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# STUDENT WELFARE AND SERVICES MANUAL





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**Student Welfare and Services Unit**

City College of Cagayan de Oro

Zone 2, Brgy. Agusan, Cagayan de Oro City, Misamis Oriental, Philippines

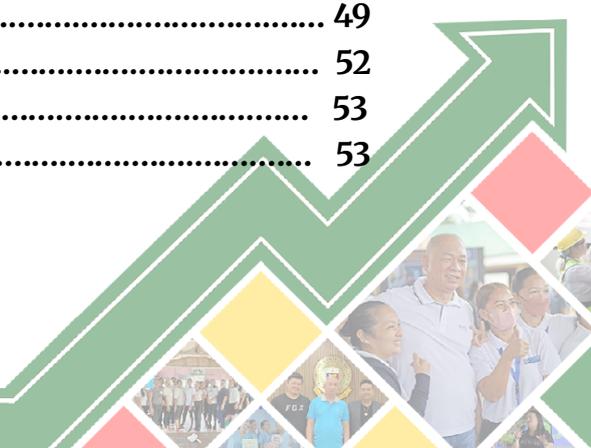
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(All previous rules, regulations, or parts thereof which are inconsistent with this Manual are deemed superseded or modified accordingly)



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## MESSAGE FROM THE CITY MAYOR

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### MESSAGE FROM THE CITY MAYOR

To My Fellow Kagay-anons,

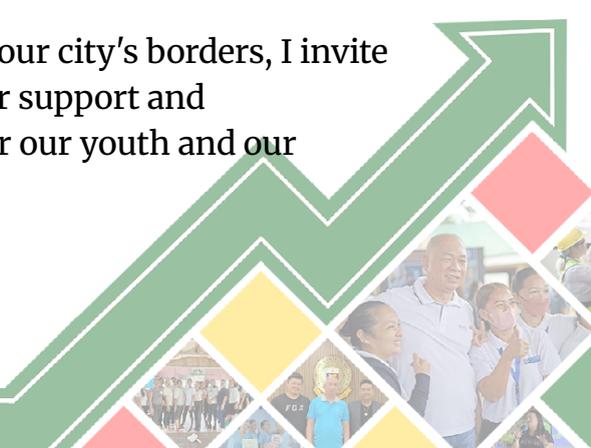
I hope this message finds you well. It is with great pride and a sense of accomplishment that I announce the establishment of the City College of Cagayan de Oro, a monumental step forward in our collective pursuit of progress and development under the RISE CDO governance platform, specifically focusing on Safety, Security, & Human Development and Economic Recovery.

Our journey towards this significant milestone has been nothing short of remarkable, and I am thrilled to witness this vision become a reality. The City College stands as a testament to our unwavering commitment to the betterment of our beloved city and the future of our youth. I would like to extend my heartfelt gratitude to the dedicated members of the Technical Working Group who have tirelessly worked on crafting the Institutional Development Plan (IDP) for the City College. Your dedication and expertise have been invaluable in shaping this institution, which will undoubtedly become a cornerstone of educational excellence in our region.

I would also like to express my wholehearted support for the City College's Institutional Development Plan (IDP) and its vision for the future. The IDP outlines a comprehensive roadmap for the college's growth and development, ensuring that it becomes a hub for knowledge, innovation, and human empowerment. I hope that the Governing Board will also lend their support to this crucial plan.

To the esteemed staff and faculty who will nurture the minds of our future leaders, I extend my warmest wishes and encouragement. Your commitment to delivering quality education will pave the way for countless success stories, and I have no doubt that you will rise to the occasion.

To our valued stakeholders, both within and beyond our city's borders, I invite you to join hands with us in this noble endeavor. Your support and collaboration are vital in creating a brighter future for our youth and our community.



I would also like to acknowledge our brothers and sisters of the Higaonon Indigenous Peoples of Nahilaran, whose partnership and collaboration have been instrumental in the establishment of the City College. This endeavor is a

testament to our commitment to inclusivity and diversity, ensuring that opportunities for education are accessible to all.

The establishment of the City College of Cagayan de Oro is a beacon of hope for our youth, offering them a chance to access quality education right here in our city. It represents the embodiment of our dreams for a safer, more secure, and more prosperous future.

Let us stand together in support of this endeavor, knowing that by investing in education, we are investing in the future of our city. With your unwavering support, I am confident that the City College will shine as a symbol of excellence and promise for generations to come.

Thank you, Cagayan de Oro, for your trust and unwavering dedication to our shared vision of progress and prosperity. *Sa Pag-uswag, Kauban Ta Uy!*

Sincerely,



**HON. ROLANDO *Klarex* A. UY**  
City Mayor



## MESSAGE FROM THE COLLEGE PRESIDENT

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Dear Members of the City College Community,

It is with immense pride and great enthusiasm that I present to you the City College of Cagayan de Oro's Institutional Development Plan (IDP) 2024-2029, a blueprint for our journey towards academic excellence and community empowerment. This plan, deeply rooted in Mayor Rolando "Klarex" Uy's RISE CDO governance platform, embodies our shared commitment to Safety, Security, & Human Development and Economic Recovery, with a focus on serving the needs of our brothers and sisters from the *Higaonon* Indigenous Peoples of *Nahilaran*.

Our IDP 2024-2029 is built upon six key pillars, each representing a critical aspect of our mission to provide exceptional education and contribute to the growth of Cagayan de Oro: Development, mapping, implementation, and evaluation of relevant curricula (Curriculum and Co-Curriculum): We will continuously refine and innovate our curricula to ensure they remain relevant in a rapidly changing world. This involves mapping learning outcomes, designing forward-thinking courses, implementing effective teaching strategies, and regularly assessing our programs to guarantee their effectiveness.

Research and innovation for institutional commitment and policy (Institutional Commitment and Policy): We are dedicated to fostering a culture of research and innovation. Through the provision of resources, support for research endeavors, promotion of collaborations, and the integration of emerging technologies, we aim to become leaders in scholarly excellence and policy innovation.

Organizational development and strengthening of sustainable leadership and structure (Leadership and Structure): To support our vision and mission, we will develop sustainable leadership and organizational structures. This will involve providing opportunities for professional development, fostering inclusivity and a positive work environment, and implementing effective governance practices.

Network and partnerships (Partnerships) and continued engagement with the indigenous peoples: We recognize the power of collaboration, and we will actively seek and nurture strategic partnerships with stakeholders across sectors. These partnerships will open doors to collaborative initiatives, knowledge exchange, internships, and industry exposure, thereby enhancing our students' practical skills.



Expand funding opportunities, financial resources, and alternative revenue streams (Institutional Sustainability): As we expand our research activities, diversify program offerings, and enhance financial sustainability, we are laying the foundation for the long-term growth and development of our institution. This will enable us to provide innovative educational opportunities and secure our future.

Service Learning & Exchange (Mobility of Faculty, Staff, and Students): We understand the importance of a highly motivated and skilled workforce. Thus, we will prioritize local and global partnerships, engagements, and exchange programs to ensure that our faculty and staff remain dynamic and committed to our institution's vision and mission.

As we embark on this journey, let us remember that our mission is not only to educate but also to empower and uplift. Together, we will create a brighter, more prosperous future for the youth of Cagayan de Oro.

Thank you for your unwavering support and dedication to this noble cause. Let us forge ahead, hand in hand, toward a brighter future.

Sincerely,



**JESTONI P. BABIA, Ed.D**

Interim President, City College of Cagayan de Oro



## HISTORY

In 2018, under the administration of then Mayor Oscar S. Moreno, the Cagayan de Oro Technical Vocational Institute (CDO-TVI) was established by virtue of City Ordinance 13473-2018, with Councilor Suzette Magtajas-Daba as the principal author. This Technical-Vocational Institute is proudly owned and operated by the Local Government of Cagayan de Oro, focusing on offering TESDA-accredited programs primarily in the construction and tourism sectors. These qualifications include Carpentry NC II, Plumbing NC I & NC II, Shielded Metal Arc NC I & NC II, Electrical Installation & Maintenance NC II, and Housekeeping NC II. These programs were chosen strategically to cater to Cagayan de Oro's growing metropolization, with a particular emphasis on construction and tourism sectors. CDO-TVI's mission was to provide free center-based and community-based technical skills training, prioritizing out-of-school youth and low-income families. CDO-TVI's physical location is at Barangay Agusan, District 2, Cagayan de Oro City.

In 2021, CDO-TVI responded to the challenges posed by the COVID-19 pandemic by offering Barangay Health Services NC II, equipping and empowering Barangay Health Workers in partnership with the City Health Office.

With a change in leadership in July 2022, former 1st District Congressman Hon. Rolando “Klaxex” Uy assumed the role of Mayor of Cagayan de Oro City. One of his top priorities, as articulated in his RISE CDO Governance Platform, was to provide access to quality education, leading to the vision of establishing a City College.

In 2023, City Ordinance 14564-2023 was passed, paving the way for the creation of the City College of Cagayan de Oro. This ordinance expanded the mandate of CDO-TVI, transforming it into a higher education institution offering not only tech-voc programs but also diploma and bachelor's degree programs, to be monitored by the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED). The establishment of the City College was a result of a comprehensive process, including the formation of Technical Working Groups, extensive consultations, and focus group discussions.



In the same year, the newly established City College initiated a partnership with MeldCx, an international Artificial Intelligence company, and piloted a 6-month training program on Practical Artificial Intelligence for sixteen (16) out-of-school youth.

In addition to the existing tech-voc programs, the City College is set to pilot new programs in 2024, including Trainers' Methodology NC II, Emergency Medical Services NC II, Electrical Installation and Maintenance NC III, Bachelor of Arts in Communication, Bachelor of Technology and Livelihood Education, Bachelor of Technical-Vocational Teacher Education, and training programs on Artificial Intelligence and emerging technologies. These programs reflect the institution's commitment to providing a diverse and comprehensive educational experience to meet the needs of its students and the evolving demands of the local and global labor markets.

### **VISION**

A City college that nurtures and produces global citizens supported by cutting-edge technologies for innovation and excellence by 2033.

### **MISSION**

Our mission is to provide transformative and inclusive learning driven by cutting-edge technologies, including artificial intelligence that equip the institution and the community to create innovative, relevant, and data-driven solutions for local and global impact.

We are committed to addressing the needs of the Cagayan de Oro youth and of the indigenous peoples' communities by respecting and incorporating culture and tradition to address societal challenges and drive positive change.

We actively contribute to sustainable development goals by forging strategic partnerships, engaging relevant research and extension, and equipping our graduates with professionally-aligned competencies.



## GOALS

**Academic Excellence and Innovation:** Establish a culture of academic excellence and innovation by integrating cutting-edge technologies, including artificial intelligence, into the curriculum.

**Inclusivity and Cultural Sensitivity:** Foster inclusivity and cultural sensitivity to address the needs of both the local youth and indigenous communities.

**Community Engagement and Impact:** Actively contribute to sustainable development goals and drive positive change within the local community.

**Transparency, Openness, and Ethical Conduct:** Uphold and environment of transparency, integrity, mutual respect, and ethical conduct in all aspects of the institutions' operations.

**Environmental Stewardship:** Pursue environmental sustainability and responsible development.

## CORE VALUES

### ADAPTIVENESS

We embrace change and possess the flexibility to navigate evolving landscapes, a changing society, and the diversity of people, for advancing quality learning and preparing students for the 21st century and upliftment of the community.

### INNOVATIVENESS

We push boundaries and explore new ideas that will lead to new and innovative solutions to poverty, social inequality, unemployment, digital divide, and climate change.

### MISSION-DRIVEN

We commit to a shared vision of making a meaningful difference and contributing to the greater good by providing and maintaining a student-centered campus experience where everyone is respected and empowered.





## **HONESTY**

We uphold an environment of transparency, integrity, and ethical conduct in all aspects of curriculum, instruction, research, and community engagements.

## **INCLUSIVITY**

We celebrate diversity and promote inclusivity in all aspects of our institution. We value unique backgrounds, experiences, and perspectives of our students, faculty, and staff. We strive to create an inclusive and welcoming environment that respects and appreciates the contributions of every individual, ensuring equal opportunities for growth and success.

## **GOD-FEARING**

We deeply acknowledge the profound importance of spirituality and moral grounding in our institution. Guided by principles of faith, compassion, and justice, we strive to cultivate a nurturing environment that fosters personal and collective growth.

## **HUMANE**

We recognize and value the inherent dignity and worth of every individual. We are dedicated to treating everyone with respect, empathy, and understanding. We strive to treat everyone with empathy, kindness, and compassion, both within our organization and in our interaction with the wider community.

## **EXCELLENCE**

We pursue continuous improvement and set high standards for ourselves, pushing beyond mediocrity to achieve exceptional results in environmental stewardship, sustaining life, and responsible development.

## **RESPECT**

We cultivate an environment of mutual respect, where diverse perspectives are valued, and differing opinions are heard. We place a premium on open-dialogue, professionalism, empathy, ethical conduct, and personal growth. We foster a sense of belonging, collaboration, and well-being for all members of our community.



## AGENDA

**D**

### **Develop, Map, Implement, and Evaluate**

- Develop relevant curricula
- Map out sustainable site designs (Control pollution, plant trees, utilize native plants, preserve open spaces)
- Implement IP Nahilaran culture and tradition preservation

**R**

### **Research Driving Institutional Commitment and Policy Improvement**

- Conduct research that drives improvement in institutional commitment and policy
- Innovate in greening initiatives for the campus
- Research the preservation of Nahilaran culture and tradition, flora, and fauna

**O**

### **Organize and Strengthen**

- Organize the college to function as a local economic enterprise
- Strengthen the leadership and structure for sustainability
- Organize and empower the community for adaptive development

**N**

### **Network and Partner**

- Network with indigenous peoples for continued engagement, health and wellness, and sustainability
- Partner for health and wellness promotion
- Partner for health and wellness and sustainable lifestyles

**E**

### **Expand and Encourage**

- Expand academic programs and business resources
- Expand financial resources, including revenue from the local economic enterprise, and alternative sources

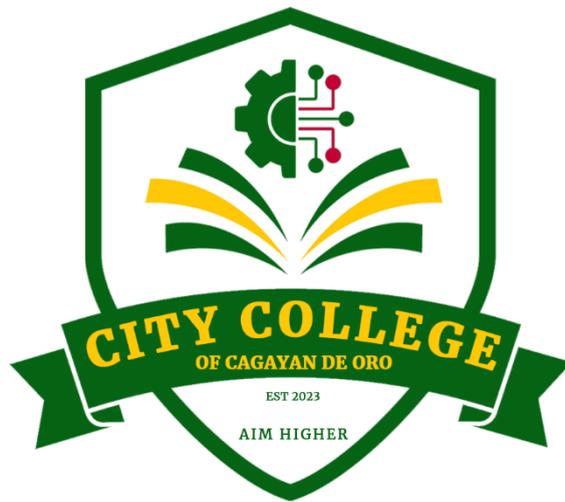
**S**

### **Service-Learning Exchange**

- Promote mobility of faculty, staff and students for service-learning exchange



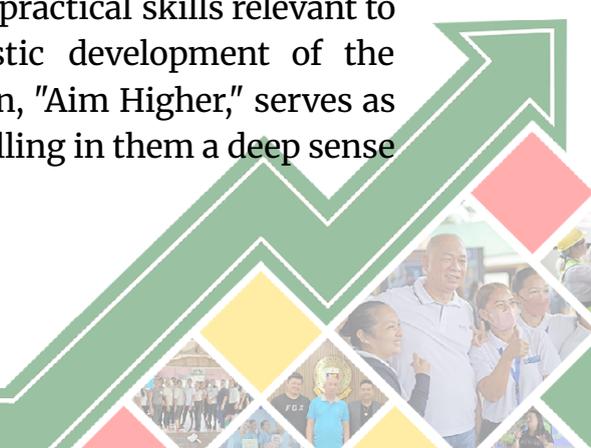
## ABOUT THE LOGO



The official seal of the City College of Cagayan de Oro represents the institution's commitment to providing excellent education that is relevant and adaptable to the changing employment needs of the entire region. The open book, with its unfurled pages, symbolizes creativity and the limitless potential of ideas. It symbolizes the profound impact that the written word holds, as it has the ability to inspire and shape the world we inhabit. The symbol represents the deep importance of knowledge, enlightenment, and creativity, and the significant influence they hold over human existence.

The integration of advanced technologies and innovative methodologies in the field of education is distinctly demonstrated by the prominent presence of artificial intelligence and technology as symbols, representing the assimilation of Industry 5.0. The presence of the gear icon serves as a clear testament to City College's unwavering dedication to nurturing the growth of technical skills and empowering students with the essential competencies required to excel in the dynamic world of the industrial workforce.

The shield emblem of the City College of Cagayan de Oro represents the institution's commitment to delivering a well-rounded education that encompasses diverse areas of knowledge, embraces practical skills relevant to industries, and actively contributes to the holistic development of the community. The motto of the educational institution, "Aim Higher," serves as a significant source of motivation for students, instilling in them a deep sense



of inspiration to cultivate a mindset of exceptionalism and to establish more ambitious objectives in their educational and vocational endeavors.

The year 2023 has been officially established through the passage of City Ordinance No. 14564-2023. The seal of the City College of Cagayan de Oro comprises three distinct color schemes: green, red, and gold. Each color holds a significant meaning and symbolizes a specific aspect of the city's culture, heritage, and identity.

- Green represents sustainability and reflects the city's commitment to quality education. It signifies the importance of maintaining a balance between economic growth and environmental conservation.
- Red represents the ethnic community of Nahilaran, a group that has played a vital role in providing a new home and shaping the city's history for tertiary and vocational education. It symbolizes the city's rich cultural heritage and the importance of preserving its traditions.
- Gold represents prosperity in the city and highlights its economic growth and development over the years. It symbolizes the city's potential for further growth and prosperity in the future.

Together, these colors form a powerful representation of the City College of Cagayan de Oro's commitment to education, sustainability, cultural heritage, and economic growth.

The official seal of the City College of Cagayan de Oro is a symbol of the institution's dedication to global standards and academic excellence. The emblem stands as a powerful representation of the institution's unwavering commitment to fostering intellectual exploration and the relentless pursuit of knowledge, in line with the Sustainable Development Goals set by the United Nations.



## CITY COLLEGE OF CAGAYAN DE ORO ALMA MATER HYMN

In Cagayan's embrace, we stand so bold,  
Higaonon's gift, a tale to be told,  
City College, our roots run deep,  
A future sustainable, in unity, we keep.

(Chorus)

Alma Mater, City College we hail,  
Towards a SMART City, we set sail,  
Higaonon's land, where dreams unfold,  
Together we'll build, in hearts of gold.

(Verse 2)

Mountains, rivers, plains, and sea,  
Inspire our journey, our legacy,  
In CDO's pride, we find our place,  
Guided by hope and boundless grace.

(Chorus)

Alma Mater, City College we hail,  
Towards a SMART City, we set sail,  
Higaonon's land, where dreams unfold,  
Together we'll build, in hearts of gold.

(Bridge)

Inspired by our past, we stand tall,  
Thank God Almighty, for each call,  
For Cagayan de Oro, our pride we proclaim,  
A sustainable future, we'll cherish its name.

(Chorus)

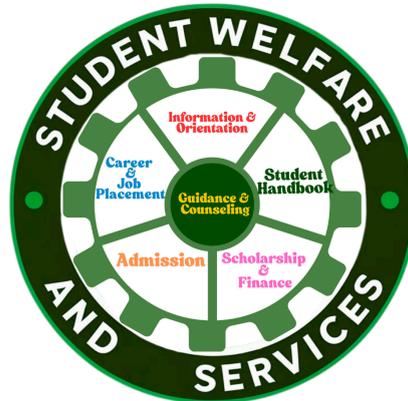
Alma Mater, City College we hail,  
Towards a SMART City, we set sail,  
Higaonon's land, where dreams unfold,  
Together we'll build, in hearts of gold.

Lyrics: Jestoni P. Babia, Ed.D  
Music: Rev. Fr. Leo G. Alaras, OAR



# CITY COLLEGE OF CAGAYAN DE ORO

## STUDENT WELFARE AND SERVICES UNIT



### CHAPTER 1: OVERVIEW OF THE STUDENT WELFARE AND SERVICES UNIT

Student Welfare and Services is one of the three divisions of the Student Affairs and Services. It supports the students' academic experiences to achieve holistic student development by providing basic services and programs needed that will ensure and promote the welfare of the students, which includes Information, Orientation and Awareness, Guidance and Counseling, Career and Placement, Student Handbook, Scholarship and Finance, and Admission Services.

#### Article 1: Student Welfare Services Objectives

The Student Welfare and Services' objectives are as follows:

1. To provide comprehensive and accessible information and orientation services that facilitate student adjustment to tertiary/higher education, ensuring all students are well-informed about the institution's mission, vision, goals, academic policies, rules, student programs, and available services and facilities.
2. To provide comprehensive and effective guidance, counseling, and psychological appraisal services, ensuring the holistic development and well-being of all students, and addressing their diverse needs through a coordinated, confidential, and systematic approach.
3. To equip students with the necessary vocational and occupational fitness for successful employment by providing comprehensive career guidance, facilitating job placement, and fostering strong linkages with industries and relevant agencies.

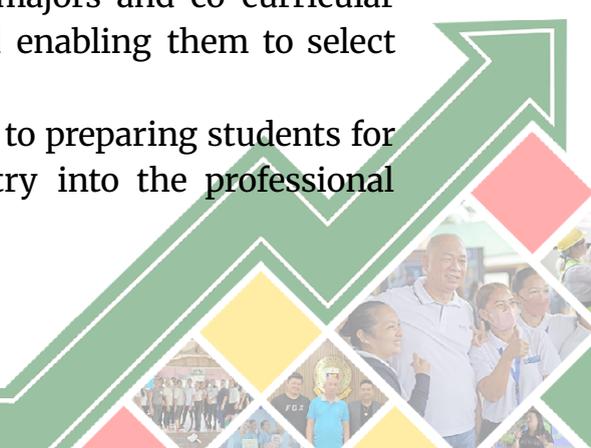


4. To develop, maintain, and disseminate a comprehensive and accessible student handbook that serves as a primary source of information and guidance for students and university stakeholders, ensuring continuous improvement through feedback and historical record-keeping.
5. To effectively manage, generate, and allocate scholarships and financial aid to deserving students through transparent and accessible processes, ensuring support for all eligible students, especially those from vulnerable and marginalized sectors.
6. To provide efficient, transparent, and inclusive admission services that handle student processing, entrance, and requirements, while ensuring reasonable accommodation for applicants with disabilities and clear communication of institutional guidelines and fees to all stakeholders.

## Article 2: Student Welfare Basic Services

These are the basic services that are necessary to serve the well-being of students:

1. **Information, Awareness and Orientation Services** plays a crucial role in helping students seamlessly transition into and thrive within the college environment by providing essential information and programs to help students adapt. This includes distributing key institutional details, conducting orientations for new and continuing students, and raising awareness on vital topics for student well-being. Their main goal is to ensure students are well-informed and prepared for their academic journey.
2. **Guidance, Counseling and Assessment Services** assists students in self-discovery, adaptation of the college life and student environment, and development of interpersonal skills. It is achieved upon strong working relationships with the institutional leaders, guidance officers, student-peer facilitators, school staff, parents, and the community who will be co-facilitating continuous program enhancement and prioritizing student welfare. The fundamental aim of guidance and counseling is to maximize student potential, with counselors guiding students in strategically deploying their energies across various learning avenues, planning their academic majors and co-curricular engagement, fostering personal growth, and enabling them to select and pursue viable career paths.
3. **Career and Placement Services** are dedicated to preparing students for successful careers and facilitating their entry into the professional





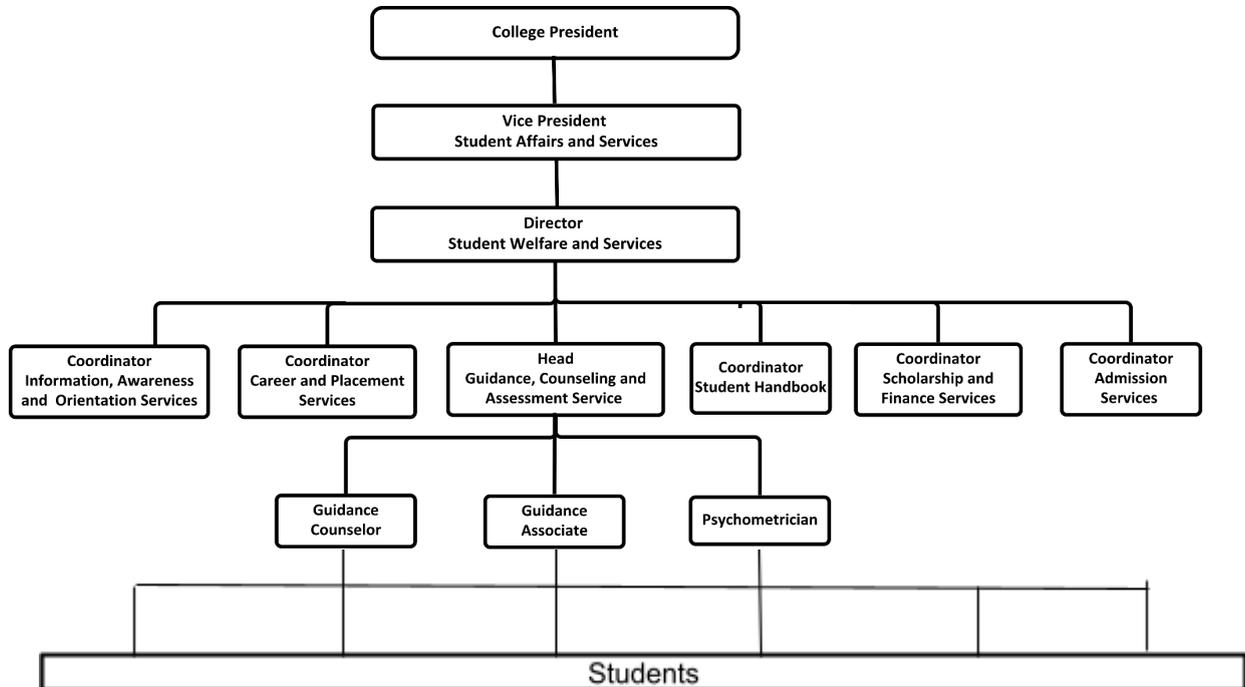
world by offering career guidance, job search assistance, and direct connections to employers. It organizes job fairs, builds industry linkages, and helps students develop essential skills, bridging the gap between education and employment.

4. **Student Handbook Services** creates and manages the college's official student handbook. This comprehensive guide details institutional information, academic policies, student conduct rules, available programs and services, and student rights and responsibilities. It's updated regularly, often with student input, and made accessible in various formats.
5. **Scholarship and Finance Assistance** to ensure that all deserving students can access quality education, CCCDO provides a wide array of scholarship and financial options, including academic, student assistantship, city scholarship grants, dependent scholarship and other institutional grants. This is more enhanced through the support of the public (national and provincial) and private benefactors. To show its commitment it coordinates with the finance office, linkages and partnership as well as the extension services to secure funding needed.
6. **Admission Services** manage student applications, verify requirements, and provide essential information about the college, fees, and procedures. It ensures an inclusive and fair admission process for all prospective students, including those indigenous groups, with disabilities and minorities.



## Article 3: SWS Organizational Chart

### ORGANIZATIONAL CHART



#### Function and Responsibilities:

##### 1. President

**Summary:** Oversee and facilitate a comprehensive approach to mental health support for students. This includes designating Guidance Counselors to address mental health concerns, ensuring partnerships with institutions offering psychological services, establishing collaborations with government offices and NGOs, providing support and monitoring for counseling services, and allocating budgets for necessary materials and expenses in the delivery of guidance services.

##### Description:

- designate a Guidance Counselor/s to cater the mental health concerns of students;
- ensure partnerships with institutions and hospitals that provide psychiatric or mental health services for learners;
- establish linkages with other government offices, NGOs, and groups relative to the mental health needs of schools;
- ensure support and monitoring of the counseling and referral services.
- allocate budget for the materials and other related expenses for the conduct of the guidance services;



## 2. Vice-President

**Summary:** The Director for the Office of Student Affairs & Services at City College of Cagayan de Oro is responsible for implementing and monitoring the programs and services offered by the office.

### Description:

- a. Oversees and coordinates the operations, policy development, and specific services of Student Welfare, Student Development, and Institutional Student Programs. This includes general supervision of student discipline and behavior, and coordinating multidisciplinary team referrals for students with special needs.
- b. Schedules co- and extracurricular activities, consults with Deans and Directors on student programs and activities, and develops operational quality plans to enhance student skills. This involves using research-based techniques, initiating service delivery evaluations and research, and utilizing assessment tools for measurable outcomes.
- c. Establishes and maintains strong relationships with internal and external stakeholders, meets with them to resolve issues and develop policies for efficient service delivery, and fosters sustainable partnerships with local and international practitioners for best practice sharing.
- d. Ensures qualified personnel, advocates for transparent and accountable use of student funds, monitors budgets and activity implementation, and conducts performance evaluations and feedback.

## 3. Director for Student Welfare and Services

**Summary:** The Director of Student Welfare Services is responsible for the overall leadership and management of student welfare services, ensuring a supportive and inclusive environment that fosters student success and well-being. This role is crucial in creating a positive and enriching experience for all students. This covers a wide range of duties encompassing strategic leadership, service management, student advocacy, collaborative partnerships, professional development, and accountability. The Director of Student Welfare is responsible for implementing and overseeing the office's operations in strict adherence to the Enhanced Policies and Guidelines on Student Affairs and Services (CMO No. 9, series of 2013). This commitment ensures the delivery of high-quality, relevant, and efficient higher education services that align with the institution's mission.



### Description:

- a. Student Welfare Head to develop and implement a comprehensive student welfare strategy. This role involves identifying student needs, creating and enforcing student welfare policies, and collaborating with various departments to ensure coordinated student support.
- b. The Student Welfare Head will also be responsible for overseeing daily operations of services like admissions, scholarships, counseling, and career development. Key responsibilities include supervising and mentoring staff, managing resources, and evaluating program effectiveness.
- c. Requires advocacy for student rights and needs, providing leadership to students facing challenges, and fostering an inclusive campus culture. The successful candidate will maintain strong relationships with all stakeholders and stay informed about the latest trends in student welfare.

#### 4. Information, Awareness and Orientation Coordinator

**Summary:** The Information, Awareness, and Orientation Coordinator is responsible for developing, implementing, and managing programs that inform and engage the City College of Cagayan de Oro community. This role focuses on ensuring students, faculty, and staff are well-informed about college policies, services, and opportunities, fostering a strong sense of community and facilitating smooth transitions for new members.

### Description:

- a. Designing and executing comprehensive orientation programs for new students, faculty, and staff, ensuring they are familiar with the college's mission, values, academic offerings, student support services, and campus resources.
- b. Utilize diverse communication channels, such as digital platforms, print materials, workshops, and events, to effectively reach different audiences. Also be responsible for maintaining up-to-date information on the college's website and other communication tools.
- c. The Coordinator will also gather feedback to continually improve information dissemination strategies and orientation processes, ultimately enhancing the overall experience for everyone at City College of Cagayan de Oro.

#### 5. Career and Placement Services Coordinator

**Summary:** The Career and Placement Services Coordinator is responsible for empowering students and alumni of the City College of Cagayan de Oro to achieve their career goals. This role involves providing comprehensive career development support, fostering strong connections with employers, and



facilitating successful job and internship placements, thereby enhancing the employability of the college's graduates in Cagayan de Oro and beyond.

Description:

- a. Responsible for designing and delivering a wide range of career development services, including individualized career counseling, resume and cover letter writing workshops, interview preparation, and networking strategies.
- b. Guide students through self-assessment activities to help them identify their strengths, interests, and potential career paths relevant to the local and national job markets.
- c. Actively seeking out new job and internship opportunities, organizing career fairs, on-campus recruitment events, and informational sessions.
- d. Manage and update a comprehensive database of job openings and internship placements, ensuring students have access to current and relevant opportunities.
- e. Track student career outcomes and placement rates, conducting follow-up surveys with graduates and employers to monitor progress and gather data.

## 6. Guidance Head

**Summary:** Lead the way in establishing, implementation, and monitoring of guidance Services. Work collaboratively to implement guidance services with the different colleges and other departments. Keep an eye on the stakeholders' mental health and wellbeing.

Description:

- a. creates and compiles the annual work and financial plan, the annual procurement program, the quarterly work and financial plan monitoring and evaluation, and any other requested periodic reports and documents. Plans, coordinates, and spearheads guidance activities;
- b. serves as a mentor to help guidance counselors and guidance associates evaluate their work, efficacy, and adherence to moral principles;
- c. facilitate the counseling supervision's parameters;
- d. Check in on the case's development on a regular basis and provide the attending guidance counselor with a space to assess how their own counseling objectives are being reached;
- e. Consider the guidance counselor's/guidance associate's (the supervisee's) developmental requirements when conducting supervision sessions.



## 7. Guidance Counselor

**Summary:** Supervise the planning and implementation of Guidance Program to students through collaboration with faculty, parents, and other stakeholders. Responsible for the delivery of counseling service to the students. Promotes mental health of students through the prevention and wellness programs.

**Description:**

- a. assists Guidance Head in its functions and responsibilities;
- b. provides career services to students, acts as a guidance counselor, and helps with career development (career advising, pre-employment orientation, on-the-job training orientation, and job expo);
- c. collects, organizes, preserves, and safeguards student personal information.
- d. record the psychosocial support meetings that are held and the counseling cases that are completed;
- e. where necessary, offer referral services to outside mental health professionals; carry out a case consultation as needed;
- f. carry out a case consultation as needed;
- g. hold a conference with the parents or guardians of the student; and
- h. provide an annual report detailing the quantity and type of cases handled.

## 8. Guidance Associate

**Summary:** Assists in the delivery of counseling services to the students and providing assessment and feedback to students.

**Description:**

- a. support in the guidance counselor's psycho-social support session
- b. assist students in accessing counseling and referral services from a mental health specialist or a Registered Guidance Counselor;
- c. increase awareness regarding mental health concerns; and
- d. consult mental health specialists when it is considered necessary.
- e. Maintain logbook of office transactions (receiving and releasing); and
- f. Provide assistance to students, visitors, and other clients who will make inquiries or who want to see the counselor/s.



## 9. Psychometrician

**Summary:** responsible for providing testing services, particularly for administering, grading, and interpreting psychological exams. Create a clientele psychological profile and arrange test findings using psychological reports.

**Description:**

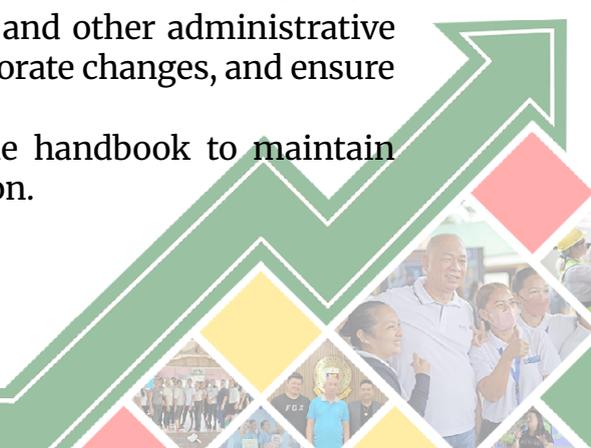
- a. Administer, score, and interpret psychological tests and other assessment instruments;
- b. Prepare profiles and statistical reports of test results;
- c. Prepare psychological reports or tests results of staff applicants recommended by the Human Resource Management Division for testing;
- d. Process applications and scheduling of students who will take the admission test;
- e. Do clerical tasks such as filing and encoding entries needed for databases (test results, evaluations, entry/exit forms, student directory, etc.)

## 10. Student Handbook Coordinator

**Summary:** The Student Handbook Coordinator is responsible for the comprehensive development, annual review, and effective dissemination of the City College of Cagayan de Oro's official Student Handbook. This role ensures the handbook accurately reflects current institutional policies, rules, and procedures, serving as a vital resource for all students.

**Description:**

- a. The Student Handbook Coordinator plays a critical role in maintaining the integrity and accessibility of the City College of Cagayan de Oro's official Student Handbook. This individual is primarily responsible for managing the entire lifecycle of the handbook, from initial drafting and content collection to its final publication and distribution.
- b. Conducting annual comprehensive reviews of the handbook to ensure all policies, rules, regulations, and procedures are up-to-date, accurate, and aligned with the college's mission, values, and relevant legal frameworks.
- c. Collaborating extensively with various departments such as Student Welfare, Academic Affairs, Registrar's Office, and other administrative units to gather necessary information, incorporate changes, and ensure consistency across all official documents.
- d. Responsible for editing and proofreading the handbook to maintain clarity, coherence, and professional presentation.



- e. Oversee the publication process, whether in print or digital formats, and ensure effective dissemination to all students.
- f. Promoting awareness of the handbook's contents and acting as a primary point of contact for inquiries regarding its provisions.

## 11. Scholarship and Finance Coordinator

**Summary:** The Scholarship and Finance Coordinator is responsible for the comprehensive management of all scholarship programs and financial aid services at the City College of Cagayan de Oro. This role ensures the efficient administration of scholarship funds, facilitates financial literacy among students, and connects students with various financial assistance opportunities, aligning with the college's commitment to accessibility and student success.

### Description:

- a. Responsible for the administration and oversight of all internal and external scholarship programs. This includes, but is not limited to, developing and updating scholarship guidelines, promoting scholarship opportunities to the student body, and managing the application, selection, and awarding processes.
- b. Work closely with the Admissions and Student Welfare offices to identify eligible students and ensure equitable distribution of aid.
- c. Key resource for students seeking other forms of financial assistance. This involves providing guidance on financial aid options, including government grants, loans, and other external funding sources
- d. Promote financial literacy among students, offering workshops or resources on budgeting, responsible borrowing, and financial planning to empower them to make informed decisions about their educational investments.
- e. Maintain accurate records of all scholarship recipients and financial disbursements, preparing reports, and ensuring compliance with all relevant institutional policies and donor requirements
- f. Seek out new scholarship opportunities and establish relationships with potential donors and external organizations to expand the college's financial aid offerings.

## 12. Admission Services Coordinator

**Summary:** The Admission Services Coordinator at the City College of Cagayan de Oro is responsible for the efficient and transparent processing of all student applications. This role ensures a positive and informative experience for prospective students, guides them through the admission requirements, and ensures compliance with institutional policies and relevant legal frameworks, including RA 7277 (Magna Carta for Disabled Persons).



## Description:

- a. Managing the entire admissions process, from initial application to final acceptance.
- b. Process applications thoroughly, disseminating clear and accessible admissions information (including details for students with disabilities under RA 7277), and maintaining an applicant support system for status tracking and program details.
- c. Collaborate with other departments like the Registrar's and Academic Affairs Offices to ensure a smooth transition for admitted students
- d. Responsible for continuously improving admissions procedures based on feedback and current best practices.

## Educational Qualification

### 1. Information, Awareness and Orientation Coordinator

- a. Holds a degree in Bachelor's Degree in Communication, Marketing, Public relations, or any relevant field.
- b. Strong communication, organizational, and interpersonal skills is highly valued
- c. Practical experience in relevant areas like event coordination, public speaking, content creation, or student support services can also be a significant advantage.

### 2. Career and Placement Coordinator

- a. Bachelor's degree in Psychology, Human Resource, Business, Student Affairs, Communications, or a related field.
- b. Proven experience in managing admission processes in a higher education institution, career counseling, job placement, and skills development programs.
- c. Strong understanding of admission policies, procedures, and regulations, knowledge of career development theories and best practices, and excellent communication, interpersonal, and presentation skills. Strong networking and relationship building skills.
- d. Excellent communication, interpersonal, and organizational skills. Understanding of disability awareness and inclusion principles, particularly as outlined in RA 7277.
- e. Proficiency in using technology for career resources, job boards, and data management, and in using technology for data management, communication, and information dissemination.
- f. Ability to work independently and as part of a team.



### 3. Guidance Head

- a. Holds an appropriate Bachelor's Degree, preferably BS/AB in Psychology with Master's Degree/Doctorate Degree in Guidance and Counseling or any related field.
- b. Has supervisory experience of at least (3) years;
- c. A registered guidance counselor;
- d. With a good moral character;
- e. A computer literate;

### 4. Guidance Counselor

- a. Holds an appropriate Bachelor's Degree, preferably BS/AB in Psychology with Master's Degree in Guidance and Counseling
- b. Has supervisory experience of at least (3) years;
- c. A registered guidance counselor;
- d. With a good moral character;
- e. A computer literate;

### 5. Guidance Associate

- a. Holds an appropriate Bachelor's Degree, preferably BS/AB in Psychology with Master's Degree in Guidance and Counseling or any related fields
- b. Has relevant experience of at least (1) year;
- c. With a good moral character;
- d. A computer literate;

### 6. Psychometrician

- a. Holds a degree an appropriate Bachelor's Degree, preferably BS/AB in Psychology with related Master's Degree
- b. Has relevant experience of at least (1) year;
- c. A registered Psychometrician;
- d. With a good moral character;
- e. A computer literate;

### 7. Student Handbook Coordinator

- a. Bachelor's Degree in English /Literature, Communication/ Journalism, Public Administration/ Political Science, Education/Student Affairs
- b. Master's degree in a related field (e.g., Public Administration, Educational Management, or Law) could be an advantage
- c. Meticulous attention to detail, strong writing and editing abilities, a good understanding of institutional policies, and excellent organizational skills.



## 8. Scholarship and Finance Coordinator

- a. Holds a degree an appropriate Bachelor's Degree in Financial Management, Accountancy, Business Administration or any related field
- b. Understanding of CHED scholarship programs, TES, and other government or private financial assistance schemes relevant to the Philippine context.
- c. Ability to teach and guide students on responsible financial practices.
- d. Experience with systems used for tracking scholarships, disbursements, and student financial records.
- e. For assessing financial needs and managing complex financial data.

## 9. Admission Services Coordinator

- a. Holds a degree an appropriate Bachelor's Degree in Financial Management, Accountancy, Business Administration or any related field
- b. Prior experience in an admissions office, student services, or a similar administrative role in an educational institution would be highly advantageous.
- c. Familiarity with Republic Act No. 7277 (Magna Carta for Disabled Persons) and its implications for educational accessibility and non-discrimination in admissions is crucial.



## CHAPTER 2: INFORMATION, ORIENTATION AND AWARENESS

### Article 4: Goals and Objectives

Empowering students with comprehensive information and support services that facilitate their successful academic, social, and personal adjustment and development within the college, leveraging diverse communication channels.

#### Objectives:

1. Proactively gather and distribute a wide range of informative materials (e.g., brochures, articles) addressing academic policies, social adjustment, and personal development topics.
2. Effectively utilize bulletin boards and other physical displays to ensure important guidance-related information is prominently accessible to students on campus.
3. Leverage online platforms, including social media, to widely disseminate information on mental health, well-being, and other pertinent topics to students.
4. Equip students with the necessary knowledge, resources, and timely updates to support their overall well-being and academic success.
5. Conduct a mandatory assembly for all new and transferred students (and parents, if applicable) at the beginning of each semester.
6. Facilitate a smoother transition for new students by addressing common queries and providing foundational knowledge for their university journey.
7. Effectively leverage a variety of digital platforms (e.g., virtual platforms, social media, mobile apps) to deliver accessible and interactive guidance support.
8. Implement remote psychosocial support counseling sessions to offer real-time assistance and personalized guidance to students.
9. Utilize online surveys and social media engagement to enhance user interaction, gather feedback, and adapt services to the evolving needs of students in the digital age.
10. Develop and implement a structured Wellness Program focused on promoting holistic student well-being (mental, physical, emotional health).
11. Launch and maintain regular social media information campaigns to raise awareness and provide resources on various

health-related topics, including mental health, stress management, healthy lifestyles, and other relevant wellness issues.

### **Article 5: Services**

Information services for students under the guidance program involve the proactive gathering and dissemination of relevant information to address their academic, social, and personal needs. This includes sourcing and providing materials such as brochures and articles from published reading materials. The guidance center utilizes bulletin boards as physical displays to make important information accessible to students. Additionally, the center employs online platforms, including social media, to ensure that students are well-informed about mental health and other pertinent topics. These services aim to empower students with knowledge, resources, and updates to support their overall well-being and academic success.

- a. Student and Parent Orientation Program- An assembly of all new and transferred students that takes place at the beginning of each semester. Various student services like Medical, Dental, Guidance, Registrar, Scholarships, Canteen, Academic and Non-Academic policies are discussed.
  
- b. Online Guidance Information Services- leverage digital platforms, tools, and resources to provide accessible and interactive support for academic, career, and personal development. This includes virtual platforms, digital resources, webinars, interactive tools, live chat support, social media engagement, online surveys, virtual counseling sessions, email newsletters, and mobile applications. The incorporation of these online services extends the reach of guidance information, enhances user engagement, and adapts to the evolving needs of individuals seeking guidance in the digital age.
  - i. Wellness Program
  - ii. Social Media Information Campaign



## CHAPTER 3: GUIDANCE, COUNSELING AND ASSESSMENT

### Article 6: Goals and Objectives

In the evolving landscape of higher education, the City College of Cagayan de Oro adheres to the Mental Health Law (RA 11036, Section 34), which mandates that public and private institutions create standards and recommendations for age-appropriate, evidence-based mental health services. As a result, it recognizes the crucial role that comprehensive Guidance, Counseling and Assessment Services plays in the overall development and success of our students. In collaboration with other college departments, we lead the development of mental health programs to support students' and other stakeholders' mental health and wellbeing with the commitment to the following Key Principles:

*Consistency and Standardization*- To provide equitable and consistent support to all students, it is imperative to establish standardized operating procedures within the Guidance, Counseling and Assessment Services ensuring that all stakeholders are aligned in their approach to student guidance and support.

*Continuous Improvement and Innovation*- Education is a dynamic field, and our commitment to excellence requires us to continuously evolve and embrace innovative approaches. It hopes to encourage the integration of new and effective counseling strategies, staying abreast of emerging trends in mental health, and adapting to the evolving needs of our students.

*Enhanced Collaboration*- Effective student guidance is a collaborative effort that involves counselors, educators, administrators, and the broader community which promotes collaboration among different stakeholders, fostering a sense of unity and shared responsibility in supporting the well-being and success of our students.

*Ethical Practices*- Upholding the highest ethical standards in counseling is a fundamental responsibility of the Guidance, Counseling and Assessment Services to ensure that students receive counseling services in a safe, confidential, and trustworthy environment.



*Holistic Student Development*- Acknowledging that education extends beyond the confines of textbooks and classrooms, the Guidance, Counseling and Assessment Services is committed to establish a framework that addresses not only academic concerns but also the emotional, social, and personal dimensions of student life.

*Inclusive Support System*- Recognizing the diverse needs of our student population, Guidance, Counseling and Assessment Services is tailored on counseling services that will meet the unique needs of various student demographics, creating an environment where all students feel valued and understood.

### **Article 7: Philosophy**

Our philosophy in the Guidance, Counseling and Assessment Services is grounded in the belief that education extends beyond academic achievement to encompass the overall well-being and personal growth of everyone. It is rooted in the principles of holistic development, individualized support, respect, collaboration, and the empowerment of individuals to achieve personal growth and well-being within the educational context. This program requires specialized approaches, which call for qualified staff and adequate facilities. The following assumptions stem from this philosophy:

- Counseling is the heart of Guidance Services.
- Guidance is the strongest advocate of the concept of individual uniqueness.
- Each student is a unique individual with diverse experiences, backgrounds, and aspirations accorded with personalized support that addresses the distinct needs of each student.
- The person receiving counseling is accorded with dignity founded with mutual respect and trust between the counselor and counselee.
- Guidance provides tools that foster self-discovery, resilience, and the development of essential life skills to make informed decisions and overcome challenges.
- Maintaining confidentiality is essential.
- A vital element of the educational system is guidance. The community, families, and school staff must work together to accomplish the goals of the guidance program.



## **Article 8: Guidance Vision, Mission, and Core Functions**

### *GUIDANCE VISION*

To develop a community of flexible, forward-thinking people who are prepared to lead and innovate in a dynamic global environment while providing college education personalized support to foster well-being, academic distinction, and essential life competencies.

### *GUIDANCE MISSION*

We are dedicated to meeting the needs of the youth in Cagayan de Oro and indigenous communities by honoring and integrating culture and heritage to tackle societal issues and promote peace and human rights education for positive transformations. We are committed to guiding our students towards academic achievement, personal growth, and well-being by providing compassionate assistance, tailored guidance, and empowering resources to navigate challenges and make informed choices.

### *CORE FUNCTIONS*

The Guidance, Counseling and Assessment Services office offers and facilitates programs for the student's development that are intended for:

1. **Assessment-** Assess students' academic, personal, and social strengths and obstacles through a range of assessment tools and techniques. Employ culturally appropriate standardized assessment instruments like placement tests, IQ tests, EQ tests, and aptitude tests to obtain a holistic insight into the students' strengths and challenges.
2. **Counseling and Advising-** Deliver personalized and group counseling sessions to tackle academic, personal, and social issues effectively. Provide counseling services that blend traditional healing methods with various counseling approaches such as cognitive-behavioral therapy, person-centered therapy, solution-focused therapy, and narrative therapy, customized to target specific concerns and foster individual development and wellness.
3. **Educational and Career Planning-** Support students in establishing educational and professional objectives and creating strategies that incorporate cultural heritage, as well as local and global opportunities, in their career planning. Coordinate career expos and seminars that highlight both local and international career prospects and sectors, empowering young

individuals to discover a wide range of career paths that resonate with the cultural and economic landscape of the area.

4. Crisis Intervention- Provide prompt assistance and interventions for students facing crises like emotional distress, academic difficulties, or personal obstacles by partnering with local mental health experts to deliver appropriate crisis interventions for students in varied communities. Set up a youth crisis hotline managed by skilled peer counselors and mental health professionals to offer immediate support and intervention services.

5. Advocacy and Support- Empower young individuals to champion social causes by establishing youth-led advocacy groups and campaigns that tackle local community issues. This initiative nurtures a feeling of empowerment and agency among youth, enabling them to advocate for their requirements and welfare effectively.

6. Prevention Programs- Create and execute programs focused on averting problems like substance abuse, bullying, and mental health issues through educational efforts and awareness drives. Introduce community-driven prevention programs like disaster preparedness and environmental conservation through small group dialogues, seminars, and forums, involving youth in proactive endeavors that enhance community resilience and sustainability.

7. Collaboration and Consultation- Work together with educators, parents, and external organizations to offer extensive assistance to students and improve the overall educational setting. Organize intergenerational conversations and mentorship schemes that link young individuals with elders and community influencers.

8. Follow-Up and Evaluation- Monitor and evaluate the efficacy of counseling interventions and conduct follow-up sessions to guarantee ongoing progress and development. Organize post-counseling support groups and peer-led follow-up sessions to strengthen the outcomes of counseling interventions, foster peer support networks, and maintain continuous growth and advancement among young participants.



## Article 9: Objectives

The guidance, counseling and assessment programs explicitly attempt to assist students in realizing their full potential and improving or augmenting the quality of one's well-being, perhaps by adding elements or making existing conditions better, by:

1. Assisting students in setting academic goals and developing effective study habits by providing guidance on course selection, major choices, and academic planning and offering support for improving study skills, time management, and organizational strategies.
2. Facilitating career exploration and self-assessment to help students make informed career choices by providing information on internships, job opportunities, and graduate school options and offering guidance on resume building, job search strategies, and interview preparation.
3. Providing counseling and support for personal issues affecting academic performance to foster self-awareness, emotional intelligence, and resilience and promote a healthy work-life balance and well-being.
4. Equipping students with essential life skills, such as communication, problem-solving, and decision-making and supporting students in transitioning from college to the workforce or further education.
5. Fostering positive interpersonal relationships and effective communication skills and providing guidance on navigating social challenges and building a supportive network.
6. Offering immediate support and intervention for students facing emotional or mental health crises and promoting mental health awareness and resilience-building strategies.
7. Promoting inclusivity and celebrating diversity within the college community and providing resources and support for students from diverse backgrounds.



8. Facilitating workshops, seminars, and events on relevant topics for personal and academic development and encouraging student involvement in extracurricular activities and community service.

9. Collecting feedback from students to continually improve and tailor guidance services to evaluate the effectiveness of the guidance program in achieving its objectives.

#### **Article 10: Guidance Services Policies and Procedures Counseling Services**

Counseling serves as the core of the Guidance Program, functioning as a purposeful intervention aimed at fostering positive transformations in student behavior, emotions, and attitudes. Through personalized guidance and support, counseling provides a vital mechanism for addressing challenges, promoting self-awareness, and cultivating resilience, ultimately contributing to the holistic development and well-being of students within the educational context.

a. **Individual Counseling-** assist students through call-in, walk-in and /or referral type. Counselors can call-in identified students during the initial intake interview and based on the results of the psychological assessment conducted. Interviews of the student are conducted upon admission until graduation to identify potential problems and prevent them from becoming serious. Referrals can possibly be made for concerns that require expert handling or specialized professional or referred to proper agencies for psychological assistance.

b. **Group Counseling-** conduct of group intervention with the consent of the college dean to meet the students in their classrooms for group interpretation or psychosocial intervention. This is a venue to provide information on health and wellness and group discussion of identified shared concerns.

c. **Career Counseling-** Career counseling provided is a personalized and multifaceted service focused on helping students explore their strengths, interests, and values, aligning them with potential career paths. The process involves self-assessment, career exploration, educational and career planning, goal setting, skill development, job search strategies, internship and job placement support, post-graduation planning, and



continuous guidance to empower students in making informed decisions and successfully navigating their career journeys.

d. **Tele-Counseling-** guidance office offers remote counseling services using communication technologies to enhance accessibility, maintain confidentiality, and provide a range of counseling support, including academic, personal, and career guidance. The approach integrates technology, ensures secure communication, and accommodates varied schedules, fostering ongoing support, emergency response, and training for both counselors and students.

- i. Online Platforms- using video conferencing, chat applications, or dedicated counseling websites.
- ii. Email Counseling- counseling services through exchanging emails allowing asynchronous communication between the counselor and counselee with data privacy and consent of both parties.
- iii. Telephonic counseling- counseling services through voice communication over the phone offering convenience to those with limited access to video conferencing.

e. **Referral System-** essential tool that systematically directs individuals with specific needs beyond the scope of the counseling center to external resources, professionals, or services. This involves a comprehensive process, including assessment, maintaining a resource database, clear communication, collaboration with external services, feedback mechanisms, follow-up, documentation, and crisis intervention strategies. The goal is to ensure individuals receive specialized support tailored to their unique needs while maintaining confidentiality and promoting a holistic approach to mental health and well-being. The guidance, counseling and assessment services help students get connected to other staff members or offices at the school who can help them with their concerns in more detail.

#### **Counseling Services Procedures:**

1. Students identify the need for counseling through call-in, walk-in or referral.
2. Guidance Counselor/Associate conducts an initial intake interview to assess the student's concerns.



3. Based on the initial intake interview, if necessary, psychological assessment is conducted to gather more information about the student's needs and challenges.
4. Counseling sessions will be scheduled with informed consent from the student to prevent potential problems for escalating and develop strategies for personal growth and well-being.
5. If concerns require expert handling or specialized professional assistance, the Guidance Counselor/Associate may refer the student to appropriate agencies.
6. Continues monitoring of student's progress through follow-up sessions to help track the effectiveness of the intervention.
7. Evaluation of the counseling process is done before closing the counseling session to assess effectiveness and make adjustments of the student's concern.

f. **PREVENTION AND WELLNESS SERVICES-** activities aimed at promoting mental health and wellness, emphasizing preventative measures to support students in maintaining a positive state of mental well-being. These activities may include workshops, seminars, campaigns, and events that focus on stress management, resilience-building, coping strategies, and fostering a supportive community.

1. Seminars/Workshops/Symposia- These are programs held for a variety of audiences, including staff, teachers, and student organizations. Among the subjects covered are leadership, teamwork, defining values, personhood, life coaching, and enhancing interpersonal connections, among others. Various resource speakers are asked to address current issues that are pertinent to the interests of different consumers, including students. Seminars on Psycho-Spirituality are held for graduating students.
2. Group Dynamics- involves interactive and structured exercises aimed at promoting positive interactions, enhancing communication, and fostering a sense of community. These activities include ice breakers, team-building exercises, skill-building workshops, mindfulness techniques, thematic discussions, expressive arts, conflict resolution exercises, peer support circles, and goal-setting sessions. By addressing various aspects of well-being and providing a supportive environment,



these activities contribute to the prevention of issues and the promotion of mental health among participants.

3. Peer Mentor Program- involves pairing experienced mentors with peers (mentees) to provide academic and personal support. This program aims to foster a sense of community, offering guidance on academic challenges, personal development, and building positive social connections. The program includes careful mentor-mentee matching, orientation and training, academic and personal support, role modeling, community-building activities, regular check-ins, feedback mechanisms, referral to resources, and a celebration of achievements. Ultimately, the peer mentoring program aims to contribute to students' overall well-being and positive development.
4. System Support
  - a. Guidance Staff Professional Development-It strongly encourages that guidance staff members attend yearly seminars, training, or workshops to further their expertise in the field of guidance and counseling.
  - b. Committee participation - It is expected that guidance staff will be assigned to the different committees by the administration as needed. Naturally, as a committee observer in the discipline committee.

5. Psychological First Aid/ MHPSS- Psychological First Aid (PFA) or Mental Health and Psychosocial Support (MHPSS) is a crucial tool in the guidance office for prevention and mental wellness. It involves providing immediate, compassionate support to individuals in distress, including rapid assessments, active listening, and practical assistance. PFA/MHPSS incorporates psychoeducation, crisis intervention, and referral to specialized services with cultural sensitivity. The approach also emphasizes promoting self-care, resilience-building, and follow-up assessments to monitor individuals' progress. By integrating PFA/MHPSS, the guidance, counseling and assessment services contribute to the overall well-being and resilience of the school community, addressing immediate needs and fostering mental wellness.



### Prevention and Wellness Procedure:

1. The Guidance, Counseling and Assessment office will identify the needs of the students through surveys.
2. Planning is initiated to develop activities that focus on preventative measures to support a student's mental well-being.
3. Various activities are developed and implemented through workshops, seminars, campaigns and events that address stress management, resilience building, coping strategies and community support.
4. Monitoring and evaluation for each activity is implemented through feedback from the participants and stakeholders to adjust and make improvements.

### **g. ASSESSMENT/TESTING SERVICES**

Assessment/testing services within the Guidance Program involve the use of various tools for assessment to gain a comprehensive understanding of an individual's abilities, interests,

Test materials may include placement test, IQ test, personality test, EQ test, test measuring depression and anxiety, career assessment test for psychological evaluation of the student.

Individual Inventory- a fundamental tool in the testing aptitudes, preferences, and characteristics. These assessments serve as valuable resources, offering essential information that individuals can use as a foundation for informed decision-making, judgment, and future planning.

These tools are designed to provide insights into different aspects of an individual's psychological makeup, such as cognitive abilities, personality traits, and vocational preferences. They are administered by trained professionals, typically guidance counselors and/or psychometricians, and are carefully selected based on the specific goals of the assessment.

Test materials may include placement test, IQ test, personality test, EQ test, test measuring depression and anxiety, career assessment test for psychological evaluation of the student.

1. Individual Inventory- a fundamental tool in the testing services of the guidance program. This systematic approach involves collecting personal and educational background information, exploring counseling and family history, assessing social



relationships, identifying presenting concerns, setting goals, evaluating mental health, and establishing confidentiality and informed consent. The interview serves as the foundation for tailoring counseling or testing services to the specific needs of everyone, fostering a personalized and effective approach within the guidance program.

2. Psychological Testing- aims to evaluate cognitive functioning, personality traits, emotional well-being, and other relevant factors. Test selection is based on specific assessment objectives, adhering to standardized procedures and norms. Results provide insights into academic potential, learning style, personality, interests, and potential mental health conditions. Feedback and interpretation are provided to clients with a focus on confidentiality, informed consent, and ethical standards. The integration of testing results with counseling services allows for a comprehensive understanding of individual needs, guiding personalized interventions for academic and personal growth within the guidance program.

#### Assessment and Testing Services Procedure:

1. Guidance Counselor identifies the need for assessment and testing services based on the student requirement.
2. Guidance Counselor selects appropriate assessment tools concerning the student's goals, concerns, and area of focus.
3. The student will provide informed consent for the assessment process, understanding the purpose and implications of the assessment.
4. Guidance Counselor will administer the selected assessment tool in a controlled and standardized environment.
5. Guidance Counselor will score, evaluate, analyze, and interpret results where results are discussed to the student providing explanations and insight of the findings.
6. Monitoring and evaluation for each activity is implemented through feedback from the participants and stakeholders to adjust and make improvements.



## **h. PLACEMENT AND FOLLOW-UP**

With the use of this service, students can get help getting into specific programs within the college. When a student wants to switch to a different course, they are directed to the Guidance center to speak with their assigned guidance counselor. Counselors for guidance support students in making decisions about switching to other programs. Additionally, students can see their assigned guidance counselors for help if they wish to be excused from class.

1. Placement services- encompass a range of support mechanisms aimed at assessing and directing individuals to appropriate academic programs or career paths based on their skills, interests, and academic capabilities.
2. Follow-up Services- include academic monitoring to track students' progress in new courses, emotional support to help students cope with challenges, career guidance for aligning academic choices with career goals, and regular progress evaluations to identify areas needing support.

## **i. RESEARCH, EVALUATION AND TRAINING**

The guidance services are systematically evaluated by this service, which is to determine whether the program's aims and objectives have been reached. Moreover, the outcome of these could serve as the foundation for enhancing the services' delivery. Secondary data analysis can utilize existing data collected by the guidance office, such as client records, assessment results, and program evaluations, to conduct in-depth analysis. Explore trends, patterns, and correlations within the data to gain insights into the effectiveness of counseling interventions and program outcomes.

Evaluations are also provided right away following certain activities, such as seminars, group counseling sessions, and other services. To organize and carry out intervention activities, surveys or needs assessments are also conducted to effectively address the needs of the students.

The training program for guidance counselors is tailored to address specific needs and areas for improvement identified through research and evaluation processes.

Research, evaluation, and training process



1. Guidance office will gather data from various sources including student records, assessment results, program evaluation, and feedback mechanisms or utilizing secondary data
2. Guidance office will identify specific training needs and areas for improvement, develop and implement approved training programs.
3. Continuously evaluate the effectiveness of the training programs based on feedback and evaluation results. Make adjustments to the training program to ensure it meets the evolving needs of guidance counselors.
4. Encourage guidance counselors to engage in continuous learning, professional development, and reflective practice to enhance their skills and effectiveness in providing counseling services.

### **Article 11: Ethical Standards**

The Mental Health Practitioners of City College of Cagayan de Oro are members of their respective professional organizations. Guidance Head, Guidance Counselors and Guidance Associates are members of the Philippine Guidance Counselors Association (PGCA). Likewise, the Psychometricians are members of the Psychological Association of the Philippines (PAP).

We adhere to the ethical guidelines set by the Professional Regulation Board of Guidance and Counseling Board Resolution No. 5, series 2008, PGCA and PAP Code of Ethics, which can be found in the appendix of this manual. The counselor should abide by the ethical principles laid down by the counseling profession.

### **Article 12: Guidance Forms Description**

- a. Activity Evaluation Form- A tool used by the guidance office to systematically assess the impact of conducted activities, ensuring that programs align with objectives and meet the needs of participants. The gathered feedback informs adjustments and improvements for future counseling initiatives.
- b. Admission Slip- A brief document used to formalize and communicate decisions related to student admissions, enrollment processes or class attendance. It typically includes essential information such as the student's name, date of admission, program or course details, and any additional instructions or



requirements. This tool helps streamline the administrative aspects of student admissions, providing clarity for both students and staff involved in the process within the guidance office.

- c. Annual Plans and Programs- Strategic documents outlining objectives, activities, and resource allocation for a specific timeframe. They include a detailed calendar of activities, target audience identification, curriculum content, resource allocation, evaluation strategies, collaborations, professional development plans, crisis response procedures, communication strategies, and considerations for diversity and equity. These plans guide the guidance office in providing comprehensive and effective support to the community, ensuring adaptability and continuous improvement throughout the year.
- d. Call Slip- A concise document used to facilitate communication between the guidance counselor and students or other individuals. It serves as a tool to schedule appointments, notify students of upcoming counseling sessions, or convey other important information.
- e. Certificate of Good Moral - A School Certificate of Good Moral is an official document issued to certify that a student has demonstrated good conduct, ethical behavior, and positive character traits during their time at the school. This certificate serves as a testament to the student's integrity, honesty, and moral standing within the school community. It is often required for various purposes, such as college admissions, job applications, scholarships, and other situations where a demonstration of good moral character is necessary.
- f. Exit Interview Form- A valuable tool for the guidance office to gather insights into the individual's experience, assess the impact of counseling services, and identify areas for improvement. It contributes to the continuous enhancement of counseling practices and ensures that individuals receive comprehensive and effective support throughout their engagement with the guidance office.



- g. Logbook of Guidance Services availed- A systematic record-keeping tool used to document and track counseling and support services provided to individuals. It includes information such as individual details, dates, types of services, staff involved, purposes addressed, interventions used, follow-up actions, referrals made, student progress, and confidentiality measures. This tool facilitates data analysis, program evaluation, and continuous improvement within the guidance office, enabling counselors to track trends, assess the impact of interventions, and enhance the quality of services.
- h. Referral Slip- It typically includes the individual's name, reason for the referral, specific recommendations, and relevant contact information. This tool serves to facilitate communication and collaboration between the guidance office and external services, ensuring that individuals receive the appropriate and specialized assistance they need.
- i. Student Personal Data /Intake Sheet- A document used by educational institutions to collect comprehensive information about individual students. It includes personal details, family background, educational history, health information, counseling history, special concerns, interests, language, and cultural background. This document serves as a foundational tool for the guidance office, aiding in the customization of support and interventions for each student while maintaining ethical considerations such as confidentiality and informed consent.
- j. Visitors/Client Logbook- A record-keeping tool that tracks individuals seeking guidance services. It includes details such as date and time of visit, visitor/client information, purpose of the visit, staff member assigned, appointment status, follow-up actions, referrals made, confidentiality measures, feedback, or comments, and sign-in/sign-out details. This tool aids in managing counselor workload, optimizing scheduling, ensuring confidentiality, and gathering feedback for continuous improvement in the provision of guidance services

## General Policies

- a. Confidentiality must be observed all the time. Access to data is limited to the Guidance Counselor or any authorized Guidance personnel with the full consent of the client or student.
- b. Services delivered through direct and indirect approach. Direct services involve working with the clients, parents, stakeholders, teachers, and other referring agencies. While indirect services involve supportive activities without the client such as online and printed platform information about mental health and wellbeing.
- c. The practice of counseling is regulated by the provisions of Republic Act No. 9258, commonly referred to as the "Guidance and Counseling Act of 2004," which outlines professional ethics. It is essential for guidance personnel to uphold ethical standards and adhere to policies. Interactions with clients and stakeholders should align with the principles of professional ethics.



## CHAPTER 4: CAREER AND PLACEMENT SERVICES

### Article 13: Goals and Objectives

Aligned with the City College of Cagayan de Oro's vision of developing globally competitive graduates, the Career and Job Placement Unit supports students and trainees in becoming market-ready by equipping them with relevant, professionally aligned competencies.

In today's dynamic and ever-evolving labor market, higher education must go beyond academic instruction. It must provide students with the tools, insights, and experiences necessary to thrive in real-world environments—both locally and globally.

Through targeted interventions—career coaching, employability skills training, internship coordination, job placement assistance, and industry linkages—the Division aims to help students discover their strengths, champion their growth areas, and position themselves competitively for meaningful employment or entrepreneurial ventures.

The Career and Job Placement Unit aims to empower students and trainees to become career- and opportunity-ready by providing relevant programs, services, and partnerships that support their transition into meaningful employment or self-sustaining livelihood opportunities.

#### A. *Employability Objectives*

To enhance students' readiness for employment, the coordinator shall:

1. Conduct career readiness training each semester, including resume writing, job hunting, interview preparation, digital professionalism, and workplace ethics.
2. Coordinate and facilitate internship and job placement for graduating students through linkages with local industries, government agencies, and institutional partners.
3. Host annual career and opportunities fairs to connect students with employers, recruiters, and professional networks.
4. Provide regular one-on-one and group career guidance sessions to help students assess their interests, strengths, and potential career paths.
5. Maintain a graduate tracer system and labor market information hub to monitor graduate outcomes, assess employment trends, and align services with current labor demands.



6. Establish and strengthen partnerships with companies, government offices, or labor agencies to expand job placement opportunities.
7. Introduce basic AI and digital literacy workshops to familiarize students with workplace technologies, automation tools, and digital communication platforms used by employers.

### *B. Entrepreneurship and Livelihood Objectives*

To support students in building sustainable livelihood and entrepreneurial ventures, the coordinator shall:

1. Integrate entrepreneurship development sessions into career programs, focusing on business ideation, startup planning, marketing, and digital enterprise.
2. Conduct financial literacy training and workshops on savings, budgeting, accessing capital, and managing small businesses.
3. Facilitate livelihood skills training in partnership with local cooperatives, NGOs, and TESDA-accredited institutions to provide hands-on learning in income-generating activities.
4. Offer mentorship and coaching by connecting students with entrepreneurs, business leaders, and alumni engaged in microenterprises or startups.
5. Support student participation in business plan competitions, incubation programs, or community-based livelihood initiatives to strengthen practical entrepreneurship experience.
6. Integrate digital entrepreneurship platforms such as e-commerce systems, online freelancing marketplaces, and AI-enabled business tools into training programs to equip students with the competencies to launch, manage, and scale technology-driven enterprises.
7. Embed emerging technologies—such as artificial intelligence, automation software, mobile applications, and cloud-based systems—into entrepreneurship and livelihood development modules to strengthen students' capacity for innovation, digital business management, and adaptive enterprise creation in a rapidly evolving economy.

### **Article 14: Definition of Terms**

This section provides standard definitions of key terms commonly used in the context of career development, employability, entrepreneurship, and livelihood support within higher education institutions. These definitions aim to establish a shared understanding among stakeholders, implementers, and partners.



TERM	DEFINITION
<b>Career and Job Placement</b>	Services that help students find jobs or start businesses after graduation
<b>Employability</b>	A person's ability to get and keep a job based on skills, knowledge, and attitude.
<b>Career Readiness</b>	Being prepared with the skills and mindset to enter the world of work or business.
<b>Internship</b>	A short-term work experience that gives students hands-on practice in their field.
<b>Job Fair</b>	An event where students meet employers and explore job or internship options.
<b>Labor Market Information (LMI)</b>	Data on job trends, in-demand skills, and hiring needs.
<b>Entrepreneurship</b>	The act of starting and managing a small business or venture.
<b>Livelihood</b>	A way of earning income to meet daily needs, often through self-employment.
<b>Microenterprise</b>	A small business run by one person or a few people with minimal capital.
<b>Enterprise Development</b>	Support for starting and growing student or community-led businesses.
<b>Business Incubation</b>	A support process that helps early-stage entrepreneurs develop and grow their businesses through access to shared services, mentorship, infrastructure, training,  and funding opportunities, typically housed within an institution or innovation hub.
<b>Mentorship</b>	Guidance from an experienced person to help someone grow professionally.
<b>Industry Linkage</b>	Partnerships with companies to provide jobs, internships, and training.
<b>Department of Trade and Industry (DTI)</b>	A national government agency that promotes trade, entrepreneurship, and industry development in the Philippines through programs, training, and support for micro, small, and medium enterprises (MSMEs).



<b>Department of Labor and Employment (DOLE)</b>	The government agency responsible for promoting gainful employment, protecting workers' rights, and ensuring safe and fair labor practices in the Philippines.
<b>Department of Information and Communications Technology (DICT)</b>	A government agency that leads ICT development and digital innovation in the country, supporting digital literacy, e-governance, and tech-enabled enterprise initiatives.
<b>Department of Science and Technology (DOST)</b>	<p>A national government agency that promotes scientific and technological advancement in the Philippines.</p> <p>Through its innovation and incubation programs—such as the Technology Business Incubator (TBI) network—DOST supports startups, researchers, and student entrepreneurs by providing access to funding, facilities, mentorship, and commercialization opportunities.</p>
<b>Public Employment Service Office (PESO)</b>	A local government-based employment facilitation office mandated by DOLE to provide employment services, labor market information, and career guidance at the community level.
<b>Oro Chamber</b>	The official voice of business in Northern Mindanao, serving Cagayan de Oro City, Misamis Oriental, and nearby areas. It operates as a non-stock, non-profit organization of entrepreneurs and professionals focused on fostering private-sector-led business development.

## Article 15: Policies and Guidelines

This section provides the basic rules and procedures that guide the delivery of career, employability, and entrepreneurship services to ensure organized and effective implementation.

### A. Career Placement Policies

<b>POLICY/GUIDELINE</b>	<b>DESCRIPTION</b>
<b>Equal Opportunity Policy</b>	Career and job placement services must be accessible to all students and graduates, regardless of program, background, or socioeconomic status.
<b>Data Privacy and Confidentiality</b>	Student records, employment information, and employer data must be handled in compliance with the Data Privacy Act of 2012.



<b>Partnership and Employer Accreditation</b>	Employers and industry partners must undergo a basic accreditation process to ensure the legitimacy and safety of placements or internships.
<b>Student Preparedness and Screening</b>	The tasked office will conduct pre-placement activities (e.g., mock interviews, resume checks) to ensure students are job-ready before endorsement.
<b>Monitoring and Feedback Mechanism</b>	All placements must be monitored, and feedback must be collected from both students and employers to inform service improvements.
<b>Graduate Tracer Requirement</b>	Graduates are encouraged to participate in tracer studies to support continuous program development and labor market alignment.

### *B. Livelihood and Entrepreneurship Guidelines*

<b>POLICY/GUIDELINE</b>	<b>DESCRIPTION</b>
<b>Eligibility for Livelihood Programs</b>	Students or trainees must undergo orientation and skills assessment before engaging in livelihood or enterprise activities.
<b>Partnership with Government Agencies</b>	Coordinate activities/programs with initiatives from DTI, DOLE, DOST, TESDA, or LGUs for capacity-building, support, or funding access.
<b>Participation in Entrepreneurship Development Programs and Business Pitching Competitions</b>	Students are encouraged to join internal and external pitching competitions as a platform to refine ideas, gain feedback, and attract support, such as but not limited to, Incubation Programs, Acceleration Programs, and/or Hackathons and Innovation Challenges.
<b>Impact Tracking</b>	Students engaged in entrepreneurship must report on progress and outcomes, especially if they receive institutional or agency support.

## **Article 16: Annual Career Placement & Livelihood/Entrepreneurship Activities**

These quarterly-based activities are designed to empower students to confidently navigate their future, whether in employment or enterprise. Through guided experiences, skill-building, and exposure to real-world opportunities, students are equipped to make informed choices, pursue their goals, and thrive in a dynamic landscape of gainful income.



SCHEDULE	THEME	CAREER PLACEMENT ACTIVITIES	ENTREPRENEURSHIP & LIVELIHOOD ACTIVITIES
July–September	Foundations	<ul style="list-style-type: none"> <li>• Career Orientation &amp; Labor Market Trends</li> <li>• Resume &amp; Portfolio Building Workshop</li> <li>• Career Coaching &amp; Goal Setting</li> <li>• Resume Building Using AI Tools</li> <li>• Career Orientation on Future Workforce &amp; AI Trends</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship Ideation Bootcamp</li> <li>• Business Model Canvas Workshop</li> <li>• Digital Branding with AI</li> </ul>
October–December	Skills	<ul style="list-style-type: none"> <li>• Internship Matching &amp; Pre-Deployment Briefing</li> <li>• Mock Interviews &amp; Soft Skills Training</li> <li>• Industry Talks &amp; Career Pathways Forum</li> <li>• Freelancing &amp; Gig Economy Essentials Using Tech Platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Product Development &amp; Branding Workshop</li> <li>• Financial Literacy for Young Entrepreneurs</li> <li>• Digital Marketing Basics</li> </ul>
January–March	Launch	<ul style="list-style-type: none"> <li>• Job Fair &amp; Employer Matching</li> <li>• On-Site Employer Recruitment</li> <li>• Job Application Skills Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Business Pitching Competition</li> <li>• Hackathon or Startup Challenge</li> <li>• Startup Mentorship Clinics</li> <li>• Generative AI for Product Design and Marketing</li> </ul>

## Article 17: Linkages and Partnerships

These collaborations are strategically developed to enhance students’ access to employment pathways, enterprise development opportunities, and industry-based experiences—supporting their smooth transition from education to meaningful careers or sustainable business ventures.

To ensure that all partnerships remain purposeful and impactful, the institution adheres to established guidelines set by the Linkages and Partnerships Office (LAPO), ensuring that every engagement aligns with its mission to cultivate employability, entrepreneurial capacity, and future-ready competencies.





## **CHAPTER 5: STUDENT HANDBOOK**

### **Article 18: Goals and Objectives**

The Student Handbook is crafted to promote a safe, respectful, and inclusive learning environment where all students are empowered to grow academically, morally, and socially. It aims to uphold the values of academic integrity, ethical conduct, and responsible citizenship, serving as a clear and accessible guide for students in navigating their journey within the institution. By setting forth well-defined expectations on student behavior, institutional policies, and disciplinary processes, the handbook helps ensure a community grounded in order, fairness, and mutual respect.

At its core, the handbook seeks to support students in becoming morally upright and socially responsible individuals. It introduces them to the school's policies, behavioral expectations, and academic standards while cultivating a deep understanding of their rights and responsibilities as members of the



academic community. Through its guidance, students are encouraged to develop essential life skills—communicating effectively, collaborating with others, and resolving conflicts in a constructive manner. It also promotes active participation in school life by fostering leadership, service, and personal initiative. Ultimately, the handbook serves as a foundational tool in nurturing habits of self-discipline, respect for diversity, and a strong commitment to personal excellence.

### **Article 19: Services**

In line with its commitment to uphold institutional values and foster a well-informed student body, the school provides services that support the development, dissemination, and understanding of the Student Handbook. These services ensure that every student is made aware of the policies, expectations, and guiding principles that govern academic and community life.

To support these goals, the institution facilitates orientation programs at the beginning of each academic year where students are formally introduced to the contents of the Student Handbook. These sessions are led by designated offices such as the Student Affairs Office, the Guidance and Counseling Office, and academic departments, ensuring that students fully understand their rights, responsibilities, and the consequences of misconduct.

In addition, the Student Affairs Office plays a central role in the implementation, interpretation, and regular updating of the handbook. It provides clarification and guidance on specific policies, handles concerns and violations in accordance with due process, and serves as a bridge between the administration and the student body.

To ensure accessibility, the handbook is made available in printed and digital formats, and distributed to all students through the school website, learning platforms, or printed copies when necessary. Supplementary materials—such as summary guides, visual explainers, and advisory bulletins—may also be provided to improve understanding, especially among younger learners.

Furthermore, the institution encourages a feedback mechanism wherein students, faculty, and staff may propose revisions or improvements to the





handbook. Through consultations and student representation in committee discussions, the school promotes transparency and shared responsibility in maintaining policies that are fair, relevant, and responsive to the needs of the school community.

In all, these services ensure that the Student Handbook is not merely a set of rules, but a living document—actively used, regularly reviewed, and deeply integrated into the daily life of the institution.

## **CHAPTER 6: SCHOLARSHIP AND FINANCIAL ASSISTANCE**

### **Article 20: Goals and Objectives**

This scholarship and financial assistance aims to help financially challenged but deserving students secure financial aid, such as scholarships and grants, for their studies. The office actively seeks out potential private scholarship donors.

### **Article 21: Services**

#### **1. Comprehensive Scholarship and Grant Management**

This service is at the heart of our financial assistance efforts. Active management has a diverse portfolio of scholarships and educational grants. This includes opportunities provided by the college itself, programs from the national and local government, and generous contributions from private organizations and individuals. The office ensures that all these valuable resources are effectively channeled to deserving students.

#### **2. Scholarship Information Dissemination**



The office is committed to making sure students are aware of every possible opportunity. This service focuses on widely disseminating information about all available scholarship slots. Various channels are used to reach students, ensuring they have timely access to details on eligibility, application procedures, and deadlines.

3. Student Applicant Screening

To ensure fairness and identify the most deserving candidates, the office facilitates the conduct of a thorough screening process through City College Admission Test (CCAT) for all student applicants seeking scholarship grants. This involves reviewing applications, verifying eligibility, and sometimes conducting interviews to assess students' needs and potential.

4. Scholarship Documentation Processing

This service is dedicated to processing all necessary scholarship documentation for students. To ensure that all forms are accurately completed, submitted on time, and that all requirements from both the student and the donor are met the office facilitates.

## Article 22: Partner Scholarships & Subsidies

City College of Cagayan de Oro (CCDO) actively welcomes partnerships and scholarship endorsements from private establishments, non-government organizations (NGOs), and government agencies.

This section outlines the current collaboration with the Cagayan de Oro City Scholarships Office prospective enrollees.



SCHOLARSHIP CATEGORY	DESCRIPTION	PROCESS
<b>Qualified City Scholars</b>	Applicants who passed the City Scholarships screening and are interested to enroll in CCCDO	<b>CCAT Participation.</b> The City Scholar pre-registers to a schedule to take the City College Admission Test (CCAT).  <b>Result Notification.</b> The scholar receives a notification—whether qualified or not—for enrollment.
<b>Non-Qualified City Scholars</b>	Applicants who did not qualify the City Scholarships Exam and were endorsed by the CDO Scholarships Office to explore CCCDO	<b>Course Placement.</b> During enrollment, the scholar is advised on the appropriate course based on their CCAT score.
<b>Overseas Workers Welfare Administration (OWWA) Scholars</b>	An initiative designed to support the educational needs of dependents of overseas Filipino workers (OFWs).	OWWA Scholars notify the scholarship and financial assistance office to facilitate the official documents of enrollment to the office of OWWA.
<b>CHED/UniFast Scholars</b>	A grant-in-aid program that covers full or partial tertiary education expenses for priority students enrolled in SUCs, CHED-recognized LUCs, and private higher education institutions.	All students qualified to apply will be encouraged to submit documents to CHED for assessment and approval for a grant-aid program

## CHAPTER 7: ADMISSION SERVICES

### Article 23: Goals and Objectives

To establish an inclusive, accessible, and efficient admissions and student support system that adheres to CCCDO's mission of delivering quality higher education to underserved learners, while supporting its sustainability as a Local Economic Enterprise (LEE). To achieve this goal, the following objectives are set:

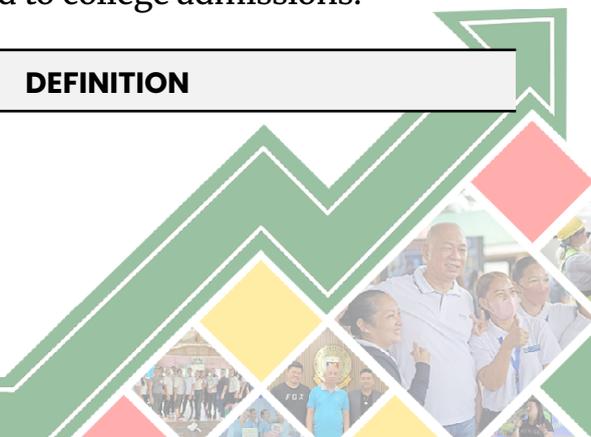


1. Ensure transparent and merit-based admission processes through the implementation of standardized testing and clear eligibility guidelines.
2. Provide timely and responsive guidance, assessment, and enrollment services (with Registrar's Office) via the coordinated efforts of the GCASO and partner offices, ensuring smooth implementation of admission cycles, testing, and communication of results.
3. Strengthen partnerships that promote access to scholarships and subsidies by coordinating with agencies, establishments, and other external agencies to accommodate qualified and capable students due to financial constraints.
4. Promote the institution's academic offerings through admission activities including school and market caravans, social media campaigns, and info sessions to inform and attract prospective students from various areas.
5. Contribute to the long-term viability of CCCDO as a Local Economic Enterprise (LEE) by implementing an admissions and student support system that is cost-effective, responsive to community needs, and designed to sustain a steady, student population that supports institutional sustainability,
6. Regularly evaluate and improve systems to align with institutional goals and student needs by conducting end-of-cycle reviews and planning workshops that assess efficiency, identify gaps, and propose strategic improvements to better serve future cohorts.

#### Article 24: Definition of Terms

This section provides clear and standardized meanings of key terms used throughout the Manual of Operations. It ensures consistency and understanding of processes, roles, and policies related to college admissions.

TERM	DEFINITION
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**City College of Cagayan de Oro Scholarship Program**

An initiative by the LGU of Cagayan de Oro that provides free tuition and/or matriculation educational support to qualified students of Cagayan de Oro City and neighboring provinces/municipalities.

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**Pre-registration**

The initial step where applicants indicate their intent to apply, typically via online or in-person forms.

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**Applicants**

A person who has submitted the required documents to be considered for admission. These individuals are identified as but not limited to the following:

- Persons with Disabilities (PWDs);
  - Indigenous Peoples (IPs);
  - Women, particularly those in situations of disadvantage or underrepresentation;
  - Members of the LGBTQIA+ community;
  - Students from low-income or marginalized backgrounds;
  - Out-of-school youth;
  - Working students and student-parents; and
  - Other individuals from underrepresented or vulnerable sectors seeking educational opportunity.
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**City College Admission Test (CCAT)**

A standardized test administered to student applicants as a prerequisite to enrollment. This is used to assess applicants' qualifications for admission.

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**Ranking System**

A method where applicants are ranked based on test results instead of a fixed passing score.

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**City College of CDO Scholar**

A student who qualifies for the free tuition and other benefits under the city local scholarship program.

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**Waitlist**

A list of applicants who may be offered admission if slots become available.

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**Transferee**

A student applying from another college or university to continue studies at CCCDO.

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**Returnee**

Is an enrolled CCCDO student who discontinued their studies for any reason and is now applying for re-admission to continue their program.

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**Shiftee**

A currently enrolled CCCDO student who wishes to transfer from one academic program to another within the institution.

**CDO City Scholarships Office (CSO)**

The CDO City Scholarships Office is a local government unit responsible for managing and implementing scholarship programs for qualified residents of Cagayan de Oro, including those enrolled at CCCDO.

**City Economic Enterprises and Business Development Administration (CEEEDA)**

A local government office tasked with managing city-owned economic enterprises and promoting sustainable local business growth.

Likewise, a partner of the City College of Cagayan de Oro (CCCDO) in supporting admission activities and in promoting educational programs and tech-voc trainings, especially among market-goers and its internal stakeholders.

**Article 25: Admission Cycle Timeline**

This section is an overview of the step-by-step implementation of the Promotion, Assessment, Selection, and Enrollment Process, led by the Guidance, Counseling, and Admission Services Office (GCASO). It details how CCCDO attracts prospective students, evaluates their readiness through an admission test, ranks qualified applicants, and supports them throughout the enrollment process.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
Promotion & Outreach of HE & TSTI	Yellow	Pink	Pink	Yellow			Yellow			Yellow		
City College Admission Test (CCAT) Pre-registration					Blue	Blue	Blue	Blue	Blue			
CCAT Administration - Batch 01						Orange	Orange	Orange	Orange			
Posting of CCAT Result Batch 01									Orange			
CCAT Administration - Batch 02										Red		
Posting of CCAT Result Batch 02											Red	
Participation to Enrollment										Green	Green	
Evaluation & Planning for next Academic Year												Red



PERIOD	KEY ACTIVITY	DELIVERABLES	RESPONSIBLE OFFICES	PARTNERS
September–December	Promotion & Outreach with CCAT pre-registration	<p>Sending letters to public senior high schools &amp; preparation of promotions.</p> <ul style="list-style-type: none"> <li>Social media posts and Facebook live information sessions</li> <li><b>Radio Ad placement request</b></li> <li>Radio/TV guesting and community announcements</li> <li>Tarpaulin displays and flyer distribution during People's Day</li> <li>Caravans to schools, markets, and barangays</li> <li>Formulation of AY 2026-2027 database.</li> </ul>	<ul style="list-style-type: none"> <li>Student Affairs &amp; Services Cluster</li> <li>GCASO</li> <li>Academic Affairs Cluster</li> <li>Promotions and Communications Office</li> <li>Technology Innovation and Data Management Center (TIDMaC)</li> <li>Physical Plant Services (PPS)</li> </ul>	<p>Reach out to the following for additional mileage:</p> <ul style="list-style-type: none"> <li>CDODev.com</li> <li>Cagayan de Oro City Information Office</li> <li>RPN DXKO Cagayan de Oro</li> <li>RMN DXKO Cagayan de Oro</li> <li>Juander Radyo Cagayan de Oro</li> <li>CDO Councilor Facebook pages</li> <li>CEEEDBA – Cagon Branch</li> </ul>

January–May	City College Admission Test (CCAT) Pre-registration	<p>Promotional activities with the emphasis on pre-registration, include:</p> <ul style="list-style-type: none"> <li>Social media posts and Facebook Live information sessions</li> <li><b>Process radio Ad placement</b></li> <li>Radio ad broadcasts, simultaneously published on media partners' Facebook pages</li> <li>Radio and TV guestings, along with community announcements</li> <li>Highlighting course offerings through official social media platforms.</li> </ul>	<ul style="list-style-type: none"> <li>GCASO</li> <li>Promotions and Communications Office (PCO)</li> <li>Technology Innovation and Data Management Center (TIDMaC)</li> <li>Physical Plant Services (PPS)</li> </ul>	
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February–May (Batch 01)	CCAT Administration & Result Publication	<ul style="list-style-type: none"> <li>Preparing test materials scheduling and coordinating test dates</li> <li>Managing examinee lists and <u>securing venues</u></li> <li>Ensuring proper test supervision.</li> <li>Scoring, ranking, and official release of results</li> </ul>	<ul style="list-style-type: none"> <li>GCASO (Psychometrician)</li> <li>Promotions and Communications Office (PCO)</li> <li>Physical Plant Services (PPS)</li> </ul>	
June (Batch 02) and July (Batch 03) if applicable				
May (Batch 01)	Release of CCAT Results & Notification	<ul style="list-style-type: none"> <li>Posting of CCAT Results (Batch 01 &amp; 02) via Facebook Page</li> <li>Send out SMS/email notices</li> </ul>	<ul style="list-style-type: none"> <li>GCASO (Career and Admission Coordinator)</li> <li>Promotions and Communications Office (PCO)</li> </ul>	
June (Batch 02) and July (Batch 03) if applicable				
June–July	Enrollment of Qualified Applicants	<ul style="list-style-type: none"> <li>Signing of clearance for 2<sup>nd</sup>-4<sup>th</sup> year</li> <li>Release of CCAT Result for incoming freshmen</li> </ul>	<ul style="list-style-type: none"> <li>GCASO (Career and Admission Coordinator)</li> </ul>	



August	Evaluation & Planning	<ul style="list-style-type: none"> <li>• Post-admission cycle report presentation.</li> <li>• Evaluation and planning for the following Academic Year</li> </ul>	<ul style="list-style-type: none"> <li>• Director, Student Welfare Services Division</li> <li>• Head, Guidance, Counseling and Assessment Services Office</li> <li>• Career and Admission Coordinator</li> </ul>
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## Article 26: Eligibility, Testing Procedures, and Release of Results

This part details the qualifications required for admission, the standard procedures for administering the admission test, and how results (qualified and non-qualified) are communicated to applicants.

CATEGORY	DETAILS
<b>Eligibility to take the City College Admission Test (CCAT)</b>	<ul style="list-style-type: none"> <li>• Senior High School graduate</li> <li>• Non-Senior High School graduate (Old Curriculum)</li> <li>• Alternative Learning System (ALS) Completer</li> <li>• Transferee</li> <li>• Returnee</li> <li>• Anyone interested to finish their college education regardless of geographical location</li> </ul>
<b>Requirements to take CCAT</b>	<ul style="list-style-type: none"> <li>• Pre-register on the provided link</li> <li>• Bring ballpen or pencil on the day of scheduled exam</li> </ul>
<b>Conduct of CCAT</b>	<ul style="list-style-type: none"> <li>• <b>Arrival and Registration.</b> Examinees will register their attendance upon arrival at the testing venue.</li> <li>• <b>Orientation Session.</b> A <b>brief orientation</b> will be conducted by the proctor, covering: An overview of CCCDO (history, course offerings, facilities, and amenities), testing rules and reminders, important dates and schedules for takers to remember.</li> <li>• <b>Open forum for basic inquiries.</b></li> <li>• <b>Test Materials Distribution.</b> After the orientation, the proctor will distribute the CCAT questionnaire, answer sheet, and solution paper.</li> <li>• <b>Exam Administration.</b> The test duration is <b>1 hour and 30 minutes</b>. The proctor may conduct the exam in</li> </ul>





30-minute intervals or as a continuous session, depending on the schedule.

- **Post-Test Process.** Upon completion, the Psychometrician will:
  - Check and score the answer sheet
  - Record results
  - Organize the test materials in chronological order
  - Notify immediate Head

---

**Testing rules and reminders**

- **Be on time.** Examinees must arrive at the testing venue at least 30 minutes before their scheduled time.
- **Maintain silence and focus.** Talking or any unnecessary movement during the test is strictly prohibited. Test takers will be given only two (2) warnings:
  - *First warning* – verbal reminder
  - *Second warning* – transfer of seat
  - *Third violation* will result in confiscation of the test form and disqualification.
- **No cheating or use of unauthorized devices.** Mobile phones, notes, and other electronic gadgets are not allowed inside the testing room.
- **Remain seated unless permitted.** Examinees may not leave the room during the examination unless authorized by the test proctor.

---

**Notification of CCAT result**

- CCAT admission numbers of qualified applicants will be posted on the official/authorized City College of Cagayan de Oro Facebook page on the scheduled release date/s.
- 





- Only those who qualify based on test results will receive a notification via email and/or SMS for further instructions on enrollment schedules and requirements.
- GCASO accommodates result inquiries via email, mobile, or Facebook. For data security, a valid ID photo is required before releasing any information such as CCAT Admission Number.

---

#### **CCAT Appeal Process**

##### **- For Non-Qualified Takers**

- **Inquire at GCASO.** The applicant must express its interest by reaching out to the Guidance, Counseling, and Admission Services Office (GCASO) through official channels (personal, email, phone, or FB).
  - **State Reason for Appeal.** The applicant must briefly explain the basis or request for reconsideration (e.g., special circumstances, request to be waitlisted).
  - **Waitlist Consideration.** If applicable, the applicant may be added to a waitlist depending on available slots and final enrollment turnout.
  - **Notification of Outcome.** GCASO will review the appeal and notify the applicant of the result via official communication channels.
- 



## CHAPTER 8: CHILDMINDING AREA

### Article 27: Objectives

The Agusan Campus seeks to implement a Childminding Area designed to be safe, supportive, and appropriate. This facility's strategic purpose is to facilitate the uninterrupted academic pursuits of student-parents enrolled in baccalaureate and technical-vocational programs, thereby contributing to enhanced inclusivity, decreased attrition rates, and improved student success and well-being.

### Article 28: Scope

The Childminding Area established in the City College of CDO – Agusan Campus is open and accessible to CCCDO's internal stakeholders.

### Article 29: Definition of Terms

1. *Childminding Area* - A designated space at City College of CDO – Agusan Campus equipped with age-appropriate toys, learning materials, and tools to support safe and meaningful play for young children.
2. *User* – A student-parent, tech-voc trainee parent, solo mother or father, faculty member, non-teaching staff, or personnel who avails of the Childminding Area services.
3. *Attendant* – An authorized person assigned by the user—such as a family member, classmate, or peer—responsible for supervising and attending the child's wellness while in the Childminding Area.
4. *Support Services*- Comprehensive services including but not limited to health services and support for work-life balance (e.g., child-minding facilities, flexible arrangements) are part of the policy framework in some institutions.

### Article 30: Operational Guidelines

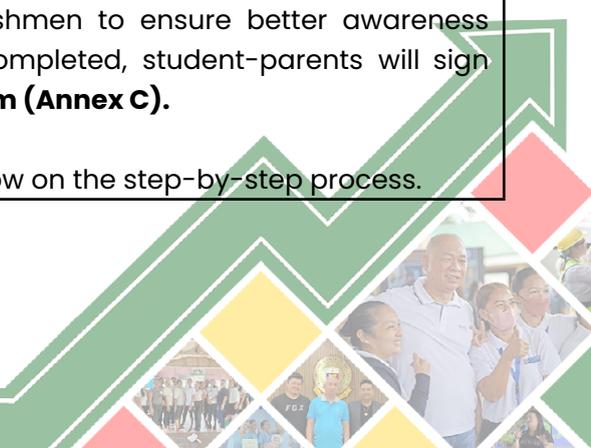
This Manual of Operating Procedures (MOP) outlines the essential guidelines for managing the Childminding Area's daily operations. It details service access, operating hours, safety and health protocols, staffing requirements, and behavior management strategies.



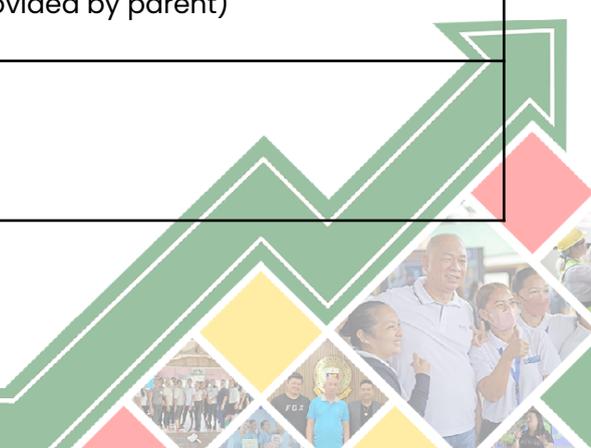
These guidelines ensure consistent and safe service delivery, creating a supportive environment where users can focus on their studies or work with confidence in their child's care.

This MOP will be regularly reviewed and revised to adapt to evolving needs, ensuring its continuous improvement and relevance.

NO	CATEGORY	GUIDELINE
1.	Eligibility	<p>The Childminding Area is primarily for <b>currently enrolled college students and tech-voc trainees of Agusan Campus</b>. Faculty, non-teaching staff, and personnel may also use the service.</p> <p>Due to limited space, access is exclusive to <b>City College of CDO (CCCCDO) users</b> (enrolled students, faculty, and staff).</p> <p>Relatives like nephews or nieces aren't eligible. Priority is given to <b>student-parents and those without alternative childcare options</b>.</p> <p>Nursing mothers will be referred to the Clinic's Breastfeeding Area for appropriate care and support.</p>
2.	Leadership	<p>Oversight of the Childminding Area is the responsibility of the Gender and Development Office Focal Point and collaborates with the Student Welfare Services Division Director for its implementation.</p>
3.	Child Age Range	<p>Accepts children aged 1 to 6 years old.</p> <p>Children must be in good health and free from communicable diseases.</p>
4.	Onboarding	<p>Interested users must complete the <b>Registration Form (see Annex A)</b> providing personal and child details, such as but not limited to, proof of enrollment, schedule of class, birth certificate, and others.</p> <p>Importantly, users are required to attend an <b>Orientation Session (Annex B)</b> before accessing the service. Orientation for the Childminding Area will be scheduled alongside the Week of Welcome activities for freshmen to ensure better awareness and participation. Once completed, student-parents will sign the <b>Acknowledgement Form (Annex C)</b>.</p> <p>See detailed provisions below on the step-by-step process.</p>



5.	Access	<p><b>Service access is granted only after onboarding is complete.</b></p> <p>Users must present a valid ID upon check-in.</p> <p>During operating hours, <b>access is limited to one or two attendants per child.</b> The user or attendant is solely responsible for their child's safety. Any incidents will be referred to the appropriate office.</p>
6.	Parental Responsibilities (for strict implementation)	<p>Student-parents and other users must remain on campus while their child is in the Childminding Area.</p> <p><b>Users or their authorized attendants are required to personally sign in and sign out when dropping off or picking up the child.</b></p> <p>To ensure safety, only those listed as authorized in the registration form may fetch the child. Users are encouraged to maintain communication with staff and visit during breaks whenever possible.</p>
7.	Sanction	<p>Users and/or attendants who display behavior that endangers the welfare of children—including, but not limited to:</p> <ul style="list-style-type: none"> <li>● Leaving the child unattended inside or outside the facility.</li> <li>● Disrespecting or arguing with staff in front of children.</li> <li>● Allowing a non-authorized person to pick up the child.</li> <li>● Bringing in sick children despite health advisories.</li> </ul> <p>—shall be referred to the Student Affairs and Services Cluster for appropriate action based on college policies.</p>
8.	Operating Hours	<p>Open from 8:00 AM to 4:40 PM, Monday to Friday.</p> <p>Closed on weekends, holidays, and campus-wide events unless otherwise announced.</p>
9.	Staffing	<p>Extension and Social Development Services shall designate an Officer-in-Charge (OIC) or staff to oversee the Childminding Area.</p>
10.	Allowed Activities	<ul style="list-style-type: none"> <li>● Free play and storytelling</li> <li>● Learning through toys and flashcards</li> <li>● Snack time (food provided by parent)</li> <li>● Quiet time/naps</li> </ul>
11.	Nutrition & Personal Items	<p>Users must provide labeled:</p> <ul style="list-style-type: none"> <li>● Snacks/meals</li> <li>● Extra clothes</li> </ul>



		<ul style="list-style-type: none"> <li>• Diapers/wipes (if needed)</li> <li>• Drinking bottle or cup</li> </ul>
12.	Health & Safety	For the health and safety of all children, those showing signs of illness—such as fever, flu, or rashes—will need to stay at home until they are fully well or will be referred to the school clinic for appropriate assistance.
13.	Maintenance & Cleanliness	<p>To maintain a safe and healthy environment, the facility must undergo daily cleaning and sanitization. This includes routinely wiping and disinfecting frequently touched items such as tables and toys.</p> <p>Any necessary repairs, improvements, and/or replacements in the Childminding Area—such as broken doors, windows, or plumbing—must be promptly reported by the Student Welfare and Services staff to the Physical Plant Services (PPS) Office to help maintain a safe and child-friendly environment.</p>
14.	Donations Received	<p>The Student Welfare and Services Office welcomes donations to support and enhance the services of the Childminding Area.</p> <p>Contributions may come from CCCDO staff, other departments within the LGU-Cagayan de Oro, commercial establishments, and relevant Non-Government Organizations (NGOs). Donations may include learning materials, toys, or other items that improve the facility's delivery of care and support.</p> <p><b>All donated items (external and internal) shall be officially addressed to and received by the Office of the Student Affairs and Services Office, and subsequently endorsed to the Student Welfare and Services Office for use in the Childminding Area.</b></p>
15.	Left Behind Items	Items unintentionally left behind by the user or attendant will be safely stored in the Lost and Found box and may be claimed upon proper verification. <b>If unclaimed after a reasonable period, the office reserves the right to dispose of the items at its discretion.</b>

### Article 31: Onboarding Procedure

This section provides general information on how users and their authorized attendants can enroll in and begin using the Childminding Area. Participation in the onboarding process is required to ensure all users are familiar with the facility's guidelines, expectations, and safety procedures.



1. The Student Affairs and Services Office will endorse the list of student-parents who registered for the usage of Childminding Area for the current academic year.
2. Registered student-parents are required to attend the Childminding Orientation headed by the Gender and Development Office and assisted by the Student Welfare Services Office. This orientation will be simultaneously conducted during the Weeks of Welcome.
3. After completion of the orientation, participants will sign the Acknowledgment Form to confirm the eligibility to access the Childminding Area, including the assignment of time slots, authorized attendant registration, and guidance on proper use of the facility.

### **Article 32: Staffing and Training**

To ensure proper supervision, the Childminding Area will maintain a **staff-to-child ratio of 1:5 to 1:7**, varying by age group (excluding any accompanying users or attendants). Beyond the regular staff, the program also welcomes support from the Government Internship Program (GIP), school-based internships, and volunteer partnerships with local community and social work organizations.

All personnel, including interns, are required to complete orientation, child protection training, and basic first aid certification to ensure a safe and nurturing environment for the children, in coordination with Gender and Development Focal Point, School Health Services, Center for Human Rights Education and Student Affairs and Services Office.

### **Article 33: Monitoring and Evaluation**

To assess the effectiveness, safety, and overall impact of the Childminding Area. An **Evaluation Form (Annex D)** to gain feedback from users, including the attendance records, and **Incident Reports (Annex E)** are reviewed for continuous improvements and ensure accountability in service delivery by the Director of Student Welfare and Services Office.



## CHAPTER 9: BUSINESS HOURS AND LOCATION

Guidance Counselor Faith Quinal-Colarte, RGC  
 License Number 0003722  
 0917-777-2946  
 citycollegguidancecaservices@gmail.com

Business Hours 8:00am-5:00pm  
 Monday-Friday

Location Main Campus, Agusan, Cagayan de Oro City

Vicinity Map



### Article 34: Directory of Community Referral

Agency	Contact Person	Contact number/Email Address
City Health Department	DR. RACHEL D. DILLA, MD City Health Officer	<p>HEMS Hotline            0927-584-1329            (088) 880-3199            E-mail Address:  <a href="mailto:cityhealth@cagayandero.gov.ph">cityhealth@cagayandero.gov.ph</a>;  <a href="mailto:cdocityhealthoffice@gmail.com">cdocityhealthoffice@gmail.com</a> ;  <a href="mailto:cityhealthoffice.cdoci@gmail.com">cityhealthoffice.cdoci@gmail.com</a></p> <p>Facebook:  <a href="https://www.facebook.com/CityHealthOfficeCDO">https://www.facebook.com/CityHealthOfficeCDO</a>            Web Portal:  <a href="https://choonline.cagayandero.gov.ph/">https://choonline.cagayandero.gov.ph/</a></p>



JR Borja General Hospital	DR. MICHAEL JUN C. PEREZ Acting Chief of Hospital	ER 088-8801070 / Malasakit 088-882-7387/ Admitting 088-880-2001 jrborjagenhosp@gmail.com Contact No. : (088) 880-1070; 09954968279 E-mail Address: jrbgh@cagayandeoro.gov.ph; jrborjagenhosp@gmail.com  Facebook: <a href="https://www.facebook.com/J.R.BORJA_GENERALHOSPITAL">https://www.facebook.com/J.R.BORJA GENERALHOSPITAL</a> Website: <a href="https://jrbgh.cagayandeoro.gov.ph/">https://jrbgh.cagayandeoro.gov.ph/</a>
CDRRMO	NICK A. JABAGAT Department Manager	Contact No.: 911   09177705044  E-mail Address: cdrrmd@cagayandeoro.gov.ph; cdo.oroescue911@gmail.com  Facebook: <a href="https://www.facebook.com/ORORES&lt;br/&gt;CUE">https://www.facebook.com/ORORES CUE</a>
CDO Police Station 10 (Cugman)	PCPT Macario Lim Linog Jr Officer-in-Charge	733 – 222 UKC Baloi, Tablon
CDO Mental Helpline	Jaymee Q. Leonen, Phd Cand., Rpsy Psychosocial Division Head and Resident Psychologist	Hotline Number: 0970 039 2709 Facebook: <a href="http://www.facebook.com/CswdCdoPsy&lt;br/&gt;chosocial">www.facebook.com/CswdCdoPsy chosocial</a>
CSWD	ANECIA C. TONGSON Acting CSWD Officer	0970 039 2709 Landline: (088) 858-6325 <a href="mailto:cswdpsychosocial@gmail.com">cswdpsychosocial@gmail.com</a>



## CHAPTER 10: EFFECTIVITY

The City College of Cagayan de Oro GUIDANCE, COUNSELING AND ASSESSMENT SERVICES Manual shall take effect on SY 2024-2025 upon approval by the College President with the endorsement of the Guidance, Counseling and Assessment Services Head and recommending approval of the Director of Education Policy and Program Management.

**Sgd. FAITH QUINAL-COLARTE, RGC**  
Director  
Student Welfare and Services Unit

Recommending Approval:

**Sgd. MARK RAYMOND S. TAN, EdD**  
Vice President  
Office of Student Affairs and Services

Approved:

**Sgd. DR. JESTONI P. BABIA, EdD**  
College President  
City College of Cagayan de Oro



## Appendices

Guidance, Counseling and Assessment Forms may be automated or manually filled-out

- Student Personal Data/Intake Sheet




Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
GUIDANCE, COUNSELING AND ASSESSMENT SERVICES

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**STUDENT PERSONAL DATA/INTAKE SHEET**

Please complete all the information necessary. All data submitted to this office is protected through the Data Privacy Act of 2012. Your information will be used solely for educational references and will be kept confidential and secure. We are committed to protecting your privacy and ensuring the security of your personal data.

Student Name \_\_\_\_\_ Course/Yr. \_\_\_\_\_ Contact Number \_\_\_\_\_  
 Home Address \_\_\_\_\_ Student ID No. \_\_\_\_\_  
 Gender:  Male  Female  Others: Please specify: \_\_\_\_\_ Email Address: \_\_\_\_\_  
 Father's Name \_\_\_\_\_ Occupation: \_\_\_\_\_ Contact Number \_\_\_\_\_  
 Mother's Name \_\_\_\_\_ Occupation: \_\_\_\_\_ Contact Number \_\_\_\_\_  
 Guardian's Name \_\_\_\_\_ Occupation: \_\_\_\_\_ Contact Number \_\_\_\_\_  
 Current Residence  Living with Parents/Relatives  Living in a boarding House  
 Current Address \_\_\_\_\_

Are you a working student?  Yes  No Are you a scholar?  Yes  No  
 Number of Siblings: \_\_\_\_\_ Rank/order among siblings: \_\_\_\_\_  
 Number of siblings who are in college? \_\_\_\_\_  
 Are you a member of an indigenous group of people?  Yes  No  
 If yes, please specify the name of the indigenous group you belong to: \_\_\_\_\_

**What do you think prevents you from achieving your ideal level of academic success?**  
(Check all that may apply)

<p><b>Time Challenges</b></p> <input type="checkbox"/> Too overextended in extracurricular activities <input type="checkbox"/> Too much wasted time <input type="checkbox"/> Work too many hours <input type="checkbox"/> Procrastination <input type="checkbox"/> Lack of Sleep <p><b>Academic Challenges</b></p> <input type="checkbox"/> Not happy with major <input type="checkbox"/> Dislike college and studying <input type="checkbox"/> Learning disability <input type="checkbox"/> Poor study environment <input type="checkbox"/> Poor concentration <input type="checkbox"/> Poor note-taking skills <input type="checkbox"/> Inadequate reading skills <input type="checkbox"/> Inadequate writing skills <input type="checkbox"/> Inadequate math skills <input type="checkbox"/> Inadequate study skills <input type="checkbox"/> Task/Studying _____	<p><b>Personal Challenges</b></p> <input type="checkbox"/> New independent status <input type="checkbox"/> Roommate problems <input type="checkbox"/> Housing problems <input type="checkbox"/> Relationship worries/breakup <input type="checkbox"/> Previous failure <input type="checkbox"/> Parental Pressure <input type="checkbox"/> Loss of a family member <input type="checkbox"/> Significant Family Change <input type="checkbox"/> Health and/or mental health concerns <input type="checkbox"/> Making friends/loneliness <input type="checkbox"/> Worried about money/inadequate financial aid <input type="checkbox"/> Motivation <input type="checkbox"/> Other: _____
--	--

**How many hours per week do you spend doing the ff:**

• Working _____	• Extracurricular activities _____
• Social Media/Mobile use _____	• Academic _____

**Please rate your level of agreement with the following statements:**

• I managed my time well	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
• I attend all my classes each week (unless excused).	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
• I complete my homework and other assignments on time	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
• I put "off" fun when I need to study or work on school assignments.	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never

Are you interested in the guidance and counseling services anytime when needed?  Yes  No  
 Which school services would you consider using this semester?  
 Peer Mentoring  Counseling  Academic Coaching/Tutoring  Professor Office Hours

- Call Slip

	<b>CITY COLLEGE OF CAGAYAN DE ORO</b> <b>GUIDANCE, COUNSELING AND</b> <b>ASSESSMENT SERVICES</b>	
<b>CALL SLIP</b>		
_____		
Date		
The bearer _____		
(Student name)		
of _____		
(Class schedule/room number)		
is scheduled		
to see the undersigned for:		
<input type="checkbox"/> Individual conference/counseling		
<input type="checkbox"/> Individual testing/assessment		
<input type="checkbox"/> Follow-up: Academic/personal concerns		
<input type="checkbox"/> Others: _____		
Kindly send him/her to the guidance office:		
<input type="checkbox"/> now please		
<input type="checkbox"/> on _____		
<input type="checkbox"/> after class		
<b>FAITH QUINAL-COLARTE, RGC</b> Guidance Counselor		



● Admission Slip

	<b>CITY COLLEGE OF CAGAYAN DE ORO GUIDANCE, COUNSELING AND ASSESSMENT SERVICES</b>	
<b>ADMISSION SLIP</b>		
		Date _____
Student Name: _____	<b>Period</b>	<b>Teacher's Signature</b>
Course & Year: _____	1	_____
Date/Time of absence: _____	2	_____
Reason of Absence/s _____	3	_____
_____	4	_____
_____	5	_____
	6	_____
	7	_____
<b>KINDLY ADMIT THE STUDENT TO CLASS</b>	8	_____
___ Excused	9	_____
___ Unexcused		
*Student will return this form to the Guidance Counselor after signed by the last period teacher		
<b>FAITH QUINAL-COLARTE, RGC</b> Guidance Counselor		

● Referral Form

	<b>CITY COLLEGE OF CAGAYAN DE ORO GUIDANCE, COUNSELING AND ASSESSMENT SERVICES</b>	
<b>REFERRAL FORM</b>		
		Date _____
Student's Name: _____	Course & Yr: _____	
Contact Number: _____	Gender: _____	
Reason/s for referral: _____ _____		
Initial action taken: _____ _____		
Did the student agree to be referred to the Guidance Counselor? ___ Yes ___ No		
Referred by: _____ Position: _____ Contact no.: _____		
<b>Counseling Referral Acknowledgement Status</b>		
Intervention Date/time: _____ Attended by: _____		
Status: ___ For Counseling ___ Counseling session/s ongoing ___ Under monitoring		
___ Session/s completed ___ Student did not show up ___ For Follow-up		
___ Parent/s conference conducted ___ Referred to: _____		



- Certificate of Good Moral




Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**

---

**CERTIFICATE OF GOOD MORAL**

TO WHOM IT MAY CONCERN:

This is to certify that **(Name of Student)** is a bona fide student of City College of Cagayan de Oro as a (year level) student for the School Year 2024-2025.

This certifies further that the aforementioned student is of good moral standing and has not been subjected to any disciplinary action in this institution.

This certification is issued upon the request of the said student for (purpose of request) or for whatever purposes it may serve.

Given this \_\_\_\_\_ day of \_\_\_\_\_, 2024 at City College of Cagayan de Oro, Zone 2, Agusan, Cagayan de Oro City.

**Faith Quinal-Colarte, RCC**  
Guidance Counselor

Not valid without school seal  
The School Seal  
O.R. No. \_\_\_\_\_

Zone 2, Brgy. Agusan, Cagayan de Oro City  
Contact Number: +63 938 120 8946  
[www.facebook.com/uoccitycollege](http://www.facebook.com/uoccitycollege)





- Request for Certificate of Good Moral


CITY COLLEGE OF CAGAYAN DE ORO  
GUIDANCE, COUNSELING AND  
ASSESSMENT SERVICES


### REQUEST FOR CERTIFICATE OF GOOD MORAL

Student's Name: \_\_\_\_\_ Course & Yr: \_\_\_\_\_ Date \_\_\_\_\_  
 Contact Number: \_\_\_\_\_ Gender: \_\_\_\_\_  
 Purpose of the Request: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Status of enrollment:  Currently enrolled  
 Graduated, state year of graduation: \_\_\_\_\_

Please seek clearance before release of certificate to the following office:

Library: \_\_\_\_\_  
                     Signature over printed name

Finance: \_\_\_\_\_  
                     Signature over printed name

Registrar: \_\_\_\_\_  
                     Signature over printed name



- Informed Consent




Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
**GUIDANCE, COUNSELING AND ASSESSMENT SERVICES**

---

**COUNSELING INFORMED CONSENT**

Welcome to the Counseling Office. Please take a few moments to review this informed consent form to gain a better understanding of counseling and explore the solutions available to address your concerns and help you move forward positively.

**COUNSELING.** Counseling involves a one-on-one social interaction between a professional referred to as the Guidance Counselor, who assists a client in self-discovery, navigating challenges, and understanding their social environment to achieve specific positive goals and contribute effectively to society.

**CONFIDENTIALITY.** At our counseling office, we hold the privacy and confidentiality of each client in high regard. We believe that to ensure the effectiveness and success of counseling, clients must feel secure in sharing their information with us. All client records are maintained securely and are not accessible or shared with anyone without the written consent of the client, including both intervention and personal information. Records are routinely purged after 4 years of no updates to protect privacy.

It is important to note that while we prioritize privacy, there are legal limitations to confidentiality. We want to inform you of situations where we may need to disclose information to a third party without your consent, including:

1. Cases of sexual abuse or misconduct
2. Criminal activities
3. Abuse towards individuals such as children, disabled persons, or the elderly
4. Situations where the therapist believes there is a risk of harm to the client or others
5. Compliance with compelling legal orders from the court, with prior notification to the client
6. Disclosure to parents or legal guardians if the client is a minor.

**SESSION APPOINTMENTS.** Counseling sessions are scheduled for 1 hour each and are available by reservation and appointment.

**CONSENT.** I acknowledge that this consent is entirely voluntary. I have had the chance to address any concerns regarding the services, and all my questions have been answered to my satisfaction. I am aware that I have the option to withdraw from counseling at any time by informing my guidance counselor. By signing below, I willingly give my consent to participate in the intervention and counseling sessions with the guidance counselor.

Name & Signature of the Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Course & Year: \_\_\_\_\_ Contact Number: \_\_\_\_\_



- Anecdotal Record




Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
GUIDANCE, COUNSELING AND ASSESSMENT SERVICES

---

**ANECDOTAL RECORD**

Name of the Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Course & Year: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Details of the Incident:

Suggested Solution/Recommendation:

Notes/Recommendations/Actions:

Conforme by:

\_\_\_\_\_  
Student's Name and Signature

\_\_\_\_\_  
Adviser's Name and Signature

\_\_\_\_\_  
Guidance Counselor's Name and Signature



Zone 2, Brgy. Agusan, Cagayan de Oro City  
Contact Number: +63 936 120 894,6  
[www.facebook.com/orocitycollege](http://www.facebook.com/orocitycollege)

**AIM HIGHER**





- Case Notes

	<p>Republic of the Philippines City of Cagayan de Oro <b>CITY COLLEGE OF CAGAYAN DE ORO</b> GUIDANCE, COUNSELING AND ASSESSMENT SERVICES</p>	
<hr style="border: 1px solid black;"/>		
<i>Confidential File</i>		
<b>CASE NOTES</b>		
Name of the Counselee: _____		Session Date/Time: _____
Name of Counselor: _____		Number of Session/s _____
Client description:		
Subjective Complaint:		
Objective Findings:		
Assessment of Progress:		
Plans for next session:		
Needs for Supervision		
		
<p>Zone 2, Brgy. Agusan, Cagayan de Oro City Contact Number: +63 936 120 8946 <a href="http://www.facebook.com/orocitycollege">www.facebook.com/orocitycollege</a></p>		
		



● Exit Interview Form




Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
**GUIDANCE, COUNSELING AND ASSESSMENT SERVICES**

---

**EXIT INTERVIEW FORM**

Dear Graduating Student:

Congratulations on your graduation from the City College. Can you take a few minutes to give us feedback about your experience with the Guidance, Counseling and Assessment Services. This information is treated with confidentiality. Thank you very much.

1. What Guidance, Counseling and Assessment services have you used and how satisfied were you with your experience? Indicate YES if you have availed the services; NO if you have not. ONLY indicate satisfaction if you answered YES. Mark check on the satisfaction scale.

Guidance, Counseling and Assessment Services	Have you availed the services?		Satisfaction Scale				
	YES	NO	Didn't know about the service	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Individual Counseling							
Group Counseling/Consultation							
Career Counseling							
Assessment /Testing							
Information Services							
Monitoring and Follow-up							
Interest Inventory/ Career Planning							
Career Forum							

2. Overall, how satisfied were you with the Guidance, Counseling and Assessment Services offered at City College of Cagayan de Oro?

Excellent   
  Very Good   
  Good   
  Fair   
  Poor

3. What is your degree completed?  BTLed     BVTed     BaCom

4. Where you enrolled mostly as:  Full-time Student     Part-time

5. How many years did it take you to graduate?  
 3-4 years   
 5-6 years   
 7-8 years   
 9 years +

6. What are your plans after graduation?

I am already employed and staying in my position.     Yes     No

I have secured a job in my area of study.     Yes     No

I have secured a job outside my area of study.     Yes     No

If yes, to any of the above, please select salary range:

20,000 - 24,000   
 25,000- 29,000   
 30,000 - 34,000   
 35,000- 39,000

Indicate your Job Title: \_\_\_\_\_

I am seeking employment in my area of study.     Yes     No

I am seeking employment – not necessarily in my area of study.     Yes     No

I plan to attend graduate or professional school.     Yes     No

I plan to enroll in a graduate or professional program online.     Yes     No

I have been accepted into graduate or professional school.     Yes     No

If yes, where? \_\_\_\_\_



Zone 2, Brgy. Agusan, Cagayan de Oro City  
Contact Number: +63 936 120 8946  
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**AIM HIGHER**



- Guidance and Admission Center Visit Log Form



Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Guidance, Counseling and Assessment Services Office



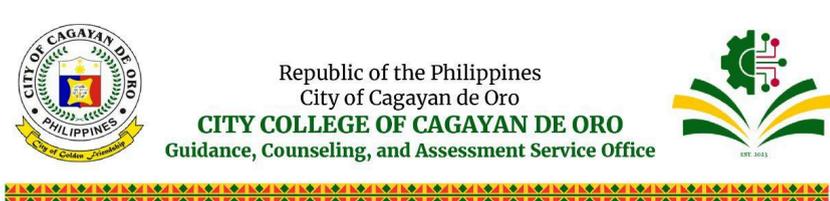
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**OFFICE VISIT LOG SHEET**

DATE	NAME (Surname, First Name, Middle Initial)	PURPOSE	GENDER (check only)				AGE GROUP (check only)				PWD (check only)	CONTACT NUMBER	EMAIL ADDRESS	SIGNATURE
			M	F	LGBTQ	Prefer not to say	Below 18	18- 30	31- 59	60+				



- Guidance and Admission Document Form



Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Guidance, Counseling, and Assessment Service Office

**AIM HIGHER**

**CdeO**  
**RIS**

Zone 2, Brgy. Agusan, Cagayan de Oro City  
Contact Number: +63 936 120 8946  
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- Activity Evaluation Form

 <b>CITY COLLEGE OF CAGAYAN DE ORO</b> GUIDANCE, COUNSELING AND ASSESSMENT SERVICES 							
<b>ACTIVITY EVALUATION FORM</b>							
<b>Organization/Unit:</b>							
<b>Activity Name:</b>							
<b>Date:</b>							
<b>Time:</b>							
<b>Venue:</b>							
Please check the appropriate rating using the following scale (5=Excellent, 4= Very Good, 3=Good, 2= Fair 1=Unsatisfactory, NA= Not Applicable)							
	5	4	3	2	1	NA	
<b>Facilities</b>							
1. Location/Venue							
2. Set-up							
3. Lighting and Ventilation							
4. Equipment & Materials							
<b>Activity Design</b>							
1. Meets activity goals/objectives							
2. Methods/strategies used							
3. Sequence of Topics							
4. Schedule & duration of activity							
<b>Student Participation</b>							
1. Participation in activities							
2. Following rules and instructions							
3. Completed assigned task							
4. Student behavior/decorum							
<b>Speaker(s)/Facilitator(s)</b>							
1. Related well with the participants							
2. Communicated clearly							
3. Maintained participants' interest							
4. Mastery of subject matter							
<b>Benefits/learning gained</b>							
<b>Comments &amp; Suggestions</b>							
<b>Name of Student (Optional)</b> _____							
<b>Date</b> _____							



● Student Needs Assessment Form

**STUDENT'S NEEDS ASSESSMENT**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Course & Year: \_\_\_\_\_ Contact No: \_\_\_\_\_

This assessment contains statements about student needs. Please give your honest opinion of how the Guidance, Counseling and Assessment Services can meet your needs. Mark check the appropriate boxes for your answer according to importance for each item. Your answers will be kept confidential.

Self-development	Very Important	Important	Neutral	Un-important	Very Un-important
To know and understand myself better					
To do something to get rid of my fears					
To make plans for my life					
To develop my self-confidence					
To know my talents and develop them					
To improve my appearance					
To get rid of my vices/uncontrollable habits					
<b>Study Skills</b>					
To attend my class regularly					
To get a copy of the notes from my classmate if I get absent					
To take notes while reading a course material					
To review my notes in preparation for the exam					
To understand my lessons					
To submit all my assignments					
To develop my confidence in recitations and discussions					
To talk to my teachers about difficulty in understanding lessons					
To maintain balance between work at home and studies					
<b>Time Management</b>					
To use the syllabus as a guide to each of my subject					
To set a time to study before an exam					
To set aside specific time each week to study					
To successfully balance my social life and study time					
To use a day planner/calendar to organize my weekly routine					
<b>Expectations</b>					
To find school work NOT BORING					
To pass all my subjects					
To have my college grades better than my high school grades					
Not to feel anxious while taking examinations					
<b>Living/Working Arrangement</b>					
To make studying comfortable					
Not to have my work responsibilities interfere with school responsibilities					
To have time to sleep and study					
To have time for myself					
<b>Support System</b>					
To have friends and family members who encourage me to finish my studies					
To have a teacher or staff who shows interest in my success					
The need of seeing a counselor					
To develop the ability to discuss my problems with my parents					
To have a friend whom I can share my problems					

Thank you for your honest answer.



## Article 2: References:

- CMO No. 09 s 2013- Enhanced Policies and Guidelines on Student Affairs and Services Section 14-15



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

**CHED MEMORANDUM ORDER**  
No. 09  
Series of 2013

**SUBJECT: ENHANCED POLICIES AND GUIDELINES ON STUDENT AFFAIRS AND SERVICES**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the “Higher Education Act No. of 1994”, Batas Pambansa 232, and Resolution No. 321-2013 of the Commission en banc dated April 8, 2013, the Commission on Higher Education, pursuant to its commitment to the utmost achievement of quality, relevant and efficient higher education in the country, hereby adopted and promulgated the following Enhanced Policies and Guidelines on Student Affairs and Services, which define the scope, procedures, the extent of regulations as well as the mechanics of evaluating student welfare and activities for students enrolled in Higher Education Institutions (HEIs) thus:

**ARTICLE I**  
**GUIDING PRINCIPLES**

**Section 1** The 1987 Philippine Constitution declares that the State shall protect and promote the rights of all Filipino citizens to quality education at all levels and shall take appropriate steps to make education accessible to all.

**Section 2** The State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.



## Section 14 Guidance and Counseling Services

- 14.1 **Guidance Service** – a set of services using an integrated approach to the development of well – functioning individuals primarily by helping them to utilize their potentials to the fullest.
- 14.2 **Counseling** – individual and/or group intervention designed to facilitate positive change in student behavior, feelings, and attitudes.
- 14.2.1 Gender sensitive individual and group counseling shall be provided by a licensed counselor. The acceptable ratio of counselor to student population is at least 1:1,000.
- 14.2.2 A counseling room shall be provided to ensure the privacy and confidentiality of counseling sessions. The records and/or counseling notes are maintained and kept confidential.
- 14.2.3 Appropriate and pro-active intervention programs and strategies may be adopted by HEIs to ensure that every student’s need for guidance and counseling and psycho-social services may be provided in a timely manner.
- 14.3 **Appraisal** – gathering information about students through the use of psychological tests and non-psychometric devices.
- 14.3.1. The Guidance Office shall maintain student’s cumulative records which contain relevant information about the student e.g. family background, test data, disability records, etc. Records shall be appropriate, usable and regularly updated.
- 14.3.2 There shall be provision for a well-planned assessment program for students with appropriate standardized psychological tests administered, scored and interpreted by qualified personnel. The test results are interpreted to students, teachers, and concerned individuals e.g. parents.
- 14.4 **Follow-up** – a systematic monitoring to determine the effectiveness of guidance activities, in general, and placement in particular.

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### **Policies and Guidelines**





**Section 15 Career and Job Placement Services** – refer to the assistance provided for vocational and occupational fitness and employment.

- 15.1 The Higher Education Institution shall institute valid appraisal data of students for career and job placement. They shall have continuous follow-up and monitoring of student placement conducted on regular basis.
- 15.2 The Higher Education Institution shall maintain active networking with school, community, alumni, and other relevant agencies for career and job placement of students.
- 15.3 Informative materials in accessible formats on career and job opportunities shall be provided and skills development programs shall be made available.
- 15.4 There shall be regular career seminars and job placement services available for the students.
- 15.5 There shall be mechanisms to institutionalize the link with industries.
- 15.6 The students must be informed of the timelines for the concerned HEI's assistance in seeking career and job placement at least until a specified period of time.



- RA 11036- Mental Health Law Chapter V, Section 23-25

## Chapter V

### Education, Promotion of Mental Health in Educational Institutions and in the Workplace

#### Section 23

Integration of Mental Health into the Educational System. — The State shall ensure the integration of mental health into the educational system, as follows:

Age-appropriate content pertaining to mental health shall be integrated into the curriculum at all educational levels; and

Psychiatry and neurology shall be required subjects in all medical and allied health courses, including post-graduate courses in health.

#### Section 24

Mental Health Promotion in Educational Institutions. — Educational institutions, such as schools, colleges, universities, and technical schools, shall develop policies and programs for students, educators, and other employees designed to: raise awareness on mental health issues, identify and provide support and services for individuals at risk, and facilitate access, including referral mechanisms of individuals with mental health conditions to treatment and psychosocial support.

All public and private educational institutions shall be required to have a complement of mental health professionals.

#### Section 25

Mental Health. Promotion and Policies in the Workplace. — Employers shall develop appropriate policies and programs on mental health in the workplace designed to: raise awareness on mental health issues, correct the stigma and discrimination associated with mental health conditions, identify and provide support for individuals at risk, and facilitate access of individuals with mental health conditions to treatment and psychosocial support.



● RA 9258- Guidance and Counseling Act of 2004



Republic of the Philippines  
Professional Regulation Commission  
Manila

**BOARD OF GUIDANCE AND COUNSELING**  
Resolution No. 02  
Series of 2007

**RULES AND REGULATIONS OF REPUBLIC ACT NUMBERED NINETY-TWO AND FIFTY-EIGHT (R.A. No. 9258), KNOWN AS THE "GUIDANCE AND COUNSELING ACT OF 2004"**

Pursuant to Section 5 (i), Article II and Section 32, Article V of Republic Act No. 9258: "AN ACT PROFESSIONALIZING THE PRACTICE OF GUIDANCE AND COUNSELING AND CREATING FOR THIS PURPOSE A PROFESSIONAL REGULATORY BOARD OF GUIDANCE AND COUNSELING AND APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES," known as the "GUIDANCE AND COUNSELING ACT OF 2004," the Professional Regulatory Board of Guidance and Counseling hereby promulgates, subject to the approval of the Professional Regulation Commission, the following rules and regulations to effectively carry out the provisions of R.A. No. 9258.

**RULE I**

**SHORT TITLE, DECLARATION OF POLICY, AND DEFINITION OF TERMS**

SECTION 1. *Short Title.* - This Resolution shall be known in short as the "Rules and Regulations of the "Guidance and Counseling Act of 2004", hereinafter referred to as "RR of R.A. No. 9258", "RRGCA 2004", or "RR."

SEC. 2. *Declaration of Policy.* - It is hereby declared the policy of the State to promote the improvement, advancement, and protection of the guidance and counseling profession by undertaking and instituting measures that will result in professional, ethical, relevant, efficient, and effective guidance and counseling services for the development and enrichment of individuals and groups.

The State recognizes the important role of Guidance Counselors in nation building and promotes the sustained development of a reservoir of licensed Guidance Counselors whose competence has been determined by honest and credible Licensure Examinations and whose standards of professional practice and service are world-class, and internationally recognized through preventive regulatory measures and programs and activities that foster continuing professional development.

This "RR of R.A. No. 9258" shall be interpreted, construed, and carried out in the light of the Declaration of Policy in Sec. 2, Art. I of R.A. No. 9258.

SEC. 3. *Definition of Terms.* - As used in this RR, these terms are construed as follows:

*Resol. 02*

*Supervisor of Program*

*Dr. [Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

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- 1 -

P. PAREDES ST., CORNER N. REYES ST., SAMPALOC, MANILA, PHILIPPINES, 1008  
P.O. BOX. 2038, MANILA



- a. *Guidance and Counseling.* The profession that involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her present and future in accordance with his/her abilities, interests, and needs.

It includes functions such as counseling, psychological testing, (i.e. personality, career, interest, aptitude, mental ability, achievement), learning and study orientation, research, placement, referral and group processes. It includes the teaching of guidance and counseling subjects, particularly those covered in the Licensure Examinations and necessary in other human development services.

- b. *Counseling.* In keeping with the development in the profession, the term, "counseling", to the layman, is considered synonymous to, and interchangeable with, guidance and counseling, but to professional counselors, it is a face-to-face helping relationship. It is a mission of service.

- c. *Guidance Counselor.* A natural person who has been registered and issued a valid Certificate of Registration and a valid Professional Identification Card by the Professional Regulatory Board of Guidance and Counseling and Professional Regulation Commission in accordance with R.A. No. 9258 and who, by virtue of specialized training, perform for a fee, salary, or other forms of compensation the functions of guidance and counseling under Section 3 (a) of R.A. No. 9258.

- d. *Board.* Refers to the Professional Regulatory Board of Guidance and Counseling created under Section 4, Art. II of RA No. 9258.

- e. *Commission.* Refers to the Professional Regulation Commission created under Section 3 of R.A. No. 8981, called as the "PRC Modernization Act of 2000".

- f. *Interim Accredited Professional Organization (IAPO).* This refers to the Philippine Guidance and Counseling Association, Inc. (PGCA), an organization of guidance counselors granted by the Commission with a Certificate of Accreditation.

- g. *Registered and Accredited Integrated National Organization of Registered and Licensed Guidance Counselors.* This refers to the one and only *integrated* national organization of registered and licensed guidance counselors accredited by the Board subject to approval by the Commission, issued thereby with a Certificate of Accreditation as professional organization, and known as the Accredited Professional Organization (APO).

**RULE II  
PROFESSIONAL REGULATORY BOARD  
OF GUIDANCE AND COUNSELING**

- SEC. 4. *Creation of the Professional Regulatory Board of Guidance and Counseling.* – There shall be created a Professional Regulatory Board of Guidance and Counseling hereinafter referred to as the Board, under the administrative control and supervision of the Professional Regulation Commission,

Roderick F. Acosta  
 Eugene M. S. Burgos  
 Theodorico A. Pagan  
 Maria S.

141



hereinafter referred to as the Commission, to be composed of a Chairman and two (2) Members who shall be appointed by the President of the Philippines from among a list of three (3) recommendees for each position submitted by the Commission from a list of five (5) nominees for each position submitted by Interim Accredited Professional Organization of guidance counselors or the registered and accredited integrated national organization of registered and licensed guidance counselors.

SEC. 5 *Powers, Functions, Duties and Responsibilities of the Board.* - The Board shall have the following specific powers, functions, duties, and responsibilities:

- a. Supervise and regulate the practice of Guidance and Counseling;
- b. Determine and evaluate the qualifications of the applicants for registration with or without Licensure Examination and for issuance of special permits;
- c. Prepare the examination questions in accordance with Section 15, Article III of R.A. No. 9258 or Section 15, Rule III of the RR thereof or the modifications thereof, and correct and rate examination papers through the process of computerization;
- d. Prepare, adopt, issue, or amend the syllabi for the subjects in the licensure examination in consultation with the Commission on Higher Education (CHED), the Academe, and the IAPO or APO);
- e. Register successful examinees in the Licensure Examinations for Guidance Counselors and issue thereto their corresponding Certificates of Registration;
- f. Issue special/temporary permits to foreign guidance counselors to practice guidance and counseling and to research for specific projects and for a specific duration of time for a fee, or on medical mission without fee;
- g. Monitor the conditions affecting the practice of guidance and counseling, conduct ocular inspection of places where Guidance Counselors practice their profession, and adopt measures for the enhancement of the profession and the maintenance of high professional technical and ethical standards;
- h. Ensure, in coordination with CHED, that all educational institutions offering the course/program in guidance and counseling comply with the policies, standards, and requirements of the said course prescribed by CHED in the areas of curriculum, faculty, library, practicum facilities, and student services;
- i. Promulgate rules and regulations including the Code of Ethics for Guidance Counselors, the Code or Manual of Technical Standards for Guidance Counselors, and administrative policies, orders, and issuances to carry out the provisions of R.A. No. 9258;

- 3 -

*Resolva E. Bantay*  
*Engenardo S. Pugman*  
*F. P. Pugman*  
*Agon Bantay*

MM



- j. Investigate violations of R.A. No. 9258, this RR thereof, the Code of Ethics for Guidance Counselors, Code or Manual of Technical Standards, administrative policies, orders, and issuances promulgated by the Board. The rule on administrative investigation promulgated by the Commission shall govern in such investigation;
- k. Issue *subpoena* or *subpoena duces tecum* to secure the attendance of the respondents or witnesses, or the production of documents relative to the investigation conducted by the Board;
- l. Render decision, order, or resolution on preliminary investigation or inquiry against violators of R.A. No. 9258, this RR, the Code of Ethics for Guidance Counselors, Code or Manual of Technical Standards, or any policies, and on docketed administrative cases against examinees or registrants, which shall become final and executory unless appealed with the Commission within (15) days from receipt of the copy thereof;
- m. Issue, suspend, revoke, or re-issue any certificate of registration for the practice of guidance and counseling as defined in R.A. No. 9258;
- n. Administer oath necessary for the effective implementation of the R.A No. 9258;
- o. Initiate criminal action against any violator of R.A. No. 9258 and/or the RR thereof;
- p. Adopt the official seal of the Board;
- q. Prescribe guidelines and criteria on the continuing professional education (CPE) for Guidance Counselors;
- r. Adopt such measures necessary and proper for the maintenance of high ethical and professional standards in the practice of the profession; and
- s. Perform such other functions and duties as may be necessary to effectively implement this "RR of R.A. No. 9258".

The policies, resolutions, and rules and regulations issued or promulgated by the Board shall be subject to review and approval by the Commission; however, the Board's decisions, resolutions, or orders which are not interlocutory, rendered in an administrative case shall be subject to review only if on appeal with the Commission. The decision of the Board and/or the Commission may be appealed to the Court of Appeals in accordance with the Rules of Court.

*Duties of Chairman and Members.* The chairman shall preside at all meetings and sign all official documents, letters, correspondence involving important matters and policies of the Board including summons, *subpoena*

Ricardo T. Faust  
 Department of Guidance  
 & Counseling  
 City College of Cagayan de Oro  
 M. S. Ruiz



or *subpoena duces tecum*. In case of temporary incapacity or absence of the chairman, it shall be the duty of the members of the Board to attend all meetings particularly when the purpose of such meeting is to deliberate on the results of examinations or questions involving important policies of the Board.

*Meetings.* Regular monthly meetings shall be held. Special meetings may be held as often as may be necessary at the discretion of the chairman or upon the request of the majority of the Board.

*Quorum.* All members shall attend the meetings of the Board, except for unavoidable circumstances, in which case two members of the Board may be sufficient to constitute a quorum for the transaction of official business.

SEC. 6. Qualification of the Board Members. – The chairman and members of the Board, at the time of their appointment, shall:

- a. Be a citizen of the Republic of the Philippines;
- b. Be a resident of the Philippines for at least five (5) years immediately prior to his/her appointment;
- c. Be of good moral character and must not have been convicted of any crime involving moral turpitude;
- d. Be a qualified guidance counselor holding a valid certificate of registration and a valid professional identification card: *Provided*, That in the case of the first members of the Board, they shall be issued certificate of registration and professional identification cards as guidance counselors without prior examination;
- e. Be a holder of a doctoral degree in guidance and counseling from a reputable and accredited college or university duly recognized by the Commission on Higher Education (CHED) and/or by a duly accredited college or university abroad;
- f. Have at least ten (10) years of continuous professional practice as a guidance counselor and/or counselor educator under R.A. No. 9258;
- g. Not be a member of the faculty of any school, college or university where regular and/or review courses in guidance and counseling education is taught nor have any pecuniary interest in such institution; before taking his/her oath of office, he/she shall resign from his/her position therein; and
- h. Not be an official or a member of the Board of Trustees of the integrated and accredited national organization of guidance counselors.

SEC. 7. *Term of Office.* - The members of the Board shall hold office for a term of three (3) years until their successors shall have been appointed and qualified: They may, however, be reappointed for a second term. Of the members to be appointed for the first Board, one (1) shall hold office as chairman for three (3) years, one (1) as a member for two years, and one (1) member for a term of one (1) year. Any vacancy in the Board shall be filled for the unexpired portion of the term only. Each member shall take the proper oath prior to the assumption of duty.

*Reseda, R. B. H. P.*  
*Sergio M. S. P. P. P. P.*  
*High School Teacher*  
*Myra S. S. S.*

LM



- SEC. 8. *Administrative Supervision of the Board. - Custodian of its Records, Secretariat, and Support Services.* - All records of the Board, including applications for examination and administrative and other investigative cases shall be under the custody of the Commission. The Commission shall designate the Secretary of the Board and shall provide the secretariat and support services to implement the provisions of R.A. No. 9258, and this "RR".
- SEC. 9. *Compensation and Allowance of the Board.* - The chairman and members of the Board shall receive compensation and allowances comparable to the compensation and allowances received by the chairman and members of existing Professional Regulatory Boards under the Commission as provided for in R.A. No. 8981 and the General Appropriations Act.
- SEC. 10. *Grounds for Suspension and Removal of Board Members.* - The President of the Philippines, upon recommendation of the Commission, after giving the concerned member an opportunity to defend himself/herself in a proper administrative investigation to be conducted by the Commission, may remove or suspend any member on the following grounds:
- Neglect of duty or incompetence;
  - Violation or tolerance of violation of R.A. No. 9258, the RR thereof, the Code of Ethics and the Code or Manual of Professional and Technical Standards for Guidance Counselors;
  - Conviction by final judgment of crimes involving moral turpitude;
  - Manipulation or rigging of the Board licensure examination for guidance counselors' results, disclosure of secret information, or the examination questions prior to the conduct of the said examination, or tampering of grades therein; or
  - Conviction by final judgment of any criminal offense by the courts.
- The Commission in the conduct of the investigation shall be guided by Sec. 7(s) of R.A. No. 8981 and PRC Resolution No. 06-342(A), Series of 2006.
- SEC. 11. *Annual Report.* - The chairman of the Board shall, after the close of the fiscal year, submit an annual report to the Commission, giving a detailed accounting of the proceedings of the Board during the year and embodying such recommendations as the Body may desire to make.

### RULE III

#### EXAMINATION, REGISTRATION, AND LICENSURE

- SEC. 12. *Examination Required.* - All applicants for registration for the practice of guidance and counseling shall be required to undergo a Board Licensure Examination for Guidance Counselors to be given by the Board and the Commission in such places and dates as the Commission may designate in accordance with R.A. No. 8981 subject to compliance with the requirements prescribed by the Commission.

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*Handwritten signatures and initials on the right margin:*  
 1. *Abelardo T. Pascual*  
 2. *Supernovador J. Pascual*  
 3. *J. Pascual*  
 4. *T. Pascual*  
 5. *M. Pascual*  
 6. *Quier*

*Handwritten initials: BM*



*Form of Application.* - An application for examination and registration must be properly accomplished in hand writing of the applicant on the PRC form and shall be filed not later than twenty (20) days in the Central Office, or not later than thirty (30) working days in the Regional Office, before the date of the examination. A recent photo with name tag must be attached. Prescribed fees must be paid.

*Approval of Application.* - The PRC Application Division shall go over the application. At least two (2) Members of the Board shall approve the application. In case the former cannot do so, the Application Division shall satisfy itself that each applicant possesses the qualifications prescribed by R.A. No. 9258 and this RR.

SEC. 13. *Qualifications of Applicants.* - To qualify for the examination, an applicant at the time of the filing of the application must:

- a. Be a citizen of the Philippines, or a foreigner whose country has reciprocity with the Philippines for the practice of guidance and counseling; *Provided*, that the country of which he/she is a subject or citizen permits Filipino Counselors to practice within its territorial limits on the same basis as the subject or citizen of such country; *Provided, Further*, that the requirements for admission to and from said country are substantially the same as those provided under R. A. No. 9258;
- b. Not have been convicted of an offense involving moral turpitude; and
- c. Be a graduate of a baccalaureate in guidance and counseling or in other allied discipline/degree from an accredited college or university with subject units covering those in Sec. 15, Rule III of this RR **and** a holder of an MA, MAEd, MAT, or MS, in guidance and counseling the curriculum of which covers the core subjects in guidance and counseling on the masteral level, or those in Sec. 15, Rule III of this RR; *or* a holder of the PhD or Ed.D in guidance and counseling, the curriculum of which covers the core subjects in guidance and counseling on the doctoral level, or those in Sec. 15, Rule III of this RR.

The following documents shall be submitted in support of the above requirements:

- (a) Certificate of Live Birth in National Statistics Office (NSO) Security Paper,
- (b) Marriage Contract in NSO Security Paper for married female applicants,
- (c) College Diploma with indication therein of graduation date and Special Order Number unless it is not required,
- (d) Transcript of Records with indication therein of date of graduation and Special Order Number unless the latter is not required; and
- (e) National Bureau of Investigation (NBI) Clearance.

The Board may require other documents in support of the above qualifications.

*Alfredo T. Lopez*  
*Supervisor*  
*J. P. Pagan*  
*Ed. Pagan*  
*Norma Ruiz*

*LM*



SEC. 14. *Registration Without Examination.* - The Board shall grant to any person who possesses the pertinent qualifications which will be evaluated and approved upon application and payment of the required fees a Certificate of Registration and Professional Identification Card as a Guidance Counselor without taking the Licensure Examination who ON OR BEFORE March 2, 2004, the date of the effectivity of R.A. No. 9258, possesses the requirements contained in Section 14 of R.A. No. 9258, and who qualifies under any of the following three (3) categories .

- a. Had been a Doctoral or a Masteral degree holder in guidance and counseling with at least *three (3) years* of teaching experience in guidance and counseling courses and/or full time counseling practice for the *same period*;
- b. Had passed at least eighteen (18) units of Masteral level core courses in guidance and counseling such as Counseling Theories, Tools, and Techniques, Organization and Administration of Guidance Services, Psychological Tests and Measurement, Group Process/Group Facilitating and Career Guidance ; and have, at least *seven (7) years* of experience in counseling work; and
- c. Had completed academic requirements for a master's degree in guidance and counseling and had *five (5) years* experience as full-time guidance counselor/part time guidance counselor with officially designated teaching load in guidance and counseling.

The following documents *in addition to (a) to (e) enumerated in Sec. 13 hereof* shall be submitted in support of the above requirements:

1. Certificate of Good Moral Character from the employer, and two other certifications in her/his community one of which must be issued by the Barangay Captain/Chairman in the community where the applicant resides or works;
2. Ombudsman and NBI clearance for government employed applicants or NBI clearance for private-employee applicants;
3. A Certificate of Active Membership and Good Moral Character from the Accredited Professional Organization(APO) to be issued by the President and two (2) other officers thereof; and
4. Two (2) copies of Passport size I.D. pictures with name tag.

Those who qualify under *any of the foregoing categories* shall be given two (2) years starting from the creation of the Board of Guidance and Counseling (January 26, 2007) within which to apply for registration without examination under Sec. 14, Art. III of R.A. No. 9258.

SEC. 15. *Scope of Examination.* - The examination shall be in English and shall consist of a written test covering the following subjects:

- a. Philosophical , Psychological and Sociological Foundations of Guidance
- b. Counseling Theories, Tools and Techniques
- c. Psychological Testing
- d. Organization, Administration and Supervision of Guidance Services, and Program Development
- e. Group Process
- f. Career Guidance

*Resales F. Lopez*  
*Sugriminda J. Pagan*  
*Edy R. Pagan*  
*John*  
*Quis*



SEC. 16. *Report of Ratings.* - The Board shall report the ratings obtained by each candidate to the Commission within ten (10) days after the last day of the examination.

SEC. 17. *Ratings in the Examination and Re-examination.* - To be qualified as having passed the Licensure Examination for Guidance Counselors, a candidate must have obtained a weighted general average of seventy-five percent (75%), with no grade lower than sixty percent (60%), in any given subject. However, an examinee who obtains a weighted average of seventy five percent (75%) or higher but obtains a rating below sixty percent (60%) in any given subject, must take an examination in the subject or subjects where he/she obtained a grade below sixty percent (60%) within two(2) years from the date of the last examination. The subject or subjects retaken must have each a rating of no less than seventy-five percent (75%) in order to qualify as having passed the examination.

The Board may adopt its own internal procedure on the implementation of this provision.

SEC. 18. *Oath Taking.* - All successful examinees qualified for registration and all qualified applicants for registration without examination shall be required to take the professional oath before any member of the Board or any officer of the Commission authorized by it or any other person authorized by law to administer the oath prior to entering into the practice of guidance and counseling in the Philippines. The successful examinees shall register with the Commission after having taken his/her oath and upon payment of the prescribed fees and shall be issued Certificates of Registration and Professional Identification Card.

SEC. 19. *Issuance of Certificate of Registration and Professional Identification Card.* - A Certificate of Registration as a Guidance Counselor shall be issued to any applicant who passes the examination, or who is registered without examination, bearing the signature of the Commission Chairperson and the Chairman and Members of the Board, and the official seal of the Board and of the Commission.

A Professional Identification Card bearing the registration number, date of issuance, expiry date, duly signed by the Commission Chairperson, shall likewise be issued to every registrant who has paid the prescribed fee.

SEC. 20. *Roster of Guidance Counselors.* - The Board, in coordination with the Accredited Professional Organization (APO), shall keep the roster of the names, residences and office addresses of all registered and licensed Guidance Counselors and the said roster shall be made available to the public upon request.

SEC. 21. *Integration of Guidance Counselors.* All registered and licensed Guidance Counselors whose names appear in the roster of Guidance Counselors shall be united and integrated through their automatic membership in the one (1) and only registered and accredited national organization which the Board, subject to approval by the Commission, shall recognize and accredit after consultation with all existing organizations of registered and licensed

*Resolved: J. P. P. ...*  
*Supervisor J. P. ...*  
*J. P. ...*  
*J. P. ...*  
*J. P. ...*  
*J. P. ...*

*LM*



Guidance Counselors and, if possible with all those who are not members of any of the said organization. The members of the said integrated and accredited national organization shall receive benefits and privileges appurtenant thereto upon payment of prescribed fees and dues. Membership in the accredited integrated national organization shall not be a bar to membership in any other professional guidance association.

SEC. 22. *Indication of Certification and Registration Number and Professional Tax Receipts (PTR).* - The Guidance Counselor shall be required to indicate the number of the certificate of registration, the date of issuance, the period of validity of the Professional Identification Card, including the Professional Tax Receipt (PTR) number on the documents signed, used, or issued in connection with the practice of the profession.

SEC. 23. *Practice through Special/Temporary Permit.* - Special/temporary permit may be issued by the Board subject to the approval of the Commission and to the payment of the fees the latter has prescribed and charged thereof, to the following persons:

1. Licensed Guidance Counselors from foreign countries/states whose services are either for a fee or free:

(a) If they are internationally well-known Guidance Counselors or outstanding experts in any branch or specialty of guidance and counseling; and

(b) If their services are urgently and importantly necessary for lack of local specialists/experts for the promotion or advancement of the practice of guidance and counseling through transfer of technology.

2. Licensed Guidance Counselors from foreign countries/states whose services shall be free and limited to indigent clients in particular hospitals, centers or clinics;

3. Licensed Guidance Counselors from foreign countries/states employed as exchange professors in any branch or specialty of guidance and counseling in schools, colleges, universities offering the course of guidance and counseling.

The permit shall, among other things, include the above mentioned limitations and conditions for a period of not more than one (1) year subject to renewal, the branch of specialty of guidance and counseling, the specific place of practice such as clinic, hospital, center, school, college/university offering the course of guidance and counseling. The Board, subject to the approval of the Commission, shall prescribe rules and regulations in the implementation of this particular section.

SEC. 24 *Denial, Suspension, Revocation of a Certificate of Registration, Cancellation of Special Permit.* - The application for registration and the issuance of a Certificate of Registration may be denied for any of these causes:

*Alfredo T. Felix*  
*Supriatna S. Pugman*  
*Edgardo B. Bata*  
*Arson*  
*Swier*

*LM*





RULE IV

PRACTICE OF GUIDANCE AND COUNSELING

SEC. 27. *Prohibition Against the Practice of Guidance and Counseling.* - No person shall (a) engage in the practice of guidance and counseling without a valid Certificate of Registration and a valid Professional Identification Card or a Special Permit; (b) represent to the public or to third persons as Registered and Licensed Guidance Counselor during the time that the Certificate of Registration has been revoked or suspended; and (c) allow anybody to use one's Certificate of Registration and/or Professional Identification Card, or Special Permit as a Guidance Counselor to enable such unqualified individual to engage in the practice of guidance and counseling; *Provided,* that a person without any of the above-mentioned documents shall practice the profession until after he/her shall have passed the Licensure Examination for Guidance and Counseling in January, 2008 or January 2009 and shall have registered as a Guidance Counselor; or shall have registered under Sec. 14, (*Registration Without Examination*), Rule III of this RR.

No corporation, partnership, association or entity shall operate a guidance and counseling office, center/clinic, testing center, rehabilitation center, or otherwise engage in the practice of guidance and counseling without first securing a permit from the Board. The permit shall be issued only after it has satisfied the Board that such establishment is properly staffed by duly Registered and Licensed Guidance Counselors.

The partnership or corporation shall be registered with the Security and Exchange Commission (SEC) in accordance with the Corporation Code.

Any unethical practice of guidance and counseling as may be defined in the Code of Ethics and the Code or Manual of Technical Standards to be prepared by the Board in consultation with guidance counselors is prohibited.

SEC. 28. *Right to Privileged Communication for Guidance Counselors.* - A Certified or Registered and Licensed Guidance Counselor who is allowed to practice guidance and counseling in accordance with R.A. No. 9258 cannot, without the consent of the client, be examined as to any communication or information which has been acquired while attending such client. The protection accorded herein shall also extend to the records and secretary or clerk of a Registered and Licensed Guidance Counselor, who may not be examined concerning any fact, the knowledge of which has been acquired in such capacity.

Any evidence obtained in violation of this provision shall be inadmissible for any purpose in any proceeding.

SEC. 29. *Foreign Reciprocity.* - No foreign Guidance Counselor shall be admitted to the examination, or be given a Certificate of Registration, or be entitled to any rights and privileges under R.A. No. 9258 and this RR unless the country or state of which one is a subject or citizen permits Filipino

Revelio F. Bell  
Supernanda A. Purnama  
Liza M. B. B. B.  
Gloria S. B.

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Guidance Counselors to practice within its territorial limits on the same basis as the subject or citizen of said country or state; *Provided*, that the requirements for certification of Guidance Counselors in said foreign state or country are substantially the same as those required and contemplated under R.A. No. 9258; *Provided, Further*, that the laws of such state or country grant the same privilege to Filipino Guidance Counselors on the same basis as the subjects or citizens of such foreign state or country.

A foreign citizen, whether he/she studies in the Philippines or not, who desires to take the Licensure Examination for Guidance Counselor through reciprocity shall initiate the establishment of reciprocity between his/her country/state and the Philippines by presenting/submitting a letter or any document signed and under official seal by the appropriate official of his/her country/state requesting the Chairman of the Board to allow the foreign applicant to take the Board Licensure Examination for Guidance Counselors that by express provision of the law of his/her country/state, Filipino citizens shall be allowed to take the Licensure Examination for Guidance Counselors and to register as Guidance Counselor in his/her country/state on terms of strict and absolute equality with the citizens or subjects of said country or state including the unconditional recognition of prerequisite degrees issued by institutions of higher learning duly recognized or established by the Government of the Republic of the Philippines attaching/appendix thereto an authentic or authenticated official copy of said law officially translated in the English language.

If the letter/document and the copy of the law submitted by the applicant is satisfactory to the Board, the Board shall issue a Resolution allowing the foreign applicant to take the Board Licensure Examination for Guidance Counselors by requiring him/her to file an application to take the Licensure Examination and by submitting the following documents that shall accompany the application:

- a. The original or certified copy of any official document issued by the Bureau of Immigration and Deportation allowing the applicant to enter and reside in the Philippines;
- b. Present his/her passport for examination and for photocopying of pertinent information about the applicant;
- c. Original or authenticated copy of transcript of records or equivalent document of the course for Licensure Examination issued by the institution of higher learning where he/she studied, duly authorized or accredited by his/her country/state; and
- d. Other documents which may be required to be submitted by the Board.

#### RULE V

#### GENERAL PROVISIONS

SEC. 30. *Funding Provision* . - The Chairperson of the Professional Regulation Commission shall include in the Commission's program the implementation of R.A. No. 9258, the funding of which shall be included in the General Appropriation Act (GAA).

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*Handwritten signatures and notes on the right margin:*  
Rodolfo S. Hecy  
Supervisor  
B. Puno  
E. P. Puno  
M. Puno  
B. Puno



The amount necessary to carry out the initial implementation of R.A. No. 9258 shall be charged against the current year's Appropriations of the Professional Regulation Commission. Thereafter, such sums as may be necessary for the continued implementation of R.A. No. 9258 shall be included in the succeeding GAA.

- SEC. 31. *Assistance of Law Enforcement Agency.* - Any duly authorized law enforcement agency and officers of national, provincial, city, or municipal governments shall upon the call or request of the Commission or the Board render assistance in enforcing the provisions of R.A. No. 9258 and this RR thereof and to prosecute the violators in accordance with law and the Rules of Court.
- SEC. 32. *Rules and Regulations.* - Upon the creation thereof in January 26, 2007, the Board shall, subject to approval by the Commission, promulgate the necessary rules and regulations in coordination with the Accredited Professional Organizations(APO), either the Interim APO or the Registered and Accredited Integrated National Organization of Registered and Licensed Guidance Counselors, in implementing the provisions of R.A. No. 9258.
- SEC. 33. *Penalty Clause.* - Any person who violates any provision of R.A. No. 9258 and this RR, or who commits fraud in the acquisition of Certificate of Registration, Professional Identification Card, or Special Permit shall be punished with imprisonment of not less than six (6) months but not more than eight (8) years or a fine not less than fifty thousand pesos (P50,000) but not more than one hundred thousand pesos (P100, 000), or both in the discretion of the court.
- SEC. 34. *Separability Clause.* - If any part of this RR is declared unconstitutional or invalid, the remaining part(s) not affected thereby, if separable, shall continue to be valid, enforceable, and operational.
- SEC. 35. *Repealing Clause.* - Any provision(s) of the rules, regulations, codes, orders, resolutions, measures, and other policies or part(s) thereof issued and promulgated pursuant to P.D. No. 223 (as amended), R.A. No. 8981, and other laws which are inconsistent with this "Rules and Regulations of the Guidance Counseling Act of 2004", in short the "RR of R.A. No. 9258", or "RR GCA 2004", or "RR"are hereby superseded, repealed, or amended accordingly.
- SEC. 36. *Effectivity.* - This RR of R.A. No. 9258 shall take effect after fifteen (15) days following its full and complete publication in the Official Gazette or any newspapers of general circulation in the Philippines.

Done in the City of Manila this 31 day of AUG, 2007.

  
RHODELIA L. GABRIEL

Chairman

  
LUZVIMINDA S. GUZMAN  
Member

  
LILY ROSQUETA-ROSALES  
Member

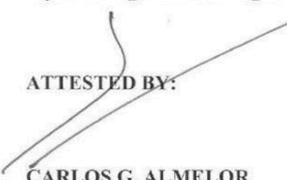
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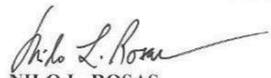
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Implementing Rules and Regulations

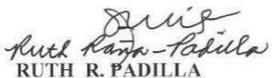
ATTESTED BY:

  
CARLOS G. ALMELOR  
Secretary  
Professional Regulatory Boards

APPROVED:

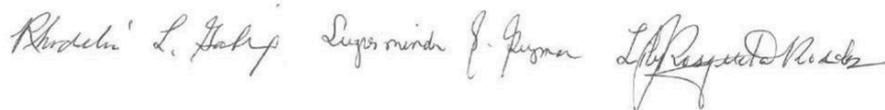
  
LEONOR TRIPÓN-ROSERO  
Chairperson

  
NILO L. ROSAS  
Commissioner

  
RUTH R. PADILLA  
Commissioner

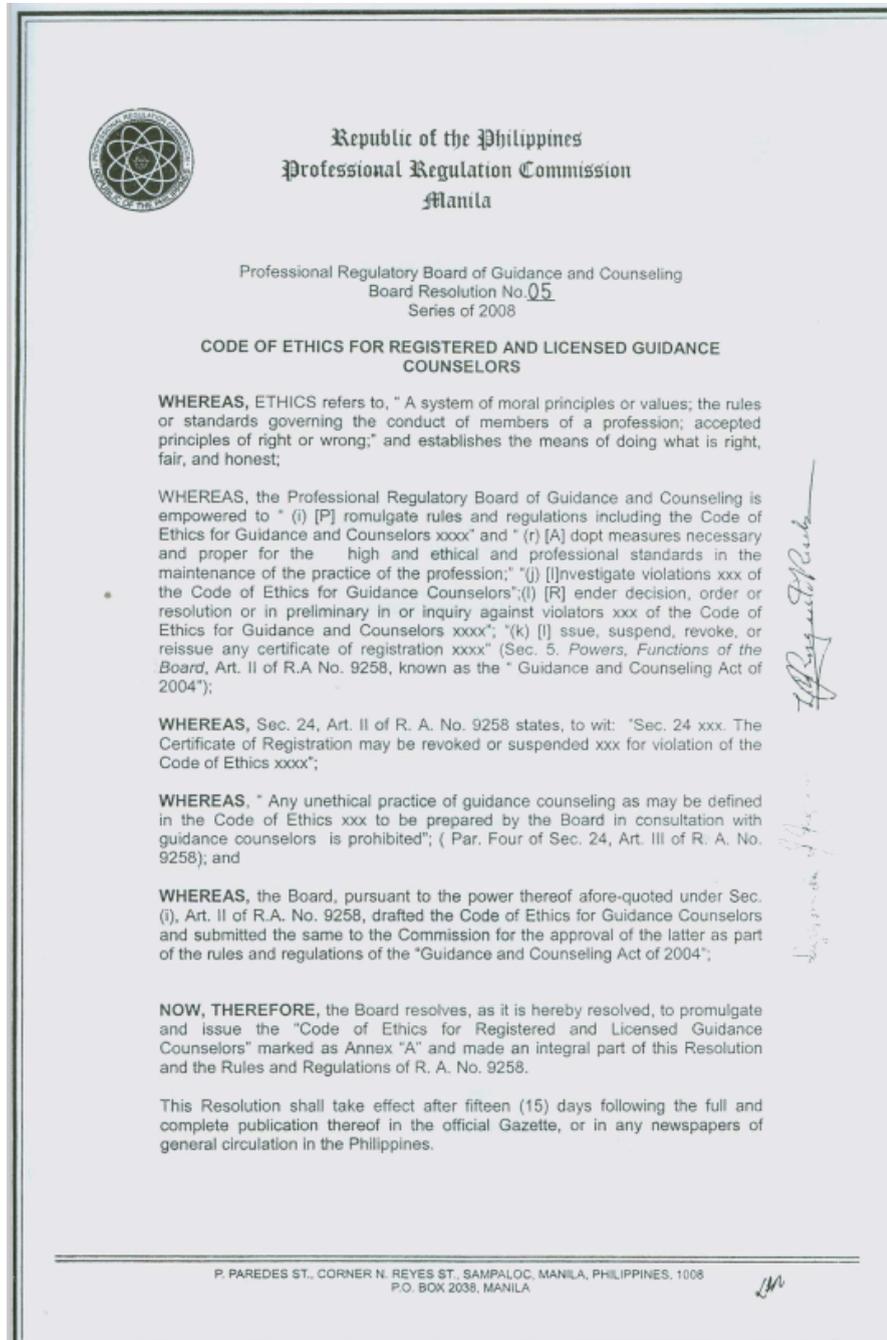
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Date of Publication in the newspaper - Sept. 4 & 6, 2007  
(MANILA STANDARD TODAY)  
Date of Effectivity - Sept. 22, 2007





- **PRC Board Resolution No. 5, series of 2008**  
**Code of Ethics for Registered and Licensed Guidance Counselor**





Let a copy hereof be forwarded to the *Interim* Professional Organization of Guidance Counselors and/ or the Registered and Accredited Integrated National Organization of Registered and Licensed Guidance Counselors.

JUL 15 2008

*Lily Rosqueta Rosales*  
**LILY ROSQUETA ROSALES**  
Officer In-Charge

*Luzyviminda S. Guzman*  
**LUZVIMINDA S. GUZMAN**  
Member

ATTESTED TO:

*Carlos G. Almelor*  
**CARLOS G. ALMELOR**  
Secretary  
Professional Regulatory Boards

APPROVED:

*Leonor Tripón-Rosero*  
**LEONOR TRIPON-ROSERO**  
Secretary

**RUTH RANA-PADILLA**  
Commissioner

*Nilo L. Rosas*  
**NILO L. ROSAS**  
Commissioner

Code of Ethics  
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**CODE OF ETHICS FOR REGISTERED AND LICENSED GUIDANCE COUNSELORS**

**Preamble**

Guidance and Counseling in the Philippines is now recognized as a profession and as such, it carries with it certain responsibilities and expectations.

The role of the Guidance Counselor is significant in the lives of people. The nature of his work demands competence, excellence, integrity, trust, and service. He must be guided by recognized ethical standards, which define his functions and responsibilities and which provide guidelines for his practices as Guidance Counselor.

**Article I  
General Ethical Principle**

**Section 1. Observance of Principles.** - Guidance Counselors shall observe the following basic and general principles:

- 1.1 Abide by the ethical principle laid down by the Guidance and Counseling Profession.
- 1.2 Not misuse the professional relationship for profit, power, or prestige, or for personal gratification not consonant with the welfare of his Counselee.
- 1.3 Realize that his professional time and effort are fully, faithfully, conscientiously, and truthfully devoted to the accomplishment and improvement of the guidance and counseling profession.
- 1.4 Grow professionally and keep abreast with current trends in guidance work through continuing professional education and affiliate himself with reputable and recognized local, national and international guidance associations;

**Article II  
Relationship with Counselee**

**Sec. 2. Counselors' Relationship with Counselee.** - Counselors shall establish and maintain good relations with their counselees and, accordingly, shall:

- 2.1 Respect the personhood and integrity of the person with whom he works.
- 2.2 Recognize individual differences.
- 2.3 Clarify his role to the Counselee.
- 2.4 Establish professional relationship with the Counselee.
- 2.5 Explain results of tests and other diagnostic tools in a comprehensive and constructive manner.

*[Handwritten signatures]*



- 2.6 Give information about the Counselee only to persons who can be of help to the Counselee and is done only with the approval of the Counselee and /or his parents or guardian. When revelations may result in possible harm to the Counselee or to someone else, or may endanger the community or the country, he must report the facts to appropriate authorities and take emergency measures to prevent any untoward event or harm to Counselee.
- 2.7 Recommend a referral when it is indicated that the Counselee does not benefit from the guidance relationship, but assume responsibility for the welfare of the Counselee until the guidance responsibility is assumed by the person to whom the Counselee has been referred.

Article III  
Relationship with the Community

**Sec. 3. Counselors' Relationship with Community.** - Guidance Counselors shall establish and maintain good relations with their community, and, accordingly, shall:

- 3.1 Establish a relationship between the community and the guidance program in a manner that is beneficial to both.
- 3.2 Show sensible regard for and ethical recognition of the social code and moral expectations of the community in which he works and strives to elevate the understanding of its social and cultural traditions.
- 3.3 Attend to the needs, problems, aspirations, and human resources of the community in order to enable him to give relevant service responses, and to develop a wholesome community spirit.

Article IV  
Relationship with Colleagues in the Profession

**Sec. 4. Guidance Counselors' Relationship with their Peers.** - Guidance Counselors shall establish with their colleagues and, accordingly, shall

- 4.1 Initiate peer relations and maintain high standards of professional competence in the guidance and counseling discipline.
- 4.2 Keep relationships on a professional level by refraining from petty personal actions.
- 4.3 Consult colleagues as a matter of professional courtesy, when planning to initiate a professional activity likely to encroach upon his colleagues' recognized academic disciplines or researches.
- 4.4 Give accurate information and avoid any misinterpretation or unclear explanations.
- 4.5 Hold responsible for proper permission from and adequate recognition of authors and publishers of counseling and testing instruments which he uses and sees to it that psychological tests are administered only by professionally-trained and competent guidance personnel under his direct supervision.

Signature of Guidance Counselor





cagayan  
deOro  
city of golden friendship

