



## GUIDANCE SERVICES

The Counseling and Career Department assists the academic community and student related services in promoting academic and social growth of students. The Office seeks to attain its goals through the following services and programs:

### 1. Individual Student Record Service

This service keeps the individual student records and reports to be utilized for counseling and planning of students' educational and vocational programs and for administrative purposes.

#### Objectives

1. To help individual understands himself/herself to become more capable of making career decisions, achieving self-direction, maintaining healthy social relationship and becoming self-actualized person.
2. To help parents, teachers, counselors and administrators understand the learner and be prepared to create and maintain the kinds of environment needed to reinforce healthy growth and development of the individual.

#### Policies

- Records must be kept in a secured filing cabinet
- Records must be accessible to counselors concerned
- Information must be kept in strict confidentiality
- Unauthorized persons are not allowed to borrow nor look at the cumulative folders or records of students. Parents/guardians who send them to school, teachers involved in their academic needs, and administrators are considered authorized persons.
- The records cannot be brought out from the office except by the authorized persons
- The college-based guidance counselors should interpret records whenever necessary.
- Records must be utilized properly especially in guidance for the maximum benefits of students.

#### *For proper Disposition of the Cumulative Record*

- When a student changes or transfers to other schools the Cumulative folder should be labeled as "dropped out"
- When a student finishes or transfers to other schools the records shall be kept for five (5) years, after which it can be destroyed or shredded.

#### *Utilization of Cumulative Record*

The record should be examined first:

1. Before the student is called for individual interview and academic follow-up
2. To discover students of exceptional talents such as arts, music, sports or creative thinking.
3. To help counselors in making referrals or recommendations
4. For teachers who need to have adequacy of significant information about each student for effective instruction.

*(excerpt from the OSA-CCD Guidance Manual)*

**"UNITY IN DIVERSITY AND  
SUSTAINABLE DEVELOPMENT IN  
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."**





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



**CHED MEMORANDUM ORDER**

No. 09

Series of 2013

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

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

**ARTICLE I  
GUIDING PRINCIPLES**

- Section 1** The 1987 Philippine Constitution declares that the State shall protect and promote the rights of all Filipino citizens to quality education at all levels and shall take appropriate steps to make education accessible to all.
- Section 2** The State shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.

**ARTICLE II  
STATEMENT OF POLICIES**

- Section 3** The CHED is mandated to promote quality education; take appropriate steps to ensure that education shall be accessible to all; and ensure and protect academic freedom for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level professionals, and the enrichment of historical and cultural heritage.
- Section 4** An educational institution seeks to form individuals who can later become productive citizens of the country and the world. Its responsibility is not only confined to the teaching and development of job skills, but also to the acquisition of life skills and values. The individuals produced by the educational institution should be able to contribute positively to the progress of his/her country, and to the upliftment of the human conditions. Student Affairs and Services, therefore, must systematically and deliberately address this end objective of producing citizens suited to the aims of the country and of humanity. Higher Education Institutions must provide a set of student centered activities and services in support of academic instruction intended to facilitate holistic and well rounded student development for active involvement as future responsible citizens and leaders. These shall be collectively known as Student Affairs and Services.

- Section 5** The students' enjoyment of their rights shall be balanced by the exercise of accountability and social responsibility, that is, for every right enjoyed, there is a corresponding duty and accountability.
- Section 6** The rights of students to "self management" with the exercise of right to self-organize on matters that will advance their welfare and maximize their potentials shall be invaluable.
- Section 7** HEIs shall ensure full implementation of these Policies and Guidelines and provide mechanism for its monitoring and evaluation.

**ARTICLE III  
OBJECTIVES**

- Section 8** This set of guidelines aims to set minimum standards on student affairs and services among Higher Education Institutions (HEIs) in order to:
- 8.1 ensure proper balance between rights of educational institution and student rights;
  - 8.2 improve the quality of Student Affairs and Services among Higher Education Institutions;
  - 8.3 promote access to quality, relevant, efficient and effective student affairs and services;
  - 8.4 support student development and welfare; and
  - 8.5 ensure that all Higher Education Institutions provide holistic approach for Student Affairs and Services and comply with the minimum requirements for student affairs and services.

**ARTICLE IV  
SCOPE AND COVERAGE**

- Section 9** This set of policies, and guidelines shall apply to all Higher Education Institutions both public and private, duly authorized by the Commission on Higher Education and/or their respective Board of Trustees/ Board of Regents (BOT/BOR) in case of public institutions.

**ARTICLE V  
STUDENT AFFAIRS AND SERVICES**

- Section 10** **Student Affairs and Services (SAS)** - Student Affairs and Services are the services and programs in higher education institutions that are concerned with academic support experiences of students to attain holistic student development. Academic support services are: those that relate to student welfare, student development and those that relate to institutional programs and services. Implementation of these services can be unique to an institution.

- 10.1 Student Welfare Services are basic services and programs needed to ensure and promote the well-being of students.

10.2 Student Development Services refers to the services and programs designed for the exploration, enhancement and development of the student's full potential for personal development, leadership, and social responsibility through various institutional and/or student-initiated activities.

10.3 Institutional Student Programs and Services – refers to the services and programs designed to pro-actively respond to the basic health, food, shelter, and safety concerns of students including students with special needs and disabilities and the school.

**ARTICLE VI  
MANAGEMENT AND ADMINISTRATION OF  
STUDENT AFFAIRS AND SERVICES**

**Section 11** Higher Education Institution must ensure that there is an office to manage the Student affairs and Services.

11.1 The HEI must ensure an adequate number of student services personnel to serve the student population.

11.2 The HEI must ensure that the student services personnel are qualified, and competent.

**Section 12** **Student Services Funds** - The HEI must ensure that any Student Affairs and Services fees collected must be judiciously disposed for Student Affairs and Services. There shall be a mechanism to ensure transparency and accountability in the usage of the fund.

**ARTICLE VII  
STUDENT WELFARE**

These are basic services that are necessary to serve the well-being of students. These include Information, Orientation and Awareness, Guidance and Counseling, Career and Placement, Economic Enterprise Development, and Student Handbook development.

**Section 13** **Information and Orientation Services** – refer to informative activities and materials designed to facilitate student adjustment to life in tertiary/higher education.

13.1 **Information and Orientation Services**

13.1.1 The Institution shall have Information materials on institutional mission, vision and goals, academic, rules and regulations, student conduct and discipline, student programs, services and facilities and such other information necessary for student development and should be made accessible and would be available to all students.

13.1.2 There shall be a regular comprehensive orientation program held for new and continuing students responsive to their needs, including

orientation on the dynamics and nature of persons with disabilities, and relevant laws and policies affecting persons with disabilities.

- 13.1.3 There shall be an organized, updated, and readily available educational, career, and personal/social materials in different accessible formats. Information materials include statutes affecting students such as (a) R.A. 9262 or Anti Violence Against Women and Children Act; b) guidelines on drug abuse prevention and control, c) R.A. 7877 or the Anti-Sexual Harassment Act of 1995, d) HIV AIDS awareness, e) self-care and healthy lifestyles and (f) R.A. 9442, particularly on the provision on public ridicule and vilification against persons with disability.

#### Section 14 Guidance and Counseling Services

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

14.4.1 There shall be adequate and appropriate Follow-up and Referral Schemes known to students and concerned parties.

14.5 **Referral** – refers to coordination with multi-disciplinary team of specialists to ensure that special needs of students are met.

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

15.1 The Higher Education Institution shall institute valid appraisal data of students for career and job placement. They shall have continuous follow-up and monitoring of student placement conducted on regular basis.

15.2 The Higher Education Institution shall maintain active networking with school, community, alumni, and other relevant agencies for career and job placement of students.

15.3 Informative materials in accessible formats on career and job opportunities shall be provided and skills development programs shall be made available.

15.4 There shall be regular career seminars and job placement services available for the students.

15.5 There shall be mechanisms to institutionalize the link with industries.

15.6 The students must be informed of the timelines for the concerned HEI's assistance in seeking career and job placement at least until a specified period of time.

**Section 16 Economic Enterprise Development** – refers to those services and programs that would cater to the other economic needs of students such as but not limited to 1) student cooperatives, 2) entrepreneurial, 3) income generating projects, and 4) savings. If in case the HEIs opted to organize cooperative, the same must be recognized/registered with the Cooperative Development Agency (CDA) subject to the existing laws and guidelines of the said Agency.

16.1 The HEI may establish mechanisms to promote and develop student economic enterprises but not limited to academic activities.

**Section 17 Student Handbook Development**

17.1 There shall be mechanisms to develop the student handbook and updates be made into accessible formats (such as but not limited to electronic, large print, media, braille, and sign language) for dissemination, information, and guidance of students and university stakeholders.

17.2 There shall be mechanisms to archive and retrieve previous student handbooks for purposes of improving the same.

- 17.3 A representative from the student body must be included in the development and revision of student handbook.

**ARTICLE VIII  
STUDENT DEVELOPMENT**

These are programs and activities designed for the enhancement and deepening of leadership skills and social responsibility, which include Student Organizations and Activities, Professional organization or societies, special interests, Leadership Training Programs, Student Council/ Government, Student Discipline, Student Publication/ media.

**Section 18 Student Activities** – supervision, recognition, and monitoring of student organizations and their activities such as leadership programs, student publication, student organizations, sports development, volunteerism, peer helper program, etc.

**Section 19 Student Organizations and Activities** – refer to the recognition/accreditation, supervision and monitoring of student groups including the evaluation of their activities.

19.1 The Higher Education Institution (HEI) shall have a system of accreditation, re-accreditation, monitoring and evaluation using participatory institutional procedures and processes in recognition of basic rights to organize. Requirements and procedures for recognition/accreditation of student groups shall be widely disseminated.

19.2 The HEI shall provide accredited student organizations adequate office space and other institutional support.

19.3 The Constitution and by laws of student organizations shall provide for and require participation in activities on anti-drug abuse, awareness and drug abuse prevention initiated by Government and Non-government Organizations. There shall be a mechanism to coordinate with the school administration relative to the treatment and rehabilitation of students with drug-related problems.

**Section 20 Leadership Training**– are programs and opportunities to develop and enhance leadership effectiveness in the personal level and student organizations.

20.1 The HEI shall ensure that leadership training programs are provided and opportunities for interaction with counterparts from other institutions.

**Section 21 Student Council/Government** – refers to the student body duly organized and elected at large by the students themselves, with due recognition and authority from the HEI, as the students' official representative in matters affecting them.

21.1 The HEI must recognize the right of the students to govern themselves as a student body, to be transparent and accountable to their constituents; and be represented in various for a where the students need to be consulted.

- 21.2 The HEI must ensure transparency in the development/revision of guidelines and procedures for the student council/government.

**Section 22 Student Discipline** – refers to the judicious implementation of institutional rules and regulations governing student behavior and conduct.

- 22.1 The HEI shall have gender and disability sensitive rules and regulations formulated in consultation with students and faculty and published in a student manual that is accessible and disseminated to students including students with disabilities, faculty and concurred in by parents. The rules and regulations define appropriate student conduct and prescribe sanctions for misconduct such as but not limited to acts of vandalism, exaggerated utterances, irresponsible and libelous statements and other negative acts of militancy that threaten peace and order and private and public properties inside and outside the HEIs.

- 22.2 A discipline committee shall be established in all HEIs to ensure due process in dealing with student misconduct.

- 22.3 There shall be timely mechanisms to address student grievance.

**Section 23 Student Publication/Year Book** – refers to the official publication/organ/journal/yearbook and such other student oriented print and non-print media of the university and/or college.

- 23.1 The HEI shall support the establishment and implementation of student publication as provided for in R.A. 7079, otherwise known as "Campus Journalism Act of 1991" and other media forms preferably within the framework of self-management.

- 23.2 There shall be mechanism to ensure that the provisions under this Act are complied with.

- 23.3 There shall be mechanism to encourage other media and yearbook production.

#### **ARTICLE IX INSTITUTIONAL STUDENT PROGRAMS AND SERVICES**

These are programs and activities offered by the HEIs to facilitate the delivery of essential services to the students that include Admission, Scholarship and Financial Assistance, Food, Health, Security and Safety, Housing and Residential Services, Multi-Faith, Foreign/International Students, services for Students with Special Needs and other programs such as: culture and arts, sports, social and community involvement.

**Section 24 Admission Services** – refer to services that take care of the processing of students' entrance and requirements.

- 24.1 Requirement and procedures for admission are in place with consideration/reasonable accommodation for those applicants and/or persons with disabilities as stipulated in R.A. 7277.
- 24.2 Stakeholders are properly informed of the guidelines of the HEI.
- 24.3 List of tuition and other school fees and educational visits and field trips must be posted in conspicuous places.

**Section 25 Scholarships and Financial Assistance (SFA) - refer to the management, generation and/or allocation of funds for scholarship and financial aid to deserving students.**

- 25.1 There shall be student scholarships and financial assistance in various forms and accessible modalities available to students with appropriate screening and monitoring procedures, and guidelines understood by applicants and recipients.
- 25.2 There shall be structures to provide access to scholarship and financial assistance instituted. Availability, qualification requirements, and procedures for availment of scholarships and financial aid should be widely and promptly disseminated in various media.
- 25.3 There shall be mechanisms for HEIs to institutionalize more compassionate policies and guidelines particularly for those students belonging to the vulnerable and/or marginalized sector of our country. The HEIs must provide access on any financial assistance in cases where the stated students can not pay on the particular moment.

**Section 26 Food Services – refer to the ensurance of available, adequate, safe and healthful food within the campus and immediate vicinity in accordance with the food, safety and sanitation guidelines of the Department of Health.**

- 26.1 The Higher Education Institution shall set the criteria for safety and sanitary conditions and food choices of food outlets within the compound of the institution. They shall coordinate with local government for the safety of food service outside the school premises.
- 26.2 The Higher Education Institution shall periodically inspect food outlets for sanitation and hygiene. The Certificate to Operate should be displayed in a prominent area of the food outlet.

**Section 27 Health Services – refer to the provision of primary health care and wellness program.**

- 27.1 The Higher Education Institution shall provide primary health care services administered by licensed medical, dental and allied professionals to all students.

- 27.2 There shall be adequate facilities for health care and updated health records including disability records for students with disabilities that are kept and maintained as required by the Department of Health and other related agencies.
- 27.3 There shall be mechanisms to promote healthy lifestyle such as but not limited to healthy diet, physical activities, and no smoking and drinking of alcoholic beverages and substance abuse; and provide healthy environment not only inside the campus but also outside the school premises.
- 27.4 The school shall provide policy and environment to enable the practice of healthy lifestyle.
- 27.5 There shall be compliance with the relevant and existing health and related laws, rules and regulations.

**Section 28 Safety and Security Services** – refer to the provision of a safe and secure environment and that of the members of the academic community.

- 28.1 There is safe, accessible (for persons with disabilities) and secure environment, buildings and facilities shall comply with government standards. Licensed and competent security personnel shall ensure the safety and security of students and their belongings.
- 28.2 There shall be mechanisms to address disaster risk reduction and management concerns to include persons with disabilities' needs in compliance with R.A. 10121, otherwise known as the "Philippine Disaster Risk Reduction and Management Act of 2010".
- 28.3 There shall be a regular conduct of earthquake and fire drills involving majority of students and teaching and non-teaching personnel.
- 28.4 There should be a contingency plan for each campus of each HEI in compliance with R.A. 10121.
- 28.5 There shall be an established mechanism for the students to help in crime prevention, safety and security of the concerned HEI.

**Section 29 Student Housing and Residential Services** – refer to the assistance provided to ensure access to accommodation that is safe and conducive to learning.

- 29.1 The school must provide mechanism, assistance and/or list of acceptable student dormitories and housing facilities that are safe, clean, affordable, accessible to students with disabilities, and conducive to learning.

**Section 30 Multi-faith Services** – refer to the provision of an environment conducive to free expression of one's religious orientation in accordance with institutional principles and policies.

- 30.1 The HEI shall be encouraged to ensure that the right of religion is respected.
- 30.2 The HEI must provide mechanism for the use of facilities.

**Section 31 Foreign/International Students Services** – refer to the provision of assistance to address the needs of foreign students.

- 31.1 An integrated service program that caters to the socio-psycho-cultural, academic and non-academic needs should be available to all international students.
- 31.2 The school should provide a liaison officer to assist international students with the government agencies like CHED, Department of Foreign Affairs and Bureau of Immigration.
- 31.3 There shall be a regular submission of the list of foreign students and compliance reports as required by the concerned government agencies.
- 31.4 There must be a Code of Conduct that will govern foreign students while they are inside the country in compliance with prescribed rules and regulations.
- 31.5 Adequate quota between Filipino and Foreign students should be established within the particular HEI considering local and national security in accordance with prescribed rules and regulations.

**Section 32 Services for Students with Special Needs and Persons with Disabilities** are programs and activities designed to provide equal opportunities to Persons With Disabilities (PWDs), indigenous peoples, solo parents, etc. (academic accommodation for learners with special needs).

- 32.1 The HEI shall ensure that academic accommodation is made available to persons with disabilities and learners with special needs with proper consultation and conference with students with disabilities themselves, together with their teachers, parents/guardian/s, personal assistant/s and other concerned professionals, whenever necessary.
- 32.2 There shall be provisions/programs for life skills training e.g. conflict management and counseling or testing referrals shall be done whenever necessary.
- 32.3 There shall be a regular submission of the list of students with disabilities detailing the intervention programs to the CHEDROs in order to build up the Database of HEIs Accommodating PWDs.

**Section 33 Cultural and Arts Programs** – refer to the set of activities designed to provide opportunities to develop and enhance talents, abilities and values for appreciation, promotion and conservation of national culture and multi-cultural heritage.

- 33.1 The HEI shall provide opportunities for appreciation of culture and the arts.

33.2 There shall be mechanisms to promote Philippine Culture and the Arts in coordination with other government agencies.

33.3 The HEI shall provide an Office for Culture and the Arts.

**Section 34 Sports Development Programs** – are programs designed for physical fitness and wellness of students.

34.1 The HEI shall provide opportunities for physical fitness and well-being of students.

34.2 There shall be mechanism to promote national, sectoral and cultural sports activities and development in coordination with other agencies. Example: arnis (national), sports for persons with disabilities, and sipa (cultural).

34.3 There shall be a regular conduct of sports programs supporting school athletes and the whole studentry.

**Section 35 Social and Community Involvement Programs** – refer to programs and opportunities designed to develop social awareness, personal internalization and meaningful contribution to nation building.

35.1 The HEI shall ensure opportunities for meaningful socio-civic involvement of students which include among others volunteerism, environment protection, etc.

35.2 The HEI shall ensure that the students are insured in their field work days.

**Section 36 Other Related Programs and Services** - refer to those that include other institutional programs that might be established by the institutions.

36.1 There shall be appropriate mechanisms established to inform the students and stakeholders regarding the other related programs and services not cited in this CHED Memorandum Order.

**ARTICLE X  
RESEARCH ON STUDENT AFFAIRS AND SERVICES**

**Section 37** The Higher Education Institution shall be encouraged to conduct research on Student Affairs and Services Programs. The students may be involved in the research.

**Section 38** Research results and outputs shall be disseminated and utilized.



**ARTICLE XI  
MONITORING AND EVALUATION**

**Section 39 Monitoring and Evaluation on Student Affairs and Services** – feedback mechanism on the effectiveness of the Student Affairs and Services.

- 39.1 There shall be mechanisms for regular monitoring and evaluation on the implementation of Student Services and submission of reports regarding the same to CHEDROs.
- 39.2 There shall be mechanisms to ensure sustainability of effective programs and submission of reports on student affairs and services to the CHEDROs for the purpose of Improving existing policies, guidelines and procedures dealing with student affairs and services.
- 39.3 Evaluation results and outputs shall be disseminated and utilized.
- 39.4 Monitoring and evaluation instruments shall be developed and issued.

**ARTICLE XII  
REWARDS AND INCENTIVES**

**Section 40 Institutional Rewards on Excellence in Student Affairs and Services**

- 40.1 There shall be mechanisms for HEIs to provide incentives and rewards for proper implementation and execution of the Student Affairs and Services.

**Section 41 Government and Non Government Incentives**

- 41.1 Incentives and rewards shall likewise be awarded to HEIs that properly implemented and executed the Student Affairs and Services.

**ARTICLE XIII  
REPEALING CLAUSE**

**Section 42** CHED Memorandum Order No. 42 s. 2005 "Implementing Guidelines for the Creation of Student Crime Prevention Councils in all Colleges and Universities" is hereby repealed.

**Section 43** All CHED issuances or memorandum orders or parts thereof contrary to or inconsistent with this memorandum order are hereby repealed or modified accordingly.

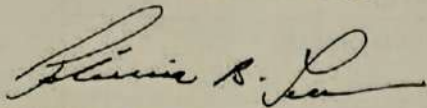
**ARTICLE XIV  
TRANSITORY PROVISIONS**

**Section 44** Higher Education Institutions operating in the country must comply with the ensuing Guidelines within three years from its issuance. New applicants for higher education

program must strictly adhere to these Enhanced Policies and Guidelines on Students Affairs and Services.

**ARTICLE XV  
APPROVAL AND EFFECTIVITY**

**Section 45** This set of Policies and Guidelines is hereby approved and shall take effect Academic Year 2013-2014.



**PATRICIA B. LICUANAN, Ph. D.**  
Chairperson

Issued on April 19, 2013.

Enclosure: Appendix A – List of References

List of References

Laws	Short Titles
R.A. 6728	Government Assistance to Students and Teachers in Private Education Act
R.A. 6847	Philippine Sports Commission Act
R.A. 7079	Campus Journalism Act of 1991
R.A. 7277	Magna Carta for Persons with Disabilities
R.A. 7356	Law Creating the National Commission for Culture and the Arts
R.A. 7610	Protection against child abuse, exploitation and discrimination
R.A. 7877	Anti-Sexual Harassment Act of 1995
R.A. 8049	Anti- Hazing Law
R.A. 8749	Clean Air Act of 1999
R.A. 9165	Comprehensive Dangerous Drugs Act of 2002
R.A. 9163	National Service Training Program Act of 2001
R.A. 9211	Anti-smoking law
R.A. 9262	Anti-Violence Against Women and Children Act
R.A. 9418	Volunteerism Act of 2007
R.A. 9442	An Act Amending Republic Act No. 7277, known as the "Magna Carta for Disabled Persons and for Other Purposes"
R.A. 9512	Environmental Awareness and Education Act of 2008
R.A. 9520	Philippine Cooperative Code of 2008
R.A. 10121	Philippine Disaster Risk Reduction and Management Act of 2010
<b>Rules and Regulations</b>	<b>Title</b>
<b>Exec. Order No.</b>	
285 s. 2000	Amending the Guidelines Governing the Entry and Stay of Foreign Students in the Philippines, and the Establishment of an Inter-agency Committee on Foreign Students for the Purpose
<b>CHED Memo Order</b>	
21 s. 2006	Guidelines on Student Affairs and Services Program

