
CD 413	Clinical Dentistry III	1.75		10

ueueueueueueueue - More on next page - ueueueueueueueue

GRADING SYSTEM				Letter			
Number	Percent	Grade	Descriptive	Number	Percent	Grade	Descriptive
1.00	96 - 100	A+	Excellent	2.75	77 - 79	C	Passed
1.25	95 - 97	A	Excellent	3.00	75 - 76	C-	Passed
1.50	92 - 94	A-	Very Good	4.00	70 - 74	D	Conditioned
1.75	89 - 91	B+	Very Good	5.00	Below 70	F	Failed
2.00	86 - 88	B	Good	X	Absent from Examination		
2.25	83 - 85	B-	Good	INC	Incomplete		
2.50	80 - 82	C+	Fair	W	Officially Dropped		
				D	Unofficially Dropped		

CREDITS : Semester One unit of credits is one hour lecture or recitation each week for a period of a complete semester.
 NOTE : Any erasure or alteration on this transcript renders the whole transcript null and void.

Remarks : NOT VALID FOR TRANSFER NOTE: LFR --- Lacks Final Requirement

ROMEO Q. ARMADA
University Registrar
12-11-02
DR. BRENDA S. DEY
ASSOCIATE DEAN
Prepared by: MARIETTA F. AUSTRIA
Checked by: Dr. BRENDA S. DEY
Associate Dean

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DOCTOR OF DENTAL MEDICINE, TRANSCRIPT, PAGE 3 OF 3



UNIVERSITY OF THE EAST
DEPARTMENT OF REGISTRATION AND RECORDS MANAGEMENT
Manila, Philippines

DRRM Form No. 9
(Revised 1999)

M-2002 No. [REDACTED]

OFFICIAL TRANSCRIPT OF RECORDS

NAME: [REDACTED] S.N. [REDACTED] SEX [REDACTED] NATIONALITY: [REDACTED]
PERMANENT ADDRESS: [REDACTED]
COLLEGE OF: DENTISTRY
ENTRANCE CREDENTIALS: CEAD NO. [REDACTED] ISSUED BY UE-DRRM ON MARCH 12, 1999.
PRELIMINARY EDUCATION NAME OF SCHOOL AND ADDRESS YEAR
ELEMENTARY:
HIGH SCHOOL: THOMAS JEFFERSON HIGH SCHOOL 1994
DEGREE/TITLE CONFERRED: DOCTOR OF DENTAL MEDICINE (D.D.M.)
DATE OF GRADUATION: OCTOBER 17, 2002 S.O. NO.: EXEMPTED** DATED: OCTOBER, 2002

Table with columns: SUBJECT CODE AND NUMBER, DESCRIPTIVE TITLE, GRADE (FINAL, Reg-Ex), CREDITS. Rows include Clinical Dentistry IV, Hospital Dentistry II, Prosthodontics Special Studies II, Ortho-Pedo Special Studies II, Restorative Special Studies II, Community Dent & Health Educ III, Oral Med & Surgery SP Studies II.

*Exempted from issuance of Special Order (S.O.) because of the conferment of Deregulated Status by the Commission on Higher Education (CHED) effective October 22, 2001 pursuant to CHED Memorandum Order No. 38, s. of 2001 and the Doctor of Dental Medicine program per CHED Order No. 31, s. of 1995, was granted Level II Accreditation by PACUCOA.


ueueueueueue --- TRANSCRIPT CLOSED --- ueueueueueue

GRADING SYSTEM table with columns: Number, Percent, Letter Grade, Descriptive, Number, Percent, Letter Grade, Descriptive. Includes notes on CREDITS and NOTE regarding transcript validity.

Remarks: NOT VALID FOR TRANSFER NOTE: LFR --- Lacks Final Requirements
Prepared by: MARIETTA F. AUSTRIA
Dr. BRENDA S. DEY
Checked by: Dr. BRENDA S. DEY

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SIX-MONTHS CAREGIVER COURSE, TRANSCRIPT



THE PHILIPPINE WOMEN'S UNIVERSITY SYSTEM
and its Affiliate Schools for Men and Women
MANILA, PHILIPPINES


OFFICE OF THE UNIVERSITY REGISTRAR
OFFICIAL TRANSCRIPT OF RECORDS

NAME: [REDACTED]
ADDRESS: [REDACTED]

ENTRANCE DATA

HIGH SCHOOL: MANUEL A. ROXAS HIGH SCHOOL SCHOOL LAST ATTENDED: THE PHILIPPINE WOMEN'S UNIVERSITY
LOCATION: [REDACTED] ADMISSION CREDENTIAL: TRANSCRIPT OF RECORD
DATE OF GRADUATION: 1977

CODE	SUBJECT	NO. OF MONTHS TAKEN	HOURS PER WEEK		FINAL	CREDITS	COMPLETION
			LECTURES / RECITATIONS	LAB. / FIELD WORK / DRAW			
PLEASE SEE ATTACHED CERTIFIED TRUE COPY OF TRANSCRIPT OF RECORDS FROM THE PHILIPPINE WOMEN'S UNIVERSITY							
OCTOBER - APRIL, 1989							
<u>THE PHILIPPINE WOMEN'S UNIVERSITY SYSTEM</u>							
ARE 101	FRENCH				2.00	(3)	
ARE 102	CULTURE AND TRAITS				1.75	(3)	
ARE 103	JOB READINESS/JOB SEARCH				2.00	(3)	
ARE 104	ENGLISH AS A SECOND LANGUAGE				2.00	(3)	
ARE 106	HOUSEHOLD MANAGEMENT				1.50	(3)	
ARE 107	BASIC NUTRITION				2.25	(1)	
ARE 108	CULINARY ARTS				1.25	(2)	
ARE 109	WOMEN'S SOCIETY				1.25	(3)	
ARE 110	HEALTH				2.00	(3)	
ARE 111	POST-NATAL/INFANT/CHILD CARE				2.00	(3)	
ARE 112	GERIATRIC CARE				2.50	(3)	
ARE 113	HANDICAPPED CARE				1.00	(3)	
ARE 114	FIELD PLACEMENT				1.25	(3)	
##### [Nothing Follows] #####							



GRADING SYSTEM:
1.00-1.00; 1.25-98-99; 1.5-96-97; 1.75-93-95; 2.00-88-92; 2.25-85-87; 2.5-83-84; 2.75-80-82; 3.00-75-79; 4.00-70-74; 5.00 below 70; Outstanding-100; Excellent-98-99; Very Good-93-97; Good-88-92; High Average-85-87; Average-80-84; Low Average-75-79; Poor-70-74 (not applicable for final grades); Very Poor-below 70.
*Inc. Meets incomplete-either lacking work to fulfill the requirements of the course, or no examination, or non-compliance with make-up work. Subjects with incomplete grades not made-up within the school year will have to be repeated.

CREDITS:
Quarter - One (1) unit credit is one and two third (1-2/3) hours lecture or recitation a week for a quarter of eleven (11) weeks. In all courses, two and one half (2-1/2) hours of laboratory work, equivalent of one (1) recitation or lecture.
Semester - One (1) unit of credit is one (1) hour lecture or recitation each week for a period of complete semesters. In all courses, three (3) hours of laboratory work, and in the technical courses, three (3) hours of drafting or shop work, are regarded as the equivalent of one recitation or lecture.

Note:
Transferring students are advised that "INCOMPLETE" grades not completed and / or removed before the issuance of TRANSCRIPT OF RECORDS and / or Certificate of TRANSFER CREDENTIAL automatically become "S" even if they return within the regulatory period of one (1) year.

REMARKS:
GRADUATED WITH THE TITLE OF SIX-MONTHS CAREGIVER COURSE IN APRIL, 1989 UNDER SPECIAL ORDER (D) (TESDA-NCR) NO. [REDACTED] SERIES OF 1999 DATED JULY 19, 1999.

I hereby certify that the foregoing are the true records of [REDACTED]

010936

Prepared by: [Signature]
Checked by: [Signature] 08/23/1999
T. R. Issued

[Signature]
MRS. LILIA D. ROBOSA
University Registrar

No. 11986

SIX MONTHS CAREGIVER COURSE, DIPLOMA

The Philippine Women's University System
and its Affiliate Schools for Men and Women

Taft Avenue, Manila

CAREER DEVELOPMENT AND CONTINUING EDUCATION CENTER

awards this
Certificate of Completion
to



for having satisfactorily completed
Six Months Caregiver Course

Done in Manila this 30th day of April in the year of our Lord
nineteen hundred and ninety nine.

[Signature]
CHANCELLOR

[Signature]
DEAN

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SERVICEMAN ON DOMESTIC EQUIPMENT, REFRIGERATION AND AIR-CONDITIONING TECHNOLOGY MODULE, CERTIFICATE OF TRAINING



Republic of the Philippines
CRACIB-TESDA Refrigeration & Air-Conditioning Training Center
Technical Education & Skills Development Authority Region VII
in cooperation with Don Bosco Technology Center & German Development Service (GdS)

CERTIFICATE OF TRAINING

is awarded to



for having completed the competency based skills training in:

Refrigeration & Air-conditioning Technology
(Module for Serviceman on Domestic Equipment)
70 hrs.

conducted on August 16 to September 7, 2004 at RTC VII

Given this 7th day of, September 2004 at Cebu City, Philippines.

VIRGILIO C. GONZON
President - CRACIB
(Cebu Refrigeration & Air-conditioning Industry Board)

LEO M. GULTIANO, CES (E)
CENTER ADMINISTRATOR - RTC 7

Engr. ERNESTO A. BELTRAN, CESO III
Regional Director
TESDA Region VII

JESSE A. DELA VICTORIA
Instructor

TRAINING COMPETENCIES

- Maintain Tools and Equipment
- Service Electrical System of Window Type Air-conditioning and Domestic Refrigeration Unit
- Repair Window Type Air-conditioning and Domestic Refrigeration Equipment
- Service/Maintain Window Type Air-conditioning and Domestic Refrigeration Equipment
- Troubleshoot Window Type Air-conditioning and Domestic Refrigeration Unit

Not valid without seal

Certificate no. UAM081604-01

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MASTER IN BUSINESS ADMINISTRATION, TRANSCRIPT, PART I OF 2



De La Salle University - Dasmariñas
Dasmariñas, Cavite 4115, Philippines

OFFICE OF THE REGISTRAR

OFFICIAL TRANSCRIPT

NAME: [REDACTED] DATE OF ADMISSION: 1st Tri. 1999-2000
 ADDRESS: [REDACTED] DATE OF BIRTH: [REDACTED]
 PRELIMINARY EDUCATION:
 Elementary: [REDACTED] Year: 1980
 High School: [REDACTED] Year: 1984
 College: [REDACTED] Year: 1988
 ENTRANCE DATA:
 DEGREE/TITLE EARNED: MASTER IN BUSINESS ADMINISTRATION
 DATE OF GRADUATION: March 17, 2003
 REMARKS: For reference purposes only.

TERM	COURSE CODE	DESCRIPTIVE TITLE OF SUBJECTS	FINAL GRADE	CREDITS
UNIVERSITY OF SAN CARLOS				
Graduated: Bachelor of Science in Commerce (B.S.C.-Accounting) on March 26, 1988 "Magna Cum Laude"				
MBA 6				
1st Sem. 1990-91	MBA 201	Introduction to Business Management	1.9	3
	MBA 202	Management Accounting and Control	1.9	3
	MBA 203	Quantitative Analysis	1.4	3
2nd Tri. 1990-91	MBA 205	Computer Fundamentals	1.3	3
	MBA 206	Human Behavior in Organization	IC	-
DE LA SALLE UNIVERSITY-DASMARIÑAS				
MASTER IN BUSINESS ADMINISTRATION				
1st Tri. 1999-2000	GACC101	Managerial Accounting	2.50	3
	GECO110	Managerial Economics	3.75	3
2nd Tri. 1999-2000	GMGT101	Principles & Theories of Mgmt.	3.50	3
	GMGT102	Management Statistics	O.D.	-
3rd Tri. 1999-2000	GMGT201	Organizational Behavior & Processes	3.25	3
	GMGT102	Management Statistics	3.00	3
1st Tri. 2000-2001	GHST131	Basic Concepts in Hardware, Software & Telecommunication	3.00	3
	GMGT203	Quantitative Techniques in Management	4.00	3
	GMKT201	Marketing Management	3.25	3
2nd Tri. 2000-2001	GMIT242	Managing Information Technology for Competitive Advantage	2.50	3
	GMGT302	Financial Management	3.75	3
3rd Tri. 2000-2001	GMGT301	Human Resources Management	3.50	3
	GMKT401	Production & Operations Management	3.00	3
1st Tri. 2001-2002	GEEC381	E-Commerce	3.50	3
	GMGT502	Strategic Management	2.00	3
	GMGT620	Business Ethics & Social Responsibility	3.50	3
-over-				
GRADING SYSTEM				
4.0 = 99 - 100% >	(Excellent)	2.50 = 87 - 88 % >	(Good)	0.0 = 74% - below (Failed)
3.75 = 97 - 98 % >		2.25 = 85 - 86 % >		O.D. = Officially Dropped
3.50 = 95 - 96 % >	(Superior)	2.0 = 83 - 84 % >	(Satisfactory)	N.C. = No Credit
3.25 = 93 - 94 % >		1.75 = 81 - 82 % >		
3.0 = 91 - 92 % >	(Very Good)	1.50 = 79 - 80 % >	(Fair)	
2.75 = 89 - 90 % >		1.25 = 77 - 78 % >		
		1.0 = 75 - 76 % >	(Passed)	

NOT VALID
WITHOUT COLLEGE
SEAL

Prepared by: daalberto JOSEPH J. DINGLASAN
 Date: 06/25/03 Registrar
 Verified by: aaarevalo-so Date: June 24, 2003
 Date: 6-24-03

MASTER IN BUSINESS ADMINISTRATION, TRANSCRIPT, PART 2 OF 2



De La Salle University - Dasmariñas
Dasmariñas, Cavite 4115, Philippines

OFFICE OF THE REGISTRAR

OFFICIAL TRANSCRIPT

NAME: _____ DATE OF ADMISSION: 1st Tri. 1999-2000
 ADDRESS: _____ DATE OF BIRTH: _____
 PRELIMINARY EDUCATION:
 Elementary: _____ Year: _____
 High School: _____ Year: _____
 College: _____ Year: _____
 ENTRANCE DATA:
 DEGREE/TITLE EARNED: _____
 DATE OF GRADUATION: _____
 REMARKS: _____

TERM	COURSE CODE	DESCRIPTIVE TITLE OF SUBJECTS	FINAL GRADE	CREDITS
2nd Tri. 2001-2002	GEMB382	Managing the Business Intelligence	2.75	3
	GMGT504	Management Research Seminar	3.50	3
3rd Tri. 2001-2002	GEIF381L	Marketing Information Age	3.50	3
	GMGT610	Management Research	3.75	3
THESIS TITLE: _____ -nothing follows-				

GRADING SYSTEM		
4.0 = 99 - 100% > (Excellent)	2.50 = 87 - 88% > (Good)	0.0 = 74% - below (Failed)
3.75 = 97 - 98% >	2.25 = 85 - 86% >	O.D. = Officially Dropped
3.50 = 95 - 96% > (Superior)	2.0 = 83 - 84% > (Satisfactory)	N.C. = No Credit
3.25 = 93 - 94% >	1.75 = 81 - 82% >	
3.0 = 91 - 92% > (Very Good)	1.50 = 79 - 80% > (Fair)	
2.75 = 89 - 90% >	1.25 = 77 - 78% > (Passed)	
	1.0 = 75 - 76% >	

NOT VALID
WITHOUT COLLEGE
SEAL

Prepared by: Alberto JOSEPH J. DINGLASAN
 Date: 03/25/03 Registrar
 Verified by: aa-revalo-80 Date: June 26, 2003
 Date: 6-26-03

MASTER IN BUSINESS ADMINISTRATION, DIPLOMA

De La Salle University - Dasmariñas
Cavite 4115 Philippines

sa lahat ng makakatunghay ng kasulatang ito, Mapitagang Bati sa Ngalan ng Maykapal
TO ALL WHOM THIS DIPLOMA COMES TO VIEW GREETINGS IN THE LORD
Ipinabatid ng mga titik na ito na si
THIS DIPLOMA MAKES KNOWN THAT



ay nakatupad sa itinakdang kurso at nakasulit nang maluwalhati.
HAS FAITHFULLY COMPLIED WITH THE PRESCRIBED COURSE OF STUDY WITH DILIGENCE

Ipinaaalam samakatuwid na kami, sa paggamit ng kapangyarihang kaloob ng Komisyon ng Lalong Mataas
BE IT THEREFORE DECLARED, THAT BY VIRTUE OF THE AUTHORITY GRANTED TO US BY THE COMMISSION ON HIGHER
na Edukasyon, Republika ng Pilipinas ay nagkaloob sa naturang mag-aaral ng titulong
EDUCATION, REPUBLIC OF THE PHILIPPINES, WE CONFER UPON THE SAID STUDENT THE DEGREE OF

Master in Business Administration

At aming inihahayag na siya'y mag-aangkin ng lahat ng karapatan at pribilehiyong nauukol dito.
AND WE DECLARE THAT HE/SHE IS ENTITLED TO ENJOY ALL THE RIGHTS AND PRIVILEGES PERTAINING THERETO

Bilang katunayan ay taglay nito ang tatak ng aming Pamantasan at ang mga lagda namin.
IN TESTIMONY WHEREOF WE HAVE CAUSED TO AFFIX HERETO THE SEAL OF OUR UNIVERSITY AND OUR SIGNATURES

Nilagdaan sa Dasmariñas, Cavite, Pilipinas ngayong ika- 17 ng MARSO

DONE AT DASMARIÑAS, CAVITE, PHILIPPINES ON 17th OF MARCH

taon ng ating Panginoon, dalawang libo TATLO

IN THE YEAR OF OUR LORD, TWO THOUSAND THREE



H. Torres
HERMINIA D. TORRES, Ph.D.
Pangalewang Pangulong Tagapagpegnap
EXECUTIVE VICE PRESIDENT

Ben Benardo Lopez, FSC
Pangulo
PRESIDENT

Tanging Kautusan Big.
SPECIAL ORDER NO. _____

DOCTOR OF PHILOSOPHY, TRANSCRIPT

View the current version of this publication at <https://open.alberta.ca/publications/9780778568186>

UST No. 12a



Program: Ph.D. Major in Commerce
 Language Requirement: Proficiency in Japanese
 Comprehensive Examination: 1.10-Taken on October 21-22, 2004
 Oral Examination: Passed

UNIVERSITY OF SANTO TOMAS
 MANILA
 GRADUATE SCHOOL

RECORD OF:

Born in [REDACTED]
 on [REDACTED]
 If married, name of spouse: _____

Father: _____
 Mother: _____

College Records (Degrees):
 Degree of Bachelor of Science in Commerce from De La Salle University in 1980
 Degree of Master in Business Administration from Ateneo de Manila University in 1987
 Degree of Under Special Order (C) No. [REDACTED]

GRADUATE SCHOOL GRADING SYSTEM

Below 1.75 - no credit for Ph.D.
 Below 2.00 - no credit for M.A.
 WF - Withdraw with permission
 FA - Failed due to Absences
 WF - Withdraw without permission - Failed

95 and above
92.5 - 94.9
90 - 92.4
87.5 - 89
85 - 87.4
1.00
1.25
1.50
1.75
2.00

REVISED GRADING SYSTEM

Numerical 1/2-Point System:

(1)

Semester	Descriptive Title	Rating	Units Earned
Summer 2002	Corporate Planning	1.0	3
	Philosophy of Man	1.25	3
Summer 2003	Government and Business	1.0	3
	Executive Management	1.0	3
1st sem., 2003-04	Labor and Social Legislation	1.25	3
	International Trade and Business	1.0	3
	Seminar on Organizational Design	1.0	3
	Philosophy of Values	1.0	3
2nd sem., 2003-04	International Economics	1.0	3
	Philosophy of St. Thomas Aquinas	1.25	3
	Organizational Development	1.0	3
Summer 2004	Development Planning	1.0	3
1st sem., 2004-05	Risk Management	1.0	3
	Management of Corporate Culture	1.25	3
	Financial Economics	1.0	3
2nd sem., 2004-05	Dissertation Writing I	Passed	6
1st sem., 2005-06	Dissertation Writing II Research Colloquium	Passed	3
2nd sem., 2005-06	Dissertation Writing III Research Colloquium	Passed	3
	Dissertation Writing IV		
	Dissertation: [REDACTED]		3



AUTONOMOUS STATUS
 HED MEMORANDUM ORDER
 No. 32, Series of 2001

Below 2.0 - No credit for M.A. / M.S. * Below 1.75 - No credit for Ph.D.
 REMARKS: [REDACTED] was graduated with the degree of DOCTOR OF PHILOSOPHY MAJOR IN COMMERCE with the grade of MAGNA CUM LAUDE on March 25, 2006.

[Signature]
 RODOLFO N. CLAVIO
 Registrar

DOCTORATE OF PHILOSOPHY (PhD), DIPLOMA



APPENDIX D—CHED CENTRES OF EXCELLENCE AND DEVELOPMENT BY REGION, SECTOR AND DISCIPLINE

INSTITUTION	DISCIPLINE	
	CENTER OF EXCELLENCE	CENTER OF DEVELOPMENT
Lorma College		Information Technology
Mariano Marcos State University	Teacher Education	Ceramics Engineering
	Agricultural Engineering	
Pangasinan State University	Fisheries	
Cagayan State University	Fisheries (Aparri Campus)	Marine Sciences
		Civil Engineering
		Computer Engineering
		Electrical Engineering
Isabela State University–Cabagan	Forestry Education	
Saint Louis College of Tuguegarao		Architecture
		Civil Engineering
		Geodetic Engineering
St. Mary's University	Teacher Education	Civil Engineering
St. Paul University	Teacher Education	Business
	Nursing	Civil Engineering
		Geodetic Engineering
		Information Technology
University of La Salette		Civil Engineering
		Information Technology
Angeles University Foundation		Information Technology
Bulacan State University		Electrical Engineering
		Mechanical Engineering
Central Luzon State University	Agriculture	Biology
	Fisheries	Chemistry
Holy Angel University		Teacher Education
		Electrical Engineering
		Industrial Engineering
Pamantasan ng Arullo		Geodetic Engineering
Tarlac State University		Electrical Engineering
Wesleyan University		Electronics & Communications Engineering
Cavite State University		Agriculture
		Agricultural Engineering
De La Salle–Dasmariñas		Information Technology
Palawan State University	Teacher Education	
State Polytechnic College of Palawan	Fisheries	
University of the Philippines–Los Baños	Biology	Physics
	Chemistry	Information Technology
	Math	
	Communication Arts	

INSTITUTION	DISCIPLINE	
	CENTER OF EXCELLENCE	CENTER OF DEVELOPMENT
University of the Philippines–Open University	Agriculture	
	Agricultural Engineering	
	Forestry Education	
	Veterinary Education	
Aquinas University	Teacher Education	Computer Engineering
Ateneo de Naga		Business
		Information Technology
Bicol University	Teacher Education	
	Fisheries	
Central Philippines University		Chemical Engineering
		Civil Engineering
		Electrical Engineering
		Mechanical Engineering
St. Paul's Iloilo	Nursing	
University of Negros Occidental–Recoletos		Information Technology
University of St. La Salle		Business
		Electronics & Communications Engineering
		Chemical Engineering
		Computer Engineering
University of the Philippines		
Miag-ao	Fisheries	Biology
		Marine Sciences
West Visayas State University	Teacher Education	
Western Institute of Technology		Electrical Engineering
		Mechanical Engineering
Cebu Institute of Medicine	Medicine	
Silliman University	Teacher Education	Biology
	Nursing	Business
		Physics
		Marine Sciences
		Mechanical Engineering
University of San Carlos	Teacher Education	Biology
		Business
		Chemistry
		Math
		Marine Science
University of San Jose Recoletos	Teacher Education	Business
Asian Development Foundation College		Information Technology
Leyte Institute of Technology		Civil Engineering
Leyte Normal University	Teacher Education	

INSTITUTION	DISCIPLINE	
	CENTER OF EXCELLENCE	CENTER OF DEVELOPMENT
Samar State Polytechnic College		Civil Engineering
Visayas State College of Agriculture	Agriculture	
	Agricultural Engineering	
	Forestry Education	
Ateneo de Zamboanga		Business
		Information Technology
St. Columban College		Information Technology
Western Mindanao State University	Teacher Education	Architecture
Zamboanga State College of Marine Science & Technology	Fisheries	Marine Sciences
Cagayan Capitol Colleges		Civil Engineering
Central Mindanao University	Agriculture	Biology
	Forestry Education	
Liceo de Cagayan	Nursing	
Mindanao Polytechnic State College		Mathematics
Mindanao State University–Naawan		Marine Sciences
Misamis University		Information Technology
Xavier University	Teacher Education, Sociology	Business
		Civil Engineering
		Chemistry
		Medicine
		Electrical Engineering
		Chemical Engineering
		Mechanical Engineering
		Information Technology
Ateneo de Davao University	Teacher Education	Biology
		Business
		Chemistry
		Math
		Information Technology
Notre Dame of Marbel University	Teacher Education	Information Technology
San Pedro College	Nursing	
University of Mindanao		Chemical Engineering
		Civil Engineering
		Electrical Engineering
University of Mindanao		Mechanical Engineering
University of Southeastern Philippines		Electrical Engineering
		Electronics & Communications Engineering

INSTITUTION	DISCIPLINE	
	CENTER OF EXCELLENCE	CENTER OF DEVELOPMENT
Mindanao State University–Iligan	Chemistry	Ceramics Engineering
	Math	Electronics & Communication Engineering
	Physics	Metallurgical Engineering
	Biology	Civil Engineering
Mindanao State University–Iligan		Mechanical Engineering
		Electrical Engineering
Mindanao State University–Marawi		Information Technology
	Teacher Education	Chemistry
University of Southern Mindanao		Information Technology
	Agriculture	
Adamson University		Electrical Engineering
		Computer Engineering
		Geology
		Industrial Engineering
		Chemical Engineering
		Civil Engineering
		Electronics & Communication Engineering
		Mechanical Engineering
Ateneo de Manila University	Biology	Business, Information Technology
	Sociology	
	Chemistry	
	Math	
	Physics	
	Philosophy	
	Psychology	
Ateneo de Manila University	English	
	Literature	
De La Salle University	Biology	Business
	Literature	Civil Engineering
	Mechanical Engineering	Industrial Engineering
	Chemistry	Information Technology
	Math	
	Physics	
	English	
	Filipino	
	Chemical Engineering	
Electronics & Communication Engineering		
East Asia College		Information Technology

INSTITUTION	DISCIPLINE	
	CENTER OF EXCELLENCE	CENTER OF DEVELOPMENT
Mapua Institute of Technology		Chemical Engineering
		Metallurgical Engineering
		Mining Engineering
		Geology
Philippine Normal University	Teacher Education	
	Filipino	
Polytechnic University of the Philippines		Information Technology
Technological University of the Philippines		Civil Engineering
		Mechanical Engineering
		Electrical Engineering
University of Santo Tomas	Chemistry	Biology
	Architecture	Industrial Engineering
	Medicine	Business
	Music	Chemical Engineering
	Nursing	Electrical Engineering
	Philosophy	Civil Engineering
	Literature	Mechanical Engineering
University of Santo Tomas	Electronics & Communication Engineering	
University of the Philippines–Diliman	Biology	Business
	English	Electronic & Communications Engineering
	Political Science	Mining Engineering
	Journalism	Chemical Engineering
	Industrial Engineering	Civil Engineering
	Filipino, Geology	
	Chemistry	Mechanical Engineering
	Math	Computer Engineering
	Marine Science	Information Technology
	Music	
	Physics	
	Foreign Languages	
	Literature	
	Economics	
	Psychology	
	Sociology	
	Communication Arts	
	Architecture	
	Electrical Engineering	
	Geodetic Engineering	
Metallurgical Engineering		
Anthropology		
History		

INSTITUTION	DISCIPLINE	
	CENTER OF EXCELLENCE	CENTER OF DEVELOPMENT
University of the Philippines–Manila	Medicine	Biology
	Nursing	
Baguio Colleges Foundation		Sanitary Engineering
		Information Technology
Benguet State University	Agriculture	
St. Louis University	Teacher Education	Business
	Nursing	Electronics & Communications Engineering
		Mechanical Engineering
		Architecture
		Civil Engineering
		Electrical Engineering
University of Baguio		Industrial Engineering
University of the Philippines–Baguio		Sanitary Engineering
		Biology
		Math
Notre Dame of Jolo		Physics
San Nicolas College		Teacher Education

Commission on Higher Education. Retrieved February, 2005, from www.ched.gov.ph/statistics/ay2003_04HESB.xls

Superses

APPENDIX E—MASTER'S DEGREES

Master of Arts [in many fields]	Master in Social Studies
Master of Science [in many fields]	Master in Social Work
Master in Agricultural Development	Master in Spiritual Life
Master in Agricultural Technology Education	Master in Technical Teacher Education
Master in Applied Business Economics	Master in Technology Education
Master in Business Education	Master of Agrarian Studies
Master in Community Health	Master of Agriculture
Master in Computer Applications	Master of Applied Science in Systems Agriculture
Master in Computer Science	Master of Applied Statistics
Master in Customs Administration	Master of Architecture
Master in Development Administration	Master of Arts in Teaching
Master in Development Education	Master of Business and Government Administration
Master in Development Management	Master of Business Administration
Master in Divinity	Master of Community Development
Master in Educational Management	Master of Dental Science
Master in Electrical Technology	Master of Divinity in Various Subjects
Master in Engineering Management	Master of Educational Ministries
Master in Fine Arts	Master of Electrical Engineering Education
Master in Fisheries Technology	Master of Engineering Education
Master in General and Pastoral Sociology	Master of Family Life and Child Development
Master in Health Professions Education	Master of Food Service Administration
Master in Health Studies	Master of Forestry
Master in Hospital Administration	Master of Home Economics
Master in Industrial Engineering Management	Master of Industrial Relations
Master in International Studies	Master of Laws
Master in Language Studies	Master of Library Science
Master in Local Government Administration	Master of Resource Systems Management
Master in Management	Master of Rural Development
Master in Ministry	Master of Social Work
Master in Music	Master of Statistics
Master in Nursing	Master of Teaching Technology
Master in Occupational Health	Master of Technician Education
Master in Participatory Development	Master of Theological Studies
Master in Pastoral Care	
Master in Physical Education	
Master in Police Management	
Master in Public Administration	
Master in Public/Government Administration	
Master in Public Health	
Master in Public Management	
Master in Professional Studies	
Master in Resource Development	
Master in Resource Management	
Master in Shipping Business Management	
Master in Social Government Management	

Note: This list may not be complete and is subject to change. Please consult CHED website (www.ched.gov.ph/hei_dir/index.html) for master's degrees not listed here.

APPENDIX F—DOCTORAL DEGREES

Doctor of Philosophy [in many fields] (PhD)
Doctor of Arts [in many fields]
Doctor in Management
Doctor in Public Management
Doctor of Arts in Language and Literature
Doctor of Business Administration
Doctor of Business Management
Doctor of Education
Doctor of Educational Management
Doctor of Fisheries Technology
Doctor of Jurisprudence
Doctor of Management
Doctor of Ministry
Doctor of Organization Development and Transformation
Doctor of Public Administration
Doctor of Public Health
Doctor of Technology
Doctor of Technology Education

Note: This list may not be complete and is subject to change. Please consult CHED website (www.ched.gov.ph/hei_dir/index.html) for master's degrees not listed here.

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