

# UNIVERSITY OF BOHOL

## GRADUATE SCHOOL



# STUDENT MANUAL

2021 Edition

"The Core Graduate School of Exemplary Professionals"

*University of Bohol*



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*“A premier university transforming lives for a great future.”*

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## PREFACE

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The University of Bohol Graduate School Student Manual is a guidebook for graduate school students in their journey to become exemplary professionals.

Part I of the manual is the complete information of the Graduate School Degree Programs: sixteen (16) programs for Master's degree and five (5) programs for the Doctorate. Revised Generic Educational Objectives, Generic Outcomes, and Program Outcomes is a product of a series of workshops among faculty and stakeholders for about half a semester on pandemic time. The program outline and course description are updated, currently effective since the academic year 2018-2019.

Part II is a comprehensive instruction of general policies and academic standards lifted mainly from the University of Bohol Student Handbook. Articles and sections applicable to the Graduate School are included in this Student Manual. In Article III Part II of the Manual, the specific requirements, guidelines, and steps on Thesis / Dissertation Writing are thoroughly discussed to help students comply with the research requirement of the Masteral / Doctoral Degrees.

We appreciate the expertise, effort, and dedication of many persons, including those who wrote the previous editions of the Student Manual. We sincerely ask the stakeholders to use the manual as the UB Graduate School continues cultivating value-laden professionals by advancing instruction, research, publication, and extension.

## BASIC INFORMATION

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### BRIEF HISTORY OF UNIVERSITY OF BOHOL



#### UNIVERSITY SEAL

The University Seal symbolizes the faithfulness of the University of Bohol to her mission of providing holistic education to the students.

The center is the burning flame of knowledge with three yellow, red, and blue stripes for **SCHOLARSHIP, CHARACTER, and SERVICE.**

It is the dictum of the University that whoever embraces **SCHOLARSHIP, CHARACTER** and **SERVICE** shall be led from darkness to light and unfettered from poverty.

#### FOUNDATION, DEVELOPMENT, AND MISSION GOALS

The University of Bohol was originally named Rafael Palma College after the greatest scholar of his time, the late Dr. Rafael Palma. Its history is an account of how a group of public and civic spirited citizens of the province of Bohol ventured to establish an educational institution to answer a long-felt need of college education to those who could not afford to study outside the province.

Rising from the ashes of World War II in 1946, the Boholanos welcomed with anticipation the birth of a local college whose first members of the Board of Trustees were: Dr. Pio C. Castro, President; Mr. Mariano Rocha, Vice President; Atty. Felix Magdales, Secretary; Mr. Catalino Castillo, Treasurer, and Atty. Donato Galia, members. The Bureau of Private Schools granted the first permits for the pioneer courses on June 10, 1946, through the earnest efforts of Atty. Victoriano D. Tirol, Sr.

The idea in the minds of the founders was to establish a non-sectarian, non-profit, and non-political school that would offer affordable quality education. The school thrives from the subscription of public-spirited citizens who, without any personal interest, have devoted themselves to the cause of raising the educational and cultural horizon of the people.

The College admitted to her halls 622 students in July 1946. Since then, she had increased in size and influence far beyond the founders' dreams despite adversities, prejudice, and inadequate revenues. The institution provides instruction in higher and post-graduate education. It also offers education at the secondary, elementary, and pre-elementary levels.

As an added significant development thrust for the 21<sup>st</sup> century, it opened the UB-Victoriano D. Tirol Advanced Learning Center (UB VDT-ALC) in June 1995, a highly competitive school for Basic Education in an idyllic eight-hectare campus.

## **Growth**

The institution, founded with hope, faith, and prayer by more than 224 stockholders dedicated to the education of the masses, has now become the first University in the province of Bohol.

It opened with 622 students in 1946 and since then has steadily grown thousands in number.

To meet the demands of a growing college, the founders and stockholders decided to construct a five-story administration building in 1965.

Inspired by completing the gigantic project and pressed by the challenges of time, the founders, management, and school community worked hard to go beyond being just a college. Sparked by enthusiasm and courage, the administration applied for the University status in 1969. On October 16, 1970, the Secretary of Education, Onofre D. Corpus, granted the Charter for the University of Bohol. On December 11, 1970, President Atty. Victoriano D. Tirol, Sr. was installed. President Carlos P. Garcia, the fourth President of the Philippines, graced the installation and gave a fitting tribute to the founding of the University.

*"My first words are those of fervent congratulations for the successful efforts you and your associates have exerted, culminating in the establishment of the University of Bohol. This is certainly an outstanding landmark in the history of our region. There are no boundaries to the new horizons of spiritual, intellectual, and real upliftment of our people resulting from the establishment of the University of Bohol. Equally are my felicitations to you for having been deservedly exalted to the Office of the President of the University of Bohol. This does not only constitute an everlasting laurel for your dedicated career as an educator, but it also opens for the measure to the transcendental your golden opportunities for contributing further and in a greater cause of the education of our youth, especially along with the University level."*

The University continued to develop its campus to accommodate a growing number of students. The College of Engineering and Technology had the most enrollment from different parts of the country. Later, it opened the allied medical programs: Nursing, Pharmacy, Midwifery, Physical Therapy, and Occupational Therapy.

On March 24, 1998, the University of Bohol installed its second president, Atty. David B. Tirol pledged before God and his constituents that he would carry on the institution's vision. Under his leadership, the University revisited the need for formal accreditation of its programs to upgrade instruction. It applied for accreditation with PAASCU for its core programs.

On December 11, 2010, the University of Bohol installed its third president, Dr. Victoriano B. Tirol, Jr., who rallied the University of Bohol to a new direction of a great future. Along with instructional upgrading, the University charted a strategic roadmap to ensure relevance and competitiveness in the academe. During this time, aggressive physical expansion of the University took place, including the construction of the modern UB VDT-ALC campus.

On December 12, 2014, the university installed its fourth president, Dr. Nuevas T. Montes, to lead the University in embracing the challenge of transition. She spearheaded the aggressive harmonization of policies and systems; strengthened academic performance through massive curriculum alignment and accreditation of programs; ensured sustainability by improving students' access to education from feeder schools. She also took the challenge to meet the requirements of the K to 12 implementation and ASEAN integration preparedness.

On April 01, 2018, Dr. Victoriano B. Tirol III assumed as the fifth President of the oldest university of Bohol, and he was formally installed on December 11, 2018. His youthful demeanor brought a shift for change and creativity in expanding the institution. Taking on the sturdy legacy of the past leaders, he promised to focus on educational innovations.

The University relentlessly pursued initiatives for Quality Assurance, putting in place the Level III Accreditation of core programs and the accreditation of nine (9) more programs. The President set targets for the University of Bohol to attain Autonomous Status within three years.

The University remembers with gratefulness how it squarely faced many challenges. It experienced the impact of student activism and labor problems in the early 1990s. In 1999, a fire razed sixty percent of the University's structure to the ground. A 7.2 magnitude earthquake hit the province on October 15, 2013. The structure in the University suffered major, although not critical, damage.

On March 21, 2020, the university, like all schools in the country, suspended its classes due to the lockdown declared by the national government on account of the Corona Virus pandemic. The school year 2020 started late in August 2020 when the Board of Trustees bravely decided that the University would continue serving the community's educational needs. The University adopted UBLENDDED EDUCATION, which is a combination of online and offline instruction. The school rallied its faculty and staff to embrace online learning and online operations. It conducted massive training for teachers on module development utilizing online platforms in teaching.

Having learned painful lessons, the University resolves to set up risk reduction management systems, responsive approaches, and directions to meet enormous tasks. The institution is now Seventy-five (75) years old and fifty-two (52) years as a University. She is proud of her graduates who worked their way to succeed in life. She is also proud of her graduates, who are topnotchers in Board Examinations, and many alumni who are prominent leaders of the community. UB has now established its roots- firm, strong, and steadfast through faith, hope, and prayer.

## PHILOSOPHY AND OBJECTIVES

As a premier university, the University of Bohol envisions transforming lives for a great future. **Its mission is to** provide a holistic education anchored on **SCHOLARSHIP, CHARACTER, and SERVICE.**

Specifically, the **University of Bohol** has the following **core values:**

### SCHOLARSHIP

- **We wear the crown of excellence and innovation committed to the culture of success.**

A UBian consciously and independently seeks for the truth applying the discipline of research and innovation with confidence to embrace the 4<sup>th</sup> Industrial Revolution

### CHARACTER

- **We embrace leadership and influence with principles and morals.**

A UBian mindfully balances compassion and integrity in citizenship and leadership.

### SERVICE

- **We respect diversity where volunteerism and selfless service are directed toward the common good.**

A UBian is an extra-miler in the call to serve with a sensitive and generous sense of social responsibility.

## GOALS

1. Development of self-reliant, self-sufficient, and globally competent students equipped with relevant knowledge and skills
2. Achievement of aspirations towards socially acceptable ends: God-fearing, charitable, and morally upright
3. Empowerment to be mindful of the needs of others and render unselfish service to God, country, and fellowmen
4. Commitment to love of country through the exercise of rights and duties as responsible citizens

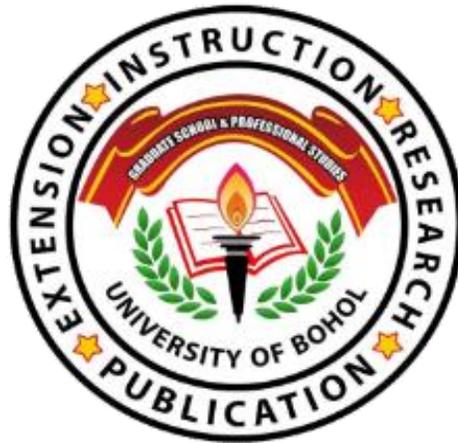
# UB INSTITUTIONAL STRATEGY MAP



# UB GRADUATE SCHOOL STRATEGY MAP



## BRIEF HISTORY OF UB GRADUATE SCHOOL



### GRADUATE SCHOOL SEAL

The Graduate School seal symbolizes the commitment and dedication of the college towards more remarkable achievement. The golden flame at the center of the book of knowledge signifies educational leadership, scholarly research for truth, and new knowledge.

The laurel leaves signify the pursuit of lifelong learning. At the same time, the red ribbon overarching the golden flame suggests shared leadership and expertise towards the achievement of the four core areas of the Graduate School: Instruction, Research, Publication, and Extension.

## **Early Beginning**

The University of Bohol, founded in 1946, opened the Graduate School in 1953. The first Master of Arts graduate on record was Juan Galia, who was also the first registrar of the school. Soon after, the course closed for lack of faculty and students.

In the year 1960, the University reopened the Graduate School. It invited Dr. Luis Fiel from Manila to become the Dean from 1960 to 1963. The Graduate School offered a Master of Arts in Education to serve the needs of many teachers who were required graduate degrees to qualify for the positions of school supervisors, school principals, and school heads in public and private schools.

Soon after, in 1963, the school offered the courses Master of Arts, in Education major in Elementary Education and Master of Arts in Educational Administration.

## **Growth and Development**

The Graduate School continued to grow in programs offered and in enrolment. During Summer Term, teachers residing in neighboring provinces but whose roots are from Bohol come home to the province to visit their relatives and enroll at the Graduate School. Some of them finished their degrees for four summers until the University offered Saturday classes to meet their growing needs to earn their degrees for a short period.

The Deans who succeeded Dr. Luis Fiel were: Dr. Felix A. Lao, Dr. Victoria T. Gallito, Dr. Henya T. Sotelo, and Dr. Godofreda Tirol. Each of them contributed to the development of the Graduate School, putting in place innovations and relevant responses to the growing demand of the clientele to have Master's degrees that would allow them to grow professionally.

The University of Bohol also invested in its faculty, providing them scholarships to obtain masters and doctor's degrees in different fields to meet the requirements to open new graduate programs. The University actively participated as a member school in the Philippine Association of Graduate Education (PAGE) and the Philippine Association of Federated Teacher Education (PAFTE). These professional organizations were instrumental in developing a responsive graduate school curriculum through conferences, seminars, and workshop training.

In 1978, the University of Bohol earned the distinction as one of the Universities in Region VII that offered the Doctor of Philosophy in Education and the first to offer it in the Province of Bohol.

Due to the pioneering spirit of the University of Bohol Graduate School, many alumni are now serving their respective institutions with competence and expertise in their field of specialization.

## **Upgrading and Accreditation**

At present, the Graduate School offers four (4) Doctoral Programs and six (6) Master's Programs, five of which are already Level I PACUCOA Accredited.

In 2008, the University targeted five (5) programs of the Graduate School for Accreditation. On November 8-9, 2012, PACUCOA (Philippine Association of Colleges and Universities Commission on Accreditation) conducted a CONSULTANCY VISIT to assess the preparedness of the UB Graduate School for accreditation.

After that, the Graduate School worked diligently to comply with the Preliminary Visit for Candidate Status recommendations, which were granted to the University of Bohol Graduate School on September 30, 2015. The following programs earned candidate status:

1. Master of Arts (MA)
  - Master of Arts in Educational Management (MAEM)
  - Master of Arts in English (MA-English)
  - Master of Arts in Guidance and Counseling (MA-Guidance Counseling)
  - Master of Arts in History (MA-History)
  - Master of Arts in Psychology (MA-Psychology)
2. Master of Arts in Education (MAED)
  - Master of Arts in Education major in Elementary Mathematics Teaching (MAED-EMT)
  - Master of Arts in Education major in Elementary Science Teaching (MAED-EST)
  - Master of Arts in Education major in Pre-Elementary Teaching (MAED-PET)
3. Master of Arts in Teaching (MAT)
  - Master of Arts in Teaching Filipino (MAT-Filipino)
  - Master of Arts in Teaching Mathematics (MAT-Math)
  - Master of Arts in Teaching Physical Education (MAT-PE)
  - Master of Arts in Teaching Social Science (MAT- Soc. Sci)
4. Master in Public Administration (MPA)
5. Master of Science in Business Administration (MSBA)

On July 5-7, 2018, PACUCOA visited the UB Graduate School for Level I Accreditation of the five (5) programs. It was granted Level I Accreditation by the

Federation of Accrediting Agencies of the Philippines (FAAP) for three years on December 11, 2018.

### **Working Towards Contributing New Knowledge**

The current Dean, Dr. Buenaventurada D. Libot, and the faculty have earned a significant academic achievement by improving the quality of research in Graduate School. Guided by a Research Agenda, the faculty and students are honed to produce sturdy Researches. All studies pass through a rigid Ethics Review before submission for oral defense. After the oral defense, the study is submitted for Peer Review before publication in the ACADEME Graduate School and Professional Journal. To date, many faculty members and students have presented their studies in local and international Research Fora. The UB Graduate School has joined the ranks of becoming a school that contributes new knowledge.

## VISION, MISSION, GOALS, OBJECTIVES, AND OUTCOMES

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### UBGS Vision, Mission, and Objectives

- Vision** : The core graduate school of exemplary professionals.
- Mission** : To cultivate value-laden professionals by advancing **instruction, research, publication, and extension.**

### UBGS Core Values:

- Excellence** : Serving towards superior quality and global competitiveness.
- Commitment** : Doing work with love and inspiration.
- Social Responsibility:** Actively accepting responsibility with integrity.

### UBGS Goals:

1. To provide opportunities for advancement in professional growth and development through effective, efficient, flexible, and enriched instructional approaches in the graduate and post-graduate degree programs.
2. To produce capable, proficient, and intellectual graduates who are respected managers and trusted leaders in their respective fields of work.
3. To generate quality and relevant researches that will be utilized to respond to societal issues and challenges effectively.

### UBGS Objectives:

The University of Bohol Graduate School aims to produce graduates who are:

1. well-equipped with highly advanced knowledge and skills in the specialized field of disciplines and programs through multidisciplinary and interdisciplinary approaches;
2. critical, creative, and collaborative in pursuing lifelong learning; and
3. highly competent in producing researches utilized effectively to address community problems and issues.

### UBGS Outcomes:

By the time of graduation, the graduates shall have the ability to:

- a. utilize professional expertise to create innovations in management, systems improvement, policy, and program formulation;
- b. engage in lifelong learning for career advancement and leadership;
- c. adhere to the high ethical and moral standards in the practice of one's profession; and
- d. publish original research for utilization in community development.

## Instructional Delivery

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CHED recognizes that education and acquisition of higher learning occur within and beyond the confines of the classrooms. The Commission recognizes the need to formally acknowledge higher learning obtained from an informal and non-formal system. The recognition shall be embodied in an instrument acceptable by the general public.

The objective of the alternative system in education is to make quality higher education accessible to a more significant number of qualified students who are otherwise isolated by geographical location, personal and work commitments, time constraints, and conventional course structures.

The UB Graduate School uses three Blended Alternative Systems as a mode of instructional delivery:

1. **Distance Education** – the teacher and learner are separated in time and space, and instruction is delivered through specially designed materials and methods supported by organization and arrangements.
2. **E-Learning** – the delivery of a learning training or education program by electronic means. It involves the use of a computer or electronic device.
3. **Open Learning** – a philosophy of learning that is learner-centered and flexible, enabling learners to learn at the time, place, and pace which satisfies their circumstances and requirements.

The Graduate School has adopted this BLENDED LEARNING APPROACH (BLA) that combines the above three (3) alternative system and face-to-face sessions to provide more comprehensive inputs and put more time and effort into the research capabilities of the students. BLA utilizing online platforms such as Google Meet and Zoom allow the students to develop a valuable and sustainable network of professional colleagues. This Blended Learning Approach (BLA) as a mode of instructional delivery in the Graduate School was approved by the UB Board of Trustees in 2008.

## SCHEDULE OF FEES

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The schedule of fees is available at the Finance office.

The fees are subject to change as may be authorized by the competent authority. The students are assessed upon enrolment, and all fees are shown in the charge slip.

## Part I.

# GRADUATE SCHOOL DEGREE PROGRAMS

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### PACUCOA Accredited Masters Degree Programs

- **Master of Arts (MA)**
  - Master of Arts in Educational Management (MAEM)
  - Master of Arts in English (MA-English)
  - Master of Arts in Guidance and Counseling (MA-Guidance & Counseling)
  - Master of Arts in History (MA-History)
  - Master of Arts in Psychology (MA-Psychology)
- **Master of Arts in Education (MAED)**
  - Master of Arts in Education major in Elementary Math Teaching (MAED-EMT)
  - Master of Arts in Education major in Elementary Science Teaching (MAED-EST)
  - Master of Arts in Education major in Pre-Elementary Teaching (MAED-PET)
- **Master of Arts in Teaching (MAT)**
  - Master of Arts in Teaching - Filipino (MAT-Filipino)
  - Master of Arts in Teaching - Mathematics (MAT-Math)
  - Master of Arts in Teaching - Physical Education (MAT-PE)
  - Master of Arts in Teaching - Social Science (MAT-Soc. Sci.)
- **Master in Public Administration (MPA)**
- **Master of Science in Business Administration (MSBA)**

### Other Masters Degree Programs

- Master of Arts in Nursing major in Medical-Surgical Nursing (MAN-MSN)
- Master of Arts in Nursing major in Nursing Administration and Supervision (MAN-NAS)

### Doctorate Degree Programs

- Doctor of Philosophy in Business Management (PhD-BM)
- Doctor of Philosophy in Educational Management (PhD-EM)
- Doctor of Philosophy in Filipino (PhD-FIL)
- Doctor of Philosophy in Human Resource Management (PhD-HRM)
- Doctor of Philosophy in Public Administration (PhD-PA)

## MASTERS DEGREE PROGRAMS

### MASTER OF ARTS PROGRAM (MA)

#### Description

The Master of Arts is a two-year graduate program designed for career advancement and leadership in different fields of specialization.

#### Programs

1. Master of Arts in Educational Management (MAEM)
2. Master of Arts in English (MA-English)
3. Master of Arts in Guidance and Counseling (MA-Guidance & Counseling)
4. Master of Arts in History (MA-History)
5. Master of Arts in Psychology (MA-Psychology)

Master of Arts (MA)	
Generic Educational Objectives	Generic Outcomes
The Master of Arts degree program aims to produce graduates who:	By the time of graduation, a Master of Arts graduate shall have the ability to:
1. acquire advanced knowledge, skills, and competencies in a specialized field;	a. demonstrate advanced knowledge and skills in the different disciplines such as English, Psychology, Guidance and Counseling, History, and Educational Management;
2. exhibit innovative and collaborative leadership in the pursuit of their careers;	b. perform creative leadership roles that motivate team effort in the organization they get involved with.
3. pursue lifelong learning to achieve personal and professional development;	c. practice positive values that ensure professional integrity;
4. adhere to high ethical standards in the practice of the profession; and	d. maximize opportunities that harness personal and professional growth; and
5. engage in relevant researches that contribute to the growth of knowledge in the area of their expertise.	e. write and publish self-directed researches based on the valid and reliable assessment of community needs and.

## 1. Master of Arts in Educational Management (MAEM)

### 1.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in Educational Management graduate shall have the ability to:

- demonstrate expertise in school management by effectively utilizing principles and theories in education;
- practice innovative approaches and strategies in administration and supervision by enabling the organization to meet the challenges of the 21st century;
- implement initiatives that will address diverse issues of education;
- adhere to high ethical and moral standards in the practice of educational management; and
- utilize relevant researches to enhance management practices and improve academic performance.

### 1.2 MAEM Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF MAEM 200	Administration and Organization of Education	3
GF MAEM 201	Educational Management	3
GF MAEM 208	Curriculum Planning and Programming	3
<b>Summer</b>		<b>9</b>
GF MAEM 202	School Legislation	3
GF MAEM 203	Human Resource Management	3
GC MAEM 222	Computer Education (Cognate)	3
<b>1<sup>st</sup> Semester</b>		<b>9</b>
GF MAEM 204	Advanced Educational Psychology	3
GF Psych 205	Developmental Psychology	3
GC Psych 206	Human Relations Training (Cognate)	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

Admission Requirements:

- Transcript of records for degree BEED, BSED, or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units. Professional Education subjects have been taken and passed at the undergraduate level

## 2. Master of Arts in English (MA-English)

### 2.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in English graduate shall have the ability to:

- design language frameworks as an application and validation of different theoretical approaches in language and literature;
- exhibit leadership and specialized skills in the field of English and Literature; and
- demonstrate the superior qualities of being an articulate researcher in the conduct, presentation, and publication of language and literature studies.

### 2.2 MA-English Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Quantitative and Qualitative)	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF Eng 200	Modern Techniques in Teaching English	3
GF Eng 201	Morphology and Syntax	3
GF MAEM 208	Curriculum Planning and Programming (Cognate)	3
<b>Summer</b>		<b>9</b>
GF Eng 202	Advanced Oral Reading/Speech Improvement	3
GF Eng 203	Modern Trends in Literature	3
GC MAEM 222	Computer Education (Cognate)	3 (Choose 1 of these subjects)
GC Psych 206	Human Relations Training (Cognate)	
<b>1<sup>st</sup> Semester</b>		<b>9</b>
GF Eng 204	Advanced Literary Criticism	3
GF Eng 205	Advanced Technical Writing	3
GF Eng 206	Asian and Filipino Literature	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

Admission Requirements:

- Transcript of records for a degree in AB English, BSE English, or its equivalent
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of English subjects and 18 units of Professional Education subjects have been taken and passed at the undergraduate level

### 3. Master of Arts in Guidance and Counseling (MA-Guidance & Counseling)

#### 3.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in Guidance and Counselling graduate shall have the ability to:

- a. demonstrate expertise in applying major theoretical perspectives in working with individuals, couples, and families in a variety of counseling settings;
- b. achieve career growth to be able to create an impact on the life of other people through expert coaching, facilitating, and offering specialized solutions for desirable behavioral changes;
- c. show a high level of work ethic and professionalism in guidance and counseling practice to include strict observance of confidentiality at all times; and
- d. design and implement research-based guidance programs and services.

#### 3.2 MA-Guidance & Counseling Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Guid 202	Philosophical, Psychological & Sociological Foundations of Guidance	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF Guid 201	Organization and Administration of Guidance Services	3
GF Psych 203	Advanced Psychological Counselling and Psychotherapy	3
GF MAEM 208	Curriculum Planning and Programming (Cognate)	3
<b>Summer</b>		<b>9</b>
GB Psych 200	Advanced Theories of Personality	3
GF Psych 204	Advanced Psychological Assessment/Psychological Testing	3
GC MAEM 222	Computer Education (Cognate)	} (Choose 1 of these subjects)
GC Psych 206	Human Relations Training (Cognate)	
<b>1<sup>st</sup> Semester</b>		<b>9</b>
GF Guid 202	Counselling Theories, Tools and Techniques	3
GF Guid 203	Career Guidance/Vocational Guidance	3
GF Guid 204	Group Dynamics and Program Development	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

### Admission Requirements:

- Transcript of records for a degree in BS Guidance & Counseling, BS Psychology, or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Guidance & Psychology subjects have been taken and passed at the undergraduate level.

## 4. Master of Arts in History (MA-History)

### 4.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in History graduate shall have the ability to:

- demonstrate advanced evidence-based knowledge in history and explain authoritatively diverse periods, peoples, situations, and societies;
- produce a historical analysis of the interplay of past, present, and future situations in local and global communities using primary and secondary sources;
- show professionalism and attributes of integrity in the practice of the profession;
- construct and publish historical arguments and researches based on historical data.

### 4.2 MA-History Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Hist 200	Methodology and Historiography	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2nd Semester</b>		<b>9</b>
GF Hist 201	Modern Approaches to Teaching of Philippine History	3
GF Hist 202	Seminar in Pre-Historic Philippines	3
GF MAEM 208	Curriculum Planning and Programming (Cogqate)	3
<b>Summer</b>		<b>9</b>
GF Hist 203	Seminar in Asian Cultural Patterns	3
GF Hist 204	Seminar in Philippine Educational History	3
GC MAEM 222	Computer Education (Cogqate)	} (Choose 1 of these subjects) 3
GC Psyc 206	Human Relations Training (Cogqate)	
<b>1st Semester</b>		<b>9</b>
GF Hist 205	Studies on Filipino Biographies and Local History	3
GF Hist 206	Philosophy of History	3
GF Hist 207	Seminar in Philippine Revolutions and Filipino American War	3
<b>2nd Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>

## Admission Requirements:

- Transcript of records for a degree in AB or BSE Major in History
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education and 18 units of History subjects have been taken and passed at the undergraduate level

## 5. Master of Arts in Psychology (MA-Psychology)

## 5.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in Psychology graduate shall have the ability to:

- a. demonstrate expertise in applying major theoretical perspectives across various fields of psychology;
- b. provide quality psychosocial and mental health services and intervention to clients;
- c. adhere to and advocate for ethical standards in the practice of the profession; and
- d. apply and communicate empirical research outputs through scholarly presentation and publication.

## 5.2 MA-Psychology Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ. 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ. 202	Advanced Statistics I (Inferential Statistics)	3
GB Psych. 200	Advanced Theories of Personality	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF Psych 201	Advanced Social Psychology	3
GF Psych 202	Advanced Abnormal Psychology	3
GF Psych 203	Advanced Psychological Counselling and Psychotherapy	3
<b>Summer</b>		<b>9</b>
GF Psych 204	Advanced Psychological Assessment/Psychological Testing	3
GF Psych 205	Developmental Psychology	3
GC MAEM 222	Computer Education (Cognate)	} (Choose 1 of these subjects)
GC Psych 206	Human Relations Training (Cognate)	
<b>1<sup>st</sup> Semester</b>		<b>9</b>
GC Guid. 204	Group Dynamics and Program Development	3
GF Psych 207	Psych Internship	6
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Research - Thesis Proposal Defense	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Research - Thesis Defense	<b>5</b>
<b>Total</b>		<b>46</b>

Admission Requirement:

- Transcript of records for a degree in AB Psychology, BS Psychology, or equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Psychology subjects have been taken and passed at the undergraduate level.

## MASTER OF ARTS IN EDUCATION PROGRAM (MAED)

### Description

The Master of Arts in Education is a two-year graduate program designed to produce exemplary educational managers and leaders in the 21st century in different fields of specialization.

### Programs

1. Master of Arts in Education major in Elementary Mathematics Teaching (MAED-EMT)
2. Master of Arts in Education major in Elementary Science Teaching (MAED-EST)
3. Master of Arts in Education major in Pre-Elementary Teaching (MAED-PET)

Master of Arts in Education (MAED)	
Generic Educational Objectives	Generic Outcomes
The Master of Arts in Education degree program aims to produce graduates who:	By the time of graduation, a Master of Arts in Education graduate shall have the ability to:
1. acquire advanced knowledge, skills, and competencies in managing classroom instruction and instructional development by applying relevant theories, principles, and philosophies of education;	a. demonstrate advanced knowledge and skills in the different fields of Elementary Mathematics Teaching, Elementary Science Teaching, and Pre-Elementary Teaching;
2. develop innovative teaching methods and design appropriate, flexible instructional plans and materials for specialized fields;	b. innovate appropriate and flexible instructional plans and materials related to multiple learning areas utilizing either Traditional Teaching tools or Educational Multimedia for Pre-Elementary and Elementary Teaching;
3. exhibit a high degree of competence and expertise as educational managers and leaders in planning, formulating, and implementing educational policies and programs;	c. adhere to high ethical and moral standards in the teaching;
4. collaborate and work effectively with others to advance change in educational processes and systems;	d. apply advanced educational and developmental theories and practice related to Pre-elementary and Elementary Teaching;

Generic Educational Objectives	Generic Outcomes
5. possess high ethical values and a strong sense of responsibility to deliver quality education; and	e. Perform demonstration classes to test new ways of teaching for upgrading classroom performance of learners; and
6. produce highly relevant researches on recent trends and innovations in education.	f. publish quality researches for innovation and improvement of instruction;

## 1. Master of Arts in Education major in Elementary Mathematics Teaching (MAED-EMT)

### 1.1 Program Outcomes (PO)

By the time of graduation, a MAED – Elementary Math Teaching graduate shall have the ability to:

- a. interpret and simplify complex situations using appropriate mathematical methods;
- b. utilize a variety of instructional materials and effective pedagogical skills in teaching elementary mathematics;
- c. maintain a professional commitment to ethical standards in teaching and learning;
- d. formulate and express mathematical concepts into organized, student-friendly communication;
- e. develop projects and activities to engage students in the appreciation of Mathematics;
- f. publish researches in stylistic approaches and techniques in Elementary Math teaching; and
- g. advocate quality Elementary Math teaching in collaboration with school community partners.

### 1.2 MAED-EMT Program Outline & Course Descriptions (Effective Academic Year 2018 – 2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF EMT 001	Problem-Solving Skills in Elementary Math Teaching	3
GF EMT 002	Number Theory and Fraction in Elementary Math Teaching	3
GF MAEM 208	Curriculum Planning and Programming (Cognate)	3

<b>Summer</b>		<b>9</b>
GF EMT 003	Decimal, Ratio & Proportion and Percent in Elementary Math Teaching	3
GF EMT 004	Learning Resources in Elementary Math Teaching	3
GC MAEM 222	Computer Education (Cognate)	} (Choose 1 of these subjects) 3
GC Psych 206	Human Relations Training (Cognate)	
<b>1<sup>st</sup> Semester</b>		<b>9</b>
GF EMT 005	Geometry in Elementary Math Teaching	3
GF EMT 006	Elementary Algebra in Elementary Math Teaching	3
GF EMT 007	Investigatory Project in Elementary Math Teaching	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

Academic Requirements:

- Transcript of records for degree BEED, BSED, or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed at the undergraduate level

## 2. MA in Education Major in Elementary Science Teaching (MAED-EST)

### 2.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in Education major in Elementary Science Teaching graduate shall have the ability to:

- apply advanced skills in the utilization of scientific inquiry in explaining the occurrence of natural phenomena, conducting science investigations, and making models and prototypes;
- utilize innovative teaching methodologies and strategies in the different Science content areas;
- demonstrate ethical and professional standards in teaching science;
- design an integrated Elementary Science curriculum incorporating advanced educational and developmental theories;
- conduct science-related activities and projects in the school community for the promotion of a healthy environment;
- publish researches in stylistic approaches and techniques in Elementary Science teaching; and
- advocate for quality Elementary Science teaching in collaboration with school community partners.

2.2 MAED-EST Program Outline & Course Descriptions  
(Effective Academic Year 2018 – 2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF EST 001	Elementary Science Teaching	3
GF EST 002	Instructional Materials: Production and Utilization	3
<b>Summer</b>		<b>9</b>
GF EST 004	Human Organism in Elementary Science Teaching	3
GF EST 005	Physics in Elementary Science Teaching	3
GC MAEM 222	Computer Education (Cognate)	} (Choose 1 of these subjects)
GC Psych 206	Human Relations Training (Cognate)	
<b>1<sup>st</sup> Semester</b>		<b>9</b>
GF EST 006	Investigatory Project in Elementary Science Teaching	3
GF EST 007	Chemistry in Elementary Science Teaching	3
GF EST 008	Earth Science in Elementary Science Teaching	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

Admission Requirements:

- Transcript of records for a degree in BEED, BSED, or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed at the undergraduate level

### 3. Master of Arts in Education major in Pre-Elementary Teaching (MAED-PET)

#### 3.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in Education major in Pre-Elementary Teaching graduate shall have the ability to:

- a. demonstrate expertise in applying concepts and theories in Pre-Elementary Teaching;
- b. design, implement and evaluate developmentally age-appropriate approaches and instructional strategies to positively influence a child's development and learning;
- c. formulate programs and activities to create a healthy, respectful, supportive, and stimulating learning atmosphere for young learners;
- d. practice effective and efficient role modeling to young learners to prepare them for life;
- e. design a developmentally appropriate curriculum that supports all aspects of child learning and development;
- f. utilize effective classroom management and leadership skills;
- g. publish researches in stylistic approaches and techniques in teaching preschool; and
- h. advocate quality Preschool Education in collaboration with school community partners.

#### 3.2 MAED-PET Program Outline & Course Descriptions (Effective Academic Year 2018 – 2019)

<b>1<sup>st</sup> Semester</b>			<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3	
GB Educ 201	Advanced Philosophy of Education	3	
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3	
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
GF PST 001	Introduction to Pre-School Education	3	
GF PST 002	Pre-School Curriculum	3	
GF PST 003	Creative Arts, Music and Drama for Young Children	3	
<b>Summer</b>			<b>9</b>
GF PST 004	Personal and Social Development (Play and Social Living Experiences)	3	
GF PST 005	Language and Numeracy for Young Children	3	
GC MAEM 222	Computer Education (Cognate)	} (Choose 1 of these subjects)	3
GC Psych 206	Human Relations Training (Cognate)		3

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GF PST 006	Science, Health and Nature Study	3
GF PST 007	Preparation of Instructional Materials (Including Pre-School Education)	3
GF PST 008	Classroom Management (Including Pre-School Education)	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

Admission Requirements:

- Transcript of records for degree BEED, BSED, or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed at the undergraduate level.

## MASTER OF ARTS IN TEACHING PROGRAM (MAT)

### Description

The Master of Arts in Teaching is a two-year graduate program designed for advancement and excellence in teaching specialized fields.

### Programs

1. Master of Arts in Teaching Filipino (MAT-Filipino)
2. Master of Arts in Teaching Mathematics (MAT-Math)
3. Master of Arts in Teaching Physical Education (MAT-P.E.)
4. Master of Arts in Teaching Social Science (MAT – Soc.Sci.)

Master of Arts in Teaching (MAT)	
Generic Educational Objectives	Generic Outcomes
The Master of Arts in Teaching degree program aims to produce graduates who:	By the time of graduation, a Master of Arts in Teaching graduate shall have the ability to:
1. acquire advanced knowledge, skills, and competencies to hone their teaching expertise in a specialized field;	a. demonstrate advanced knowledge and skills, and competencies in the field of Teaching Mathematics, Teaching Physical Education and Teaching Social Sciences;
2. apply effectively learning theories, pedagogical concepts, methodologies, and stylistic approaches in different settings and educational levels;	b. construct a curriculum and learning designs that are aligned to Pedagogical Concepts, Methodologies, and approaches that result in optimistic learning outcomes;
3. design a variety of innovative, flexible, and appropriate instructional plans and materials to facilitate creative teaching-learning in the classroom;	c. perform demonstration classes that explore the utilization of various innovative strategies and conduct an evaluation to determine their teaching-learning effectiveness;
4. collaborate and work well with others for the sharing of resources, ideas, and expertise that contribute to school improvement and student success;	d. plan, organize, and work with teams in developing teaching resources, creating experiential lessons for learners that will develop critical thinking;
5. exhibit leadership and interpersonal skills to inspire and enrich the lives of students;	e. lead in collaborative projects that will ensure an enabling learning environment in all settings.

Generic Educational Objectives	Generic Outcomes
6. adhere to high ethical and moral standards in the practice of their teaching profession; and	f. practice a high degree of ethical and moral standards in the teaching profession; and
7. produce highly relevant research on current trends, developments, and innovations in teaching to enhance classroom management and quality instruction delivery of quality instruction.	g. publish relevant researches in their specialized field of concentration.

## 1. Master of Arts in Teaching Filipino (MAT-Fil)

### 1.1 Program Outcomes (PO)

Sa panahon ng pagtatapos, ang magtatapos ng MAT-Filipino ay may kakayahang:

- makisali sa iba't ibang lingkurang pagsasanay sa Filipino upang mapabuti ang kadalubhasaan sa pagtuturo at pangangasiwa sa Filipino;
- makapaglikha ng mga kagamitang pampagtuturo para sa proseso ng pagtuturo at pagkatuto ng Filipino upang makapagbunsod ng pagbabago;
- makapagganap ng kahusayan sa pagtuturo nang may sapat na kaalaman, at masusunod ang pinakamataas na pamantayan sa pagpapahalagang moral at ispiritwal na may taglay na kaakuhan sa propesyon; at
- makapaglimbag at magamit ang kinalabasan ng ginawang pananaliksik para sa pagpapabuti ng proseso ng pagtuturo at pagkatuto sa Filipino sa mga paaralan at komunidad.

### 1.2 MAT – Fil. Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF Fil 200	Pagtuturo sa iba't ibang Asignatura sa Filipino	3
GF Fil 201	Pagtuturo ng Filipino Bilang Pangalawang Wika	3
GF MAEM 208	Curriculum Planning and Programming	3

<b>Summer</b>		<b>9</b>
GF Fil 202	Ponolohiya	3
GF Fil 203	Paglinang ng Kurikulum at Paghahanda ng mga Kagamitan Pangkurikulum sa Filipino	3
GC MAEM 222	Computer Education (Cognate)	} (Choose 1 of these subjects) 3
GC Psych 206	Human Relations Training (Cognate)	
<b>1<sup>st</sup> Semester</b>		<b>6</b>
GF Fil 204	Linggwistika	3
GF Fil 205	Retorika	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>43</b>

#### Admission Requirements

- Transcript of records for degrees in BEED, BSED, or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed at the undergraduate level.

## 2. Master of Arts in Teaching Mathematics (MAT-Math)

### 2.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in Teaching Mathematics graduate shall have the ability to:

- apply innovative teaching-learning strategies and relevant technological tools for the learner to attain proficiency in mathematics that is applicable in day-to-day life;
- undertake continuous advancement in teaching mathematics for personal and professional growth through diverse experiential and field-based opportunities;
- design and prepare mathematics-related programs to empower experiential learning in students;
- display professional leadership and commitment to ethical standards in teaching mathematics; and
- construct judicious decisions, conclusions, and interpretations based on quantitative/qualitative research data and information.

## 2.2 MAT – Math Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF MTM 201	Foundation and Structure of Mathematics	3
GF MTM 202	Number Theory & Algebra for Teachers	3
GF MAEM 208	Curriculum Planning and Programming	3
<b>Summer</b>		<b>9</b>
MTM 203	Geometry & Trigonometry for Teachers	3
MTM 204	Advanced Probability & Statistics	3
GC MAEM 222	Computer Education (Cognate)	} (Choose 1 of these subjects)
GC Psych 206	Human Relations Training (Cognate)	
<b>1<sup>st</sup> Semester</b>		<b>6</b>
GF MTM 205	Mathematical Analysis for Teaching I (Analytic Differential Calculus, Integral Calculus)	3
GF MTM 206	Mathematical Analysis for Teaching II (Diff. Equations, Vectors & Complex Numbers)	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>1<sup>st</sup> Semester</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>43</b>

### Admission Requirements:

- Transcript of records for degree BEED, BSED, or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed in the undergraduate level.

### 3. Master of Arts in Teaching Physical Education (MAT-P.E.)

#### 3.1 Program Outcomes (PO)

By the time of graduation, a Master of Arts in Teaching Physical Education graduate shall have the ability to:

- a. design relevant specialized studies in the various fields in physical education for the advancement and enhancement of the physical, emotional, social, and mental aspects of the individual;
- b. demonstrate leadership positions in physical education and sports adhering to high standards of work and professional ethics;
- c. implement innovative techniques, methods, strategies, and approaches in teaching Physical Education in their respective schools and communities; and
- d. generate, publish, and utilize researches in Physical Education for healthy communities.

#### 3.2 MAT – P.E. Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF PE 200	History and Foundation of Physical Education	3
GF PE 201	Trends, Organization, Administration and Development of P.E Program	3
GF MAEM 208	Curriculum Planning and Programming	3
<b>Summer</b>		<b>9</b>
GF PE 202	Organization and Management of Athletics	3
GF PE 203	Contemporary Problems in Recreation and Sports	3
GC MAEM 222	Computer Education (Cognate)	3
GC Psych 206	Human Relations Training (Cognate)	3
		} (Choose 1 of these subjects)
<b>1<sup>st</sup> Semester</b>		<b>9</b>
GF PE 204	Muscle Testing and Therapeutic Exercise	3
GF PE 205	Content Methods and Materials in Teaching	3
GF PE 206	Mechanical Analysis of Motor Skills	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

Admission Requirements:

- Transcript of records for degree BEED, BSED major in P.E. or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education and 18 units of P.E. subjects have been taken and passed in the undergraduate level

4. Master of Arts in Teaching Social Science (MAT – Soc. Sci.)

4.1 Program Outcomes

Upon completion of the program, a MAT Social Science graduate will be able to:

- a. demonstrate expertise in applying major theoretical perspectives across various fields of the Social Sciences;
- b. generate and design social science inquiries and studies for the development of quality instruction;
- c. use innovative teaching strategies for learners to analyze and understand the complexities of society, particularly in the perspective of human and social dimensions;
- d. engage in lifelong learning and actively participate in different civic, cultural, and professional organizations to keep abreast with recent developments in the fields of social sciences; and
- e. provide solutions to varied social science issues and problems using scientific research.

4.2 MAT – Soc. Sci. Program Outline & Course Descriptions  
(Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ 201	Advanced Philosophy of Education	3
GB Educ 202	Advanced Statistics I (Inferential Statistics)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF SocSci 200	Modern Approaches in General Psychology	3
GF Hist 201	Modern Approaches to Teaching of Philippine History	3
GF MAEM 208	Curriculum Planning and Programming	3
<b>Summer</b>		<b>9</b>
GF SocSci 201	Advanced Principles of Economics	3
GF SocSci 202	Recent Trends and Issues in Political Science	3
GC MAEM 222	Computer Education (Cognate)	} (Choose 1 of these subjects)
GC Psych 206	Human Relations Training (Cognate)	
<b>1<sup>st</sup> Semester</b>		<b>6</b>
GF SocSci 203	Advanced Socio-Anthropology	3
GF SocSci 204	Foundation and Concepts of Philosophy	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>43</b>

Admission Requirements:

- Transcript of records for degree BEED, BSED, or its equivalent.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed in the undergraduate level.

## MASTER IN PUBLIC ADMINISTRATION (MPA)

### Description

The Master in Public Administration is a two-year graduate program on professional public affairs degree with thesis. It provides advanced competencies in administrative and management concepts, principles, and theories to articulate solutions to public and nonprofit organization problems. It aims to contribute to the state of knowledge in public administration by creating new scholarly applied research to the profession.

Master in Public Administration (MPA)	
Generic Educational Objectives	Generic Outcomes
The MPA Program aims to produce graduates who:	By the time of graduation, an MPA graduate shall have the ability to:
1. acquire advanced professional practices and analytical skills through competency-based classroom instruction and experiential learning pedagogies to manifest accountability, transparency, and professionalism in implementing government programs for socio-economic goals;	a. maximize mastery of knowledge and application of skills to facilitate policy-making for best professional practice in public administration;
2. exhibit excellent managerial, organizational, and leadership skills through applications of learned theories and principles in the engagement of public services; and	b. adhere to high ethical values for public service, accountability, nationalism, and sustainability;
3. contribute to the state of knowledge in public administration by publishing researches	c. actively engage in lifelong learning with a highly substantial degree of independence and collaborative works to broaden and redefine knowledge and practice of public administration; and
	d. publish self-directed research outputs and participate in developing and testing innovative solutions to resolve leadership and governance issues.

MPA Program Outline & Course Descriptions  
(Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ 202	Advanced Statistics (Inferential Statistics)	3
GB PA 201	Theories and Practices of Public Administration (Intro. to Public Administration)	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF MAEM 203	Human Resource Management	3
GF PA 202	Management by Objectives & Result Evaluation	3
GF PA 203	Planning, Programming & Local Gov't Budget System	3
<b>Summer</b>		<b>6</b>
GF PA 204	Local Government Administration	3
GC MAEM 222	Computer Education (Cognate)	3
<b>1<sup>st</sup> Semester</b>		<b>6</b>
GF PA 205	Organization and Management	3
GF PA 206	Human Behavior in Organization	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>40</b>

Admission Requirements:

- Any excess in the field of concentration can be credited for cognate requirements.
- Any degree holder can enroll in the program

## MASTER OF SCIENCE IN BUSINESS ADMINISTRATION (MSBA)

### Description

The program prepares business executives, professionals, and managers for improved leadership and managerial skills. It further equips the student's knowledge and skills to raise the level of competence among graduate students in the aspects of Business Operation and Management, Human Behavior in Organization, and Contemporary Issues in the Philippine Business Environment. Global business situations and conditions are appropriately embedded in the curriculum for comprehensive and far-reaching discussions. It likewise prepares the students to acquire excellent research skills, interpersonal skills, leadership, communication, and critical thinking skills and possess the value of honesty, accountability, compassion, and optimism as their guiding principles and attributes in the practice of their profession, and one who especially demonstrates dynamism, creativity, and prudent decision-making tactics.

It aims to produce graduates with greater entrepreneurial, managerial, and leadership skills as fundamental ingredients in successful business administration. To produce graduates who put a high value on a team-oriented business environment, have high competence in calculating business risk, have greater skills in strategizing crucial steps in business decisions, and always have an eye for opportunities and innovations.

Master of Science in Business Administration (MSBA)	
Program Educational Objectives	Program Outcomes
The Master of Science in Business Administration degree program aims to produce graduates who:	By the time of graduation, an MSBA graduate shall have the ability to:
1. acquire advanced knowledge, skills, and competencies in the field of business administration and management;	a. demonstrate advanced knowledge of the various concepts, principles, and theories of business management.;
2. employ effective leadership, governance, and innovative skills to achieve business objectives and develop industry standards;	b. provide expertise and leadership in business organizations to deliver well-planned business operations employing legal and ethical framework effectively;
3. lead, collaborate and work effectively with others to address the constant challenges in the local and globally competitive market;	c. advance advocacies and initiatives with business leaders to draw solutions to threats of unstable and local markets and present well-studied positions to policy makers and business players for responsive actions.

Program Educational Objectives	Program Outcomes
4. pursue lifelong learning as dynamic and successful business leaders to create positive societal change;	d. actively engage in lifelong learning in incorporating diversity in multiple functional areas such as finance, marketing, and operations;
5. value honesty, social responsibility, and accountability as ethical standards in the exercise of one's profession; and	e. adhere to high ethical values in solving business problems and in making business decisions; and
6. produce high-impact and relevant researches that provide solutions to a wide range of business issues and problems.	f. publish self-directed research outputs that address the identified needs of specific customer groups and markets.

### MSBA Program Outline & Course Descriptions (Effective Academic Year 2018-2019)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB BA 200	Management Accounting & Control	3
GB BA 201	Quantitative Analysis and Elements of Business Statistics	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
GF BA 202	Production Management	3
GF BA 203	Marketing Management	3
GC BA 208	Business Law, Civil Service, Taxation	3
<b>Summer</b>		<b>9</b>
GF BA 204	Financial Management	3
GF BA 205	Micro and Macro Economics	3
GC MAEM 222	Computer Education (Cognate)	3
<b>1<sup>st</sup> Semester</b>		<b>9</b>
GF BA 206	Development of Enterprise	3
GF BA 207	Business Policy	3
GF PA 206	Human Behavior in Organization	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

#### Admission Requirements:

- Any excess in the field of concentration can be credited for cognate requirements.
- Any other baccalaureate degree holders can enroll in the program, provided that 18 units of commerce subjects are taken and passed in the undergraduate level, such as Accounting, Financial, Marketing, Law, Economics, Management Accounting.

## MASTER OF ARTS IN NURSING (MAN)

### Description

The Master of Arts in Nursing is a two-year graduate program designed for Nursing career advancement and leadership in different fields of specialization.

### Programs

1. MAN major in Medical-Surgical Nursing (MAN-MSN)
2. MAN major in Nursing Administration and Supervision (MAN-NAS)

Master of Arts in Nursing (MAN)	
Generic Educational Objectives	Generic Outcomes
The Master of Arts in Nursing degree program aims to produce graduates who:	By the time of graduation, a Master of Arts in Nursing graduate shall have the ability to:
1. acquire advanced knowledge, skills, and competencies in a specialized field of nursing;	a. utilize advanced knowledge and skills in a specialized, inter-disciplinary, or multi-disciplinary field of study for professional practice in nursing;
2. exhibit excellent leadership, innovative, collaborative, communication, creative, and critical thinking skills in the pursuit of their nursing careers;	b. perform creative leadership roles that draw team effort to upgrade the nursing profession.
3. pursue lifelong learning to achieve personal and professional growth;	c. Participate in continuous learning for career and professional advancement;
4. adhere to high ethico-moral and legal standards in the practice of the nursing profession; and	d. render nursing care consistent with ethico-moral legal responsibility of the nursing profession; and
5. produce relevant researches that contribute to the growth of knowledge in their area of expertise and addresses the needs in the local and global communities.	e. Published and utilize evidence-based nursing research for community health development

## 1. MAN - Major in Medical-Surgical Nursing (MAN-MSN)

### 1.1 Program Outcomes

By the time of graduation, a Master of Arts in Nursing major in Medical-Surgical Nursing graduate shall have the ability to:

- a. Utilize advanced knowledge and skills in the management of patients with varied medical-surgical alterations
- b. Participate in continuous learning, adhering to ethico-moral and legal standards for career and professional advancement in the advanced practice of medical-surgical nursing
- c. Published and utilized evidence-based medical-surgical nursing research for community health promotion

### 1.2 MAN – MSN Program Outline & Course Descriptions (Effective Academic Year 2020-2021)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ. 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ. 202	Advanced Statistics I (Inferential Statistics)	3
NSG 001	Advanced Philosophical, Social Foundations in Nursing	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
AS I	Administrative Process in Nursing (Nursing Services Administration)	3
MS I	Advanced Medical-Surgical Nursing I with Nursing Theory	3
MS II	Advanced Health Assessment	3
<b>Summer</b>		<b>9</b>
NSG 003	Nursing Legislation	3
MS III	Psychopath Physiology and Advanced Pharmacology	3
CHN I	Epidemiology	3
<b>1<sup>st</sup> Semester</b>		<b>9</b>
MS IV	Advanced Clinical Practicum	3
CHN II	Family Health Nursing	3
NSG 004	Strategies in Teaching Health (Cognate)	} (Choose 1 of these subjects) 3
NSG 005	Staff Development (Cognate)	
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>	<b>Advanced Medical-Surgical Nursing 2 with Nursing Theory</b>	<b>46</b>

Admission Requirement:

- Bachelor of Science in Nursing transcript of records

## 2. MAN - Major in Nursing Administration and Supervision (MAN-NAS)

### 2.1 Program Outcomes

By the time of graduation, a Master of Arts in Nursing Major in Nursing Administration and Supervision graduate shall have the ability to:

- a. utilize advanced knowledge and skills in the application of principles of administration, leadership, and management in the different specialized fields of nursing;
- b. engage in continuous learning adhering to ethical-moral standards for career and professional advancement in the practice of nursing administration and supervision; and
- c. publish and utilize evidence-based administration and supervision in nursing research for the development of varied fields of nursing.

### 2.2 MAN – NAS Program Outline & Course Descriptions (Effective Academic Year 2020 – 2021)

<b>1<sup>st</sup> Semester</b>		<b>9</b>
GB Educ. 200	Advanced Methods of Research (Qualitative and Quantitative)	3
GB Educ. 202	Advanced Statistics I (Inferential Statistics)	3
NSG 001	Advanced Philosophical, Social Foundations of Nursing	3
<b>2<sup>nd</sup> Semester</b>		<b>9</b>
NSG 002	Nursing Theories	3
AS I	Administrative Process in Nursing (Nursing Services Administration)	3
AS II	Administration and Supervision in Nursing Services	3
<b>Summer</b>		<b>9</b>
NSG 003	Nursing Legislation	3
AS III	Administration and Supervision in Nursing Education	3
AS CHN I	Epidemiology	3
<b>1<sup>st</sup> Semester</b>		<b>9</b>
MS IV	Advanced Clinical Practicum	3
CHN II	Family Health Nursing	3
NSG 004	Strategies in Teaching Health (Cognate)	3
NSG 005	Staff Development (Cognate)	3
<b>2<sup>nd</sup> Semester</b>		
Thesis I	Thesis Writing I	<b>5</b>
<b>Summer</b>		
Thesis II	Thesis Writing II	<b>5</b>
<b>Total</b>		<b>46</b>

Admission Requirement: Bachelor of Science in Nursing transcript of records

## DOCTORAL DEGREE PROGRAMS

### Description

The Doctor of Philosophy is a three-year graduate program designed to prepare students for a life of scholarship in an academic discipline. The degree capacitates the student to contribute new knowledge in a chosen field of concentration through a dissertation.

### Programs

1. Doctor of Philosophy in Business Management (Ph.D.-BM)
2. Doctor of Philosophy in Educational Management (Ph.D.-EM)
3. Doctor of Philosophy in Filipino (Ph.D.-Filipino)
4. Doctor of Philosophy in Human Resource Management (Ph.D.-HRM)
5. Doctor of Philosophy in Public Administration (Ph.D.-PA)

Generic Educational Objectives	Generic Outcomes
The Doctor of Philosophy (Ph.D.) degree programs aim to produce graduates who:	By the time of graduation, a Ph.D. graduate shall have the ability to:
1. Acquire mastery in the content of their academic discipline;	a. demonstrate highly advanced systematic knowledge and skills in their specialized field;
2. exhibit a high level of competence in applying theories, concepts, and principles in the practice of the profession;	b. apply a significant level of expertise-based autonomy and accountability to professional leadership for innovation, research publication, and development management in the highly specialized or interdisciplinary, or multidisciplinary field;
3. demonstrate expertise in their field and accountable to the integrity of their well-studied formula and solutions to varied issues and concerns, and	c. adhere to the highest ethical and moral standards in the practice of one's profession; and
4. Publish quality researches	d. maximize significant contribution to the development of knowledge through independent research, resulting in new knowledge or practice.

## DOCTOR OF PHILOSOPHY IN BUSINESS MANAGEMENT (PHD-BM)

### 1.1 Program Outcomes

By the time of graduation, a Ph.D. in Business Management graduate shall have the ability to:

- a. integrate creative business concepts that contribute to the advancement of business management and leadership in business operations;
- b. justify ethical choices related to societal issues, to optimize organizational effectiveness in a global setting;
- c. create strategic opportunities by providing innovative solutions to complex business challenges using quantitative reasoning and methodologies that contribute to organizational sustainability; and
- d. utilize effective business analyses, research, and recommendations through the advancement of business management practices

### 1.2 PhD BM Program Outline & Course Descriptions (Effective Academic Year 2020-2021)

<b>1<sup>st</sup> Semester</b>			<b>9</b>
PhD BM 202	Philosophy of Business Management and Theories of Organization	Basic	3
PhD BM 203	Dynamics of Organizational Communication	Basic	3
PhD BM 204/ PhD EM 303	Research Statistics/ Statistics II	Basic	3
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD BM 206	Marketing Management	Field of Concentration	3
PhD BM 210/ PhD PA212	Global Economics	Field of Concentration	3
PhD BM 201/ PhD EM 305	Research Methods/ Research Techniques and Colloquium	Basic	3
<b>Summer</b>			<b>9</b>
PhD BM 207	Operation Management and Research	Field of Concentration	3
PhD BM 314	Niponggo	Foreign Language	3
PhD BM 205/ PhD HRM 405	Human Resource Management	Field of Concentration	3
<b>1<sup>st</sup> Semester</b>			<b>9</b>
PhD BM 209	Corporate Planning	Field of Concentration	3
PhD PA 211	Labor and Industrial Relations	Field of Concentration	3
PhD BM 213/	Risk Management	Field of Concentration	3

PhD HRM 413			
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD PA 212	Business Policy and Development	Field of Concentration	3
PhD BM 208	Financial Management	Field of Concentration	3
PhD BM 325	Spanish	Foreign Language	3
<b>Summer</b>			
Ph.D. BM 214/ PhD HRM 414	Proposal Hearing	Dissertation I	<b>6</b>
<b>1st Semester</b>			
Ph.D. BM 215/ PhD HRM 415	Oral Defense	Dissertation II	<b>6</b>
<b>Total</b>			<b>57</b>

Admission Requirements:

- Must be a degree holder of MBA / MSBA / MBM or any master's degree on a related course.
- Transcript of Records.

## DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT (PHD-EM)

### 2.1 Program Outcomes (PO)

By the time of graduation, a Ph.D. in Educational Management graduate shall have the ability to:

- lead change in educational organizations in a diverse and global society;
- design innovative approaches and strategies in educational management to meet the challenges of the 21st century;
- model personal and professional leadership in addressing diverse issues of education adhering to the highest ethical and moral standards; and
- utilize relevant researches in the advancement of management practices and the academic community.

### 2.2 PhD EM Program Outline & Course Descriptions (Effective Academic Year 2020-2021)

<b>1<sup>st</sup> Semester</b>			<b>9</b>
PhD EM 300	Comparative Philosophies of Education	Basic	3
PhD EM 303/ PhD HRM 403	Organizational Development/ Philosophy	Basic	3
PhD EM 303	Statistics II	Basic	3

<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD EM 301	Modern Ethical Issues	Field of Concentration	3
PhD EM 312	Administrative Behavior in Education	Field of Concentration	3
PhD EM 305/ PhD BM 201	Research Techniques and Colloquium	Basic	3
<b>Summer</b>			<b>9</b>
PhD EM 306	Management in the Public School System	Field of Concentration	3
PhD EM 307	Adult and Community Education	Field of Concentration	3
PhD EM 314	Perspective in Educational Planning	Field of Concentration	3
<b>1<sup>st</sup> Semester</b>			<b>9</b>
PhD EM 309	Essentials of Management	Field of Concentration	3
PhD EM 316	Seminar in Educational Management	Field of Concentration	3
PhD EM 319/ PhD HRM 404	Information Technology/Management Information (Cognate)	Cognate	3
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD EM 311	School Finance and Business Management	Field of Concentration	3
PhD EM 310	Administration in Higher Education in the Philippines	Field of Concentration	3
PhD EM 325	Spanish	Foreign Language	3
<b>Summer</b>			<b>6</b>
PhD EM 315	Evaluation Procedure for Teachers	Cognate	3
PhD EM 322	Niponggo	Foreign Language	3
<b>1<sup>st</sup> Semester</b>			<b>6</b>
PhD EM 414	Proposal Hearing	Dissertation I	<b>6</b>
<b>2<sup>nd</sup> Semester</b>			<b>6</b>
PhD EM 415	Oral Defense	Dissertation II	<b>6</b>
<b>Total</b>			<b>63</b>

Admission Requirements:

- MA in Education or its equivalent.
- Master's degree in a related field may be admitted into the course if he has completed 18 units of Education at the Master's level.

## DOKTOR NG PILOSOPIYA SA FILIPINO (PHD-FIL)

### 3.1 Program Description and Objectives

Ang programa ng Doktor ng Pilosopiya sa Filipino (PhD-Fil) ay nakatuon sa pagpapalawak ng kasanayan sa pamamahala ng mga programang pangwika gaya ng kasaysayan at pag-unlad, istruktura at sikolohiya ng wikang Filipino bilang tagapagbigkis ng mamamayang Pilipino at ang Panitikang Pilipino bilang salamin ng tradisyon at kultura ng Pilipinas. Ito ay naghahanda ng mga gradwado sa pag-usbong ng kanilang propesyon bilang dalubhasa sa larangang ito at mangunguna sa mga mag-aaral sa mahusay at angkop na paggamit ng wikang Filipino upang maiangat ang pang-ekonomikal, pampulitikal at pangsosyo-kultural na pag-unlad ng bansang Pilipinas. Ito ay may layuning makapagprodyus ng mga gradwadong:

- a. mahusay at epektibo sa paggamit ng Wikang Filipino;
- b. eksperto sa pagpapalano, paghahanda at pagpapatupad sa mga programang pangwika;
- c. magaling sa pamamahala at paghahanap ng mga kalutasan sa mga isyu at suliraning pangwika at pampanitikan sa Filipino; at
- d. kilala sa pagiging mananaliksik sa Filipino.

Ito ay naglalayong makapagprodyus ng magagaling na grawadong magiging igagalang na mga tagapamahala at tagapamuno ng paaralan, mga tagapagplano at tagapagdesinyo ng mga programang kaugnay sa Filipino sa aspektong pangmetodolohikal, pampedagohikal, pansaykolohikal at pampilosopikal.

### 3.2 Program Outcomes (PO)

Sa panahon ng pagtatapos, ang magtatapos ng PhD Filipino ay kailangang magkaroon ng kakayahang:

- a. Makipag-ugnayan sa pamamagitan ng pagiging produktibo sa mga taong napabilang sa iba't ibang antas ng pamumuhay bilang mga pinuno/tagapagturo at kasapi ng pangkat na may katapatan at propesyonalismo;
- b. Kritikal na mailapat ang mga teorya, pamamaraan, at kaalaman upang matugunan ang mahahalagang katanungan sa kanilang pangunahing larangan ng pag-aaral;
- c. Makapagpakita sa pamamagitan ng paglilingkod sa kahalagahan ng kanilang disiplina sa akademya at sa pamayanan sa kabuuan; at
- d. Makapagpakita ng sapat na kasanayan sa pasalita at pasulat na komunikasyon upang makapagpresenta at makapaglimbag ng gawain sa kanilang larangan nang makapaghanda ng mga panukala upang mabigyan ng gawad ng pagpopondo.

### 3.3 PhD Filipino Program Outline & Course Descriptions (Effective Academic Year 2020-2021)

<b>1<sup>st</sup> Semester</b>			<b>9</b>
PhD EM 300	Comparative Philosophies of Education	Basic	3
PhD EM 303/ PhD HRM 403	Organizational Development/ Advanced Philosophy	Basic	3
PhD EM 303	Statistics II	Basic	3
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD Fil 301	Kasaysayan at Pag-unlad ng Wikang Filipino	Field of Concentration	3
PhD Fil 302	Istruktura ng Wikang Filipino	Field of Concentration	3
PhD EM 305/ PhD BM 201	Research Techniques and Colloquium	Basic	3
<b>Summer</b>			<b>9</b>
PhD Fil 303	Wika at Kultura	Field of Concentration	3
PhD Fil 304	Sikolohiya ng Wikang Filipino	Field of Concentration	3
PhD Fil 307	Mga Teoryang Pampanitikan	Field of Concentration	3
<b>1<sup>st</sup> Semester</b>			
PhD Fil 308	Mabisang Pagpapahayag sa Wikang Filipino	Field of Concentration	3
PhD BM 203	Dynamics of Organizational Communication	Cognate	3
PhD HRM 404	Management Information (MIS)	Cognate	3
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD Fil 306	Panitikang Pambayan	Field of Concentration	3
PhD Fil 305	Pagpaplanong Pangwika	Field of Concentration	3
PhD EM 325	Spanish	Foreign Language	3
<b>Summer</b>			<b>6</b>
PhD Fil 309	Mga Kontemporaryong Isyu sa Wika at Panitikan	Cognate	3
PhD EM 322	Niponngo	Foreign Language	3
<b>1<sup>st</sup> Semester</b>			
PhD Fil 310/ PhD HRM 414	Paglalahad ng Konseptong Papel/Proposal	Dissertation I	<b>6</b>
<b>2<sup>nd</sup> Semester</b>			
PhD Fil 311/ PhD HRM 415	Paasalitang Presentasyon	Dissertation II	<b>6</b>
			<b>Total 63</b>

#### Admission Requirements:

- Must be a degree holder of Master of Arts in Teaching Filipino, MA in Filipino, or equivalent.
- Transcript of Record

## DOCTOR OF PHILOSOPHY IN HUMAN RESOURCE MANAGEMENT (PHD-HRM)

### 4.1 Program Outcomes (PO)

By the time of graduation, a Ph.D. in Human Resource Management graduate shall have the ability to:

- a. contribute to the body of theory, principles, and application in the practice of human resource management;
- b. design and utilize effective strategic plan in human resource management and processes;
- c. utilize relevant researches in the advancement of human resource management practices and academic community; and
- d. adhere to the highest ethical and moral standards in the practice of the human resource profession.

### 4.2 Ph.D. HRM Program Outline & Course Descriptions (Effective Academic Year 2020-2021)

<b>1<sup>st</sup> Semester</b>			<b>9</b>
PhD HRM 402	Management Philosophy	Basic	3
PhD HRM 403/ PhD EM 302	Advanced Philosophy of Organizational	Basic	3
PhD HRM 404	Management Information System (MIS)	Basic	3
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD HRM 408	Entrepreneurship	Field of Concentration	3
PhD HRM 407	Motivation, Leadership and Decision Making	Field of Concentration	3
PhD EM 305	Research Techniques and Colloquium	Basic	3
<b>Summer</b>			<b>9</b>
PhD HRM 406	Organizational Behavior	Field of Concentration	3
PhD EM 322	Niponggo I	Foreign Language	3
PhD HRM 405	Human Resource Management	Field of Concentration	3
<b>1<sup>st</sup> Semester</b>			<b>9</b>
PhD HRM 411	Labor and Industrial Relations	Field of Concentration	3
PhD HRM 410	Dynamics of Organizational Communication	Field of Concentration	3
PhD HRM 413	Risk Management	Field of Concentration	3
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD HRM 412	Quantitative Tools in Management	Field of Concentration	3
PhD HRM 409	Seminar in Executive Development	Field of Concentration	3

PhD EM 325	Spanish	Foreign Language	3
<b>Summer</b>			
PhD HRM 414	Proposal Hearing	Dissertation I	<b>6</b>
<b>1<sup>st</sup> Semester</b>			
PhD HRM 415	Oral Defense	Dissertation II	<b>6</b>
<b>Total</b>			<b>57</b>

Admission Requirements:

- Must be a degree holder of any master's degree in a related field
- Transcript of Records.

## DOCTOR OF PHILOSOPHY IN PUBLIC ADMINISTRATION (PHD-PA)

### 5.1 Program Outcomes (PO)

By the time of graduation, a Ph.D. in Public Administration graduate shall have the ability to:

- demonstrate highly advanced knowledge in current theories and practices in the public administration field.
- create public value through public administration policies, administrative processes, and leadership.
- integrate citizen involvement and community advocacy in public sector decision-making; and
- utilize self-directed research outputs and engage in the implementation of innovative solutions to resolve leadership and governance issues.

### 5.2 PhD PA Program Outline & Course Descriptions (Effective Academic Year 2020-2021)

<b>1st Semester</b>			<b>9</b>
PhD PA 204	Administration Theory/ Comparative Administrative System	Basic	3
PhD PA 203	Philosophical Anthropological, and Social Foundation	Basic	3
PhD PA 202/ PhD EM 303	Research Statistics/ Statistics II	Basic	3
<b>2nd Semester</b>			<b>9</b>
PhD PA 210	Local Government Administration and Governance	Field of Concentration	3
PhD PA 206	Public Personal Management	Field of Concentration	3
PhD EM 305	Research Techniques and Colloquium	Basic	3

<b>Summer</b>			<b>9</b>
PhD PA 205	Policy Science in Public Administration	Field of Concentration	3
PhD EM 322	Niponggo I	Foreign Language	3
PhD PA 207	Problems of Government Budgeting	Field of Concentration	3
<b>1<sup>st</sup> Semester</b>			<b>9</b>
PhD PA 209	Urban and Regional Planning	Field of Concentration	3
PhD PA 208/ PhD HRM 410	Dynamics of Organizational Communication	Field of Concentration	3
PhD PA 213/ PhD HRM 409	Seminar in Executive Development	Field of Concentration	3
<b>2<sup>nd</sup> Semester</b>			<b>9</b>
PhD PA 212	Global Economics / Current Issues and Development	Field of Concentration	3
PhD PA 211	Organization Development/ Management Planning and Control	Field of Concentration	3
PhD EM 325	Spanish	Foreign Language	3
<b>Summer</b>			
PhD PA 214/ PhD HRM 414	Proposal Hearing	Dissertation I	<b>6</b>
<b>1<sup>st</sup> Semester</b>			
Ph.D. PA 215/Ph.D. HRM 415	Oral Defense	Dissertation II	<b>6</b>
<b>Total</b>			<b>57</b>

Admission Requirements:

- Must be a degree holder of any master's degree in a related field
- Transcript of Records.

## Part II.

# GENERAL POLICIES AND ACADEMIC STANDARDS

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## ARTICLE ONE: GENERAL GUIDELINES ON ADMISSION

### SECTION 1. DECLARATION OF ADMISSION POLICY

The University of Bohol adopts a policy of open admission but selective retention to students with complete and valid credentials, whose qualifications indicate satisfactory performance, and who meet the other prescribed admission requirements.

### SECTION 2. GENERAL PROVISIONS

To be a bonafide student of the University of Bohol, one has to meet all requirements for admission and enrollment.

- 2.1 Enrolment is signed and approved by the Dean.
- 2.2 Required fees are paid with a corresponding receipt.
- 2.3 An official copy of the Certificate of Registration issued by the Registrar to the Student is certified.
- 2.4 The name of the student appears in the class list of the subjects enrolled.
- 2.5 The name of the student appears in the computer database.
- 2.6 The student has attended classes.
- 2.7 The student has not been dropped from the rolls.

### SECTION 3. Admission Policy – Basic Eligibility Requirement

#### 3.1 Admission of Graduate School Enrollees

##### A. For Masters' Degree

Applicants are required to submit the following:

- ✓ Transcript of Records (TOR) for Bachelor Degree Completed
- ✓ Transfer Credentials / Honorable Dismissal
- ✓ Original and photocopy of Birth Certificate
- ✓ Completion of at least 18 units of bridging foundation courses in the area of specialization determined and appended by the Dean if the applicant's undergraduate degree is not aligned to the master's degree enrolled in.

Upon enrolment, the applicant shall undergo an interview by the Dean, who will assess the capacity of the student to pursue graduate studies.

## B. For Doctors Degree

Applicants are required to submit the following:

- ✓ Transcript of Records (TOR) for the Master's Degree Completed
- ✓ Transfer Credentials / Honorable Dismissal
- ✓ Original and photo copy of Birth Certificate
- ✓ Completion of at least 18 units foundation courses in the area of specialization to be determined and approved by the Dean if the master's degree is not aligned to the doctoral degree enrolled in.

Upon enrollment, the applicant shall undergo an interview by the Dean, who will assess the capacity of the student to pursue a doctoral degree.

## C. For Transferees

For transferees, a one-year or two-semester residency is required for graduation.

### 3.2 Admission of Transferee

A transferee is a student who wishes to enroll in the University of Bohol after enrolling in a course in another institution. Upon enrolment, the transferee must submit the following:

- ✓ Transfer Credential or Honorable Dismissal
- ✓ Certificate of Good Moral Character issued by the Dean or Registrar of the previous institution.
- ✓ Original & Photocopy of the Birth Certificate issued by the PSA
- ✓ Original & Photocopy of the marriage certificate issued by the PSA for married students.

### 3.3 Admission of Foreign Student

Foreign students are Non-Filipino Citizens who wish to enroll in a degree course. Upon enrolment, the foreign student must submit the following:

- ✓ Philippine Resident Alien – Three (3) photocopies of their Alien Certificate of Registration (ACR) and the Original copy for verification
- ✓ Naturalized Filipino Citizen – a copy of the PSA Birth Certificate

### 3.4 Cross- Enrollment

Cross-enrollees for academic subjects shall bring their permit from their home school duly signed by authorized personnel. Cross-enrolment is only allowed for valid reasons determined by school policies, rules, and regulations. To qualify to cross enroll, the student must secure written consent from the Registrar / Institution where he is regularly enrolled. Such permission shall only be granted if the subject

loads taken in another school are not offered during the particular semester. The same rules apply if a student from the University of Bohol seeks Cross-enrolment in other schools.

The University reserves its right to accept cross enrollees on the following conditions:

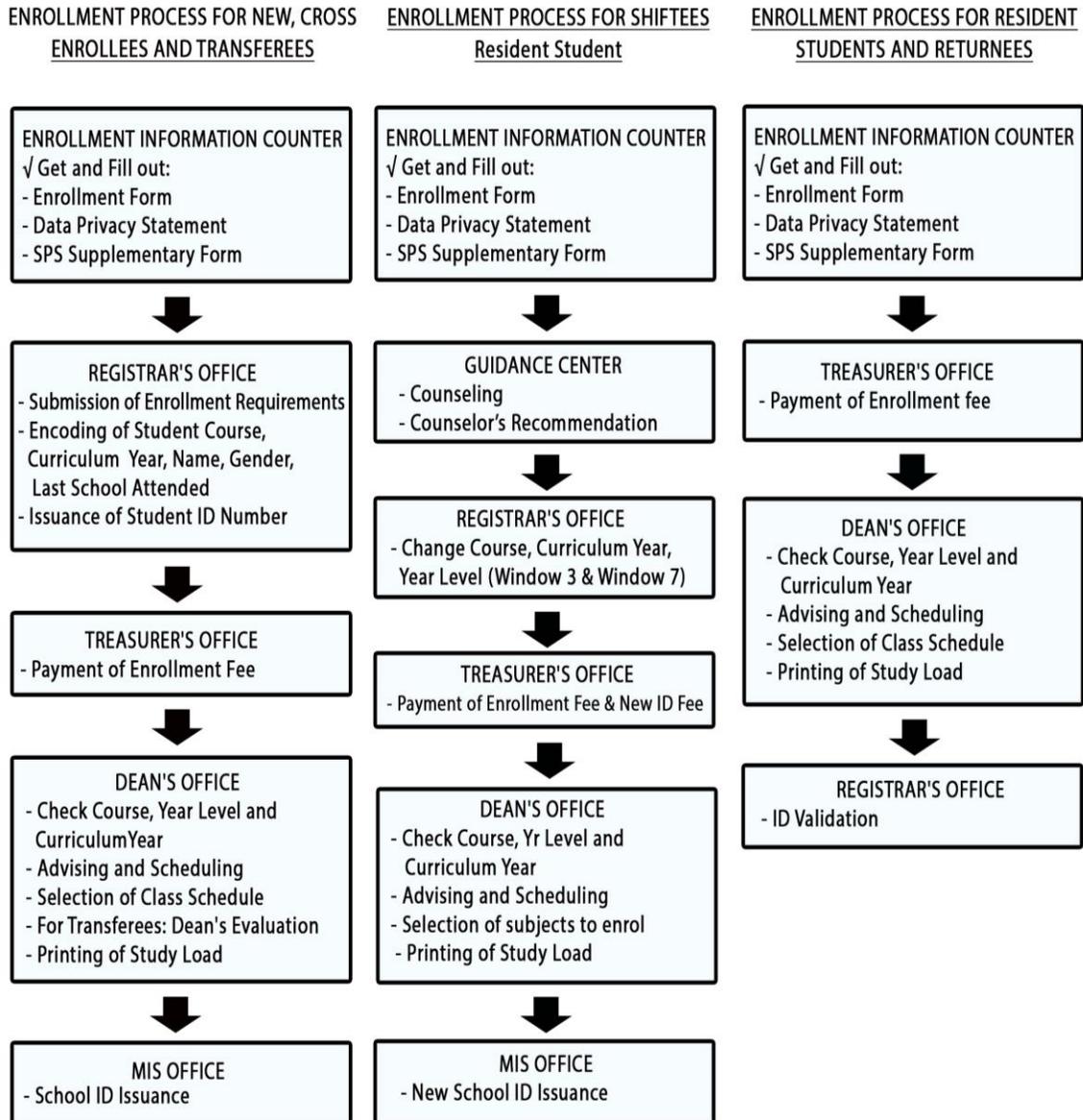
- ✓ The school does not offer the requested subjects for the student's cross-enrollment during the requesting students' semester.
- ✓ The subjects are offered, but their schedules conflict with requesting students' other schedules.
- ✓ The student intends to spend the school semester in his home province or region and enrolls in the subjects offered by an institution located therein, on the condition that such request is in accordance with the school's policy on cross-enrollment.

A student need not secure clearance from CHED to cross-enroll, provided that the total subject load does not exceed the allowable number of units per school term.

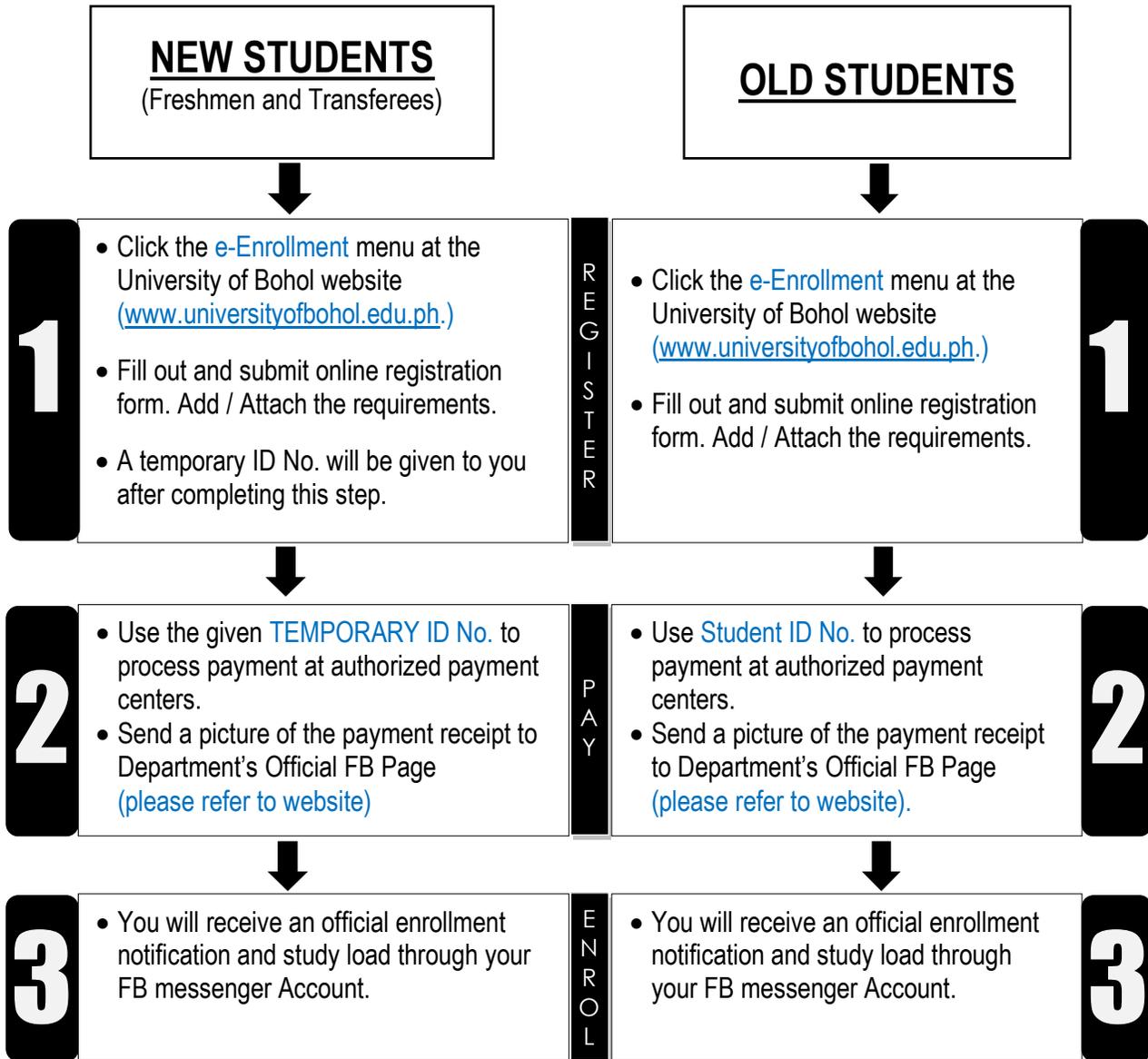
## SECTION 4. ENROLLMENT PROCEDURE

Students can enroll during the registration period following the enrollment flow.

### ON-SITE ENROLLMENT



**e-ENROLLMENT QUICK GUIDE**  
College / Law / Graduate School



**AUTHORIZED PAYMENT CENTERS**



**PALAWAN PERA PADALA**  
ACCOUNT NAME: University of Bohol  
Note: Provide complete name, Temporary ID # and grade level



**CHINA BANK**  
ACCOUNT NAME: University of Bohol



**FIRST CONSOLIDATED BANK (FCB)**  
ACCOUNT NAME: University of Bohol  
Note: Inform the bank teller of the transaction: payment of UB tuition fee

## **SECTION 5. CLASS REPORTING**

Students should present their enrollment certification to the teacher to be allowed to enter a class. Students whose names are in the enrollment list provided by the Registrar are not allowed to transfer from one section to another, and students should be discouraged from attending classes they are not enrolled in.

## **SECTION 6. LATE ENROLLMENT**

6.1 A student may enroll and be admitted following reasonable rules of the university, but which in no case shall exceed two weeks after the start of the classes.

6.2 Inter-school transfers after the enrollment period are discouraged, especially for students who are graduating from a course of study during the school year.

6.3 No student will be allowed to enroll two weeks after opening regular classes unless the Vice President has approved the enrollment application for Academic Affairs.

## **SECTION 7. SUBJECT LOADING AND OVERLOAD**

7.1 The regular academic load for a student every semester is prescribed in the specific curriculum of the program to the student is admitted. Non-compliance to the policy shall require approval of the Dean.

7.2 Upon the school's discretion, a graduating student may be permitted an additional load in excess of the normal load prescribed by the school for the school term.

7.3 Graduate students will be allowed to take not more than three units during the semester before Thesis I / Dissertation I upon the approval of the VP for Academic Affairs.

Applicants for overload arrangements must comply with the following requirements:

- ✓ Must have a general percentage average grade of 1.7 or above.
- ✓ Must fill in the application for overload and secure computation of GPA from the Registrar
- ✓ Pay required fees at the Finance Office
- ✓ Secure final approval from the VP for Academic Affairs

## **SECTION 8. CHANGING AND DROPPING OF SUBJECTS AND OR COURSE**

8.1 A student who is already officially enrolled may add or drop subjects during the enrollment preliminary period for the following reasons:

- ✓ Conflict of class schedules
- ✓ Wrong subject/s enrolled
- ✓ Wrong descriptions of subject/s enrolled
- ✓ Wrong sequence of subjects

The procedure for changing and dropping of subjects are as follows:

- a. Secure Certificate of Registration (COR) noted by the Dean as to what subjects are allowed to be added, dropped, or changed
- b. Check availability of subjects at the Registrar's Office
- c. Secure new encoded and validated class schedule at the Registrar's Office

8.2 A student who wishes to change course already enrolled must follow the following procedure:

- a. Secure an Approved Academic Advising Form from the Dean of the New Course
- b. Prepare a new class schedule
- c. Submit new schedule and academic advising slip to the Registrar for approval
- d. Pay required fees at the Finance Office
- e. Secure encoded and validated new course and new class schedule at the Registrar's Office

## **SECTION 9. GUIDELINES ON DISCONTINUANCE FROM SUBJECT OR COURSE**

### **9.1 Withdrawal from Subject Enrolled**

A student is allowed to withdraw subjects enrolled without academic penalty provided they comply with requirements for withdrawal at the Registrar's Office, as follows:

- ✓ Pay withdrawal fees at the Finance Office
- ✓ Accomplish withdrawal form with the following signatories: Dean, Treasurer, Teacher of Subjects withdrawn, EDP, and other school authorities whose approval is required
- ✓ Submit Accomplished Withdrawal Form to Registrar's Office

The subject/s enrolled initially will be automatically marked "W" for Withdrawn" in the Student's Record upon withdrawal.

Any student who discontinues from any subject without complying with the withdrawal requirements shall be marked "D" or dropped," which is equivalent to 5.0 or "Failed" without credit.

9.2 Any student who withdraws enrolment shall incur the following charges:

<b>Period of Withdrawal</b>	<b>Charges</b>
• Within Adding, dropping period before Prelims	20% of total fees due for the term
• After Prelims but before Midterm exams	30% of total fees due for the term
• After Midterm exams	100% of total fees due for the term

It is the policy of the University to officially refund or adjust a student account whenever the student withdraws enrollment from the University in accordance with accepted policies and procedures.

### **SECTION 10. TRANSFER TO ANOTHER SCHOOL**

A student who transfers to another school must apply for a Certificate for Transfer Credentials (CTC), which will be issued after the applicant has been cleared from financial, library, and property liabilities. The CTC also certifies the good moral standing of the applicant who voluntarily severs his connection from the University of Bohol. Only the informative Copy of the Transcript of Records (TOR) will be released to the student, and the original copy will be mailed to the school where the student applied for enrollment.

After the Certificate of Transfer Credentials is released, the student loses his student status in the University. The rule also applies to students who have already registered in another school.

### **SECTION 11. GUIDELINES ON FEES AND PAYMENTS**

- 11.1 Information regarding tuition and other fees is available at the student accounts window at the Finance Office.
- 11.2 The University grants a 5% discount privilege for full payment of school fees for one semester if payment is made upon enrollment.
- 11.3 A student has a choice of paying either on an installment or cash basis. However, a fixed amount (Registration Fee) is required to be paid upon enrolment, which is applied as payment to the total fees payable. The schedule of installment payment is as follows:

For Graduate School	
Installment Required	Payment Due
Fifty Percent (50%)	Prior to Mid-term Examination
Fifty Percent (50%)	Prior to Final Examination

- 11.4 Student Accounts Payable
  - a. A returning student should settle the account before being permitted to enroll.
  - b. Students with sponsored Scholarships, discounts, and government waivers will be required to pay their assessed miscellaneous and other fees upon enrollment on a pro-rata basis.
  - c. Examination permits will only be released after the settlement of accounts during the examination period.

# ARTICLE TWO: GRADING SYSTEM AND EVALUATION

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## SECTION 1. ATTENDANCE

- 1.1 Attendance to classes is a basic requirement for a student to earn credits. All students should regularly attend classes they are enrolled in.
- 1.2 A student who leaves the class shall be marked absent. Tardiness is also marked as absent.
- 1.3 A student should attend at least 80% of the total recitation hours in the subject he desires credit for.
- 1.4 In all cases of absences, a student is required to submit a written explanation as to the cause of his absence:
- ✓ in one or two absences, consecutive or otherwise, he should secure an excuse slip directly from the teacher
  - ✓ in three or more absences, consecutive or otherwise, he must obtain the excuse slip from the Dean of the college.
- In all instances, the student must submit his excuse slip to the teacher concerned not later than the second session of the class following the date of his return; otherwise, the student will not be readmitted to or allowed to remain in class thereafter.
- 1.5 If the total absences, excuse or not excused is 20% of the total class hour for the semester, the teacher may recommend to the Dean that the student be dropped from the class.
- 1.6 If the student has incurred ten (10) consecutive unexcused absences, he will be automatically dropped from the class.

## SECTION 2. EXAMINATIONS

- 2.1 For the Graduate School students, two major examinations are given: Midterms and Finals
- 2.2 A student is required to secure an Admission Number from the Finance Office. The admission number is presented to the teacher during the examination.
- 2.3 No student shall be allowed to take the examination without the admission number.
- 2.4 Cheating is punishable with an equivalent score of Zero (0). The following are considered a form of cheating:
- ✓ Use of textbooks, notes, and other materials concerning the subject matter unless authorized by the teacher.
  - ✓ Giving or receiving information or answer; and
  - ✓ Any other attempts of communication with seatmates during the examination

2.5 In no case should a teacher give a special examination to students without written approval from the Dean.

2.6 In no case should parties, outings, social events substitute for an examination.

### SECTION 3. THE GRADING / MARKING SYSTEM\*

#### 3.1 Grading Criteria

Criteria	Weight
<b>Written works</b>	15 %
<ul style="list-style-type: none"> <li>graded summative test and assignment</li> </ul>	
<b>Official Test</b>	50 %
<ul style="list-style-type: none"> <li>Two (2) major exams: Midterm and Finals</li> </ul>	
<b>Scholarly Contributions</b>	35 %
<ul style="list-style-type: none"> <li>abstracts, presentations, research, case studies, portfolios or other similar requirements</li> </ul>	
<b>Total</b>	<b>100 %</b>

#### 3.2 Students in the Graduate School will follow this grading scale:

Grading Scale for Graduate program	
1.0 - 95 -100 %	1.6 - 89 %
1.1 - 94 %	1.7 - 88 %
1.2 - 93 %	1.8 - 87 %
1.3 - 92 %	1.9 - 86 %
1.4 - 91 %	2.0 - 85 %
1.5 - 90 %	
<b>2.1 Failure</b>	

Other grading options with their equivalence are:

Grading Options		
W – Withdrawn	DR – Dropped	NG – No Grade

3.3 The Grade Sheet is the official form used for reporting the academic marks received and units earned by students at the end of the term. If the students need to complete specific requirements but run out of time within the reglementary period, the mark N.G (No Grade) should be used. Grading sheets with unfilled or blank final grade columns will not be accepted as valid submission to the Registrar’s Office.

\* Approved by the Board of Trustees on March 12, 2019 to take effect Summer 2019, as amended effective First Semester 2021.

3.4 Teachers shall submit Grade Sheets to the Registrar's Office online within eight (8) working days after the final examination for the summer term and two (2) weeks after the final examination for the regular academic semester. Changes and erasures are strictly not allowed once the grades have already been received and dated by the Registrar's Office, except in cases of inadvertent erroneous entries or underestimation of equivalent credits and performance supported by valid documents, subject to the approval of the Dean and the Vice President for Academic Affairs.

### 3.5 Policy on Change of Grades

In case of erroneous entries of grades, the following steps are prescribed:

- a. The student submits a letter of complaint to the teacher within thirty (30) days after submitting final grades.
- b. Upon receipt of the complaint, the teacher will act accordingly within ten (10) working days. If the complaint is valid and meritorious, the teacher will submit a notarized affidavit to the Dean citing the circumstances and reasons for the wrong entry and correcting grade.
- c. The Dean, upon receipt of the document and after due verification, shall endorse the same to the Vice President for Academic Affairs for approval.
- d. The Vice President for Academic Affairs will approve the endorsement upon verification of documents submitted by the Dean.
- e. The Vice President will return the approved request to the Registrar thru the Dean for change of grade entry.
- f. The Registrar shall correct the entry in the grading sheet, duly initialed and dated.
- g. If no complaint is filed after one (1) year of the submission of final grades.

## **SECTION 4. GUIDELINES ON RETENTION**

1.1 In order to remain studying in the Graduate School, the following rules shall apply:

- a. Maintain a minimum GPA (General Percentage Average) of at least 2.0 (85%)
- b. Earn at least a grade of 2.0 in every subject
- c. Exhibit advanced writing skills in research requirements
- d. Make continuous progress towards completion of the degree
- e. Complete a capstone project that demonstrates acquisition of the learning outcomes of the program
- f. Completing the programs within four years

## SECTION 5. ACADEMIC HONORS

The University of Bohol recognizes students who are academically superior through granting honors.

5.1 All academic honors are awarded to full-time, regular students who carry the minimum academic load per semester and have no incomplete grades below 2.0 in all academic subjects.

5.2 Graduation Honors are conferred on candidates for graduation who meet the following requirements and qualifications:

- a. Of good moral character
- b. Completed the number of school years prescribed in the course
- c. No grade of 2.0 (failed), NC (No Credit), NG (No Grade) while pursuing the course
- d. Obtain an overall average rating given below to be computed based on units earned in all subjects.

Doctoral	Masters / Four- Year Course	Less than 4 years	Average
Meritus	Cum Laude	With Honors	1.34 to 1.50
Benemeritus	Magna Cum Laude	With High Honors	1.17 to 1.33
Meritisimus	Summa Cum Laude	With Highest Honors	1.0 to 1.16

The Registrar shall ascertain and make a list of probable candidates for honors based on scholastic records. The Dean may also accept applications from students and include the name if qualified for the Honor List.

The tentative Honors list will be forwarded to the Dean for review. The Faculty of the college will deliberate on the final granting of honors based on the approved criteria.

5.3 The criteria for granting honors to Graduate School students are as follows:

Criteria	
Thesis/Dissertation	25 %
Oral Defense	25 %
Academic Grades	50 %
<b>Total</b>	<b>100 %</b>

5.4 A transferee from another school with high grades shall qualify for honors, provided he has a one-year residency at the University of Bohol.

5.5 Honors are conferred on candidates upon approval of the Committee on Evaluation of Honor Students of the different colleges.

## SECTION 6. GRADUATION POLICIES

The Board of Trustees, upon the recommendation of the Dean and Members of the Faculty, will confer the diploma, certificate, title, or degree upon the candidate who satisfactorily complies with all the following requirements:

- 6.1 Formal application for a title or degree shall be filed at the Registrar's Office within the specified period of filing during the candidate's last term.
- 6.2 Completed the application procedure for Graduation as follows:
  - a. Payment of evaluation fee at the Finance Office
  - b. Evaluation of academic records at the Registrar's Office and completion of all documents such as:
    - PSA Authenticated Birth Certificate
    - Form 137-A
    - Transcript of Records for Transferees
    - Approved Overload form (as applicable)
    - Correction of Name (as applicable)
    - Certificate of Re-enrollment of subjects (as applicable)
    - Other documents as required
  - c. Payment of all fees related to the application for graduation at the Finance Office
  - d. Accomplish and sign the application for Graduation form and secure signatures from the Dean, Alumni Officer, Official Photographer, and Registrar
  - e. Submit accomplished graduation form to the Registrar's Office
- 6.3 If the candidate is a transferee, he must have completed the one year or two succeeding semester residency requirement in the university of Bohol. He must have earned at least 40 units (if undergraduate) and 24 units (if Graduate student) of the course he intends to graduate from.

## SECTION 7. GRADUATION CEREMONIES

- 7.1 The candidate for graduation must be present in the Commencement rites unless excused for a valid reason by the Dean.
- 7.2 No candidate for graduation is allowed to participate in the Commencement rites without clearance from the Finance and Registrar's Offices.
- 7.3 The candidates for graduation are required to wear academic regalia during the commencement rites.
  - a. Academic Gown  
The candidate wears the corresponding prescribed academic gown for a two-year course, Baccalaureate degree, Master's degree, and Doctoral degree.

b. The Cap, Tassel, and Cord

The candidate wears the prescribed cap and dons the colors of the tassel and cord assigned per college, as follows:

<b>Masters Degree</b>	<b>Color</b>
Master of Arts in Educational Management	Blue
Master of Arts in Psychology	
Master of Arts in Guidance and Counseling	
Master of Arts in Education – Elementary Mathematics Teaching	
Master of Arts in Education – Elementary Teaching	
Master of Arts in Education – Pre-Elementary Teaching	
Master of Arts in Teaching Filipino	
Master of Arts in Teaching English	
Master of Arts in Teaching Mathematics	
Master of Arts in Teaching Social Science	
Master of Arts in Teaching Physical Education	
Master in Public Administration	
Master of Science in Business Administration	Orange
Master of Arts in Nursing	Red-Orange
<b>Doctoral Degree</b>	
Ph.D. in Business Management	Orange
Ph.D. in Educational Management	Blue
Ph.D. in Filipino	Blue
Ph.D. in Human Resource Management	Red
Ph.D. in Public Administration	Teal

c. The Hood

The candidate for graduation for Baccalaureate, Masters, and Doctor’s Degree shall wear the prescribed academic hood.

# ARTICLE THREE: COMPREHENSIVE EXAMINATION, THESIS/ DISSERTATION

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## SECTION 1. COMPREHENSIVE EXAMINATION AND THESIS / DISSERTATION REQUIREMENTS

Consistent with the Vision, Mission, Goals of UB Graduate School and in Compliance with CHED Requirements, students shall pass the following to complete the degree:

1. Comprehensive Examination
2. Thesis Writing 1 & 2 for Masters Degree/  
Dissertation 1 & 2 for Doctorate Degree
3. Oral Defense

## SECTION 2. GUIDELINES AND PROCEDURES FOR THESIS / DISSERTATION

During Year 2 of their program, students shall undergo comprehensive examination before taking Thesis I / Dissertation I and Thesis 2/ Dissertation 2, culminating in the successful defense of the Thesis/ Dissertation for granting their Masteral and Doctoral Degree, respectively. These requirements are illustrated in detail in the attached ***Research Flow***.

# Research Flow Details

Year 2:  
First Semester

## Comprehensive Examination

Scheduled twice in a semester

### Requirements

- Certification from the Graduate School Dean that student is qualified to take the comprehensive examination
- Clearance and comprehensive examination fee

### Process

- The student will submit to the Graduate School Dean for evaluation and certification of eligibility to take the comprehensive examination
- The student will pay the comprehensive examination fee at the Finance Office
- Accomplish comprehensive examination form for admission and schedule of examination
- Take the exam at the scheduled date and time

## Title Hearing

2 weeks after the start of Thesis Writing 1 class

### Requirements

- Enrolled in Thesis Writing 1
- The student has participated in Thesis Writing 1 Class particularly on the formulation of titles and problems. This usually takes place in the first two sessions of three hours each (total of 6 hours)
- Fee

### Process

- The student shall formulate at least three (3) titles in consultation with the Thesis Writing professor for preliminary approval
- The student shall undergo title hearing before a panel of three (3) experts. The title shall comply with the following criteria:
  1. Aligned to program research agenda
  2. Contribute to new knowledge
- The student who passes the title hearing will secure from the dean an appointment of a thesis adviser
- The student who fails will repeat the title hearing within the scheduled title hearing period

## Chapter 1 Writing

Within 1 semester

### Requirements

- Approved research title
- With appointed thesis adviser
- Fee

### Process

- The student will write Chapter 1 regularly consulting his/her adviser
- The student will be monitored by Thesis Writing 1 professor based on an agreed writing timeline
- The student will submit output for integrity testing on grammar and plagiarism to the University Research Center (URC)
  - Minimum of 80% on grammar
  - Maximum of 20% on plagiarism

## Proposal Defense (Pre-Oral)

Within 1 semester

### Requirements

- Chapter 1 output observing rubrics for assessment\*
- Approved schedule of pre-oral
- Fee

### Process

#### Before the Defense:

- The student will secure endorsement for proposal defense from the adviser and Thesis Writing professor.
- Upon endorsement, the student will submit a soft-bound copy of Chapter 1 to the Office of the Dean.
- The student will secure a schedule of proposal defense from the Office of the Dean.

#### During the Proposal Defense:

- The student will undergo the defense before a panel of three (3) experts.
- The student will ensure noting down the agreed corrections, comments, and recommendations.

#### After the Defense:

- After the pre-oral defense and after the student complied with or addressed the correction and comments, the Thesis Writing 1 professor consolidates student's compliance with the corrections and comments
- The student shall submit a soft copy of the manuscript to URC, the adviser, and Thesis Writing 1 professor
- The student will submit a soft-bound copy of the edited manuscript to the Thesis Writing 1 professor and his/her proof of submission to the URC and Research Ethics Committee

Year 2:  
Second Semester

## Ethics Review

Within the semester

### Requirements

- Soft-bound copy of the manuscript
- Fee

### Process

- The student will submit a softbound copy of the manuscript for review by and clearance from the Research Ethics Committee
- Upon clearance, the student will secure a permit to conduct the study from the Office of the Graduate School Dean
- The student shall submit ethics clearance to the Thesis Writing 1 professor

## Thesis Writing 2

Within the semester

### Requirements

- Passed Thesis Writing 1 to enroll in Thesis Writing 2

### Process

- Submit certificate from the REC
- Data gathering
- Matching of entries\*
- If modified or self-constructed tool\*
  - Conduct pilot testing
  - Subject to Alpha test
  - Finalize Excel template and codebook
- Writing of findings
- Conclusion
- Recommendations
- Integrity test
- Appendices
- Submission of 20-pager for publication

*\*Except for literature review and content analysis*

## Final Defense

Within the semester

### Requirements

- Clearance fees
- Endorsement from adviser
- Clearance from the Registrar (consolidated academic grades)
- Submission of book 3 months

### Process

#### Before the Defense:

- The student will secure clearance for oral defense from the Graduate School dean
- Provide six (6) hard copies of the manuscript to the Office of the Graduate School Dean
- Secure schedule for oral defense from the Office of the Graduate School Dean

#### During the Defense:

- The student will undergo the defense before a panel of four (4) – the chair and three (3) experts.
- The student will ensure noting down the agreed corrections, comments, and recommendations.

#### After the Defense:

- The student will revise the manuscript incorporating corrections, comments, and recommendations from the panel based on the consolidated comments and suggestions from the panel
- The student will secure the signature of the panel that comments and suggestions have been addressed
- The student will submit six (6) hard copies and soft copies on two (2) CDs to the Office of the Graduate School Dean not later than 2 months before graduation for non-accredited programs and one (1) for the accredited programs. The student will secure a certificate of completion from the Graduate School dean within (1) year after the oral defense

## SECTION 3. COMPREHENSIVE EXAMINATION

### 3.1 Description:

The comprehensive examination concludes the student's advanced studies and assesses cumulative knowledge acquired throughout the entire program. The examination measures the student's new knowledge and acquired skill sets.

The examination consists of at least ten questions and a maximum of 15. Questions are generated from lessons and topics of two (2) basic subjects and three (3) major program subjects. The questions will challenge the student to analyze and integrate research, theory, philosophy, current issues, and the best practices in their response.

The rating will be based on the following criteria:

1. The breadth and depth of student's competencies
2. Ability to apply current findings and principles on one's field of specialization
3. Command of written communication
4. Ability to organize and integrate ideas and information
5. Ability to analyze and synthesize ideas

### 3.2 Requirements:

A student who will take the Comprehensive Examination shall have complied with the following:

1. Has completed 80% of the academic requirements of the program
2. Has no outstanding balances or dues.
3. Has secured certification from the Graduate School Dean that the student is qualified to take the comprehensive examination
4. Has clearance and paid the comprehensive examination fee.

### 3.3 Process:

1. The student will submit academic records to the Graduate School Dean for evaluation and certification of eligibility to take the comprehensive examination
2. The student will pay the comprehensive examination fee at the Finance Office
3. Accomplish comprehensive form for admission and schedule of examination
4. Take the examination at the scheduled date and time (either face to face or online real-time)

### 3.4 Time and Calendar:

1. The comprehensive examination is scheduled and administered two (2) times per semester as scheduled.
2. The date is posted on the Dean's Office bulletin at the beginning of each term.
3. Once a student is qualified to take the examination, they will have to complete and pass the examination within one year

## SECTION 4. THESIS WRITING 1 / DISSERTATION WRITING 1

#### 4.1 Description:

Thesis Writing 1/Dissertation Writing 1 is the proposal phase that starts with the student conferring with the dean of Graduate School and research teacher/staff designated for the possible research topic and ends with the proposal hearing.

#### 4.2 Components:

1. Title Hearing
2. Chapter 1 Writing
3. Proposal Defense (Pre-Orals)
4. Ethics Review

<b>1. Title Hearing</b>	
Description	Presentation of three (3) possible titles
Requirements	<ul style="list-style-type: none"> <li>• Enrolled in Thesis Writing 1</li> <li>• The student has participated in Thesis Writing 1 Class, particularly on the formulation of titles and problems. This usually takes place in the first two sessions of three hours each (total of 6 hours)</li> <li>• Fee</li> </ul>
Process	<ul style="list-style-type: none"> <li>• The student shall formulate at least three (3) titles in consultation with the Thesis Writing professor for preliminary approval</li> <li>• The student shall undergo a title hearing before a panel of three (3) experts. The title shall comply with the following criteria:               <ol style="list-style-type: none"> <li>1. Aligned to program research agenda</li> <li>2. Contribute to the generation of new knowledge</li> </ol> </li> <li>• The student who passes the title hearing will secure from the dean an appointment of a thesis adviser</li> <li>• The student who fails will repeat the title hearing within the scheduled title hearing period</li> </ul>
Timeline and Calendar	<ul style="list-style-type: none"> <li>• Two weeks after the start of Thesis Writing 1/Dissertation Writing 1 class</li> </ul>
<b>2. Chapter 1 Writing</b>	
Description	Chapter 1 capsulizes the research. It covers the following: <ul style="list-style-type: none"> <li>• Problem and Its Scope               <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Objectives</li> <li>○ Review of Related Theories, Concepts, and Literature</li> <li>○ Conceptual Framework</li> <li>○ The Problem</li> <li>○ Research Methodology</li> </ul> </li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• Approved research title</li> <li>• With appointed thesis adviser</li> <li>• Fee</li> </ul>
Process	<ul style="list-style-type: none"> <li>• The student will write Chapter 1 regularly, consulting their adviser</li> <li>• The student will be monitored by Thesis Writing 1 professor based on an agreed writing timeline</li> <li>• The student will submit output for integrity testing on grammar and plagiarism to the University Research Center (URC)               <ul style="list-style-type: none"> <li>○ Minimum of 80% rating on grammar</li> <li>○ Maximum of 20% rating on a plagiarized statement</li> </ul> </li> </ul>

Timeline and Calendar	<ul style="list-style-type: none"> <li>• Within one semester simultaneous with Thesis Writing 1/Dissertation Writing 1</li> </ul>
<b>3. Proposal Defense / Pre-Oral</b>	
Description	The student will defend the completeness and faithfulness of Chapter 1 to the criteria of a good research proposal.
Requirements	<ul style="list-style-type: none"> <li>• Chapter 1 output observing <b>rubrics for assessment (See Appendix A)</b></li> <li>• Approved schedule of pre-oral</li> <li>• Fee</li> </ul>
Process	<p><u>Before the Defense:</u></p> <ul style="list-style-type: none"> <li>• The student will secure endorsement for proposal defense from the adviser and Thesis/ Dissertation Writing professor.</li> <li>• Upon endorsement, the student will submit a soft-bound copy of Chapter 1 to the Office of the Dean.</li> <li>• The student will secure a schedule of proposal defense from the Office of the Dean.</li> </ul> <p><u>During the Proposal Defense:</u></p> <ul style="list-style-type: none"> <li>• The student will undergo the defense before a panel of three (3) experts.</li> <li>• The student will ensure noting down the agreed corrections, comments, and recommendations.</li> </ul> <p><u>After the Defense:</u></p> <ul style="list-style-type: none"> <li>• After the pre-oral defense and after the student complied with or addressed the correction and comments, the Thesis Writing 1/ Dissertation Writing 1 professor consolidates the student's compliance with the corrections and comments</li> <li>• The student shall submit a soft copy of the manuscript to URC, the adviser, and Thesis Writing 1 /Dissertation Writing 1 professor</li> <li>• The student will submit a soft-bound copy of the edited manuscript to the Thesis Writing 1/ Dissertation Writing 1 professor and the proof of submission to the URC and Research Ethics Committee</li> </ul>
Timeline and Calendar	<ul style="list-style-type: none"> <li>• Within one semester/simultaneous while enrolled in Thesis I</li> </ul>
<b>4. Ethics Review</b>	
Description	The Ethics Review Committee conducts the ethics review to guarantee that the ethical issues of the study are considered and addressed. For research to be publishable, it should be compliant with ethical standards.
Requirements	<ul style="list-style-type: none"> <li>• Soft-bound copy of the manuscript</li> <li>• Fee</li> </ul>
Process	<ul style="list-style-type: none"> <li>• The student will submit a softbound copy of the manuscript for review by and clearance from the Research Ethics Committee</li> <li>• Upon clearance, the student will secure a permit to conduct the study from the Office of the Graduate School Dean</li> <li>• The student shall submit ethics clearance to the Thesis Writing 1/ Dissertation Writing 1 professor</li> </ul>
Timeline and Calendar	<ul style="list-style-type: none"> <li>• Within the semester/ a final requirement for Thesis Writing 1</li> </ul>

## SECTION 5. THESIS WRITING 2 / DISSERTATION WRITING 2

### 5.1 Description:

Thesis Writing 2 starts with the preparation of the codebook and data gathering. In this phase, the student completed Chapters 2 and 3 for Thesis Writing and additional Chapter 4 for doctoral dissertations.

## 5.2 Components:

1. Thesis Writing 2
2. Final Defense

<b>1. Thesis Writing 2 / Dissertation Writing 2</b>	
Description	The student writes the thesis/dissertation faithful to the criteria set for good research.
Requirements	Passed Thesis Writing 1 to enroll in Thesis Writing 2/Passed Dissertation Writing 1 to enroll in Dissertation Writing 2
Process	<p>Submit certificate from the REC (Review Ethics Committee)</p> <p>Data gathering</p> <ul style="list-style-type: none"> <li>• Excel template for the variables</li> <li>• Codebook</li> </ul> <p>Matching of entries<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Excel and tools (quantitative)</li> <li>• Interview notes and files (qualitative)</li> </ul> <p>If modified or self-constructed tool<sup>‡</sup></p> <ul style="list-style-type: none"> <li>• Conduct pilot testing</li> <li>• Subject to Alpha test</li> <li>• Finalize Excel template and codebook</li> </ul> <p>Writing of findings</p> <ul style="list-style-type: none"> <li>• Topical according to SOP</li> <li>• Discussion (analysis of the outcome of the table)</li> <li>• Tie-up results with the views/outputs from researchers of different continents</li> <li>• Summary of findings               <ul style="list-style-type: none"> <li>○ Based on SOP (if feasible, 1 paragraph for every SOP)</li> </ul> </li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>• Answer main objectives and main statistical treatment</li> <li>• Alignment with the title</li> </ul> <p>Recommendations</p> <ul style="list-style-type: none"> <li>• Gaps of the conclusion</li> <li>• Gaps on various findings on the statement of the problem</li> </ul> <p>Integrity test</p> <ul style="list-style-type: none"> <li>• Minimum of 90% grammar</li> <li>• Maximum of 10% plagiarism</li> </ul> <p>Appendices</p> <ul style="list-style-type: none"> <li>• Certificate of Passing the Integrity Test (grammar and plagiarism audit)</li> <li>• Result of Cronbach's Alpha test (if self-constructed and/or modified tools utilizing Likert's Scale)</li> <li>• Result of normality test</li> <li>• Routing letters</li> <li>• Consenting letters</li> </ul>

<sup>†</sup> Except for literature review and content analysis

<sup>‡</sup> Except for literature review and content analysis

	<ul style="list-style-type: none"> <li>• Bionote and CV</li> </ul> <p>Submission of 20-pager for publication</p> <ul style="list-style-type: none"> <li>• Certificate of completion (Upon submission to URC on signed consenting forms, raw data with codebook (excel file), answered tools, adding URC as collaborator for online data gathering, SPSS Data Sav and SPSS SPV Output, and 20-pager for publication)</li> </ul>
Timeline and Calendar	Within the semester simultaneous with thesis/dissertation writing 2
<b>2. Final Defense</b>	
Description	The main purpose of the thesis/ dissertation defense is for the researcher to convince the panel that he understands the field and focus area. The questions are usually open-ended and require the student to think critically about their work. Note that at the time of the thesis defense, the paper has already been evaluated.
Requirements	<ul style="list-style-type: none"> <li>• Clearance fees</li> <li>• Endorsement from adviser</li> <li>• Clearance from the Registrar (consolidated academic grades)</li> <li>• Submission of book three months after the end of last semester</li> </ul>
Process	<p><u>Before the Defense:</u></p> <ul style="list-style-type: none"> <li>• The student will secure clearance for oral defense from the Graduate School dean</li> <li>• Provide six (6) hard copies of the manuscript to the Office of the Graduate School Dean</li> <li>• Secure schedule for oral defense from the Office of the Graduate School Dean</li> </ul> <p><u>During the Defense:</u></p> <ul style="list-style-type: none"> <li>• The student will undergo the defense before a panel of four (4) – the chair and three (3) experts for the masteral thesis; and a panel of five (5) for the doctoral dissertation.</li> <li>• The student will ensure noting down the agreed corrections, comments, and recommendations.</li> </ul> <p><u>After the Defense:</u></p> <ul style="list-style-type: none"> <li>• The student will revise the manuscript incorporating corrections, comments, and recommendations from the panel based on the consolidated comments and suggestions from the panel</li> <li>• The student will secure the signature of the panel that comments and suggestions have been addressed</li> <li>• The student will submit six (6) hard copies and soft copies on two (2) CDs to the Office of the Graduate School Dean not later than two months before graduation for non-accredited programs and one (1) month for the accredited programs. The student will secure a certificate of completion from the Graduate School dean within (1) year after the oral defense</li> </ul>
Timeline and Calendar	Within the semester simultaneous with thesis/dissertation 2

## ANNEX A. BASES FOR THE FORMULATION OF RUBRICS FOR ASSESSMENT

### Alignment of Title, Objectives, and Statement of the Problem

Title	---
Objectives	Specific Measurable Attainable Relevant Time-bound
Statement of the Problem	Must be aligned to the title and objectives of the study
Concrete Framework on Theories, Literature and Related Studies	60 (review of related literature and related studies) for MA 100 (review of related literature and related studies) for PhD  Are the RRL and theories highly relevant to the study? How extensive were your RRL and related studies to come up with your research?
Research Methodology	Appropriateness of design given the methodology <ul style="list-style-type: none"> <li>• Quantitative survey</li> <li>• Documentary content, etc.</li> </ul> Appropriateness of sample size against the population <ul style="list-style-type: none"> <li>• Computation of sample size</li> </ul> Inclusion and exclusion criteria (respondents)
Ethical Considerations	Consent Ascent Inclusion of respect for Human Respondents <ul style="list-style-type: none"> <li>• Data privacy</li> <li>• Data management and storage</li> </ul> Level of risk <ul style="list-style-type: none"> <li>• High risk</li> <li>• Medium risk (with concrete intervention measures – more beneficence than maleficence)</li> <li>• Low risk</li> <li>• No risk</li> </ul>

## ARTICLE FOUR: STUDENT IDENTIFICATION CARD

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## SECTION 1. UNIFORM EXEMPTION

Graduate Students are exempted from wearing of uniform, but they are advised to come to school in decent and appropriate attire.

## SECTION 2. STUDENT IDENTIFICATION CARD (ID)

1. The university issues the students their Identification Card (ID) upon admission. The student ID is required in any official transactions or use of facilities and securing services from all offices and service centers. The ID is also required when attending school events and other functions of the University. The ID card must be presented upon request of an authorized University official.
2. The cardholder is responsible for the care and safekeeping of the ID card. The ID card has an embedded integrated circuit that can communicate with a receiver panel through radio waves. The card should be protected at all times and should always be carried by the owner to reduce the risk of abuse.
3. ID cards should be scanned on the receiver panel during transactions and upon entry and exit from the campus for verification and security purposes. ID card information, as well as photo, should be clear. Unauthorized stickers, pens, or items affixed to the ID are prohibited. Lending one's ID to another is prohibited.
4. The following shall constitute an offense and subject to disciplinary action:
  - a. Failure or refusal to wear ID inside the campus and during school activities
  - b. Use of another persons' ID
  - c. Lending one's ID to another Person
  - d. Any transfer, alteration, falsification, or forger of the ID
  - e. Refusal to show or surrender ID upon demand by the security guard, personnel, or school official.
  - f. Assisting person to enter the school premises without a permit from security.

## SECTION 3. REPLACEMENT OF ID

3.1. The University allows replacements of ID on the following instances.

Reasons for Replacement	Requirements
✓ Lost ID	• Submit an affidavit of loss

	<ul style="list-style-type: none"> <li>• Secure temporary ID Slip until another ID is issued (2day grace period)</li> <li>• Secure new ID at SAO and MIS</li> <li>• Pay ID replacement fee</li> </ul>
<ul style="list-style-type: none"> <li>✓ Broken ID</li> <li>✓ Changes, of course, renewal due to faded text or images</li> </ul>	<ul style="list-style-type: none"> <li>• Request issuance of new ID at the SAO</li> <li>• Pay ID replacement fee</li> <li>• Process ID at MIS</li> </ul>

### 3.2. Validation of ID and Return of ID

ID cards are validated every semester at the Student/Personnel Services Office. An official sticker is placed on the ID during the enrolment period.

ID cards should be returned to the Registrar’s office when the student graduates, withdraws from enrolment or takes leave of absence. ID cards are also returned when the student is dismissed or denied enrolment.

### 3.3. Activation of School Automate Account

The School Automate System (SAS) is an electronic system that stores information on student enrolment, academic performance, financial account, disciplinary record, affiliation to the organization, and attendance in activities that the student can view online.

Upon receiving the ID from the Management Information System (MIS) for the first time, an account for the SAS will automatically be provided for the student. The following are the steps to activate the account:

- a. Use your student ID number as your username and password (include “\_”)
- b. Change your surname and password as soon as the system requires you to change
- c. Create your username
- d. Type your password (minimum of 5 characters)
- e. Retype your password
- f. Click or “Save”

## **ARTICLE FIVE: STUDENT ACTIVITIES**

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The University of Bohol provides activities to students that will contribute to their balanced and wholesome growth and development. It encourages students to join accredited student organizations and participate in activities that make their student life meaningful. The activities are inclusive for all.

The Student Affairs office supervises all student activities and formations conducted by departments, student government, and student organizations to align these to the university's Vision, Mission, Goals.

### **SECTION 1. CLASSIFICATION OF ACTIVITIES**

#### **1.1 Academic Related Activities**

These are activities affiliated with academic programs to complement academic learning. These are organized by a group of students pursuing studies in their major fields of specialization. The Dean and faculty evaluate the relevance and alignment of activities to the curriculum map

#### **1.2 Culture and Arts Related Activities**

These are activities that promote the awareness and appreciation of students to culture and arts, enhancing their skills and talents in visual arts and performing arts. Students organize competitions, shows, and events.

#### **1.3 Sports and Health-Related Activities**

The University conducts activities for the health and well-being of students. The core activities are active sports, competitive games, recreation, and play. Every year, the university holds intramurals and sports festivals where all departments of the University vie for a championship.

The University utilizes sports as a tool for social development, character building, personal development thru leadership, diversity, and teamwork. The athletic unit of the Student Affairs Office supervises and coordinates all athletic events for proper implementation.

#### **1.4 Environmental Protection Activities**

Responding to the call of the Province of Bohol to protect the environment, the university conducts regular tree planting, mangrove rehabilitation, marine, and coastal clean-ups.

### 1.5 Service-Oriented Activities

The student of the university takes pride in being extra-milers. The University exposes students to the community to develop responsible citizenship. Students are involved in socio-civic programs as volunteers. The UB- Community Extension Services Office (UB-CESO) supervises and coordinates community outreach.

### 1.6 Spiritual Upliftment Activities

The University is a non-sectarian community. Students and faculty of all faith enjoy an inclusive, healthy spiritual life.

Students organize weekly masses, bible studies, praise, and worship on the campus. The university encourages respect for different religious beliefs.

## **SECTION 2. CLASSIFICATION OF STUDENTS ORGANIZATIONS**

2.1 The student organizations are classified as follows:

- a. Academic Related organizations
- b. Health Advocate Organizations
- c. Sports Development Organizations
- d. Environment Advocate Organizations
- e. Religious Organizations
- f. Service Advocate Organizations

The advocacies of the organizations are aligned to the preferred activities in the university.

2.2 The university recognizes the right of students to form or join accredited campus student organizations freely.

The Student Affairs Office issues guidelines for accreditation of organizations. The coordinating body of student organizations is the Campus Student Organization (CSO) Executive Committee (EXECOM). The CSO EXECOM is composed of all chairpersons of the accredited organizations.

## **SECTION 3. INSTITUTIONAL STUDENT ORGANIZATION**

There are mandated student organizations of the University that co-manage with school management in planning, organizing, directing, and coordinating the student body's activities. These are as follows:

### 3.1 Student Government

The Supreme Student Government (SSG) is a duly constituted body to represent the students of the University. The UBSSG President, Vice President, and other officials are elected in a democratic, autonomous election by popular vote in accordance with the provisions of its constitution and by-laws.

The Head of the Student Affairs Office acts as the adviser.  
The student government is accountable to its constituents.

### 3.2 The Student Publication

The official student publication of the university "The Varsitarian" is published by the Editorial Board. The adviser is recommended by the editorial board duly appointed by the UB Administration. The Student publication is the voice of the student body.

## **SECTION 4. GUIDELINES ON CONDUCT OF STUDENT ACTIVITIES**

4.1 The office must approve all student activities of Student Affairs. Steps on requesting approval are as follows:

- a. Submit an accomplished Activity Approval (AAF) form at least five (5) calendar days prior to the holding of the activity.
- b. The activity proposal must include
  - Activity description and schedule
  - Purpose / objectives
  - Dates and places of activity
  - Signature of President of Organization
  - Signature of Advisor/s
  - Signature of Dean or Department head, if applicable.
- c. Within five (5) days after conducting the activity, the organizer should submit the Activity Accomplishment Report (AAR)

4.2 A Memorandum of Agreement (MOA) is required when activities conducted are in partnership with outside organizations. The signatories are the Dean or his representative and the official of the partner organizations.

4.3 Organizers should seek approval from the student affairs office to invite speakers, facilitators, trainers who are not connected to the university.

4.4 Fundraising activities should be closely monitored by the Department Dean or adviser of the organizations. A copy of the details of the fundraising scheme should be submitted to the Student Affairs Office.

4.5 The organizing group should be responsible for aftercare and ensure that the venue is clean and equipment are accounted for and in order.

4.6 No activities shall be held during examination week.

## **SECTION 5. GUIDELINES IN SECURING PERMITS FOR USE OF FACILITIES**

5.1 The University allows the use of facilities and equipment for approved student activities. The steps are as follows:

- a. Accomplish the Activity Approval Form (AAF) at the Student Affairs Office, attaching required documents.
- b. Once approved, fill up the reservation form and secure approval from the Administrative General Services Office (AGSO).
- c. Provide copies of the approved reservation to the following:
  - Security and Safety Department
  - Electrical Central Unit
  - General Services Office
  - Student Affairs Office
  - Vice President for Administration

5.2 All reservations should be requested and approved at least (3) days before the scheduled activity.

5.3 Reservation will be on a first-come, first-served basis except when the venue shall be waived for important University events.

5.4 Organizers should inform Student Affairs Office (SAO) if the activity is canceled.

## **SECTION 6. POLICIES AND GUIDELINES FOR OFF-CAMPUS ACTIVITIES**

(Educational Tour/ Field Trip/ Internship/ Co-Curricular/ Community Involvement Activities)

In compliance with CHED guidelines on the conduct of off-campus activities in schools, colleges, and universities to prevent accidents from happening during school initiated activities, the University has instituted the following rules and procedures:

6.1 The Dean shall supervise and regulate off-campus activities of the college/department and evaluate if these are relevant and necessary to support the curricular program. Upon evaluation, the Dean will submit an approved list of off-campus activities to the Dean of Student Personnel Services. The latter will consolidate and submit the master list of off-campus activities of the University to CHEDRO.

6.2 No Educational Tour / Field Trip is allowed if it is not included in the master list (Local off-campus Activities) submitted to CHEDRO.

6.3 The initiating instructor writes a letter of intent to the Dean of Student Personnel Services for approval of the activity, citing the following:

- Description and specifics of the tour
- Objectives and expected outputs
- Minutes of the meeting regarding the tour
- Itemized budget of expenses

The letter of intent must be signed by the initiating instructor endorsed by the subject coordinator (if applicable), Department Dean, and participating Student's Dean. (all participating student's deans in the official class list). The teacher should ensure that only students enrolled in the class will join the trip.

6.4 The trip committee will convene to review the request (letter of intent) within one week after receipt.

6.5 Once approved by the Trip Committee, the initiating teacher will complete the travel application form and submit the required documents. The travel form must be signed by the initiating instructor / accompanying adviser, Teacher's Dean, Subject Dean.

6.6 The initiating teacher or college Dean coordinates with the School Physician to issue the medical certificate of teachers and students.

6.7 The UB President grants final approval and signs the travel application form.

6.8 The SPS Office shall issue the Travel Permit (if all requirements are complied with) 20 days before the scheduled trip for all Local off-campus activities in compliance to CHED CMO 63 Series of 2017 (Curricular) and five days for Local off-campus activities allowed at the discretion of the HEI (Non-Curricular).

6.9 Final travel documents should be submitted to the SPS Office with an attached copy of the Travel Permit duly signed by the SPS Dean and the University President.

6.10 The initiating instructor and Trip Committee Chair shall comply with CHED Annex A and Annex B.

6.11 There should be at least (1) teacher chaperon for every twenty-five (25) students and two (2) teacher chaperons for every thirty (30) students. They should be the teacher of the same subject area of the class holding the trip.

- 6.12 The instructor and the Dean should conduct a briefing to students on the relevance of the trip, expectations, requirements, proper decorum (do's and don'ts), contact numbers, parent's consent, and institutional policies on trips.
- 6.13 If the scheduled trip conflicts with other classes, students must submit an excuse letter approved by the Dean. Trips must be made preferably on Saturdays.
- 6.14 Extended stay after the trip (beyond the approved schedule) is not allowed
- 6.15 If the trip secured the services of a travel agency and tour guide, these should have updated SEC and PTA Registrations.
- 6.16 Trips for Community Extension Service / Educational Trip / School-Authorized entries like Athletics should be accompanied by Certified First Aiders / BLS trained aiders.
- 6.17 If the university finances the activity, the initiating instructor shall submit liquidation of expenses of the trip to the SPS Dean one week after the activity is completed.
- 6.18 After the activities, the initiating teacher must submit an accomplishment report to the SPS Dean.

# ARTICLE SIX: GUIDELINES ON DISCIPLINE AND CONDUCT OF STUDENTS

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## SECTION 1. RULES OF GENERAL CONDUCT

Rules and regulations governing the conduct and discipline of students are in the Student Handbook and various memorandum issuances by the Student Affairs Office. The following are the major rules for students of the University of Bohol:

### 1.1 Academic Honesty and Integrity

Students should conduct themselves with the highest integrity in the performance of their academic requirements:

- a. Students should not cheat during examinations in whatever form. Written reports, including reaction papers, case analyses, experiments, or assignments, should be the students' honest products.
- b. Students should not forge, tamper, steal and alter or misuse any university document.
- c. Students should not plagiarize academic work nor forge IDs, Admission slips, and other official receipts and records.

### 1.2 Morality and Behavior

- a. Students should at all times conduct themselves in a proper and irreproachable manner, according to the university's high moral and ethical standards.
- b. Students shall attend their classes regularly and punctually.
- c. Students at all times shall refrain from committing acts that may embarrass or cause dishonor to the university.
- d. Students shall regard fellow students, officials, employees, faculty members of the University with respect and courtesy.

### 1.3 Alcoholism

- a. Students should refrain from drinking alcoholic beverages inside the campus and during school functions.
- b. Students under the influence of liquor should not enter the school premises.

### 1.4 Carrying of Weapons

- a. Unless specifically authorized by civil or university authorities, students are prohibited from carrying or otherwise possessing any deadly weapon on the University campus.

### 1.5 Handling with Reasonable Care of School Properties

Students should handle all school properties, equipment, apparatus, laboratory specimens, and supplies reasonably.

## **SECTION 2. CLASSIFICATION OF OFFENSES AND VIOLATIONS**

In addition to the guidelines above stated, the following are considered minor and major offenses.

### 2.1 Minor Offenses

- a. Disrespecting students and university personnel
- b. Misconduct in the classroom, school functions, and activities
- c. Violating school policies, rules, and regulations
- d. Refusing to present ID or temporary campus pass to school authorities
- e. Littering inside the classroom and university premises
- f. Collecting contributions or donations without the approval of school authorities.
- g. Entering restricted areas of the university without proper permission or authority
- h. Utilizing school facilities for any purpose without authorization or permit
- i. Disrupting classes by loitering along the corridors
- j. Displaying public physical intimacy
- k. Not wearing School ID inside the campus.

### 2.2 Major Offenses

- a. Destructing and vandalizing school property
- b. Fighting or participating in brawls within or outside the university premises
- c. Carrying or possessing firearms or deadly weapons inside the university
- d. Assaulting or inflicting physical harm and injuries on any personnel or student inside the university or during an academic function or activity held outside the university
- e. Possessing or using prohibited or regulated drugs inside the university or in any school activity held outside in violation of the provisions of Republic Act (RA) 9165, otherwise known as the Comprehensive Dangerous Drug Act of 2002.
- f. Causing panic or confusion or throwing any object that could injure another in any gathering
- g. Intentionally and willfully failing to comply with summons or notices issued by school authorities
- h. Possessing explosive materials or using such paraphernalia without properly notifying authorities
- i. Lending ID to another or using someone else's ID

### **SECTION 3. PENALTIES AND SANCTIONS**

Violation of the above rules of general conduct and committing any of the stated offenses subject students to summary dismissal from the university or such other disciplinary action as in the judgment of the university authorities may impose depending on the seriousness of the offense. Where violations of said rules simultaneously constitute an infraction of any law or a city ordinance, the party responsible will be reported to the proper government authorities.

### **SECTION 4. GUIDELINES ON DISCIPLINARY PROCEDURES AND STRUCTURE**

4.1 Due process is afforded to the student before any disciplinary measures may be imposed. The following are the procedures:

- a. The student should always be informed of the nature of the charges. The same person should be allowed to present his side and write a statement regarding the charges against him. Any student may ask for the assistance of a counsel of his own choice during the proceedings.
- b. In such cases wherein a student only commits a minor violation and will be resolved without convening the Disciplinary Board, the student will only be warned by proper authorities such as the Dean of the College where he belongs or the Head of the Student Affairs Office. (See sanctions for a minor offense)
- c. If the student is a minor, the parent or the guardian shall be furnished with a copy of the show cause letter.
- d. If the student denies the accusation, a fact-finding committee will investigate and gather evidence directed by the Student Affairs Office. This evidence will be presented to the student and will be given the right to examine, ask questions, and clarify the evidence presented against him. The student can also present evidence on his behalf.
- e. The fact-finding committee will then forward the evidence to the Disciplinary Board (DB) upon convening. The DB must consider the evidence presented as facts for the proceeding that would determine the decision.
- f. After the DB makes a decision, the student and the guardian should be informed in writing. The same copy will be furnished to the Dean of the College where the students belong.
- g. If a student is found liable or guilty for the offense charged, the Disciplinary Board (DB) should impose a sanction or penalty equivalent to the gravity of the offense.

#### 4.2 Sanctions for Minor Offense

The following are the sanctions:

a. First Offense – Warning

The head of the SAO may give a warning for the minor violations of University rules. The Dean of the college where the student is enrolled shall be provided with a copy of the said warning immediately. The student is also required to fill in the Apology Form (SAO-AF) immediately at the SAO.

b. Second Offense – Written or Oral reprimand and informing the students' parents/ Guardians of the students about the violation committed.

A written or oral reprimand from the head of the SAO will be given to the students and inform the parents/ guardian of the violation committed by the student. The student will be referred to a counselor for guidance and counseling.

c. Third Offense – The student will be charged with a major offense.

d. If a student committed more than two violations, the subsequent violation would automatically be considered a major offense.

#### 4.3 Sanctions for Major Offense

Depending upon the severity of the offense, such disciplinary actions may be imposed on the student:

a. Probation – shall be for such period and subject to such terms and conditions as may be deemed wise to impose under the circumstances. It may include counseling sessions, community service, or other activities that would help prevent the student from committing another violation.

Probation may be lifted after a certain period or when the conditions of the probation are changed upon petition by the student after he shall have shown sufficient evidence of rehabilitation. The petition for the lifting of the probation must be addressed to the Discipline Board (DB) and should be channeled through the Head of Student Affairs Office (See composition of Disciplinary Board)

b. Dropping, Suspension, and Expulsion

Dropping, suspension, and expulsion may be imposed upon recommendations of the Discipline Board. Warning or probation shall not be a pre-requisite for dropping, suspension, and expulsion in cases when drastic action is necessary. Unless otherwise stated, dropping, suspension, and expulsion do not disqualify a student from seeking readmission to the University after having enough proof of definite moral improvement and rehabilitation. The student will be placed on probation upon readmission.

The following are categories of disciplinary administrative sanctions that may be imposed upon erring students (CHED-MORPHE 2008):

- a. Dropping – a school may drop from its rolls during the school year or term, a student, who after serving due process, is found guilty to have violated rules and regulations of the school and the laws of the land. A student who is dropped should be issued his transfer credentials immediately.
- b. Suspension – A school may suspend an erring student during the school year or term for a maximum period not exceeding 20% of the prescribed school days. Suspensions that will involve the loss of the entire year or term shall not be effective unless approved by the CHEDRO Director.
- c. Expulsion – The penalty of expulsion is an extreme form of administrative sanction, which debars the student from all public and private schools. Expulsions are usually considered proper punishment for gross misconduct or dishonesty and/or such offenses such as:
  1. Hazing
  2. Carrying deadly weapons
  3. Immorality
  4. Drunkenness
  5. Vandalism
  6. Hooliganism
  7. Assaulting a teacher or any other school authority
  8. Instigating or engaging in activities resulting in damage to campus or school facilities, property, or injury to persons
  9. Preventing and threatening students or faculty members, or school authorities from discharging their duties or from attending classes or entering the school premises
  10. Forging or tampering with school records or transfer forms or securing or using forged transfer credentials.
- d. Other Sanctions which the University may apply are as follows:
  - i. Invalidation of the quiz, examination, term paper, or any other classwork.
  - ii. Cancellation of scholarship.
  - iii. Suspension in a particular class where the offense has been committed.
  - iv. Community service.

These warnings and violations shall be cumulative and reflected on the student's records during his entire stay in the University.

#### 4.4 Readmission of Dismissed Student

Any student dismissed from the University of Bohol by the action of the Discipline Board or who has to withdraw from the University because of the disciplinary reason may be readmitted to the University only upon unanimous approval of the “ad hoc” committee. The “ad hoc” committee will look into the academic and behavioral record of the student, taking into account his performance in any other school where he may have enrolled before seeking readmission to the University of Bohol.

Two letters from responsible individuals attesting to the student’s proper behavior before he applies for readmission should be attached to the said application.

Under these circumstances, any student applying for readmission must file their application at least one month before the semester begins. He shall be treated like any transfer student in the evaluation of credits and must be required to present the necessary school credentials.

### **SECTION 5. THE DISCIPLINE BOARD**

5.1 The composition of the Discipline Board are as follows:

- a. Head of Student Affairs - Chairman
- b. Dean of the college where the student is enrolled
- c. One faculty member of the college, in charge of the discipline to which the student belongs.
- d. Chief Security Officer (if applicable)
- e. One student representative from the Student Government
- f. One Student Personnel Services personnel and Vice President for Academic Affairs of the University, as Ex-Officio members.

#### 5.2 Functions of Discipline Board

The Board convenes upon the call of the Chairman or upon the written requests of at least three members.

It shall have authority to hear any discipline case referred to it by the Head Student Affairs Office. The Board decides its procedure in the handling of cases.

The Board is empowered to place any student under disciplinary probation or recommend the dismissal of a student without being previously warned in cases where the nature of the offense warrants such drastic action.

However, if the action of the Board calls for dismissal of the student from the University, this action shall be forwarded to the President of the University for final decision. In all other matters, the decision of the Board shall be final.

# ARTICLE SEVEN: SUPPORT SERVICES AND FACILITIES

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## I. SERVICES

### SECTION 1. UNIVERSITY RESEARCH CENTER

The University Research Center (URC) manages multidisciplinary, interdisciplinary, and institutional research outputs and publications of the University of Bohol. The URC leads in nurturing a research climate, thereby creating an enabling environment of open-minded, truth-seeking, well-respected experts among different disciplines.

#### Research Services

The URC is guided by its mission on actualizing the integration of the research discipline in the various programs and courses that ensure the integrity in the conduct of research that contributes to the holistic education anchored on Scholarship, Character, Service. It facilitates the conduct of academic, institutional, and extension service researches. It also serves as a repository of those research undertakings of the university.

### SECTION 2. LIBRARY

The University library provides efficient and responsive services to the academic community. It complements the needs of students and faculty for references, instructional resources, and research materials. The library is a big unit of the University, serving the needs of all the students with the following sub-units:

- a. Main library
- b. Graduate School Library
- c. Basic Education Libraries
- d. VDT – ALC Library
- e. E-Library
- f. Instructional Media Resources (IMC)
- g. Periodicals Library
- h. Technical Unit

The librarians and staff assist the library patrons in availing to the fullest satisfaction their research needs. Library hours are:

- 8:00 AM – 8:00 PM (no noon break) Monday to Saturday

### SECTION 3. MANAGEMENT INFORMATION SYSTEM

The University plans, operates and supports the School Automate infrastructure, enabling support services unit users to efficiently, effectively, and securely carry out their roles.

The school automate provides quality service responsive to academic and administrative units' information needs and computerization requirements.

Services of the School Automate:

1. Students can access thru the Student Portal:
  - Student balance and periodic dues
  - Grades per semester
  - Library System
2. Employees can view the following services online:
  - 201 Files
  - Used and unused leaves
  - Payslips
  - Daily Time Record
  - Loans
  - Miscellaneous Deductions
3. Teachers can do online services:
  - Encode their grades
  - View their class list

### SECTION 4. REGISTRAR'S OFFICE

The Registrar's Office keeps the students' academic records and other documents that pertain to the approved curriculum.

Regular Office Hours

- 8:00 – 12:00 noon - Mondays to Fridays
- 1:30 – 5:30 p.m - Mondays to Fridays

Service Offered

The following services are rendered to the students:

1. Processing of enrolment
2. Processing of Transcript of Records
3. Processing of request and issuance of Transfer Credentials, Diploma, S.O., and other Certification
4. Processing of exceptional cases related to enrolments such as overload, cross-enrollment, and others;
5. Correction of names
6. Special evaluation (i.e., evaluation before and after the prescribed schedule);

7. Authentication of photocopies of student records;
8. Processing and approval of the application for graduation;
9. Processing of international students' data;
10. Issuance of rating cards and students grades to authorized persons;
11. Issuance of original copies and re-issuance of diplomas; and
12. Certification or verification of scholastic records.

## **SECTION 5. FINANCE OFFICE**

The Finance Office is responsible for collecting student fees, including tuition and miscellaneous fees, and receiving payments for the release of documents and other records.

### Regular Office Hours

- 8:00 a.m. – 12:00 noon - Mondays to Fridays
- 1:30 p.m. – 5:30 p.m - Mondays to Fridays

The following are the services rendered:

1. Accept payment for tuition, laboratory, miscellaneous, and such other school fees:
  - a. Transfer of Credentials
  - b. Transcript of Records
  - c. Special Order (S.O.)
  - d. Permit to Study
  - e. Form 137-A/Form 138
  - f. Diploma Re-Issuance
  - g. Correction of Name Requirement
  - h. Authentication
  - i. Syllabus
  - j. CHED CAV processing fee
  - k. DFA Red Ribbon processing fee
2. Receives rentals for other business
3. Issues Admission Slips

## **SECTION 6. GUIDANCE CENTER**

### 6.1. Guidance Center

The Guidance Center develops and implements an organized program of services designed to support and guide the students to adjust to educational, vocational, social, personal, and emotional problems. Likewise, it assists and guides them in making wise decisions and planning to solve problems and improve the quality of their relationships and social life.

## 6.2. Guidance Services

### a. Orientation

Assist students in adjusting to the school environment and gain a feeling of security and belongingness through the orientation program.

### b. Individual Inventory

Maintain an organized record of each student to provide the counselor sufficient insight regarding students' problems and for the student to gain self-knowledge and self-realization.

### c. Testing

Administer standardized tests to help students develop awareness and understanding of their general mental ability, aptitude, study habits, interest, personality traits, and achievements.

### d. Counseling

Counseling is the core of the guidance services. Counseling services will help the students/personnel in identifying and understanding their difficulties. It also aims to develop the student/personnel unique entity.

### e. Career Guidance

Assists students in choosing their career and vocation in life thru career guidance.

### f. Information

Provide for collecting, maintaining, and disseminating current educational, occupation, and personal social information for students, parents, teachers, and administrators. This service comes in the following scheme:

a. Enrolment assistance program

b. Bulletin displays

c. Brochure

d. Handouts

## 6.3. Group Guidance

Provide students and in-service personnel programs to familiarize them with the knowledge and techniques to be used in accordance with their roles and relationships in their respective positions in the organizations.

#### 6.4. Referrals

Provide specialized assistance by referring an individual to another person or agency either within or outside the school. The Guidance Center is also the best mediator for student-teacher difficulties and student-administrator conflicts.

#### 6.5. Peer Facilitator Program

Provide opportunities for students to volunteer their services to assist their peer students in developing themselves fully by acting as peer students in developing themselves fully and acting as implementing partners of the guidance staff. They are screened and prepared for their task through a seminar-workshop conducted by the guidance staff every year.

#### 6.6. Employment Facilitation Service

Facilitate linkage for employment opportunities. Students are exposed to job enhancement programs.

#### 6.7 Evaluation Research

Evaluation is made for every seminar, program, project, and other similar activities undertaken to determine its functionality. Research studies are made on psychological test results and other related issues and concerns.

#### 6.8 Follow-Up Service

This program assesses the students' progress after counseling sessions.

#### 6.9 Readmission Counseling

- a. Students having problems of regular absenteeism undergo counseling as referred by the faculty/deans.
- b. Shifting  
Before a student is allowed to change course, he/she must be referred to the Guidance Counselor for counseling and guidance in choosing another course.

### **SECTION 7. HEALTH SERVICE**

The Medical and Dental Clinic provides health services to all employees and students of the university.

#### 7.1. Guidelines for Medical Services:

- a. Students/personnel should present their ID Card to avail of the school clinic services.

- b. Only bonafide students/personnel of the University can avail of free consultation. If deemed necessary, cases are referred to a medical specialist for further workup and management to the account of the student/personnel.
- c. Students/personnel can have an initial dosage of medicine after consultation.
- d. Students/personnel can have free dressing for minor wounds only. They are referred to the hospital for major wounds that require suturing.
- e. The school clinic attends to emergencies but will refer clients to hospitals after first aid management.
- f. The clinic can administer prescribed injections that do not need skin testing.
- g. The School Physician can issue a medical certificate to students/ personnel if the physician actually examines them. Fees may apply.
- h. The School Clinic may provide medical kits and medicines for in-campus and outside school activities upon written request endorsed by the Head of Student Affairs Office.
- i. The School Clinic conducts an annual physical examination to students/personnel of the University.

Medical Clinic Hours

8:00 a.m. – 12:00 noon	-	Mondays to Fridays
1:00 p.m. – 8:30 p.m.	-	Mondays to Fridays
8:00 a.m. – 12:00 noon	-	Saturday

7.2. Guidelines for Dental Services:

- a. Students/personnel should present their ID cards to avail of dental services.
- b. Students/personnel can have an initial dosage of medicines after dental examinations.
- c. Clients having abnormal dental cases are referred to a dental specialist for further management.
- d. The dental clinic conducts an annual dental examination for students /personnel of the university.

Dental Clinic Hours

8:00 a.m. – 12:00 noon	-	Mondays to Fridays
1:00 p.m. – 8:30 p.m.	-	Mondays to Fridays
8:00 a.m. – 12:00 noon	-	Saturday

## SECTION 8. STUDENT AFFAIRS OFFICE

The university recognizes valuable venues for learning outside the classroom walls that give students a meaningful college experience. The Students Affairs Office (SAO) directs the non-academic aspect of student life and coordinates with the school community in these matters affecting them.

Specific Objectives:

- a. To initiate and coordinate specific programs and services for the student's personal and social growth to promote holistic and well-rounded student development.
- b. To provide opportunities for the students' active involvement in school activities and socio-civic programs/
- c. To promote the mode of conduct that ensures responsible behavior of students, leading to a positive response to the school's objectives.

### 8.1. Student Services of Students Affairs Office

#### **Student Welfare and Development**

This concerns the development programs for students to help them realize their full potential and become better citizens. Student welfare and development ensures their holistic growth and development.

The following programs and activities are under this area:

a) Information and Orientation

This refers to the activities and materials that disseminate information needed to facilitate the development of the students. This covers the orientation for new students and re-orientation programs for continuing students addressing their needs as they adjust to the university. It ensures the availability and accessibility in any form of updated information material on issues, guidelines, and statutes that affect student life.

b) Students Leadership Development

This includes regular training for students to develop and enhance their leadership and management skills at personal and organizational levels.

c) Special Needs Program

The program includes activities that address the needs of Students/ Persons with Disabilities (PWD). This includes making sure that academic accommodation is made available for students with special needs.

d) Foreign Student Services

It includes programs and provisions to assist international students and help them in their adjustment as students in the university.

## 8.2. Scholarship and Financial Assistance

The University supports various scholarship programs for students who need financial assistance. These benefits are categorized into the Work Scholarship Program, Athletic Scholarship Program, UBSSG Scholarship Program, and Students Publication Scholarship Program. Other privileges are also given to students who win the Mr. and Ms. UB Personality and students whose parents are employees. The Scholarship/Employment Facilitation Officer is assigned to handle these concerns.

### Awards and Recognition Programs

The school awards students and organizations that perform well in a given field. The annual Achievers Day of the University recognizes deserving students.

## 8.3. Students Character Formation and Discipline

This Student Affairs Office supervises the enforcement of rules and policies that ensure proper conduct and behavior of the students in school. Programs and activities are designed to promote character building.

## 8.4. Student Activities

These involve the proper coordination of and supervision of general student activities and the regulation of the operations of all recognized student organizations.

The Student Affairs Office has an Athletic Coordinator who ensures the sports and athletics program of the university.

## 8.5. Activity Calendar

The Student Affairs Office(SAO) has a Schoolyear Activity Calendar of all activities sponsored by the students, faculty, and campus organizations.

The Calendar facilitates proper scheduling of activities as well as the use of facilities and equipment.

The Calendar is regularly updated in coordination with other offices concerned.

## **SECTION 9. COMMUNITY EXTENSION SERVICES**

The Community Extension Services Office (CESO) undertakes the planning, organizing, and implementing the university-wide community involvement activities of all university sectors. The CESO has the following functions:

- Promote a sustainable community and forge partnerships among faculty, staff, and students to strengthen community relationships.

- Advance knowledge through responsive activities by applying concepts of classroom learning to improve the condition of communities.

Students' community involvement should be considered service learnings by applying what is learned in school to the community. When the students return to the classrooms, they heighten their awareness, consciousness, and critical thinking process due to their actual experiences in the community.

## **SECTION 10. ALUMNI AFFAIRS OFFICE**

The Alumni Affairs Office seeks to strengthen the participation, involvement, commitment, and support of the Alumni to the University vision, mission, and goals.

The office coordinates closely with the RPC/UB Alumni Association in implementing projects for networking and linkages.

The following are the services:

- ✓ Assist and intercede for UB Alumni on official transaction
- ✓ Secure alumni scholarship and support
- ✓ Provide job placement assistance/referrals, and
- ✓ Assist Alumni Homecoming, and Fund Drives

## **SECTION 11. GENERAL SERVICES**

### **General Services Office**

This office is in charge of the campus upkeep and physical plant development of the University. It caters to the maintenance, improvement, and cleanliness of school facilities. It also assists the students during campus activities. The use of equipment, facilities, and vehicles will be secured from the General Services Office.

Office hours are from 7:30 to 11:30 in the morning and 1:00 to 5:00 in the afternoon from Monday to Saturday.

## **SECTION 12. SECURITY OFFICE**

In general, this office functions as the marshal to ensure safety and security to the lives of the administration, faculty members, students, and visitors of the school. It enforces the observance of proper behavior and conduct. It also safeguards and protects all properties of the school to include belongings of clientele within the campus against possible losses and damages.

Specifically, it renders the following services:

1. Provide security assistance in all legal assemblies or gatherings within the school, such as parades, cultural shows, civic and social activities. Clearance to conduct such activities is secured from this office.
2. Clear and register visitors of the school
3. Ensure peace, security, and safety of everyone on the university campuses.

## SECTION 13. CENTRAL SUPPLY AND CONVENIENCE STORE

### UB PLAZA

The UB Plaza is a Convenience / Central Supply store of the University. It caters to the needs of the employees and students for easy access of food, school supply, and everyday items. Textbooks and instructional materials are also available. The UB Plaza is a central supply center for the needs of the University offices and operating units, serving requisitioned items and supplies.

### II. FACILITIES

The University has a wide array of facilities available for students, faculty, staff, and the public. The university requires users to file requests and comply with requirements for reservation. The facilities are as follows:

## SECTION 14. CAFETERIA AND FOOD COURTS

### UB Cafeteria

The University of Bohol Cafeteria is serviced by concessionaires where meals and snacks are sold. It is equipped with a common dishwashing area and dining spaces. The food can be purchased for takeout or dine-in. The Cafeteria is a three-storey open-air facility located beside the HIGH SCHOOL BUILDING. There is also a food court on the inner side of the campus.

The UB VDT Campus also has its own canteen with a floor area of 601.60 sq.m.

The school nurse strictly supervises these food centers to comply with sanitary requirements and accepted standards in serving nutritious food. The SPS Office supervises the operations, particularly customer relations, and students, faculty, and staff accommodation and traffic during mealtime.

## SECTION 15. INFORMATION RESOURCE CENTER

### Information Resources Center (IRC)

- The IRC building located at the back portion of the Administration Annex Building houses the main library, E-library, discussion rooms, and periodical library.

To promote learning, the IRC Building is a Wi-Fi zone so that students can have ready access to the Internet and World Wide Web.

### Instructional Media Center (IMC)

- The Instructional Media Center houses and circulates an ample collection of audio-visual materials and equipment.

## SECTION 16. THE UB GYMNASIUM

The UB Gymnasium is located in the basement of the Science and Technology Building. Mainly used for sports and athletic activities, it is also a venue for seminars, conferences, and programs for a big audience.

The bleachers have a capacity of 1,000 persons, and the floor area is 1,616 sq.m.

## SECTION 17. AUDITORIUM

This is located on the upper floor of the Main Library. It is used for programs, seminars, workshops, and student gatherings for socialization.

## SECTION 18. UB QUADRANGLE

The UB Quadrangle is located at the main campus. It is a sprawling 300 sq.m. area, a portion of which is planted to grass and trees, affectionately named "PARAISO." Major University activities such as Graduation and Commencement Exercises, Achievers Day, Search for Mr. and Miss UB Personality, and the like are held here.

## SECTION 19. SPORTS COMPLEX

### Aquatic Center – Victoriano B. Tirol, Jr. Sports Complex

The center is part of UB Sport Complex located at UB VDT-ALC Campus, Peñaflor Street, Taloto District, Tagbilaran City. The facility is a 10-lane Olympic-sized swimming pool (50m × 25m), complete with swimming competition accessories such as anti-wave floaters, diving ducks, bleachers & decks that can accommodate up to 800 spectators. It also has separate male and female showers and comfort rooms. The pool is used for P.E. and tutorial swimming lessons.

### Victoriano B. Tirol, Jr. Sports Complex

The complex houses the different facilities for various sports events. The facilities include the following:

- Oval- standard 400m Track Oval with four lanes.

It also includes the following:

- Soccer/Football Field - one (1) standard-sized soccer football field.
- Baseball/Softball Field one (1) standard size baseball (diamond) field.
- Basketball - three (3) standard-sized basketball courts.
- Volleyball - three (3) standard-sized volleyball courts.

## **SECTION 20. JUDO ROOM**

The Judo Room is located at the fourth floor of the Science and Technology Building. It has mats, punching bags, gloves, and other paraphernalia needed to practice martial arts and self-defense. It is exclusively for the use of Criminology Students and Faculty Members.

## **SECTION 21. STUDENT LOUNGE**

The University of Bohol has many facilities to help develop students' full potential, one of which is the Student Lounge. The school has two (2) Student Lounges where students can take time to rest, browse or study their lesson and enjoy its utilitarian features equipped with chairs, tables, power outlets, TV sets, and other recreation amenities. The facility is fit for social interaction and group study. Some of the student lounges have wireless internet access.

Student lounges are located in:

- the ground floor of the Founders Building and occupying area of 83.20 sq.m.
- at the back of the Administration Building with an area of 57.67 sq.m.

## **SECTION 22. REHABILITATION CENTER**

The University has its own Rehabilitation Center located at the Remolador side of the Science and Technology Building. It is equipped with state-of-the-art facilities operated by competent personnel. It caters not only to the employees and students of the University but also to the greater community. The center is a hands-on laboratory for Physical and Occupational Therapy students.

## **SECTION 23. PARKING LOTS**

The University of Bohol has parking lots strategically located in every campus. To wit:

### **UB Main Gate Parking**

This is intended for our walk-in clients and can accommodate 30 motorcycles. It has a land area of 126.90 sq.m.

### **UB Founders Building ground floor Parking**

This is located in front of the Founders Building and intended for the commercial tenants or their customers. It occupies a land area of 488.83 sq.m. It can accommodate 12 cars or four-wheel vehicles.

### **UB CPG Parking**

This parking lot uses the CPG Avenue gate as an entrance. This is for the employees and students who wish to avail parking lot space. It has an area of

2,674 sq.m. and can accommodate 80 cars, three school buses, and about 35 motorcycles.

#### UB Diamond Building Basement Parking

This is designed for the administrative staff and VIP guests. It has a land area of 499.83 sq.m.

#### UB Rehabilitation Center Parking

This is intended for the use of walk-in patients with a land area of 45.76 sq.m. and can accommodate about four cars.

#### UB Grade School Parking

This is located in front of the University Grade School building that can hold six cars and a few motorcycles. It has a land area of 112.71.

#### UB VDT-ALC Parking.

The UB-VDT campus has several parking lots intended for clients, employees, and administrative staff. One is located in front of the building with an area of 288 sq.m. intended for walk-in clients, and the other parking area has a 1,373 sq.m. land area strategically surrounding the building.

# Appendix A.

## Summary Matrix of Graduate Programs



**UNIVERSITY OF BOHOL**  
**City of Tagbilaran**  
**GRADUATE SCHOOL**



### Summary Matrix of Graduate Programs

Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
<b>A. MASTER'S PROGRAM</b>			
1. <b>MA in Educational Management</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BEED, BSED, or its equivalent</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional of Education subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
2. <b>MA in English</b>	<ul style="list-style-type: none"> <li>• TOR for degree in AB English, BSED English, or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
3. <b>MA in Guidance and Counselling</b>	<ul style="list-style-type: none"> <li>• TOR for degree BS Guidance and Counselling, BS Psychology or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of guidance and Psychology subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
4. <b>MA in History</b>	<ul style="list-style-type: none"> <li>• TOR for degree AB History or BSED major in History.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects and 18 units of History subjects have been taken and</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative</li> </ul>

Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
	passed in the undergraduate level.		work
5. <b>MA in Psychology</b>	<ul style="list-style-type: none"> <li>• TOR for degree of AB Psychology, or BS Psychology or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects and 18 units of Psychology subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
6. <b>Master of Arts in Education major in Elementary Math Teaching</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BEED, BSED, or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
7. <b>Master of Arts in Education major in Elementary Science Teaching</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BEED, BSED, or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
8. <b>Master of Arts in Education major in Pre-Elementary Teaching</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BEED, BSED, or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
9. <b>Master of Arts in Teaching Filipino</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BEED, BSED, or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects and 18 units Filipino have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 33 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>

Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
10. <b>Master of Arts in Teaching Mathematics</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BEED, BSED, or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects and 18 units of Mathematics have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 33 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
11. <b>Master of Arts in Teaching Physical Education</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BEED, BSED, or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects and 18 units of Physical Education subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 33 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
12. <b>Master of Arts in Teaching Social Science</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BEED, BSED, or its equivalent.</li> <li>• Other baccalaureate degree holders can enroll in the program, provided that 18 units of Professional Education subjects and 18 units of Social Science subjects have been taken and passed in the undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 33 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
13. <b>Master in Public Administration</b>	<ul style="list-style-type: none"> <li>• TOR for any bachelor's degree.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 30 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
14. <b>Master of Science in Business Administration</b>	<ul style="list-style-type: none"> <li>• TOR for any bachelor's degree provided that 18 units of commerce subjects are taken and passed in the undergraduate level such as Accounting, Financial, Marketing, Law, Economics, and Management Accounting.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
15. <b>Master of Arts in Nursing major in</b>	<ul style="list-style-type: none"> <li>• TOR for degree of BSN</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> </ul>

Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
Medical-Surgical Nursing (MSN)		and at least 10 units of Thesis	<ul style="list-style-type: none"> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
16. Master of Arts in Nursing major in Nursing Administration and Supervision (NAS)	<ul style="list-style-type: none"> <li>• TOR for degree of BSN</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 36 units of coursework and at least 10 units of Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Thesis</li> <li>• Passing the Final Oral Defense</li> <li>• At least 1 (one) publication in a refereed journal or juried creative work</li> </ul>
<b>B. DOCTORAL PROGRAM</b>			
17. Doctor of Philosophy in Educational Management	<ul style="list-style-type: none"> <li>• MA in Education or its equivalent.</li> <li>• Master's degree in a related field may be admitted if he has 18 units Master's degree in Education.</li> <li>• Transcript of Records.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 51 units of coursework and at least 12 units of Dissertation</li> </ul> <p>*more subjects for theory building</p>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Dissertation</li> <li>• Publicly defended dissertation (Theory-building).</li> <li>• At least 1 (one) publication in an internationally/nationally indexed journal or juried creative work outlet.</li> </ul>
18. Doctor of Philosophy in Business Management	<ul style="list-style-type: none"> <li>• Must be a degree holder of MBA / MSBA / MBM or any related to the field.</li> <li>• Transcript of Records.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 48 units of coursework and at least 12 units of Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Dissertation</li> <li>• Publicly defended dissertation (Theory-building).</li> <li>• At least 1 (one) publication in an internationally/nationally indexed journal or juried creative work outlet.</li> </ul>
19. Doctor of Philosophy in Human Resource Management	<ul style="list-style-type: none"> <li>• Must be a degree holder of any master's degree in a related field.</li> <li>• Transcript of Records.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 45 units of coursework and at least 12 units of Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Dissertation</li> <li>• Publicly defended dissertation (Theory-building).</li> <li>• At least 1 (one) publication in an internationally/nationally indexed journal or juried creative work outlet.</li> </ul>
20. Doctor of Philosophy in Public Administration	<ul style="list-style-type: none"> <li>• Must be a degree holder of any master's degree in a related field.</li> <li>• Transcript of Records.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 45 units of coursework and at least 12 units of Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> </ul>

Types of Graduate Programs	Minimum Admission Requirement	Number of Units	Major Requirement and Student Output
			<ul style="list-style-type: none"> <li>• Dissertation</li> <li>• Publicly defended dissertation (Theory-building).</li> <li>• At least 1 (one) publication in an internationally/nationally indexed journal or juried creative work outlet.</li> </ul>
<b>21. Doctor of Philosophy in Filipino</b>	<ul style="list-style-type: none"> <li>• Must be a degree holder of any Master of Arts in Teaching Filipino, MA in Filipino, or equivalent.</li> <li>• Transcript of Records.</li> </ul>	<ul style="list-style-type: none"> <li>• With at least 45 units of coursework and at least 12 units of Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the Comprehensive Examination</li> <li>• Undergo Title hearing</li> <li>• Passing the Proposal Hearing</li> <li>• Dissertation</li> <li>• Publicly defended dissertation (Theory-building).</li> <li>• At least 1 (one) publication in an internationally/nationally indexed journal or juried creative work outlet.</li> </ul>

## IV. UNIVERSITY OF BOHOL HYMN

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### UB HYMN

From the darkness to light you lead me  
From the fetters of poverty  
I shall thank you now till forever  
U of B my alma mater dear

Henceforth where I go I'll remember  
To forget you I'll never do  
All these joyful mem'ries I'll always bear  
U of B my alma mater dear

And my heart will always keep longing  
As my lips will constantly sing  
Of the name so sweet and so dear to me  
And that's you, my dear U of B.

## V. UB STUDENT CREED

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### UB STUDENT CREED

I believe-  
That I am child of God, heir to an abundant life  
And a glorious future,  
That simple duty constraints me to lay claim on this  
my precious inheritance.

I believe-  
That my inheritance will come to me only after  
I make myself ready and worthy to receive;  
That the doors and windows of opportunity are  
Opened widest for me by the blessings of  
education.

I believe-  
That the power of knowledge and the strength  
Of character I harvest from education  
Are able to free me from the bondage of ignorance  
And the fetters of poverty,  
That once I am free, I can face the world with  
Confidence and bravely answer the  
Summons of my destiny to be what I ought to be.

I believe-  
To achieve to the fullest measure, the grand unfolding  
Of my spiritual and human potentials and then  
To cherish my Alma mater, love my people, serve my  
Country and worship my God.

University of Bohol

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Email: [info@universityofbohol.edu.ph](mailto:info@universityofbohol.edu.ph)



*“A premier university  
transforming lives for a  
great future.”*