MAPÚA
UNIVERSITY

ACADEMIC HANDBOOK

AY 2023 – 2024

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MESSAGE OF THE
PRESIDENT

Our legacy is built on almost a century of progressive education at Mapúa University. And as we look to the future, we are evermore focused on an expanded vision that will guide, empower, and challenge us.

Our new vision statement, "Mapúa University, a global leader in education, fosters sustainable socio-economic growth of society through innovation, digital transformation, and lifelong education," encapsulates our promise to the world and our commitment to each one of you.

Let me break it down for you.

Global Leadership in Education: stands tall and is formally recognized as one of the best in the world, not just for the quality of education we deliver but also for our impact on society.

Sustainable Socio-Economic Growth: We aim to educate and empower. The skills and knowledge you will gain here will not just serve you but society at large. We want you to be the torchbearers of sustainable, inclusive, and beneficial growth for all.

Innovation: At Mapúa, we don't just adapt to change; we anticipate it. We foster an environment where creative thinking isn't just encouraged—it's expected. Your unique perspectives and ideas will be your most valuable assets.

Digital Transformation: Here, you will be familiarized with the latest technologies and learn how to leverage them for societal benefit. We pledge to keep you ahead of the curve in a rapidly evolving digital age. By harnessing innovation and embracing the digital revolution, Mapúa will ensure you are equipped with relevant skills today and in the future.

Lifelong Education: Your time at Mapúa is just the beginning. Learning does not end when you graduate; it is a lifelong journey. Here at Mapúa, we foster a love for learning that extends beyond the walls of classrooms, a passion you will carry with you for the rest of your lives.

To our new students, I urge you to take this vision to heart. Understand that with the privilege of being part of the Mapúa community comes the responsibility of embodying this vision and turning it into reality.

Dr. Dodjie S. Maestrecampo
President and CEO

MAPÚA
THROUGH TIME

For more than nine decades, Mapúa University has been known for its commitment in delivering topnotch engineering and technological education.

1925

The Mapúa Institute of Technology was established by Don Tomas Mapúa with Architecture (AR) and Civil Engineering (CE) as its initial programs.

1926

- Enrollment in the institution increased to thrice the total number of its student pioneers.
- MIT moved to a new location at 931 Hidalgo Street in Quiapo, Manila.
- The Philippine Government recognized Mapúa as a legitimate learning institution.

1928

Mapúa opened the doors of its high school department.

1929

The University had its first licensed Civil Engineers, earning a passing rate of 92%.

1930s

- The Doroteo Jose campus was constructed housing new classrooms, drafting rooms, laboratories and other facilities.
- New programs were offered in Mapúa. Student population increased to a total of 2,000 college students and 900 high school students.
- Mapúa became the first private institution to offer electrical engineering and mechanical engineering in the country.
- Civil engineering graduates topped the board examinations solidifying Mapúa's claim of being a premier engineering and technological school in the Philippines.
- Mapúa joined the National Collegiate Athletics Association (NCAA).
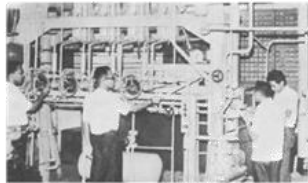
1941

MIT had its first high school graduates.
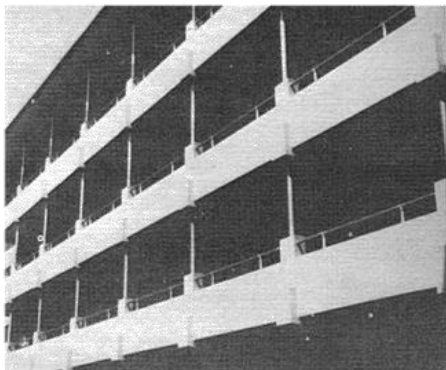
1950s

Don Oscar B. Mapúa, son of Don Tomas, became the executive Vice President of Mapúa. He approved the purchase of reference books for faculty members taking up graduate studies in mathematics and physics.

1953

- The institution expanded to Intramuros with the intention of housing the school of Architecture and Planning.
- Don Tomas designed the J. Mapúa Memorial Hall.

1958

A completely equipped hydraulics laboratory and a mechanical and textile engineering pilot plants were featured in the institution's buildings.

1960s

From 75 students and 15 college instructors in 1925, MIT now has 15, 713 students and 336 instructors.

1963

Foreign students came to study in Mapúa.

1967

- Don Oscar Mapúa became the institution's second President.
- Mapúa used computers for its administrative and management operations. It became one of the few institutions to acquire this academic advancement.
- Student population grew to about 21,000 during Don Oscar's early years in office.

1968-1989

- Engineering testing services were first offered.
- MIT continued to display its remarkable performance with Mapúans bagging the number one spot in Engineering board examinations.
- Continuing education short courses were first held.
- Mapúa offered Master of Science in Chemistry, its first graduate program.

1990-1996

- Guam recognized Mapúa as one of the finest institutions of engineering and architecture in the Philippines.
- Mapúa was granted Level 1 accreditation by the Philippine Association of Colleges and Universities Committee on Accreditation (PACUCOA).
- The institution published its first two SCOPUS-indexed papers.

2000

- The Yuchengco Group of Companies, headed by Ambassador Alfonso T. Yuchengco, took over the ownership of MIT.
- Dr. Reynaldo B. Vea assumed office as the third President of Mapúa.
- Curricular programs were strengthened for students to become globally competitive.
- Graduate courses were offered.
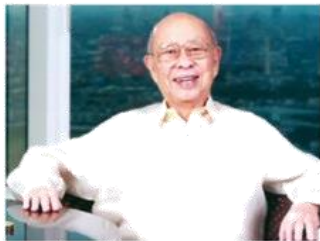
- MIT opened the Mapúa IT Center in Intramuros.
- The Institution shifted to a Quarter System of education.

2001-2003

- Mapúa was granted full autonomous status by CHED for its high quality education.
- Consultancy services were first offered through Mapúa TechServe.

2006

- Mapúa opened its subsidiary schools; the Malayan Colleges Laguna and the Malayan High School of Science in Pandacan, Manila.
- The institution adopted the Outcomes-Based Education (OBE) in its programs' curricula.

2010

MIT became the first school in East Asia to receive accreditation from the Engineering Accreditation Commission of ABET for its Electronics, Electrical, and Computer Engineering programs.

2011

ABET granted accreditation to five more engineering programs and two computing programs.

2012

Patenting services were started.

2014

Mapúa received the highest level of accreditation from the Philippine Technological Council (PTC), for its Industrial, Civil, Electrical, and Electronics Engineering programs.

2015

MIT opened its Research Center Building to internationalize Mapúa's education and research.

2016

- Four more programs of MIT were granted PTC accreditation, namely, Chemical, Computer, Mechanical, and Environmental and Sanitary Engineering.
- Mapúa's Senior High School was opened in support to the K to 12 system of basic education.

2017

- Mapúa Institute of Technology became Mapúa University.
- The University became the first entity in the Philippines with 11 ABET accredited Engineering programs.
- All three Computing programs of the University also received ABET accreditation.
- Mapúa was awarded an overall rating of three stars by Quacquarelli Symonds (QS) of the United Kingdom.
- CHED recognized Mapúa's seven Engineering programs as Centers of Excellence (COE), namely, Civil, Chemical, Computer, Electrical, Electronics, Mechanical, and Environmental and Sanitary Engineering. The Industrial Engineering program was also tagged as a Center of Development (COD).
- Mapúa moved to transform the university into a Digital, Research Driven, Outcomes Based, International, Domain (D.R.O.I.D.).

2018

- Mapúa University was granted an ISO certification on environmental management systems. The University has also upgraded its ISO certification on quality management systems, from 9001:2008 to 9001:2015.

MAPÚA IN INTRAMUROS
658 Muralla St, Intramuros, Manila

1191 Pablo Ocampo Sr. Extension, Brgy. Sta. Cruz, Makati City
MAPÚA IN MAKATI
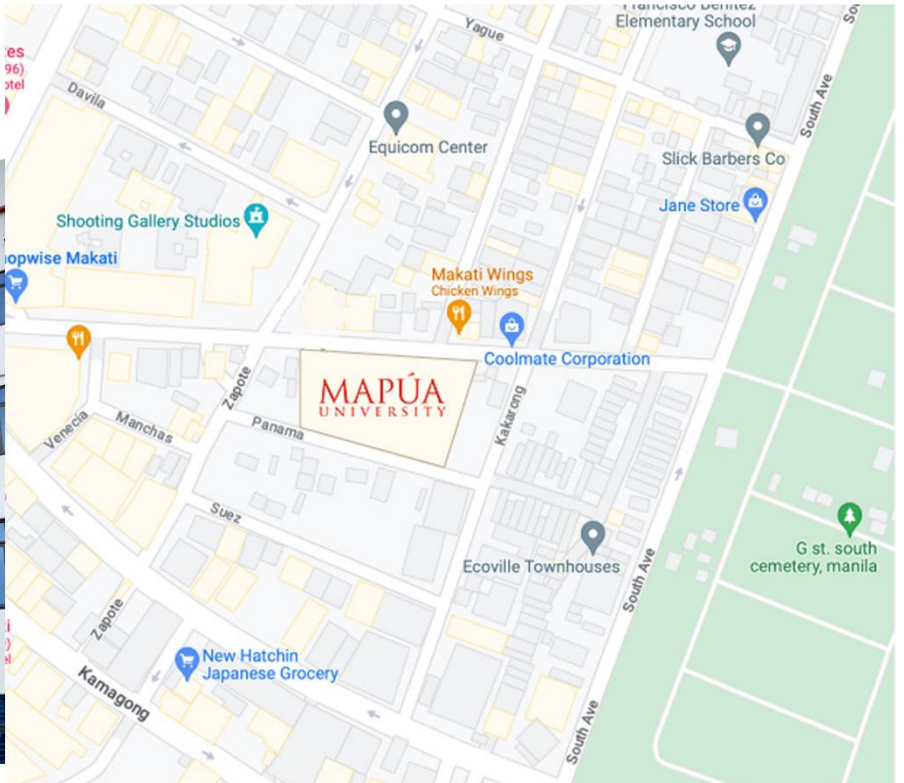
MAPÚA UNIVERSITY

Manila   **Philippines**

CALENDAR FOR ACADEMIC YEAR 2023-2024

2023

AUGUST

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OCTOBER

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2024

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FIRST QUARTER

Registration	- Aug 10-14
Classes start	- Aug 16
Classes end	- Nov 3

SECOND QUARTER

Registration	- Nov 7-10
Classes start	- Nov 13
Classes end	- Feb 11

THIRD QUARTER

Registration	- Feb 13-16
Classes start	- Feb 19
Classes end	- May 12

FOURTH QUARTER

Registration	- May 14-17
Classes start	- May 20
Classes end	- Aug 4

OFFICIAL HOLIDAYS 2023

Ninoy Aquino Day	- Aug 21
National Heroes Day	- Aug 28
All Saints' Day	- Nov. 1
Bonifacio Day	- Nov. 30
Christmas Day	- Dec. 25
Rizal Day	- Dec. 30
New Year's Eve	- Dec. 31

OFFICIAL HOLIDAYS 2024

New Year's Day	- Jan. 1
Chinese Lunar New Year	- Feb 10
Araw ng Kagitingan	- April 9
Holy Thursday	- Mar 28
Good Friday	- Mar 29
Labor Day	- May 1
Independence Day	- June 12
Christmas Break	- Dec 18 – Jan 1
Holy Week	- Mar 25-31
Summer Break	- May 12– May 19

2024

FEBRUARY

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MAY

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JUNE

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JULY

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MAPÚA UNIVERSITY

PART A
INTRODUCTION

VISION, MISSION, EDUCATIONAL PHILOSOPHY, AND CORE VALUES

Vision

Mapúa University, a global leader in education, fosters socio-economic growth in society through innovation, digital transformation, and lifelong education.

Mission

The University shall provide a learning environment in order for its students to acquire the attributes that will make them globally competitive.

The University shall engage in economically viable research, development, and innovation.

The University shall provide state-of-the-art solutions to problems of industries and communities.

Educational Philosophy

Mapua University offers students comprehensive programs in Engineering, Technology, Sciences, Education, Business, and the Arts that hone professional and advanced skills and develop human values and perspectives that promote ethical development and practice.

Mapua University provides quality academic curricula that are current in content and state-of-the-art in delivery using Learner-Centered Outcomes-Based Education (LC-OBE) framework and effective learning modalities.

Mapua University provides a learning environment that encourages the exercise of creativity and the experience of discovery.

Mapua University captures the synergy among instruction, research and extension work to heighten the learning experience of its students.

Mapua University builds linkages with industry and government to maintain the relevance of its academic programs and to engage in collaborative research.

Alignment of Educational Philosophy to Mission Statements

Educational Philosophy	MS 1	MS 2	MS 3
Mapua University offers students comprehensive programs in Engineering, Technology, Sciences, Education, Business, and the Arts that hone professional and advanced skills and develop human values and perspectives that promote ethical development and practice.	✔		
Mapua University provides quality academic curricula that are current in content and state-of-the-art in delivery using Learner-Centered Outcomes-Based Education (LC-OBE) framework and effective learning modalities.	✔		
Mapua University provides a learning environment that encourages the exercise of creativity and the experience of discovery.	✔	✔	
Mapua University captures the synergy among instruction, research and extension work to heighten the learning experience of its students.	✔	✔	✔
Mapua University builds linkages with industry and government to maintain the relevance of its academic programs and to engage in collaborative research.	✔	✔	✔

Core Values

MAPÚA UNIVERSITY aims at the empowerment of the youth by providing education grounded on academic excellence and strength of character. Students are expected to develop the passion for mental knowledge and meritorious performance as well as the recognition of moral values as essential to growth of character. The integration of the humanities and the social sciences into the technical curriculum has paved the way to the achievement of this goal.

MAPÚA upholds the reinforcement of time-honored values learned in school and at home directed towards the development in the student of a strong moral fiber that will contribute to his/her personal well-being as well as that of other members of society.

MAPÚA emphasizes the importance of the following core values:

DISCIPLINE
EXCELLENCE
COMMITMENT
INTEGRITY
RELEVANCE

By ensuring that these core values are learned in the classroom and outside, MAPÚA shall have done its share in producing men and women who live fulfilled and meaningful lives.

The MAPÚA core values are congruent with the core values of the YGC group of companies, which are:

Passion for Excellence
Sense of Urgency
Professional Discipline
Teamwork
Loyalty

HISTORY

Mapúa University, then called Mapúa Institute of Technology, opened on January 20, 1925, as a night school offering complete four-year programs on architecture and civil engineering and a special two-year program leading to a Certificate of Proficiency in Architecture. It initially had 75 students mentored by 15 teachers—including Don Tomas Mapúa himself, the school's founder—in a rented portion of a building in Carriedo Street, Quiapo, Manila. In 1926, the Philippine government recognized Mapúa as a legitimate learning institution.

During the 1930s, the school began its expansion starting with the offering of mining and chemical engineering programs and became the first private institution in the Philippines to offer electrical engineering and mechanical engineering. At the same time, the annex building was constructed in Doroteo Jose and Misericordia Streets (now Don Tomas Mapúa Street) that housed new classrooms, drafting rooms, laboratories, and other facilities.

However, the Second World War did not spare the school from destruction. The results of the damage on the buildings and equipment in the Institute halted operations in its collegiate department. Seniors were automatically graduated even before the second semester began. When American planes bombed Manila, the Mapúa campus was razed to the ground. Mapúa opened its doors again in 1946 and began extensive reconstruction of its buildings; lectures were held in improvised classrooms.

Don Tomas' son Don Oscar B. Mapúa became the executive vice president in the 1950s. Soon after, Don Tomas relinquished active management to Don Oscar. December 22, 1965 was a sad day for the school when Don Tomas passed away.

During his stint as second president, Don Oscar continued the vision of his father of Mapúa being the Philippines' foremost technological institution. Under Don Oscar's helm, Mapúa was brought back to its old form despite encountering a rough-sailing transformation.

On March 17, 1998, Mapúa's second president passed away, leaving his son, Architect Oscar B. Mapúa Jr., at the helm as executive vice president until December 1999, when the Yuchengco Group of Companies (YGC), headed by Ambassador Alfonso T. Yuchengco, took over the ownership of Mapúa.

Ambassador Yuchengco believes that to achieve economic progress, educational institutions should help address the demands of the new millennium for quality professionals. Ambassador Yuchengco intended to develop Mapúa into an international center of excellence in engineering, architecture, information technology (IT), business, and social sciences. He envisioned it to be the leader in producing local graduates who offer world-class professional services in the global, knowledge-based, and technology-driven economy of today.

In response, the third and present president of Mapúa, Dr. Reynaldo B. Vea, who assumed office on January 16, 2000, has placed the strengthening of the curricular programs on top of his agenda. Through his leadership, Mapúa has been producing countless graduates at par with their foreign counterparts and equipped with world-class knowledge and technical skills.

In 2010, under Dr. Vea's leadership, Mapúa blazed the trail and became the first school in East Asia to receive accreditation from the US-based Engineering Accreditation Commission of ABET (www.abet.org) for its Electronics, Electrical, and Computer Engineering programs. The following year, 2011, EAC-ABET granted accreditations to five more engineering programs: Chemical Engineering, Civil Engineering, Environmental and Sanitary Engineering, Industrial Engineering, and Mechanical Engineering. Two of the Institute's computing programs were also granted accreditation by the Computing Accreditation Commission of ABET – Computer Science and Information Technology – that same year. Mapúa now has a total of 13 programs accredited by the two commissions of ABET. Mapúa now holds the most number of accredited programs by any single entity in the country.

Further elevating the quality of engineering education in the country, Mapúa closed 2014 with another accreditation by the Philippine Technological Council – Accreditation and Certification Board for Engineering and Technology (PTC-ACBET), the representative of the Philippines in the Washington Accord. PTC -ACBET awarded its highest level of accreditation to Mapúa's Industrial Engineering, Civil Engineering, Electrical Engineering, and Electronics Engineering programs. On February 2016, four more programs of the Institute were granted PTC accreditation, namely, Chemical Engineering, Computer Engineering, Environmental and Sanitary Engineering, and Mechanical Engineering.

These accreditations were made possible when Mapúa adopted the Outcomes-Based Education (OBE) approach in 2006. OBE is a rigorous learner-centered approach to education that focuses on outcomes, which are abilities and competencies that students acquire by the time of their graduation.

The Commission on Higher Education also recognizes Mapúa's Civil Engineering, Chemical Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Mechanical Engineering, Environmental and Sanitary Engineering, and Information Technology as Centers of Excellence (COE) while its Industrial Engineering program is recognized as a Center of Development (COD), the most number among all Philippine engineering schools.

In 2016, Mapúa, in line with the country's transition to a K to 12 system of basic education, opened its doors to Senior High School students, applying the same high quality of education that the Institute is known for. It offers all the four strands of the Academic Track – Science, Technology, Engineering, and Mathematics Strand (STEM); Accountancy and Business Management Strand (ABM); Humanities and Social Sciences Strand (HUMSS); and General Academic Strand (GAS).

Mapúa has also gained recognition in terms of its research capabilities, having research projects that aim to solve problems of industries and communities worldwide. With this, the number of research publications in reputable and internationally refereed journals has increased, a significant criterion for the university status grant.

Mapúa University

On May 18, 2017, the Commission on Higher Education (CHED) granted a university status to Mapúa pursuant to CHED Memorandum Order No. 46, series of 2012 "Policy-standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-based and Typology-based QA."

The grant of university status is a result of a "protracted process of quality enhancement in Mapúa education of research capacity building."

With the grant, Mapúa commits itself to deliver the high quality of education it is known for through the years and produce more competent and skillful graduates that will introduce and spread the Mapúan's tradition of excellence across the globe.

THE INSTITUTIONAL DEVELOPMENT PLAN: DROID Plus

Mapúa University faces the coming years with a strategic objective of transforming itself fully into a Digital, Research -driven, Outcomes-based and International Domain (DROID). **This is hinged on its vision to firmly and formally join the ranks of the world's best universities.**

The criteria for university rankings are, just like DROID Plus, based on the same world view that globalization and digitalization, two intertwined phenomena, are the main driving forces in today's world. Mapua's DROID Plus and university ranking systems are thus basically compatible. This is why the university has ridden on DROID Plus to attain higher international rankings.

DROID Plus summarizes the key initiatives of the university: digital education, research, outcomes-based education, international status, and learning, discussion and innovation spaces.

CONTINUOUS QUALITY IMPROVEMENT INITIATIVES

To complement the outcomes-based approach to education adopted by Mapúa in 2004, the Continuous Quality Improvement Office (CQIO) was created in the same year. The office has the mandate to consistently move the school toward higher levels of attainment of the program educational objectives and program outcomes of the university's academic programs. In doing so, it ensures that the P-D-C-A (Plan-Do-Check-Act) approach to continuous quality improvement is strictly implemented by the schools and academic departments for purposes of academic program improvement. It conducts internal quality audits to check compliance with mandatory, statutory, and regulatory requirements. CQIO also manages and coordinates all activities relevant to the accreditation of academic programs by both local and foreign accrediting bodies.

CQI Initiatives

1. ABET Accreditation

As a move toward realizing its vision to be an international center of excellence in education, Mapúa has been determinedly pursuing the accreditation of its academic programs by the Accreditation Board for Engineering and Technology, Inc. (ABET). ABET is the recognized accrediting agency for US college and university programs in applied science, computing, engineering, and technology. An ABET accreditation is an assurance that a college or university program meets the quality of standards established for the profession for which it prepares its students. To date, Mapúa has 14 accredited programs.

The following Mapua Engineering Programs are accredited by the Engineering Accreditation Commission (EAC) of ABET:
Electrical Engineering
Electronics Engineering
Computer Engineering
Civil Engineering
Chemical Engineering
Environmental and Sanitary Engineering
Industrial Engineering
Mechanical Engineering
Biological Engineering
Manufacturing Engineering
Materials Science and Engineering

The following Mapua IT Programs are accredited by the Computing Accreditation Commission (CAC) of ABET:
Computer Science
Information Technology
Information Systems

2. PTC-ACBET and PICAB Accreditation

CQIO also supervises and monitors the preparedness, the systematic and organized compilation of required documentation, and the maintenance of the accredited status of engineering programs by the Philippine Technological Council – Accreditation and Certification Board for Engineering and Technology (PTC-ACBET) and computing programs by the Philippine Computer Society Information and Computing Accreditation Board (PICAB).

The following Mapua programs are accredited by PTC-ACBET:
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Electronics Engineering
Environmental & Sanitary Engineering
Industrial Engineering
Mechanical Engineering

The following Mapua programs are accredited by PICAB:
Computer Science
Information Technology

Information Systems

3. PACUCOA Accreditation

CQIO oversees and monitors preparations for the PACUCOA (Philippine Association of Colleges and Universities Commission on Accreditation) accreditation of Mapúa academic programs. Relative to this, it checks the readiness of an academic program for an accreditation visit by ensuring that all accreditation requirements are fully met. To date, 17 academic programs of the university have been accredited by PACUCOA.

4. AUN-QA Accreditation

5. CHED Center of Excellence for Information Technology Education

CQIO spearheads the preparations and the compilation of exhibits for use in the evaluation of computing programs as Center of Development (COD)/Center of Excellence (COE) by the Commission on Higher Education (CHED). Currently, Mapúa has three computing programs that are recognized by CHED as Centers of Excellence for IT education, namely Computer Science, Information Technology, and Information Systems.

6. CHED Center of Development/Center of Excellence for Engineering

The academic program Chemical Engineering was the first engineering program at Mapúa to be recognized by CHED as a Center of Development (COD) from 2000 to 2003. In 2008, the Commission recognized seven engineering programs of Mapúa as CODs for Engineering:

Civil Engineering
Environmental and Sanitary Engineering
Electrical Engineering
Electronics Engineering
Computer Engineering
Industrial Engineering
Mechanical Engineering

In 2016, the Commission recognized eight (8) programs as Centers of Excellence (COEs) and one program as COD.

COEs
Chemical Engineering
Computer Engineering
Information Technology Education
Civil Engineering
Electrical Engineering
Electronics Engineering
Mechanical Engineering
Environmental and Sanitary Engineering

COD
Industrial Engineering – Center of Development

7. University Status and Certification

CQIO ensures that all required documentations and mandatory/statutory and regulatory requirements are fully met for the following:

University status of Mapua University
Autonomous status of Mapua University
ISO 9001:2015 and ISO 14001:2015 certification

PART B

ACADEMIC POLICIES AND GENERAL INFORMATION ON UNDERGRADUATE PROGRAM OFFERINGS

Section I: GENERAL INFORMATION

1.Educational Philosophy

(a) The MAPÚA UNIVERSITY offers its students professional and advanced scientific and engineering education with a healthy dose of the arts, letters, philosophy, and social sciences to form men and women who shall possess not only technological expertise but also the human values and the perspectives that promote moral development.

(b) Mapúa provides quality academic curricula that are current in content and state-of-the-art in delivery.

(c) Mapúa provides a learning environment that encourages the exercise of creativity and the experience of discovery.

(d) Mapúa captures the full synergy among instruction, research and extension work to heighten the learning experience of its students.

(e) Mapúa builds linkages with industry and government in order to maintain the relevance of its academic programs and to engage in collaborative research.

2.Objectives

The MAPÚA UNIVERSITY seeks to become an international center of excellence in integrated engineering, architecture, and IT education. Mapúa seeks to:

(a) Develop young Filipinos into highly competent professionals in order to meet local and global human resource requirements.
(b) Generate new knowledge to heighten the nation's competitiveness in today's knowledge-based and global economy.
(c) Apply knowledge in order to make the world a better place for Filipinos and humankind.
(d) Develop in students quality values and attitudes needed to produce moral and ethical professionals.
(e) Provide opportunities to develop critical thinking and sound judgment essential in the practice of one's profession.
(f) Foster strong ties among the faculty, students and alumni.
(g) Facilitate and provide "on-the-job" trainings for graduating students and industry immersion for faculty members.
(h) Develop workable technologies that could tap the potentials of the country's resources.

3.Mapúa Institutional Learning Outcomes (MILOs)

The Mapúa Institutional Learning Outcomes are the knowledge, skills, abilities, and attitudes that students are expected to acquire from their overall experience in Mapúa University.

Upon graduation from Mapúa University, students of any program shall be able to demonstrate:
(a) Competence in their field of study.
(b) The ability to articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor)
(c) The ability to think critically and creatively in solving complex problems.
(d) The ability to communicate effectively.
(e) The ability to act in recognition of professional, social, and ethical responsibility.
(f) The ability to work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor).
(g) The ability to preserve and promote "Filipino Historical and Cultural Heritage" (based on RA 7722).
(h) The ability to participate in the generation of new knowledge or in research and development projects.
(i) The ability to engage in lifelong learning.
(j) The core values of Mapúa: Discipline, Excellence, Commitment, Integrity, and Relevance (DECIR).

Section II: UNDERGRADUATE PROGRAM OFFERINGS

1. Titles and Codes of Undergraduate Program Offerings

Mapua University offers the following undergraduate programs:

CODE	PROGRAM TITLE
ACT	BACHELOR OF SCIENCE IN ACCOUNTANCY
ADA	BACHELOR OF ARTS IN ADVERTISING DESIGN
AR	BACHELOR OF SCIENCE IN ARCHITECTURE
BA	BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
BE	BACHELOR OF SCIENCE IN BIOLOGICAL ENGINEERING
BIA	BACHELOR OF SCIENCE IN BUSINESS INTELLIGENCE AND ANALYTICS
BIO	BACHELOR OF SCIENCE IN BIOLOGY
BMA	BACHELOR OF ARTS IN BROADCAST MEDIA
BMMA	BACHELOR OF MULTIMEDIA ARTS
BMMABMA	BACHELOR OF ARTS IN MULTIMEDIA ARTS AND BROADCAST MEDIA (DOUBLE DEGREE)
BMMADJA	BACHELOR OF ARTS IN MULTIMEDIA ARTS AND DIGITAL JOURNALISM (DOUBLE DEGREE)
BPE	BACHELOR IN PHYSICAL EDUCATION MAJOR IN SPORTS AND WELLNESS MANAGEMENT
CCE	BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING AND CHEMISTRY (DOUBLE DEGREE)
CE	BACHELOR OF SCIENCE IN CIVIL ENGINEERING
CEM	BACHELOR OF SCIENCE IN CONSTRUCTION ENGINEERING AND MANAGEMENT
CEMSE	BACHELOR OF SCIENCE IN CIVIL ENGINEERING AND MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)
CESE	BACHELOR OF SCIENCE IN CIVIL ENGINEERING AND ENVIRONMENTAL AND SANITARY ENGINEERING (DOUBLE DEGREE)
CHE	BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING
CHM	BACHELOR OF SCIENCE IN CHEMISTRY
CPE	BACHELOR OF SCIENCE IN COMPUTER ENGINEERING
CS	BACHELOR OF SCIENCE IN COMPUTER SCIENCE
DF	BACHELOR OF ARTS IN DIGITAL FILM
DJA	BACHELOR OF ARTS IN DIGITAL JOURNALISM
DS	BACHELOR OF SCIENCE IN DATA SCIENCE
ECE	BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING
EE	BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING
EMC	BACHELOR OF SCIENCE IN ENTERTAINMENT AND MULTIMEDIA COMPUTING
ENT	BACHELOR OF SCIENCE IN ENTREPRENEURSHIP
EP	BACHELOR OF SCIENCE IN ENVIRONMENTAL PLANNING
ESE	BACHELOR OF SCIENCE IN ENVIRONMENTAL AND SANITARY ENGINEERING
FNT	BACHELOR OF SCIENCE IN FINANCIAL TECHNOLOGY
GEO	BACHELOR OF SCIENCE IN GEOLOGY
GSE	BACHELOR OF SCIENCE IN GEOLOGICAL SCIENCE AND ENGINEERING
GLM	BACHELOR OF SCIENCE IN GLOBAL MANAGEMENT

ID	BACHELOR OF SCIENCE IN INDUSTRIAL DESIGN
IE	BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING
INT	BACHELOR OF SCIENCE IN INTERIOR DESIGN
IS	BACHELOR OF SCIENCE IN INFORMATION SYSTEMS
IT	BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY
MDT	BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY
ME	BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING
MEBE	BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING AND BIOLOGICAL ENGINEERING (DOUBLE DEGREE)
MEMSE	BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING AND MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)
MFGE	BACHELOR OF SCIENCE IN MANUFACTURING ENGINEERING
MGTE	BACHELOR OF SCIENCE IN MANAGEMENT ENGINEERING
MKT	BACHELOR OF SCIENCE IN MARKETING
MSE	BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING
NRGE	BACHELOR OF SCIENCE IN ENERGY ENGINEERING
NRS	BACHELOR OF SCIENCE IN NURSING
PHEC	BACHELOR OF SCIENCE IN PHYSICS - BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING (DOUBLE DEGREE)
PHEE	BACHELOR OF SCIENCE IN PHYSICS - BACHELOR OF SCIENCE IN ELECTICAL ENGINEERING (DOUBLE DEGREE)
PHMS	BACHELOR OF SCIENCE IN PHYSICS - BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)
PHY	BACHELOR OF SCIENCE IN PHYSICS
PSYA	BACHELOR OF ARTS IN PSYCHOLOGY
PSYB	BACHELOR OF SCIENCE IN PSYCHOLOGY
REM	BACHELOR OF SCIENCE IN REAL ESTATE MANAGEMENT
TCB	BACHELOR OF SCIENCE IN TECHNICAL COMMUNICATION
UP	BACHELOR OF SCIENCE IN URBAN PLANNING (PREVIOUSLY ENVRONMENTAL PLANNING)

Mapua University offers the following fully online undergraduate programs:

CODE	PROGRAM TITLE
CPE-O	BACHELOR OF SCIENCE IN COMPUTER ENGINEERING ONLINE
ECE-O	BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING ONLINE
EE-O	BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING ONLINE
IE-O	BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING ONLINE
CS-O	BACHELOR OF SCIENCE IN COMPUTER SCIENCE ONLINE
IT-O	BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY ONLINE

Mapua University offers the following ladderized undergraduate programs:

CODE	PROGRAM TITLE
CETCE	BACHELOR OF ENGINEERING TECHNOLOGY IN CIVIL ENGINEERING TECHNOLOGY - BACHELOR OF SCIENCE IN CIVIL ENGINEERING
CHETCHE	BACHELOR OF ENGINEERING TECHNOLOGY IN CHEMICAL ENGINEERING TECHNOLOGY - BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING
CPETCPE	BACHELOR OF ENGINEERING TECHNOLOGY IN COMPUTER ENGINEERING TECHNOLOGY- BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

ECETECE	BACHELOR OF ENGINEERING TECHNOLOGY IN ELECTRONICS ENGINEERING TECHNOLOGY- BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING
EETEE	BACHELOR OF ENGINEERING TECHNOLOGY IN ELECTRICAL ENGINEERING TECHNOLOGY- BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING
ESETESE	BACHELOR OF ENGINEERING TECHNOLOGY IN ENVIRONMENTAL AND SANITARY ENGINEERING TECHNOLOGY- BACHELOR OF SCIENCE IN ENVIRONMENTAL AND SANITARY ENGINEERING
IETIE	BACHELOR OF ENGINEERING TECHNOLOGY IN INDUSTRIAL ENGINEERING TECHNOLOGY- BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING
METME	BACHELOR OF ENGINEERING TECHNOLOGY IN MECHANICAL ENGINEERING TECHNOLOGY- BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

2.PROGRAMS OFFERED BY THE SCHOOL OF ARCHITECTURE AND PLANNING, INDUSTRIAL DESIGN AND THE BUILT ENVIRONMENT (ARIDBE)

2.1 BACHELOR OF SCIENCE IN ARCHITECTURE

The Architecture program is designed to guide students in progressively assimilating the technical aspects of Architecture while developing in them the sensitivity to their rich cultural heritage.

The program also aims to develop students into well-rounded individuals prepared to meet the challenges and dynamics of the profession.

Toward these ends, the training combines theoretical and practical aspects with emphasis on the optimum development of the students' analytical and creative skills. In addition, they are trained in the use of information technology and electronic media to enhance research and communication capabilities. While emphasis is on the widest possible latitude for individual solutions, team approach to problem-seeking and problem-solving is also encouraged especially in the senior years. This is essential in developing group interaction and collaborative techniques that enrich the learning process.

2.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Architecture program shall have:
- Mastery of comprehensive architectural knowledge, both in theory and practice and proficiency in technical skills necessary in the global practice of architecture.
- High standard of professional ethics, values, attitudes and sense of responsibility.
- Keen sense of history and culture in line with preservation of the architectural heritage of the country.
- Designed the built environment in the context of ecological balance and sustainable development.
- Architectural practitioners that could initiate and conduct architectural research and development for the advancement of the profession.

2.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. produce and present architectural solutions applying knowledge in history, theory, building technology and utilities and structural concepts and professional practice.
B. produce and present planning solutions in the context of ecological balance and sustainable development.
C. apply concepts from allied disciplines into various design projects.
D. prepare contract documents, technical reports and other legal documents.
E. apply concepts, principles, methods and laws regarding conservation of historical and cultural heritage.
F. interpret and apply architectural and planning laws, rules and regulations and standards of professional practice.
G. apply research or appropriate data gathering methodology.
H. apply various information communication technology (ICT) media for different architectural solutions and presentations.
I. function in multidisciplinary teams.
J. understand professional and ethical responsibility.

K. communicate effectively.
L. recognize the need for and engage in lifelong learning.
M. know contemporary issues.

2.2 BACHELOR OF SCIENCE IN INDUSTRIAL DESIGN

The Industrial Design program is formulated to develop a special type of designer-technologist for the industry. The program prepares students for a broad range of design situations – from product design and research and development to graphic and visual communications. Training combines theoretical and analytical aspects of product engineering and creative skills in communications and aesthetics.

The senior year includes individual assessment of the students' residency leading to a works portfolio and the development of an undergraduate thesis.

2.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Industrial Design program shall have:

- Analytical abilities and methodologies to design products and services that are innovative, useful, safe, aesthetically appropriate, culturally acceptable, ecologically sound and socially beneficial to serve the needs of society, consumers, manufacturers and the environment.

- Creative visualization and presentation skills as well as techniques in various forms of ICT media for design concept presentations, preparation of technical drawings and models.

- Design practitioners who promote the highest ethical standards of the profession.

2.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. envision and design products and services that are innovative, useful, safe, aesthetically appropriate, culturally acceptable, ecologically sound and socially beneficial to serve the needs of society, consumers, manufacturers and the environment.
B. apply a comprehensive body of technical knowledge involving historical sources, tools, techniques, and materials.
C. use a rigorously analytical, speculative and creative design process to develop products and services.
D. identify, evaluate and respond to the physical and psychological needs of users.
E. apply practical knowledge of manufacturing processes, sustainability, and ergonomics.
F. apply attained requisite level of skill to express visual ideas with clarity.
G. adapt successfully to the varying demands imposed on their work by economic, social, environmental and psychological factors.
H. serve as bridge between product users, industries, the general public and issues at large.
I. develop entrepreneurial skills needed to excel in a competitive and complex business environment.
J. function in multidisciplinary teams.
K. understand professional and ethical responsibility.
L. communicate effectively.
M. develop an independent lifelong learning attitude.

2.3 BACHELOR OF SCIENCE IN INTERIOR DESIGN

The Interior Design program focuses on the functional and aesthetic enhancement of the built interior environment. Its curriculum aims to guide students in the different aspects of design practice from conceptualization to project delivery by providing training in interior design specifications, budget estimates and cost control, and project administration. Ten sequential interior design courses terminate in an exhibition and a works portfolio project. Electives in the third and fourth years provide an opportunity for students to supplement their experience with specialized courses.

2.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Interior Design program shall have:

- Applied design, construction, management and business principles in handling a wide range of professional practice such as interior design, furniture and accessories design, visual merchandising, production design, exhibition design, interior landscaping design, and lighting design.
- Been well-rounded and culturally sensitive professionals prepared to meet the challenges as well as the environmental concerns with regards to the dynamics of interior design practice.
- Set good example of high ethical standard and adherence to safety, health, environmental concerns and public welfare through compliance with required codes and laws.

2.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. identify key issues in design problems.
B. understand the design parameters.
C. formulate design concepts, strategies and approaches.
D. function and assimilate well within the multi-disciplinary environment.
E. apply knowledge and new technology in interior design.
F. design, innovate and implement to meet the requirements of the problem.
G. convey design proposals through visual, oral and written communication.
H. instill the need for appropriate ethical values.
I. be well-informed with contemporary interior design philosophy, theories and issues.
J. understand the global competitiveness of interior design practice.
K. communicate effectively.
L. develop an independent lifelong learning attitude.

2.4 BACHELOR OF SCIENCE IN ENVIRONMENTAL PLANNING

The Bachelor of Science in Environmental Planning is focused on the way societies plan, design, manage and regulate change in the built and natural environment. It includes the study of the rationale and the processes of societies to intervene, shape, organize and change natural and built environments in order to secure an agreed range of social, economic, and environmental objectives. It deals with the understanding of the operation and outcomes of land, property and development markets from a variety of perspectives, including the economic, financial, and legal aspects.

The BSEP program aims to provide students with theoretical knowledge and systematic study of the principles and methods of environmental planning. It is also envisioned to prepare and develop students in improving the welfare of people and their communities by creating a convenient, equitable, healthful, efficient, attractive and ecologically sustainable environment that contributes to economic prosperity of the present and future generations.

2.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Environmental Planning program shall have:
- Explain and demonstrate how environmental planning operates within the context of institutional and legal frameworks.
- Generate integrated and well substantiated responses to spatial planning challenges.
- Explain the political and ethical nature of environmental planning and reflect on how planners work effectively within democratic decision-making structures.
- Explain the contribution that planning can make to the built and natural environment and in particular recognize the implication of climate change.
- Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence-based decisions.
- Recognize the role of communication skills in the planning process and the importance of working in an interdisciplinary context, and be able to demonstrate negotiation, mediation, advocacy and leadership skills.
- Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behavior and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.

2.4.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. articulate the latest developments in environmental planning and allied sustainable environmental design disciplines.
B. show awareness, understanding, and appreciation of professional, social and ethical responsibility and civil liability of environmental planners.
C. discuss broad and coherent knowledge and understanding in core planning practices.
D. demonstrate knowledge pertaining to sound environmental planning, sustainable environmental design, development, conservation and management.
E. conduct research for planning.
F. assist, prepare and implement plans for the natural and built environment.
G. analyze environmental planning issues and problems in the local, regional and global contexts, and possess adequate knowledge of the history and theories of environmental planning.
H. communicate orally and in writing, using both English and the Pilipino.
I. work in multi-disciplinary and multi-cultural teams.
J. articulate policies, strategies, practices, and solutions in preserving and promoting Filipino historical and cultural heritage.

3. PROGRAMS OFFERED BY THE SCHOOL OF CHEMICAL, BIOLOGICAL AND MATERIALS ENGINEERING AND SCIENCES (CBMES)

3.1 BACHELOR OF SCIENCE IN BIOLOGICAL ENGINEERING

The Biological engineering program of Mapua combines life science and engineering principles. The program provides students with fundamental engineering knowledge and problem-solving skills that can be applied to a variety of fields, including medicine, food, the environment, and agriculture. The curriculum is enriched in the following courses: molecular biology, chemistry, mathematics, and other computational courses related to the field. Students will have the opportunity to study and do research in the various areas of biological engineering such as: biomedical engineering, bioprocess engineering, tissue engineering, biomaterials, bioinformatics and computational biology, synthetic biology, bionanotechnology, genetic engineering, process control and biomechatronics.

Building on these research and design experiences, students begin to focus on an interest area as they near their graduation year. It is not uncommon for students to present their research at national conferences, publish in peer-reviewed journals, and even apply for patents. The program is also a good preparatory course for students who will be pursuing a career in Medicine.

3.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Biological Engineering program shall have:

- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in engineering practice.
- Initiated and implemented actions toward the improvement of engineering practice.

3.1.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

3.2 BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING

The Chemical Engineering program of Mapúa University has a curriculum that incorporates fundamental knowledge of mathematics, general and advanced chemistry, physical and biological sciences, transport phenomena, reaction engineering, thermodynamics, process control, economics, information technology, and safety management to prepare the students to design or improve processes for the physical transformation or chemical conversion of raw materials into products that are beneficial to the society, in the most economical, safe and sustainable way. The program also provides the students with knowledge and training in research and development, product and process development, and operations in various industries, such as industrial and fine chemicals, biotechnology, pharmaceutical, food and drinks, personal care products, semiconductors, petroleum and petrochemicals, fuel, power generation, nuclear applications, materials development, pollution control, and others.

3.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Chemical Engineering program shall have:

- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.

- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.

- Demonstrated professional success via promotions and/or positions of increasing responsibility.

- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.

- Exhibited professional behavior and attitude in engineering practice.

- Initiated and implemented actions toward the improvement of engineering practice.

3.2.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science and engineering.

B. An ability to design and conduct experiments, as well as to analyze and interpret data.

C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

D. An ability to function in multidisciplinary teams.

E. An ability to identify, formulate, and solve engineering problems.

F. An understanding of professional and ethical responsibility.

G. An ability to communicate effectively.

H. The broad education necessary to understand the impact of engineering solutions in the global and societal context.

I. A recognition of the need for, and an ability to engage in life-long learning.

J. A knowledge of contemporary issues.

K. An ability to use techniques, skills, and modern engineering tools necessary for engineering practice.

L. Knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.

M. An understanding of at least one field of Chemical Engineering practice.

3.3 BACHELOR OF SCIENCE IN CHEMISTRY

The Chemistry Program provides a strong foundation not only in the core sub-disciplines of chemistry namely, organic, inorganic, analytical, and physical chemistry, but also in emerging sub-disciplines like environmental chemistry, biochemistry, materials chemistry, computational chemistry and food chemistry.

The program provides knowledge of and develops skills in such undertakings as composition analysis and testing of different materials and products, discovery of new pharmaceutical products and materials for construction, development of methods of pollution control and prevention, and formulations for consumer products and others.

Graduates of the program may engage in one or more of the following activities: research and development, laboratory analysis and testing, quality control, production, environmental pollution control, technical sales and services, and market research and analysis.

3.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Chemistry program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex Chemistry problems.

- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.

- Demonstrated professional success via promotions and/or positions of increasing responsibility.

- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.

- Exhibited professional behavior and attitude in Chemistry practice.

- Initiated and implemented actions toward the improvement of Chemistry practice.

3.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science, and applied sciences.

B. An ability to design and conduct experiments, as well as to analyze and interpret data.

C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

D. An ability to function in multidisciplinary teams.

E. An ability to identify, formulate, and solve applied science problems.

F. An understanding of professional and ethical responsibility.

G. An ability to communicate effectively.

H. The broad education necessary to understand the impact of solutions in the global and societal context.

I. A recognition of the need for, and an ability to engage in life-long learning.

J. A knowledge of contemporary issues.

K. An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.

3.4 BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING

The Materials Science and Engineering program aims to meet the demand for graduates of such industries as mineral, metal fabrication, foundry, semiconductor, ceramic and other related industries. It highlights courses in physical and engineering properties of materials, analytical techniques, and material processing technologies. In addition, the program is complemented with courses in computer programming, waste recycling and biotechnology. Students may specialize in any of the two (2) areas such as Semiconductors and Electronic Materials, and Metallurgy.

3.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Materials Science and Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in engineering practice.
- Initiated and implemented actions toward the improvement of engineering practice.

3.4.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

CHED Program Outcomes

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science and engineering.
B. An ability to design and conduct experiments, as well as to analyze and interpret data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D. An ability to function in multidisciplinary teams.
E. An ability to identify, formulate, and solve engineering problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively.
H. The broad education necessary to understand the impact of solutions in the global and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.
J. A knowledge of contemporary issues.
K. An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.

L. Knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.

3.5 BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING / BACHELOR OF SCIENCE IN CHEMISTRY (DOUBLE-DEGREE PROGRAM)

For students who desire to complete both B.S. Chemistry and B.S. Chemical Engineering degrees, Mapúa University offers a double degree program. Under this program, the student will complete two (2) degrees and will receive two (2) diplomas.

The program provides a strong foundation on core courses in both Chemistry and Chemical Engineering. It complies with the curricular requirements of the two programs prescribed by the Technical Panel for Engineering and Technology and Architecture and the Technical Panel for Science and Mathematics of the Commission on Higher Education. A graduate of this program can take the Philippine Licensure Examinations for both Chemical Engineers and Chemists.

3.6 BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING / BACHELOR OF SCIENCE IN BIOLOGICAL ENGINEERING (DOUBLE DEGREE)

For students who desire to complete both B.S. in Biological Engineering and B.S. in Mechanical Engineering degrees, Mapúa University offers a double-degree program. Under this program, the student will complete two (2) degrees and will receive two (2) diplomas.

The program provides a strong foundation on core courses in both Mechanical Engineering and Biological Engineering to prepare the students to engage in research or a profession at the interface of the two engineering fields, such as biomechanics applications in medicine and materials development. A graduate of this program can take the Philippine Licensure Examination for Mechanical Engineers.

3.7 BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING / BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)

For students who desire to complete both B.S. in Materials Science and Engineering and B.S. in Mechanical Engineering degrees, Mapúa University offers a double-degree program. Under this program, the student will complete two (2) degrees and will receive two (2) diplomas.

The program provides a strong foundation on core courses in both Mechanical Engineering and Materials Science and Engineering to prepare the students to engage in research or a profession at the interface of the two engineering fields, such as materials development for mechanical engineering applications. A graduate of this program can take the Philippine Licensure Examination for Mechanical Engineers.

3.8 BACHELOR OF SCIENCE IN CIVIL ENGINEERING / BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)

For students who desire to complete both B.S. in Materials Science and Engineering and B.S. in Civil Engineering degrees, Mapúa University offers a double-degree program. Under this program, the student will complete two (2) degrees and will receive two (2) diplomas.

The program provides a strong foundation on core courses in both Civil Engineering and Materials Science and Engineering to prepare the students to engage in research or a profession at the interface of the two engineering fields, such as the development of novel, alternative, and modified construction materials. A graduate of this program can take the Philippine Licensure Examination for Civil Engineers.

4.PROGRAMS OFFERED BY THE SCHOOL OF CIVIL ENGINEERING, ENVIRONMENTAL AND SANITARY ENGINEERING AND GEOLOGICAL ENGINEERING (CEGE)

4.1 BACHELOR OF SCIENCE IN CIVIL ENGINEERING

The Civil Engineering program, recognized by UK's Institution of Civil Engineers (ICE) in 2019, aims to provide the highest quality, broad-based technical, scientific, and liberal education to enable students to qualify for graduate or advanced education and professional work in a wide range of civil engineering activities. It adopts an outcomes-based learning experience program covering structural engineering, geotechnical engineering, transportation engineering, water resources engineering, construction engineering and management, and environmental engineering.

The program's thrust is to create and maintain an outcomes-based educational environment that shall enable graduates to practice as successful civil engineers for the advancement of society, and to promote professionalism in engineering practice.

4.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Civil Engineering program shall have:

- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in civil engineering practice.
- Initiated and implemented actions toward the improvement of civil engineering practice.

4.1.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed:

A. An ability to apply knowledge of mathematics, science, and applied sciences.
B. An ability to design and conduct experiments, as well as to analyze and interpret data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D. An ability to function in multidisciplinary teams.
E. An ability to identify, formulate, and solve applied science problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively.
H. The broad education necessary to understand the impact of solutions in the global and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.
J. A knowledge of contemporary issues.
K. An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.
L. Knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.
M. An understanding of at least one field of Civil Engineering practice.

4.2 BACHELOR OF SCIENCE IN ENVIRONMENTAL AND SANITARY ENGINEERING

The Environmental and Sanitary Engineering program combines the discipline of civil engineering and the principles of ecology, chemistry, and microbiology covering the applications of engineering to promote hygiene, sanitation and public health, and to protect and conserve the environment.

The program's thrust is to create and maintain an educational environment that shall enable graduates to practice as successful environmental and sanitary engineers for the advancement of society, and to promote professionalism in engineering practice.

4.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Environmental and Sanitary Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in environmental and sanitary engineering practice.
- Initiated and implemented actions toward the improvement of environmental and sanitary engineering practice.

4.2.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science, and applied sciences.
B. An ability to design and conduct experiments, as well as to analyze and interpret data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D. An ability to function in multidisciplinary teams.
E. An ability to identify, formulate, and solve applied science problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively.
H. The broad education necessary to understand the impact of solutions in the global and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.
J. A knowledge of contemporary issues.
K. An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.

L. Knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.

4.3 BACHELOR OF SCIENCE IN CIVIL ENGINEERING and ENVIRONMENTAL AND SANITARY ENGINEERING (DOUBLE DEGREE)

The BS Civil, Environmental and Sanitary Engineering (BSCESE) is a double-degree program that aims to produce graduates with the skill in civil engineering - making designs and building construction that embraces sustainable development, environmental sustainability, and green research. The graduates have high opportunity to have two (2) licenses for engineering practice, and opportunities for advanced studies in engineering and management. This program provides graduates wide avenues in a global environment.

The program's thrust is to create and maintain an educational environment that shall enable graduates to practice as successful civil, environmental, and sanitary engineers for sustainable development and advancement of society, and to promote professionalism in practice. Graduates of this program may practice both civil engineering, and environmental and sanitary engineering profession.

4.4 BACHELOR OF SCIENCE IN CONSTRUCTION ENGINEERING AND MANAGEMENT

This program is a combined study of basic civil engineering and construction management courses. Graduates shall be knowledgeable on the fundamentals of structural and construction engineering like design and analysis, material testing and quality assurance, building systems, construction technologies, and surveying. Graduates shall demonstrate deep understanding of management principles and its applications that are essential in construction projects, such as economics, business, accounting, law, statistics, ethics, leadership, decision making and optimization methods, process analysis and design, safety, and cost engineering.

The program's thrust is to create and maintain an educational environment that shall enable graduates to practice as successful construction engineers and managers for the advancement of society and to promote professionalism in practice. Graduates of this program may practice as project managers, construction engineers, contract administrators, field supervisors, and building contractors in the private and public sectors.

4.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Construction Engineering and Management program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering and management problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in engineering and management practice.
- Initiated and implemented actions toward the improvement of engineering and management practice.

4.4.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science, and applied sciences.
B. An ability to design and conduct experiments, as well as to analyze and interpret data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D. An ability to function in multidisciplinary teams.
E. An ability to identify, formulate, and solve applied science problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively.
H. The broad education necessary to understand the impact of solutions in the global and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.
J. A knowledge of contemporary issues.
K. An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.

L.   Knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.

4.5 BACHELOR OF SCIENCE IN GEOLOGY

The Bachelor of Science in Geology program is designed for students who intend to become professional geologists and/or those who plan to attend graduate studies in geosciences. The coursework is aimed to provide students with firm foundations on the various geological concepts and theories. Proficiency in interpreting geologic data are gained through work in the classroom, laboratory, and in the field. The conduct of fieldwork in many courses provides excellent opportunities for students to acquire field skills, and to apply classroom knowledge in field situations.

4.5.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Geology program shall have:
- Undertaken, singly or in teams, projects that shows ability to solve complex geology problems.

- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.

- Demonstrated professional success via promotions and/or positions of increasing responsibility.

- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.

- Exhibited professional behavior and attitude in geology practice.

- Initiated and implemented actions toward the improvement of professional practice.

4.5.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:

A.   An ability to apply knowledge of mathematics, science, and applied sciences.
B.   An ability to design and conduct experiments, as well as to analyze and interpret data.
C.   An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D.   An ability to function in multidisciplinary teams.
E.   An ability to identify, formulate, and solve applied science problems.
F.   An understanding of professional and ethical responsibility.
G.   An ability to communicate effectively.
H.   The broad education necessary to understand the impact of solutions in the global and societal context.
I.   A recognition of the need for, and an ability to engage in life-long learning.
J.   A knowledge of contemporary issues.
K.   An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.
L.   Knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.

4.6 BACHELOR OF SCIENCE IN GEOLOGICAL SCIENCE AND ENGINEERING

Geological Science and Engineering is an interdisciplinary degree program that applies physics, chemistry, hydrology, geology, and engineering in order to devise engineering solutions to geological problems faced by society. It encompasses diverse fields with many specialized areas such as site investigation, foundation and slope design, environmental site characterization and planning, exploration and development of geothermal, oil, gas and mineral deposits, hydrogeology and groundwater studies, natural and man-made hazard investigation, geomechanics, and excavation engineering, among others.

4.6.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Geological Science and Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering and geology problems.

- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.

- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in engineering and geology practice.
- Initiated and implemented actions toward the improvement of professional practice.

4.6.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:

A.   An ability to apply knowledge of mathematics, science, and applied sciences.
B.   An ability to design and conduct experiments, as well as to analyze and interpret data.
C.   An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D.   An ability to function in multidisciplinary teams.
E.   An ability to identify, formulate, and solve applied science problems.
F.   An understanding of professional and ethical responsibility.
G.   An ability to communicate effectively.
H.   The broad education necessary to understand the impact of solutions in the global and societal context.
I.   A recognition of the need for, and an ability to engage in life-long learning.
J.   A knowledge of contemporary issues.
K.   An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.
L.   Knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.

5. PROGRAMS OFFERED BY THE SCHOOL OF ELECTRICAL, ELECTRONICS, AND COMPUTER ENGINEERING (EECE)

5.1 BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

The Bachelor of Science in Computer Engineering (BSCpE) is a program that embodies the science and technology of design, development, maintenance, and integration of hardware and software components in modern computing systems and computer-controlled equipment.

Graduates are expected to understand computer hardware and software, and their interdependencies as computer engineering focuses on the areas of digital systems, computer architecture, microprocessors, computer programming using machine-level and high-level languages, data communications, computer networks, and operating systems, among others. In addition, the program offers elective tracks that are current in content and in demand to industry today.

5.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Computer Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Demonstrated technical expertise, professionalism, and ethics in ICT, computer hardware and software systems development, entrepreneurship or other related fields in the practice of computer engineering for the advancement of industry and society.

5.1.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science, and engineering.
B. An ability to design and conduct experiments, as well as to analyze and interpret from data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, in accordance with standards.
D. An ability to function on multidisciplinary teams.
E. An ability to identify, formulate, and solve engineering problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively.
H. The broad education necessary to understand the impact of engineering solutions in the global, economic, environmental and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.
J. A knowledge of contemporary issues.
K. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
L. Knowledge and understanding of engineering and management principles as a member and leader in a team, to manage projects and in multidisciplinary environment.
M. Understanding of at least one specialized field of computer engineering practice.

5.2 BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

The Electrical Engineering program deals with the study and use of technology and applied science involving electrical phenomena. It involves the application of the basic theories in the design, installation, operation, and maintenance of electrical apparatuses and systems as they are used in the generation, transmission, distribution, and utilization of electrical energy for various commercial, industrial, and other purposes. It also includes courses in power electronics, industrial automation, principles of communications, electromagnetics, entrepreneurship, with actual extensive use of computer applications in power systems such as load flow, short circuits, and dynamic solutions, to name a few.

It is important that the student builds a good foundation in the areas of mathematics and physical science. It is oriented towards the understanding of the basic theory and concepts needed for entry into any of the many activities in the profession including but not limited to design, operations and management, teaching, sales, and consulting.

Laboratory experience is emphasized to provide familiarity with electrical, electronic, and computing equipment and with experimental techniques. Modern tools and laboratory equipment are available for electrical and electronic circuits, machines, power systems, and computer applications.

5.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Electrical Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.

- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Demonstrated technical expertise, professionalism, and ethics in power, energy, entrepreneurship or other related fields in the practice of electrical engineering for the advancement of industry and society.

5.2.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed an ability to:
A. Apply knowledge of mathematics and sciences to solve complex engineering problems.
B. Develop and conduct appropriate experimentation, analyze and interpret data.
C. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, in accordance with standards.
D. Function effectively on multi-disciplinary and multi-cultural teams that establish goals, plan tasks, and meet deadlines (based on PQF Level 6 descriptor).
E. Identify, formulate and solve complex problems in electrical engineering.
F. Recognize ethical and professional responsibilities in engineering practice.
G. Communicate effectively with a range of audiences.
H. Understand the impact of engineering solutions in a global, economic, environmental, and societal context.
I. Recognize the need for additional knowledge and engage in lifelong learning.
J. Articulate and discuss the latest developments in the field of electrical engineering (PQF Level 6 descriptor).
K. Apply techniques, skills, and modern engineering tools necessary for electrical engineering practice.
L. Demonstrate knowledge and understanding of engineering and management principles as a member and/or leader in a team to manage projects in multidisciplinary environments.
M. Understand at least one specialized field of electrical engineering practice.

5.3 BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING

The Electronics Engineering program provides an infrastructure that will allow the full development of the student in preparation for professional life as an electronics and communications engineer. Its curriculum provides diverse activities and opportunities in the fields of telecommunications and electronics engineering. This program includes such topics as device physics, device operation, design of integrated circuits, communications and network systems, audio and video processing, robotics, electromagnetics and antenna systems, and electronic materials to name a few.

Instructional facilities enable students to obtain hands-on experience in a variety of courses including electronic circuits, control systems, digital signal processing, microprocessors, and broadcasting and communication systems.

5.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Electronics Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.

- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.

- Demonstrated professional success via promotions and/or positions of increasing responsibility.

- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.

- Demonstrated technical expertise, professionalism, and ethics in ICT, semiconductor electronics, entrepreneurship or other related fields in the practice of Electronics Engineering for the advancement of industry and society.

5.3.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science, and engineering.
B. An ability to design and conduct experiments, as well as to analyze and interpret from data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, in accordance with standards.
D. An ability to function on multidisciplinary teams.
E. An ability to identify, formulate, and solve engineering problems.
F. An ability to apply professional and ethical responsibility.
G. An ability to communicate effectively.
H. The broad education necessary to understand the impact of engineering solutions in the global, economic, environmental and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.
J. A knowledge of contemporary issues.
K. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
L. Knowledge and understanding of engineering and management principles as a member and leader in a team, to manage projects and in multidisciplinary environment.
M. Knowledge in at least one specialized field of electronics engineering practice.

6. PROGRAMS OFFERED BY THE SCHOOL OF INDUSTRIAL ENGINEERING AND ENGINEERING MANAGEMENT (IEMG)

6.1 BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING

The Industrial Engineering program deals with the design, improvement and installation of integrated systems of people, materials, information, equipment, and energy. The program draws upon specialized knowledge and skills in the principles and methods of engineering analysis and design, to specify, to predict, and to evaluate the results obtained from such systems.

The program provides a strong foundation in mathematics, physical sciences, information technology, methods improvement programs, work measurement, optimization, quality engineering, systems engineering, ergonomics, logistics and supply chain, and production systems. In the final year of the program, the student may choose electives in any of the following tracks: Ergonomics, Organization and Decision Making, and Production Systems.

Ergonomics is concerned with fitting the tasks to man including the design of facilities to enhance their operational use in improving the quality of work. Organization and Decision Making involves allocation of limited resources to organized systems using the theory and methods of statistics, mathematical modeling, and optimization. Production Systems focuses on the analysis, design, installation and maintenance of operational and management systems or subsystems in the production and distribution of goods and services.

6.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Industrial Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems in the areas of productivity, quality control, methods and process improvement, systems analysis, logistics and supply chain, ergonomics, facilities planning, strategic management, and other related industrial engineering fields.
- Had substantial involvement in projects that help in nation building and advancement by successfully demonstrating professional and technical competencies.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated professional advancement towards completion of developmental/continuing education in advanced IE and related degrees.
- Exhibited professional attitude and ethical behavior in industrial engineering practice.

6.1.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science, and engineering.
B. An ability to design and conduct experiments as well as to analyze and interpret data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D. An ability to function on multi-disciplinary teams.
E. An ability to identify, formulate, and solve engineering problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively.
H. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.

J. A knowledge of contemporary issues.

K. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

L. Knowledge and understanding of engineering and management principles as a member and leader in a team, to manage projects and in multidisciplinary environments.

M. Knowledge to design, develop, implement, and improve integrated systems that include people, materials, information, equipment, and energy.

6.2 BACHELOR OF SCIENCE IN MANAGEMENT ENGINEERING

A bachelor's degree in management engineering gives its graduates a distinction and advantage. This program combines business management and decision sciences education that prepare its students to occupy decision-making positions in business across a myriad of industries.

The program aims to produce graduates who have the knowledge and skills to provide sound and optimal decisions within a business organization, develop efficient, cost-effective and technology-enabled business processes, deliver data-driven and analytical decisions and strategies as well as scientific approaches to problem solving.

Graduates must be able to manage and lead in the form of consultation, design, preparation of plans, specifications, estimates, implementation, and supervision in the areas of: service management, business and business process outsourcing, facilities and property management, and supply, logistics, and transportation management.

6.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within the five years after graduation, the graduates of management engineering shall have:

• Undertaken, singly or in teams, projects that show ability to solve complex business problems in the areas of productivity, quality control, methods and process improvement, systems analysis, logistics and supply chain, ergonomics, facilities planning, strategic management, and other related industrial engineering fields.

• Had substantial involvement in projects that help in nation building and advancement by successfully demonstrating professional and technical competencies.

• Demonstrated professional success via promotions and/or positions of increasing responsibility.

• Demonstrated professional advancement towards completion of developmental/continuing education in advanced management engineering and related degrees.

• Exhibited professional attitude and ethical behavior in management engineering practice.

6.2.2 PROGRAM OUTCOMES

By the time of graduation, the students:

A. Are equipped with fundamental and advance decision sciences tools, skills, and methods for sound and optimal decision making, policies formulation, organizational development, and problem-solving associated with information intensive and technology-based industries and economies.

B. Must be able to lead and make decisions for services in the form of consultation, design, preparation of plans, specifications, estimates, implementation, and supervision in the areas of business process outsourcing, facilities and property management, and supply, logistics, and transportation management.

C. Must be prepared to make decision and lead in the creation, building, improvement, and installation of business systems which are different, effective, and robust.

D. Must be able to perform leadership and decision-making roles.

E. Are expected to be environmentally conscious.

F. Must be knowledgeable of professional responsibilities to ethics and laws in decision making.

G. Must be a total business engineer utilizing knowledge in arts, sciences, and engineering.

H. Must be prepared for the conduct of research in at least one area in the field of management engineering.

I. Have the ability to use techniques, skills, and modern scientific tools necessary for engineering practice.

J. Have the knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.

7. PROGRAMS OFFERED BY THE SCHOOL OF INFORMATION TECHNOLOGY (SOIT)

7.1 BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The BS Computer Science Program includes the study of computing concepts and theories, algorithmic foundations, and new development in computing. The program prepares students to design and create algorithmically complex software and develop new and effective algorithms for solving computing problems.

The program also includes the study of the standards and practices in Software Engineering. It prepares students to acquire skills and disciplines required for designing, writing, and modifying software components, modules, and applications that comprise software solutions.

7.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within the five years after graduation, the graduates of BS Computer Science program shall have:

- Be able to manage as a team leader and/or participate as a team member in undertaking computing projects whose results will lead to significant societal, organizational, national, and/or global benefits.
- Engage in lifelong learning toward the pursuit of graduate and/or post-graduate degrees and/or professional development.
- Demonstrate utmost standards of professionalism, attitude, and ethics to achieve excellence in the practice of his/her profession.

7.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
B. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
C. Communicate effectively in a variety of professional contexts.
D. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
E. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
F. Apply computer science theory and software development fundamentals to produce computing-based solutions.

7.2 BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

The BS Information Technology Program includes the study of the utilization of both hardware and software technologies involving planning, installing, customizing, operating, managing and administering, and maintaining information technology infrastructure that provides computing solutions to address the needs of an organization.

The program prepares graduates to address various user needs involving the selection, development, application, integration, and management of computing technologies within an organization.

7.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within the five years after graduation, the graduates of BS Information Technology program shall have:

- Be able to manage as a team leader and/or participate as a team member in undertaking computing projects whose results will lead to significant societal, organizational, national, and/or global benefits.
- Engage in lifelong learning toward the pursuit of graduate and/or post-graduate degrees and/or professional development.
- Demonstrate utmost standards of professionalism, attitude, and ethics to achieve excellence in the practice of his/her profession.

7.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. Analyse a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
B. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
C. Communicate effectively in a variety of professional contexts.

D. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
E. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
F. Use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish our goals.

7.3 BACHELOR OF SCIENCE IN INFORMATION SYSTEMS

The BS Information Systems program includes the study of application and effect of information technology in organizations. Graduates of the program should be able to implement an information system, which considers complex technological and organizational factors affecting it. These include components, tools, techniques, strategies, methodologies, *etc*.

Graduates can help an organization determine how technology-enabled business process can be used as strategic tool to achieve a competitive advantage. As a result, IS professionals require a sound understanding of organizational principles and IT practices so that they can serve as an effective bridge between the technical and management/users' communities within an organization. This enables them to ensure that the organization has the information and the system it needs to support its goals and operational requirements.

7.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within the five years after graduation, the graduates of BS Information Systems program shall have:

- Be able to manage as a team leader and/or participate as a team member in undertaking computing projects whose results will lead to significant societal, organizational, national, and/or global benefits.
- Engage in lifelong learning toward the pursuit of graduate and/or post-graduate degrees and/or professional development.
- Demonstrate utmost standards of professionalism, attitude, and ethics to achieve excellence in the practice of his/her profession.

7.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
B. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
C. Communicate effectively in a variety of professional contexts.
D. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
E. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
F. Support the delivery, use, and management of information systems within an information systems environment.

7.4 BACHELOR OF SCIENCE IN ENTERTAINMENT AND MULTIMEDIA COMPUTING

Entertainment and Multimedia Computing is the study and use of concepts, principles, and techniques of computing in the design and development of multimedia products and solutions. It includes various applications in science, entertainment, education, simulations, and advertising.

The program enables the students to be knowledgeable in the whole pipeline of Game Development. The students will acquire the independence and creative competencies to articulate project design and requirements of a new project, not necessarily based on standard templates.

One of the fields of specialization in EMC is Game Development. Game Development is the study and application of fundamental and advance theories in game design, scientific simulations, use and development of gaming technology and tools, and production of commercially acceptable digital games and viable solutions for use in entertainment and scientific applications. The objective of Game Development is to prepare the student to be game development professionals with specialized knowledge, competencies, and values in designing, developing, and producing digital games and/or tools, and in managing game development projects for various applications.

7.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within the five years after graduation, the graduates of BS Entertainment and Multimedia Computing program shall have:

- Be able to manage as a team leader and/or participate as a team member in undertaking computing projects whose results will lead to significant societal, organizational, national, and/or global benefits.
- Engage in lifelong learning toward the pursuit of graduate and/or post-graduate degrees and/or professional development.
- Demonstrate utmost standards of professionalism, attitude, and ethics to achieve excellence in the practice of his/her profession.

7.4.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:

A. An ability to apply knowledge of mathematics, physical sciences, computing sciences to the practice of being an entertainment and multimedia computing professional.
B. Specialized computing knowledge in each applicable field, and the ability to apply such knowledge to provide solutions to actual problems.
C. A knowledge of contemporary issues.
D. An ability to analyze project requirements and to design and implement project prototypes.
E. An ability to recognize, formulate and solve computing problems.
F. An ability to design, build, improve, and deploy products that meet client need with realistic constraints.
G. An ability to use the appropriate techniques, skills, and modern computing tools necessary for the practice of being a professional game developer or animator.
H. An ability to work effectively in multi-disciplinary and multi-cultural teams.
I. An ability to effectively communicate orally and in writing using English language.
J. An ability to understand and assess local and global impacts of computing on society relevant to professional computing practice and subscription to accepted industry standards.
K. An understanding of the effects and impacts of entertainment and multimedia computing projects on nature and society, and of their social and ethical responsibilities.
L. An ability to create or use modified artifacts in consideration of intellectual property rights of the author.
M. An ability to engage in life-long learning and an acceptance of the need to keep current of the development in the specific field of specialization.
N. An ability to demonstrate original creative outputs.
O. An ability to demonstrate innovativeness in their outputs.
P. An ability to demonstrate client-centric service.

8. PROGRAMS OFFERED BY THE SCHOOL OF MECHANICAL, MANUFACTURING, and ENERGY ENGINERING (MME)

8.1 BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

The Mechanical Engineering program draws upon several basic and applied sciences to design, build, and improve devices, machines, processes, and systems that involve mechanical forces, work, and energy. It emphasizes the study of the efficient transformation of energy from one form to another and the behavior of solids, liquids, and gases.

The program includes the design and manufacture of structures used in industrial, biomedical, instrumentation, and transportation systems. It also includes converting thermal and chemical energy into mechanical work through engines and power plants; transporting energy via devices like heat exchangers, pipelines, gears, and linkages; and utilizing energy, forces, and structures to perform a variety of tasks. Since all manufactured products contain parts that transmit forces, mechanical engineering is considered vital in designing and selecting materials that will ensure the structural integrity of almost every product.

8.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Mechanical Engineering program shall have:

- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns, and the public welfare, partly through adherence to required codes and laws.

- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in mechanical engineering practice.
- Initiated and implemented actions toward the improvement of engineering practice.

8.1.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed:
A. An ability to apply knowledge of mathematics, science, and engineering.
B. An ability to design and conduct experiments, as well as to analyze and interpret data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D. An ability to function in multidisciplinary teams.
E. An ability to identify, formulate, and solve applied science problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively.
H. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.
J. A knowledge of contemporary issues.
K. An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.
L. Knowledge and understanding of engineering and management principles, as a member and leader in a team, to manage projects in multidisciplinary environments.

8.2 BACHELOR OF SCIENCE IN MANUFACTURING ENGINEERING

The Bachelor of Science in Manufacturing Engineering program is designed to prepare students to practice as engineers who are experts in the production process, from design through manufacturing. It is concerned with the application of basic scientific and engineering knowledge to the development, manufacture, and distribution of products of all types. Being a multidisciplinary program (mechanical, electronics, industrial, management, and material science), it covers areas as diverse as the design and operation of factories, the economic analysis of projects, computer simulation of manufacturing systems, the use of robots in manufacturing, the design of materials handling systems, and the design of systems for controlling production.

Graduates of this program have a good preparation for career options in numerous industries such as electronics, energy, food processing, and manufacturing. Possible positions in companies include design engineer, manufacturing engineer or manager, process engineer or manager, and more. Graduates are also well prepared for a successful graduate study.

8.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Manufacturing Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex engineering problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in engineering practice.
- Initiated and implemented actions toward the improvement of engineering practice.

8.2.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

8.3. BACHELOR OF SCIENCE IN ENERGY ENGINEERING

Energy Engineering is a profession that concerns itself with sustainable energy and energy efficiency. Energy Engineering also deals with energy utilization for conventional power generation, alternative sources of energy, and non-power application with focus on energy conversion, combustion technologies, heat transfer, energy materials, thermodynamics, built environment, and technological impacts to society. Energy engineers study the behavior of different engineering systems and improve their efficiency. Energy professionals optimize the designs and operations of power generation facility, transmission and distribution facility, manufacturing facility, office buildings, residential towers, airports, industrial plants, cold storages, and energy intensive engineering systems such as, but not limited to, automobiles and transportation systems, cooling systems, heating systems, and fluid machinery systems. Energy engineers work on utilities, air-conditioning, refrigeration, electric vehicles, energy converters, pumps, blowers, materials, heat exchangers, and energy management sectors (e.g., energy supply, energy access, energy storage, energy efficiency, energy audits, energy services, and energy policies).

Energy Engineering is an emerging engineering discipline that converge allied engineering fields such as Mechanical Engineering, Electrical Engineering, Chemical Engineering, Civil Engineering, Environmental Engineering, and other technical fields such as Architecture, Built Environment, Automotive, and Utilities. Energy Engineering is one of the broader fields of engineering discipline both in terms of the range of problems that fall within its purview and in the range of knowledge required to solve these problems. Anything that is related to energy and sustainability is within the broader scope of energy engineers.

8.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Energy Engineering program shall have:
- Undertaken, singly or in teams, projects that show ability to solve complex energy engineering problems.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns, and the public welfare, partly through adherence to required codes and laws.

- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses.
- Exhibited professional behavior and attitude in energy engineering practice.
- Initiated and implemented actions toward the improvement of energy engineering practice.

8.3.2 PROGRAM OUTCOMES

ABET Program Outcomes

By the time of graduation, the students shall have developed:
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PTC and CHED Program Outcomes

By the time of graduation, the students shall have developed:

A. An ability to apply knowledge of mathematics, science, and engineering.
B. An ability to design and conduct experiments, as well as to analyze and interpret data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
D. An ability to function in multidisciplinary teams.
E. An ability to identify, formulate, and solve applied science problems.
F. An understanding of professional and ethical responsibility.
G. An ability to communicate effectively.
H. A broad education is necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
I. A recognition of the need for, and an ability to engage in life-long learning.
J. A knowledge of contemporary issues.
K. An ability to use techniques, skills, and modern scientific tools necessary for engineering practice.
L. Knowledge and understanding of engineering and management principles, as a member and leader in a team, managing projects in multidisciplinary environments.

8.4 BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING / BACHELOR OF SCIENCE IN BIOLOGICAL ENGINEERING (DOUBLE DEGREE)

For students who desire to complete both B.S. in Biological Engineering and B.S. in Mechanical Engineering degrees, Mapúa University offers a double-degree program. Under this program, the student will complete two (2) degrees and will receive two (2) diplomas.

The program provides a strong foundation on core courses in both Mechanical Engineering and Biological Engineering to prepare the students to engage in research or a profession at the interface of the two engineering fields, such as biomechanics applications in medicine and materials development. A graduate of this program can take the Philippine Licensure Examination for Mechanical Engineers.

8.5 BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING / BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)

For students who desire to complete both B.S. in Materials Science and Engineering and B.S. in Mechanical Engineering degrees, Mapúa University offers a double-degree program. Under this program, the student will complete two (2) degrees and will receive two (2) diplomas.

The program provides a strong foundation on core courses in both Mechanical Engineering and Materials Science and Engineering to prepare the students to engage in research or a profession at the interface of the two engineering fields, such as materials development for mechanical engineering applications. A graduate of this program can take the Philippine Licensure Examination for Mechanical Engineers.

9. PROGRAMS OFFERED BY THE SCHOOL OF MEDIA STUDIES (SMS)

9.1 BACHELOR OF ARTS IN DIGITAL FILM

Bachelor of Arts in Digital Film centers on film production process from pre-production to post-production. It deals with professional and skills development courses like directing, production design, cinematography, acting, screenwriting, sound and music, and film editing. This program covers narrative featured film, documentary film, and experimental film.

9.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Digital Film program shall have:
- Been equipped with the initiative, passion, diversity, and creativity to contribute to the promulgation of Philippine cinema.
- Preserved the historical and cultural proponents and conventions of Philippine cinema.
- Demonstrated life-long learning via progress toward completion of an advanced degree in film arts, or professional skills development in digital filmmaking.

9.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:
  A. An understanding of the history of film and digital cinema in the context of their time.
  B. An understanding of the terms, concepts, and theories of film relevant to classic and contemporary cinema and in the production of digital cinema projects.
  C. An ability to review, critique, analyze, and interpret creative works in cinema.
  D. An ability to articulate information and concepts effectively through reviews, scripts, projects, and scholarly works for global and societal context.
  E. An ability to demonstrate proficiency in using appropriate and current technologies, tools, techniques, and skills necessary for digital cinema practice and production.
  F. An ability to apply diverse concepts and theories in digital cinema development and processes in relation to allied fields.
  G. An ability to work independently and/or in teams in multi-disciplinary and multi-cultural settings.
  H. An ability to demonstrate professional and social ethics.
  I. An ability to communicate orally and in writing using both English and Filipino.
  J. An ability to engage in life-long learning and to be updated on current trends and developments in digital cinema.
  K. An appreciation of Filipino historical and cultural heritage.

9.2 BACHELOR OF ARTS IN MULTIMEDIA ARTS

Bachelor of Arts in Multimedia Arts focuses on the in-depth technical process of concept design, visual development, and art execution through 2D and 3D animation, graphic design, and video production. This program introduces the visual development stage in producing an animation which is an essential part of animated film. This also includes the creative production of corporate videos, digital marketing, social video, or client/customer information videos. At the same time, it introduces both hand-skills and digital-skills to complete most projects.

9.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Bachelor of Multimedia Arts program shall have:

- Equipped themselves with industry standards, and specialized skills in creating in-depth solutions through multimedia outputs such as video, graphics, animation, or mixed media.
- Practiced ethical and professional multimedia standards needed in society and global industry.
- Demonstrated life-long learning via progress toward completion of an advanced degree in multimedia arts, or professional skills development in various digital media platforms.

9.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:

A. Ability to design and communicate effectively across different media platforms based on knowledge of multimedia theories, principles, and approaches.

B. Ability to evaluate and articulate the societal, aesthetic, communicative and ethical value of a multimedia product based on global trends and issues in multimedia technologies, design, and practice.

C. Ability to recognize the need for and to demonstrate the ability to engage in lifelong learning.

D. Ability to demonstrate proficiency in the traditional visual arts required in the production of multimedia content.

E. Ability to demonstrate technical proficiency in the use of the appropriate technologies required in the production of multimedia content.

F. Ability to exhibit creativity and innovative thinking in the design and production of multimedia content and applications.

G. Ability to demonstrate professionalism and ethical behavior in the practice of multimedia in the creative industries and other community contexts.

F. Ability to communicate effectively in written and oral forms.

G. Ability to collaborate effectively in multi-disciplinary teams.

H. Ability to demonstrate entrepreneurial competencies.

9.3 BACHELOR OF ARTS IN BROADCAST MEDIA

Bachelor of Arts in Broadcast Media covers both the theoretical and actual radio and television production courses, and the advanced transmission of news, information and concepts using media platforms. This program focuses on digital technology for broadcasting productions and on the methods of news gathering, news reporting, and delivery of concepts using media platforms. This field is a combination of classroom instructions and actual studio productions.

9.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Bachelor of Multimedia Arts program shall have:
- Equipped with the required knowledge, ability, and attitude in the practice of broadcasting.
- Practiced professional and ethical standards of broadcasting as vital in the democratic delivery of information.
- Demonstrated life-long learning via progress toward completion of an advanced degree in broadcast media, or professional skills development in the practice of broadcasting and the other media.

9.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:

A. Ability to apply competency in broadcasting areas which focus on interactive and emerging media.

B. Ability to select relevant news and information for broadcasting.

C. Ability to learn the correct use of broadcasting language and style for specific audience.

D. Ability to assess and determine the proper broadcast media for specific concept, including new media platform.

E. Ability to learn the concepts of media theories and communication for research.

F. Ability to apply the methods and techniques of audio and video recording, interviews documentary study, observations for data gathering.

G. Ability to conduct research data gathering and analysis and write research documents and reports with competence.

H. Ability to identify relevant media theories in broadcasting and learn the basic principles in airing concepts for broadcast communication.

I. Ability to demonstrate a sense of social responsibility in communicating ideas for broadcast media.

J. Ability to understand the responsibilities and limitations of a broadcast communicator.

K. Ability to conform to the standard work ethics, and to social value of broadcasting.

9.4 BACHELOR OF ARTS IN ADVERTISING DESIGN

This program aims to provide art and design professionals whose creative works exhibit core Filipino values and who demonstrate high level of competencies in artistic production in local and international settings. In addition, individuals who are committed to nation-building and lifelong learning.

9.4.1. PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Advertising Design program shall have:
- Equipped with the required knowledge, ability, and attitude in communicating concepts, design solutions, and arguments clearly and concisely through visual, verbal and written means.
- Responded to the clients' advertising and marketing communications objectives by applying principles of marketing and communications and contributed to evaluating the effectiveness of advertising and marketing communications initiatives.
- Demonstrated life-long learning via progress toward completion of an advanced degree in advertising design, or professional skills development in the practice of advertising and marketing.

9.4.2. PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:
- A. Ability to demonstrate proficiency in a range of computer graphics technology, including bitmap image editing, vector graphics, page layout, web design, video editing and effects.
- B. Ability to demonstrate understanding of different printing technologies and pre-press processes.
- C. Ability to determine, analyze and respond to clients' advertising and marketing communications objectives by applying principles of marketing and communications.
- D. Ability to understand creative brief and assessing which objectives are feasible.
- E. Ability to understand market segmentation, psychographic, consumerism and behaviorism.
- F. Ability to apply advertising principles and unique selling proposition.
- G. Ability to know the target segmentation and identify and understand various advertising media.
- H. Ability to monitor marketing's progress towards its annual goals.
- I. Ability to determine what areas of the marketing mix – product, price, place, and promotion – need modification or improvement to increase some aspect of performance.
- J. Ability to understand the responsibilities and limitations of an advertising designer.
- K. Ability to assess whether company goods, services, and ideas meet customer and stakeholder needs.

9.5 BACHELOR OF ARTS IN DIGITAL JOURNALISM

Digital Journalism covers both the comprehensive courses on the principles and techniques in journalism, and the advanced delivery of news and information using new media platforms. This program focuses on print, broadcast and online news writing, reporting and news coverage with extensive laboratory experience. It also provides students with the knowledge and skills in digital newspaper, journal and magazine publication; economic, industrial and business online reporting; photojournalism, graphic journalism and publication design; principles and tools of electronic and web publishing. This field is a combination of advanced classroom and laboratory experiences, with emphasis on professional and ethical standards.

9.5.1. PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Digital Journalism program shall have:
- Equipped with journalistic standards, and specialized skills in delivering news and information using various formats and platforms, specifically the new media and digital technology.
- Practiced professional and ethical standards of journalism as vital in the democratic delivery of information.
- Demonstrated life-long learning via progress toward completion of an advanced degree in journalism, or professional skills development in writing using various digital media platforms.

9.5.2. PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:
- A. Ability to apply news values and interest in the selection of stories about the events, incidents, issues and developments that affect people.
- B. Ability to connect news stories to socio-cultural and economic contexts of their community.
- C. Ability to gather relevant and valid sets of information from proper source of data.

D. Ability to learn the methods and techniques of data gathering like notetaking, audio and video recording, interviews, documentary study, observations, and other ways of data gathering.
E. Ability to utilize new media platforms in the delivery of news and information.
F. Ability to organize and compose the structure of information using proper format and new media platform.
G. Ability to learn the correct use of journalistic language and style for specific target readers.
H. Ability to understand the journalistic rights and responsibilities by considering the journalism ethics.
I. Ability to deal and settle ethical conflict using professional standards of journalism and conform to standard work ethics like work on deadline, respect for data sources, culture sensitive approach.
J. Ability to determine, deliberate and organize significant topics for scholarly output in journalism.

9.6 BACHELOR OF ARTS IN MULTIMEDIA ARTS AND BACHELOR OF ARTS IN BROADCAST MEDIA (DOUBLE DEGREE PROGRAM)

Mapua University's School of Media Studies offers a double degree program for students who want to earn both an AB in Multimedia Arts and an AB in Broadcast Media. Students who enroll in the program can earn two (2) degrees and two (2) diplomas.

The program lays the groundwork for Multimedia Arts and Broadcast Media core courses. It complies with the Commission on Higher Education's Memorandum Order (CMO) required course offerings for both programs. Furthermore, this double program fuses the creative technical skills of multimedia arts using animation, graphics, and video and the power of broadcast communication using theoretical and actual television and radio production, and the advanced transmission of information and concepts using new media platforms to help the graduates in this program to land a job locally and abroad easily.

9.7 BACHELOR OF ARTS IN MULTIMEDIA ARTS AND BACHELOR OF ARTS IN DIGITAL JOURNALISM (DOUBLE DEGREE PROGRAM)

The School of Media Studies at Mapua University offers a double degree program for students who want to earn both an AB in Multimedia Arts and an AB in Digital Journalism.
Students who enroll in the program have the opportunity to earn two (2) degrees and two (2) diplomas.

The program prepares students for core courses in Multimedia Arts and Digital Journalism.
It meets the requirements of the Commission on Higher Education's Memorandum Order (CMO) for both programs' course offerings. This double degree program also combines journalistic work (online news writing, reporting, and coverage) with the technical process of concept design, visual development, and art execution via 2D and 3D animation, graphic design, and video production.
Furthermore, it covers graphic journalism, photojournalism, publication design, and electronic web publishing to provide more visual news reporting, allowing graduates to land jobs locally and abroad easily.

10. PROGRAMS OFFERED BY THE SCHOOL OF HEALTH SCIENCES

10.1 BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Bachelor of Science in Medical Technology is a 3.5-year program consisting of both general and professional courses. Mapúa University provides a nurturing environment for learning medical science laboratory courses that encompasses the following areas such as: clinical chemistry, hematology, microbiology, blood banking, parasitology, immunology and serology, histopathology, and other emerging technologies related to this field. The program prepares students for professional laboratory work following established clinical procedures and performs chemical and biological analyses on patient specimens for medical diagnosis.

The purpose of this degree program is to meet the increasing demand for laboratory professionals in hospital and clinic laboratories, research, industry, public health, education, and laboratory management. The program complies with the CHED curricular requirements for offering Bachelor of Science in Medical Technology. This program is also an excellent foundation for graduate study in medicine, dentistry, management, education, and other allied health science disciplines. Students who graduated from Senior High School (any strand) may qualify for this program.

10.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Upon completion of the program, the BS Medical Technology program shall be able to:

1. Produce medical technology graduates who are equipped with the necessary knowledge and skills for employment in various sectors of the health industry and medical laboratories.
2. Prepare graduates for higher studies in medical laboratory science, allied life science courses or a career path in medicine.
3. Graduates demonstrate professional success via promotions and/or positions of increasing responsibility.

10.1.1 PROGRAM OUTCOMES

Upon completion of the program, the graduates shall be able to:

1. Demonstrate technical competence in the performance of clinical laboratory tests in aid of diagnosis, treatment, and management of diseases vis a vis biosafety and waste management.
2. Demonstrate analytical and critical thinking skills in the workplace.
3. Engage in collection, analysis, leadership qualities, and projection of health information for improving the healthcare management system.
4. Demonstrate interpersonal skills, leadership qualities, and ethical practice of the profession.
5. Apply research skills in appropriate areas of medical technology practice.
6. Participate in community-oriented activities.
7. Demonstrate effective teaching and communication skills.

10.2 BACHELOR OF SCIENCE IN NURSING

BS Nursing provides an intensive nursing practicum that will refine clinical skills from the first-year level to ensure basic clinical competencies required of a beginning nurse practitioner. Mapúa University provides a nurturing environment for investigating the life sciences, interpreting nursing phenomena and integrating skills learned from other scientific disciplines to understand nursing processes. The program aims to prepare a nurse, who, upon completion of the program, demonstrates beginning professional competencies and shall continue to assume responsibility for professional development and utilizes research findings in the practice of the profession. Furthermore, the specialized courses prepare the students for advanced post graduate studies in both nursing and allied health sciences including a degree in medicine.

10.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three years and two terms after graduation, the graduates of BS Nursing program shall have:
1. To produce competent, compassionate, and socially accountable nurses fully equipped with the competencies (knowledge, skills, attitudes) to provide high-quality and relevant care in diverse healthcare settings.
2. To develop professionalism, advocacy, and a commitment to improving the health of the people and the planet
3. To prepare graduates for lifelong learning in varied fields of practice and specialization.

10.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:
1. Apply knowledge of physical, social, natural and health sciences, and humanities in the practice of nursing.
2. Provide safe, appropriate, and holistic care to individuals, families, population groups and communities utilizing nursing processes.
3. Apply guidelines and principle of evidence-based practices in the delivery of care.
4. Practice nursing in accordance with existing laws, legal, ethical, and moral principles.
5. Communicate effectively in speaking, writing, and presenting using culturally appropriate language.
6. Document to include reporting, up-to date client care accurately and comprehensively.
7. Work effectively in collaboration with inter-, intra-, and multi-disciplinary and multi-cultural teams.
8. Practice beginning management and leadership skills in the delivery of client care using a systems approach.
9. Conduct research with an experienced researcher.
10. Engage in lifelong learning with a passion to keep current with national and global developments in general, nursing and health developments.
11. Demonstrate responsible citizenship and pride of being a Filipino.
12. Apply techno-intelligent care systems and processes in health care delivery.
13. Adopt the nursing core values in the practice of the profession.

14. Apply entrepreneurial skills in the delivery of nursing care.

BSN Level Outcomes

First Year – At the end of the 1st year, given simulated situations in selected settings, the learners demonstrate the basic nursing skills in rendering safe and appropriate care utilizing the nursing process.

Second Year – At the end of 2nd year, given a normal and high-risk mother and newborn, child, family, communities and population groups in any health care setting, the learners demonstrate safe, appropriate, and holistic care utilizing nursing process.

Third Year – At the end of the 3rd year, given individuals, families, population, groups, and communities with physiologic and psychosocial health problems and maladaptive patterns of behavior in varied health care setting s, the learners demonstrate safe, appropriate, and holistic care utilizing nursing process and applying research and evidence-based practice.

Fourth Year- At the end of 4th year, given groups of clients (individuals, families, population, groups, and communities) with health problems and special needs, the learners demonstrate safe, appropriate, and holistic care utilizing the nursing process and can assume first level entry positions in any field of nursing.

RELATED LEARNING EXPERIENCE

The Related Learning Experience (RLE) is composed of Clinicals and Skills Laboratory. The RLE's are teaching-learning opportunities designed to develop the competencies of learners utilizing processes in various health situations.

Preceptorship Program

Facilitate the learning of learners in any facility (institutional or community) where a partnership has been forged between MAPUA University and the agency concerned.

10.3 BACHELOR OF ARTS IN PSYCHOLOGY

This program aims to provide undergraduate students with solid basic foundation in the major areas of psychology, which may also be used as preparation for further studies and training in particular specializations of psychology or other professions, such as education, law, and business management. The program is designed to effectively prepare students in employing systematic methods of inquiry in the study of human behavior. It aims to develop competencies in research and practice with special emphasis on the application of psychology in various relevant settings.

With further specialized training, graduates of this program may pursue career paths in major sectors of society such as the helping professions (psychotherapy, medicine), education (teaching, research), business and government institutions (human resource selection, training and development), and civil society (community development).

10.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of AB Psychology program shall have:
- Demonstrated technical competency in the field. This includes having the ability to carry out psychological protocols in diagnosis, assessment, and intervention involving clients in various fields of psychological practice such as in the industrial, clinical, and educational settings.
- Applied their knowledge and skills in a chosen profession across wide facets of psychological practice including marketing, teaching, community development, research, and other relevant professional areas where psychology practitioners are considered necessary.
- Demonstrated an understanding of ethical, societal, and professional responsibilities as practitioners.
- Recognized the confines of their knowledge and actively seek out autonomous learning opportunities.

10.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:
- A. Ability to demonstrate theoretical knowledge in Psychology.
- B. An ability to demonstrate knowledge of Psychological Inquiry.

C. Demonstrate motivation to undertake further training for developing existing skills and acquiring higher level competencies either through formal graduate education or in an employment context.
D. An ability to function on multidisciplinary teams.
E. An understanding of professional and ethical responsibility.
F. An ability to communicate effectively.
G. A recognition of the need for, and an ability to engage in life-long learning.
H. A knowledge of contemporary issues.

10.4 BACHELOR OF SCIENCE IN BIOLOGY

The BS Biology program provides students the opportunity to learn various areas of life sciences by understanding biological processes using modern tools and technologies. Mapúa University provides a nurturing environment for investigating the life sciences, interpreting biological phenomena and integrating skills learned from other scientific disciplines to understand biological processes. The program prepares the graduates for competitive job opportunities in different industries such as forestry, food, bio-equipment companies, environment and other health sectors. The specialized courses prepare the students for advanced post graduate studies in both biological and allied health sciences including a degree in medicine. The curriculum is further enriched with courses in the following areas: human biology, bioinformatics, molecular biology and biotechnology and foundations of clinical practice.

10.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of BS Biology program shall have:

1. Produce biology graduates who are equipped with the necessary knowledge and skills for employment in various sectors such as health, environment, wildlife, food, pharmaceuticals, life science research or entrepreneurship

2. Prepare students for higher studies in biology, allied life science courses or medicine

3. Demonstrated an understanding of ethical, societal, and professional responsibilities as practitioners.

10.4.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:

a. Demonstrate broad and coherent knowledge and understanding in the core areas of physical and natural sciences.
b. Apply critical and problem-solving skills using the scientific method.
c. Interpret relevant scientific data and make judgments that include reflection on relevant scientific and ethical issues.
d. Carry out basic mathematical and statistical computations and use appropriate technologies in (a) the analysis of data; and (b) in pattern recognition, generalization, abstraction, critical analysis and problem solving.
e. Communicate information, ideas, problems and solutions, both, orally and in writing, to other scientists, decision makers and the public.
f. Relate science and mathematics to the other disciplines.
g. Design and perform safe and responsible techniques and procedures in laboratory or field practices.
h. Critically evaluate input from others.
i. Appreciate the limitations and implications of science in everyday life.
j. Commit to the integrity of data.
k. Develop an in-depth understanding of the basic principles governing the science of life;
l. Utilize techniques/procedures relevant to biological research world laboratory or field settings;
m. Apply basic mathematical and statistical computations and use of appropriate technologies in the analysis of biological data;
n. Extend knowledge and critically assess current views and theories in various areas of the biological sciences

11. PROGRAMS OFFERED BY THE E.T. YUCHENGCO SCHOOL OF BUSINESS (ETYSB)

11.1 BACHELOR OF SCIENCE IN ACCOUNTANCY

The program facilitates the mastery of management theories and concepts of accountancy that are relevant to the current global and local needs of the business community and the public. It is designed to prepare the student for a rewarding career in accountancy, whether in private or public practice, through a holistic education that combines theory and practice. The program equips the future accountant with the knowledge, proficiency, and intellectual abilities to provide services of the minimum scope and quality which the public needs and has a right to expect from an entry-level

professional accountant. The program also aims to instill in students such professional ethics as integrity, objectivity, professional competence and due care, and confidentiality.

11.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Accountancy program shall have:
- Practiced as successful accountants for the advancement of society.
- Promoted professionalism in accounting practice.

11.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. Develop leadership and management skills through group cooperation.
B. Apply knowledge of accountancy.
C. Display openness to new ideas and opportunities.
D. Develop active listening and effective interviewing technique.
E. Understand the importance of continuous improvement process.
F. Produce student with an experiential learning opportunity at various levels of responsibility.
G. Describe career opportunities in the accounting profession.
H. Apply advanced accounting concept sand theory by conducting research on accounting topics.
I. Comply with accounting regulations.

11.2 BACHELOR OF SCIENCE IN ACCOUNTING INFORMATION SYSTEM

The program provides general accounting education to students wanting to pursue professional career in Accounting Information System. Further, this is the program that complies with the latest competency framework for professional accountants issued by the International Federation of Accountants (IFAC) through their International Education Standards. Thus, this qualifies the graduate of this program to take assessments leading to certifications in Accounting Information System given by global Accounting Information System organizations.

As a field of study, Accounting Information System is a profession that combines knowledge in business, accounting, and computer systems.

11.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Accountancy program shall have:
- Practiced as a successful Accounting Information systems professional for the advancement of society.
- Promoted professionalism in the use of efficient accounting information system.

11.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. Develop leadership and management skills through group cooperation.
B. Apply knowledge of accounting information system.
C. Display openness to new ideas and opportunities.
D. Develop active listening and effective interviewing technique.
E. Understand the importance of continuous improvement process.
F. Produce student with an experiential learning opportunity at various levels of responsibility.
G. Describe career opportunities in the accounting information system profession.
H. Apply advanced accounting concept sand theory by conducting research on accounting Information system topics.
I. Comply with accounting information system regulations.

11.3 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The program is designed to equip students with the conceptual, technical, and human skills, and values-driven character to excel as a business professional and/or entrepreneur. It is technology-oriented and steeped in humanitarian values. After completing the program, the student is expected to be adept in seeking business opportunities, skilled in effectively and efficiently managing tasks, people, and applying quantitative techniques that will achieve their organization's goals.

11.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Business Administration program shall have:
- Practiced as successful business executives for the advancement of society.
- Promoted professionalism in their respective marketing, operations, sales, and general management fields.

11.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. Research and evaluate information from a variety of sources and perspectives and draw appropriate conclusions.
B. Apply innovative and critical thinking to solving problems.
C. Identify, evaluate, and recommend solutions to unstructured, multifaceted problems.
D. Apply the principles of lifelong learning.
E. Set high personal standards of delivery and monitor personal performance, through feedback from others and through reflection.
F. Evaluate professional commitments and manage time and resources for their achievement.
G. Promote cooperation and teamwork, working towards organizational goals.
H. Communicate clearly and concisely when presenting, discussing and reporting in formal and informal situations, both in writing and orally.
I. Undertake work assignments in accordance with established methodologies and within the prescribed deadlines.
J. Use effective people management skills to motivate and develop others.
K. Demonstrate effective leadership skills.
L. Apply appropriate technology to work tasks.

11.4 BACHELOR OF SCIENCE IN ENTREPRENEURSHIP

This program develops entrepreneurs who are driven to seek opportunities in their internal and external environments, creating value for society by producing innovative and excellent products and services. The graduates are especially trained with the business skills and management competencies to start and grow successful ventures that will compete in the local and global marketplace.

11.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Entrepreneurship program shall have:
- Practiced as successful entrepreneurs for the advancement of society and contributed to economic development.
- Promoted professionalism and the highest standard of ethics in their respective entrepreneurial ventures.

11.4.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. Develop leadership and management skills through group cooperation.
B. Apply knowledge of computing and mathematics appropriate to the discipline.
C. Display openness to new ideas and opportunities.
D. Develop active listening and effective interviewing technique.
E. Understand the importance of continuous improvement process.
F. Produce student with an experiential learning opportunity at various levels of responsibility.
G. Demonstrate a fundamental comprehension of business opportunity evaluation, from the perspective of a prospective investor.
H. Identify the most recognized sources of potential funding and financing for business start-ups and/or expansion.

11.5 Bachelor of Science in Business Intelligence and Analytics

The BS degree program in Business Intelligence and Analytics prepares students to be critical analysts and users of data in a variety of areas such as business, research, and government. With a mathematical core consisting of linear algebra, statistical inference and classification, data mining, machine learning and associated computer methods, students leave the program with a strong background in data-related skills that are useful in solving business problems to achieve specific business goals.

11.5.1 Program Educational Objectives

Within five years after graduation, graduates of BS Business Intelligence and Analytics should have:

- Applied concepts and principles of business intelligence and analytics in different business scenarios and goals.
- Demonstrated professional success via promotions and/or positions of increasing responsibility in a business organization.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses or industry-based training courses.
- Uphold professional ethical standards required in the marketing profession.
- Exhibited and implemented actions toward the improvement of business intelligence and analytics practice or related fields.

11.5.2. Program Outcomes

A graduate of a BS Business Intelligence and Analytics degree should be able to:

A. Apply principles and strategies in business intelligence and analytics to analyze for a specific business scenario to achieve specific business goals.
B. Select the proper decision-making tools to critically, analytically, and creatively solve problems and drive results.
C. Express oneself clearly and communicate effectively with stakeholders both in oral and written forms.
D. Apply information and communication technology (ICT) skills as required by the business environment.
E. Demonstrate corporate citizenship and social responsibility.
F. Recognize ethical and professional responsibilities in different scenarios in the practice of business intelligence and analytics.
G. Conduct business research studies in the area of business intelligence and analytics.

11.6 Bachelor of Science in Global Management

The Bachelor of Science in Global Management program prepares students to take on leadership roles in multinational corporations, government agencies or nongovernmental organizations. It allows students to develop and hone the skills needed to thrive as leaders in today's globally interconnected economy. Students gain experience and develop skills that international companies, governments and nonprofit entities value highly in employees.

11.6.1 Program Educational Objectives

Within five years after graduation, graduates of BS Business Intelligence and Analytics should have:

- Applied concepts and principles of global management in international setting.
- Demonstrated professional success via promotions and/or positions of increasing responsibility in a global organization or global setting.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses or industry-based training courses.
- Exhibited and implemented actions toward the improvement of Global Management practice or related fields.
- Initiated and implemented actions toward the improvement of the practice of Global Management or related fields.

11.6.2 Program Outcomes

A graduate of a BS in Global Management degree should be able to

A. Ability to apply concept, theories, and fundamentals principles of global management.
B. Ability to communicate effectively with a range of audiences of different nationalities and cultures.
C. Ability to recognize ethical and professional responsibilities in different scenarios in the practice of global management.
D. Ability to function effectively in international teams.
E. Conduct research studies in the field.

11.7 Bachelor of Science in Marketing

The BS Marketing program is designed to enable students to understand all elements of marketing and how these elements help drive successful companies. This program is designed to develop strategic thinking abilities, enabling students to better understand the application of marketing concepts to business development issue.

11.7.1 Program Educational Objectives

Within five years after graduation, graduates of BS Marketing should have:

- Applied concepts and principles of marketing in different business scenarios.
- Demonstrated professional success via promotions and/or positions of increasing responsibility in a business organization.
- Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses or industry-based training courses.
- Uphold professional ethical standards required in the marketing profession.
- Exhibited and implemented actions toward the improvement of marketing practice or related fields.

11.7.2 Program Outcomes

A graduate of a BS Marketing degree should be able to:

A. Apply principles and strategies in marketing in developing a marketing plan for a specific scenario to achieve specific business goals.
B. Select the proper decision-making tools to critically, analytically, and creatively solve problems and drive results.
C. Express oneself clearly and communicate effectively with stakeholders both in oral and written forms.
D. Apply information and communication technology (ICT) skills as required by the business environment.

11.8 Bachelor of Science in Real Estate Management

The program aims to provide foundations on concept, theories, and fundamental principles in real estate management. It combines industry-relevant government laws and business management theories to prepare graduates for a career in the field of Real Estate Management in various corporations and institutions whether in the practice of salesmanship, brokerage, appraisal, and consultancy. The program prepares the students to be pro-active and responsive in the areas of technical, interpersonal, and conceptual skills in the areas of real estate management according to the global standards. Theory is blended with practicum activities to give students a broad and enriched base for a career in real estate service practice.

11.8.1 Program Educational Objectives

A graduate should have:

- Applied the concepts, theories, and legal bases of real estate management, and the process of real estate development and investment in real estate management practice.
- Performed the processes that make up the real estate development and investment sectors using digital technologies operation in real estate and related industries.
- Conducted research studies in real estate & other related works to build portfolio attesting to competence and ability in pursuing appropriate careers in the real estate management.
- Practiced and promoted professionalism and code of ethics in real estate management practice.

11.8.2 Program Outcomes

A graduate of a Real Estate Management degree should be able to:

A. Apply concept, theories, and fundamentals principles of real estate management.
B. Integrate relevant laws on appraising real properties, including plants, equipment, and machineries, essentially for taxation purposes & other public service purposes.
C. Conduct complex financial analysis to complete the sale, purchase and management of real estate processes and transactions.
D. Identify sources of debt and equity for commercial real estate transactions.
E. Demonstrate the ability to access, retrieve and disseminate information using Information technology.

F. Formulate marketing strategies and property management to make effective business decisions though marketing information system.
G. Apply environment arrangement and protection.
H. Conduct research studies in the field Practice ethical principles on real estate profession.
I. Demonstrate corporate citizenship and social responsibility.
J. Recognize ethical and professional responsibilities in different scenarios in the practice of marketing.
K. Conduct market research studies.

11.9   Bachelor of Science in Financial Technology

The BS in Financial Technology is a comprehensive undergraduate program designed to equip students with the skills and knowledge required in the dynamic world of financial services and technology. This program combines core courses in finance, computer science, and business with specialized FINTECH coursework to develop well-rounded professionals capable of driving innovation in the financial sector.

11.9.1 Program Educational Objectives

A graduate of a Financial Technology degree should be able to:

- Well-rounded professionals who can bridge the gap between finance and technology, driving innovation and efficiency in the financial industry while adhering to ethical and regulatory standards.
- Well-prepared to pursue diverse career opportunities in this dynamic and fast- growing field.

11.9.2 Program Outcomes

A graduate of a BS Financial Technology degree should be able to have:

A. Strong understanding of various technological tools and platforms used in the financial industry, such as blockchain, data analytics, artificial intelligence, and cybersecurity.
B. Proficiency in programming languages and tools commonly used in FinTech development, such as Python, Java, C++, and JavaScript.
C. Skills in data analysis and visualization techniques.
D. Strong understanding of the global financial landscape and international markets
E. Adept at identifying financial challenges and using technology to develop solutions. Critical thinking skills are essential for adapting to the evolving FinTech landscape.

12. PROGRAM OFFERED BY THE DEPARTMENT OF LIBERAL ARTS

12.1 BACHELOR OF SCIENCE IN TECHNICAL COMMUNICATION

The program provides students with a strong foundation in liberal education to prime them for the core of the program: the integration of communication principles and practices with the concepts in the sciences, in business, and in information and engineering technology. It develops in the students the ability to think clearly and analytically so that they can communicate technical and scientific information to a wide audience range – from experts to lay.

Graduates of Technical Communication enjoy a host of career possibilities in a number of industries. They may be hired as technical writers; copywriters; designers and editors of newsletters, brochures, manuals, and websites; designers of sales, marketing, and advertising campaigns; instructional materials developers; usability testers, information specialists; creative directors; public relations specialists; lay-out artists; researchers; and trainers. With the high premium most industries put on excellent communication skills, the technical communication career landscape is immense.

12.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Technical Communications program shall have:
- Demonstrated excellent communication skills and good grasp of science, business, and information and engineering technology concepts enable them to effectively design, disseminate, and assess technical and scientific information and materials.
- Undertaken singly or in teams, projects that show ability to design and formulate solutions to problems and concerns involving communication in any organization or sector in society;

- Had substantial involvement in communication projects that contribute to the welfare and betterment of groups, organizations, or any identified publics;
- Demonstrated professional success via promotions and/or positions of increasing responsibility;
- Demonstrated life-long learning via progress toward completion of an advanced degree, or professional development / continuing education courses, or industrial training courses;
- Exhibited professional behavior and attitude in practice of Technical Communication or related fields; and,
- Initiated and implemented actions towards the professionalization of Technical Communications.

12.1.2 PROGRAM OBJECTIVES

By the time of graduation, the students shall have developed:
A. Ability to produce a variety of communication materials for a range of industries, businesses, and audiences.
B. Ability to work with engineers, scientists, researchers, educators, media practitioners in various communication projects.
C. Versatility in using various media and technology to address communication needs and situations.
D. Ability to develop and conduct training programs.
E. A clear grasp of and the stable disposition in using legal and ethical means to address communication needs.
F. Ability to work alone or in teams and always with a strong sense of responsibility and professionalism.
G. Knowledge of contemporary communication issues, trends, and practices.
H. Recognition of the need for, and an ability to engage in life-long learning.
I. Ability to lead and manage interdisciplinary and multicultural teams.

13. PROGRAM OFFERED BY THE DEPARTMENT OF PHYSICAL EDUCATION

13.1 BACHELOR OF PHYSICAL EDUCATION

The Bachelor of Physical Education Program has a curriculum that is designed to provide the students with a primary goal of providing the students with a broadly based understanding of the discipline through theoretical and practical courses in physical education and sports management. This program allows maximum opportunity for students to pursue various combinations of courses in teaching, coaching, programming and administration and within their particular areas of interest.

The program provides knowledge and training that caters to the need of the corporate industry focused on the sports and wellness course.

Graduates of this program may have a good preparation for career options in the corporate industry such as Fitness and Wellness Supervisors, Gym Managers, Recreation Directors, Corporate Wellness Trainers, Supervisors and Managers, Sports Complex Administrators, Events/Tournament Coordinators and Directors, Corporate Human Resource Development Officers, Sports Tourism Officers, Sports and Wellness Facilities Managers.

13.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Bachelor of Physical education program shall have:
- Practiced as competent and successful Sports Wellness and Management Specialists.
- Become professional and morally upright practitioners of Sports Wellness and Management.

13.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:
A. Understand sports history, foundation of physical education and sports, and the essentials of fitness and wellness, analyze scientifically and understand the body parts and how it functions in various physical movement and activities.
B. Define the importance of physical education, lifelong sports, fitness and exercise and recite and relate sports historical accounts in relation to present-day and cultural activities and trends.
C. Demonstrate proficiency and efficiency in all movement forms.
D. Apply movement concepts and principles to the learning and development of physical/motor activities.
E. Exhibit moral and ethical standards in social and physical activities.
F. An understanding of professional and ethical responsibility.

G. Exhibit and promote active and healthy lifestyle, value of fitness and experience lifelong activity.

H. Conduct research and prepare technical reports on sports and physical education studies and related fields.

I. Present feasible and workable plan for organization, supervision and management of physical education, sports competition leagues and other related activities.

J. Organize and supervise programs and activities for physical education fitness, sports, tourism and cultural programs.

K. Understand legal and professional administrative, supervisory and managerial functions and programs.

L. Develop an assessment and evaluation tools in the planning and preparation of physical education activities, sports and wellness program.

M. Develop and maintain optimal individual muscular strength, endurance and cardiovascular fitness.

N. Demonstrate interest in variety of wholesome recreational as a release from mental and emotional pressures and strains.

O. Exhibit marketing and industrial economic skills in sports, fitness and wellness activities.

P. Demonstrate management capabilities and techniques in dealing sports tourism activities and marketing promotions.

Q. Develop proficiency in verbal and written communication skills via reports, presentations, and work outputs in various physical, sports activities and as research produce.

R. Practice theories and principles in dealing with emergencies and natural disaster preparedness in workplace, school setting, recreational and sports facilities.

S. Apply principles of food and nutrition in practicum setting for athletic program, wellness and fitness centers, nutritional supplementation and ergogenic.

14. PROGRAMS OFFERED BY THE DEPARTMENT OF PHYSICS

14.1 BACHELOR OF SCIENCE IN PHYSICS

The program leading to the degree of BS Physics shall provide the students with a comprehensive and rigorous training in physics education and research as a foundation for careers in pure and applied physics or interdisciplinary sciences. The students will receive thorough instruction on the fundamentals of physics and advanced physics courses, such as mathematical physics, theoretical mechanics, electrodynamics, quantum mechanics, thermal and statistical mechanics, solid state physics, photonics, computational physics, among others.

The program would be sufficient to enable the students to pursue areas such as:
- Advanced physics research
- University physics teaching
- Graduate studies
- Employment in physics-related jobs in business, industry or the government

Physics is closely related to the fields of engineering (electrical, mechanical, chemical), materials science, mathematics, physical chemistry, data science, meteorology, biophysics, among others.

14.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Bachelor of Science in Physics shall have:
- Undertaken, singly or in teams, projects or research that show ability to solve problems in Physics and/or other related fields.
- Demonstrated professional success via promotions and/or positions of increasing responsibility.
- Had substantial involvement in projects that take into consideration safety, health, environmental concerns and the public welfare, partly through adherence to required codes and laws.
- Demonstrated life-long learning with progress towards fellowship to any accredited Physics or Science Societies, locally or abroad.
- Exhibited professional behavior and attitude in the practice.
- Initiated and implemented actions toward the improvement of science, Physics in particular.

14.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have:
A. An ability to apply knowledge of mathematics and science to solve physics problems.

B. An ability to design and conduct experiments, as well as to analyze and interpret data.
C. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, and sustainability in accordance with standards.
D. An ability to function on multi-disciplinary teams.
E. An ability to identify, formulate, and solve problems related to the practice of research, physics and science.
F. Attained an understanding of professional and ethical responsibility.
G. An ability to effectively communicate mathematical ideas orally and in writing using clear and precise language.
H. Acquired at greater depths the knowledge and skills necessary to understand the impact of physics solutions in a global and societal context.
I. A recognition of the need for, and an ability to engage in lifelong learning.
J. Attained a knowledge of contemporary issues pertinent to the field of physics and science.
K. An ability to use the techniques, skills, and mathematical tools necessary for the practice of physics and science.

14.2 BACHELOR OF SCIENCE IN PHYSICS AND ELECTRONICS ENGINEERING (DOUBLE DEGREE PROGRAM)

For students who desire to complete both BS Physics and BS Electronics Engineering degrees, Mapua offers double degree program. Under this program, the student will complete two degrees and will receive two (2) diplomas.

The said double degree program shall provide the students with a comprehensive and rigorous training in physics as a foundation for careers in electronics engineering while having the advantage of having deeper understanding in pure physics and interdisciplinary sciences which could be applied in the field. The program is adequate to enable the students to take the electronics engineering professional licensure examination.

The program would also be sufficient to enable the students to pursue areas such as advanced physics and electronics engineering research, university physics and electronics engineering teaching, graduate studies, and employment in electronics engineering and physics-related jobs in business, industry or the government.

14.3 BACHELOR OF SCIENCE IN PHYSICS AND ELECTRICAL ENGINEERING (DOUBLE DEGREE PROGRAM)

For students who desire to complete both BS Physics and BS Electrical Engineering degrees, Mapua offers a double degree program.
Under this program, the student will complete two (2) degrees and will receive two (2) diplomas.

The said double degree program shall provide the students with a comprehensive and rigorous training in physics as a foundation for careers in electrical engineering while having the advantage of having deeper understanding in pure physics and interdisciplinary sciences which could be applied in the field. The program is adequate to enable the students to take the electrical engineering professional licensure examination.

The program would also be sufficient to enable the students to pursue areas such as advanced physics and electrical engineering research, university physics and electrical engineering teaching, graduate studies, employment in electrical engineering and physics-related jobs in business, industry or the government.

14.4 BACHELOR OF SCIENCE IN PHYSICS AND MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE PROGRAM)

For students who desire to complete both BS Physics and BS Materials Science and Engineering degrees, Mapua offers a double degree program. Under this program, the student will complete two (2) degrees and will receive two (2) diplomas.

The said double degree program shall provide the students with a comprehensive and rigorous training in physics as a foundation for careers in materials science and engineering while having the advantage of having deeper understanding in pure physics and interdisciplinary sciences which could be applied in the field.

The program would also be sufficient to enable the students to pursue areas such as advanced physics and materials science and engineering research, university physics and materials science and engineering teaching, graduate studies, employment in materials science and engineering, and physics-related jobs in business, industry, or the government.

15. PROGRAMS OFFERED BY THE DEPARTMENT OF MATHEMATICS

15.1 BACHELOR OF SCIENCE IN DATA SCIENCE

The Bachelor of Science in Data Science program provides the students with the necessary domain expertise to manage, analyze and explore data that will lead to accurate decisions. Graduates will be equipped with skills to pursue careers in data-driven industries and organizations.

The degree is designed primarily to address the growing need for data scientists based on projected local and global demands. Graduates are expected to perform vital functions in big data management such as storage, analysis and interpretation for better and faster decision making.

15.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of BS in Data Science program shall have:
- undertaken, singly or in teams, projects that show ability to apply analytical and computational skills to solve problems in Data Science and related fields.

- had substantial involvement in relevant projects and/or meaningful research-related endeavors that have social, economic and environmental impact, partly through adherence to required codes and laws.

- demonstrated professional success via promotions and/or positions of increasing responsibility.

- demonstrated life-long learning with progress towards fellowship to any accredited Data Science or related societies, locally or abroad, completion of related advanced degree and/or acquisition of relevant training courses in the field of data science.

- exhibited professional behavior and attitude in the practice.

- initiated and implemented actions toward the development of data science and related fields.

15.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed:
A.   An ability to apply knowledge of mathematics, statistics, computer science, machine learning, data mining, and data visualization to solve problems on data science.
B.   An ability to analyze and interpret data.
C.   An ability to engage in sound reasoning and creative thinking.
D.   An ability to discern, critique, justify and interpret different approaches of solving data science problems.
E.   An ability to design predictive models to meet desired social, economic and environmental needs.
F.   An ability to function on multi-disciplinary teams.
G.   An ability to identify, formulate, and solve problems in data science and its applications.
H.   An understanding of professional and ethical responsibility.
I.   An ability to communicate effectively.
J.   A recognition of the need for, and an ability to engage in life-long learning.
K.   A knowledge of contemporary issues pertinent to the field of data science.
L.   A knowledge of current technological tools necessary to reinforce understanding of data-driven decisions.

16. FULLY ONLINE UNDERGRADUATE PROGRAMS (UOx UNDERGRADUATE PROGRAMS)

16.1 Mapua University offers the following fully online undergraduate programs:

- Bachelor of Science in Computer Engineering
- Bachelor of Science in Electrical Engineering
- Bachelor of Science in Electronics Engineering
- Bachelor of Science in Industrial Engineering
- Bachelor of Science in Computer Science
- Bachelor of Science in Information Technology

16.2 Credentials obtained in fully online undergraduate programs are equal to those from regular (classroom-based) bachelor's degree programs.

16.3 Life Coaches are available to advise and guide students on any matter related to their fully online studies.

17. DUAL DEGREE UNDERGRADUATE PROGRAM

17.1 Mapua University offers the following double degree undergraduate program:

- Bachelor of Science in Mechanical Engineering (Mapua) – Bachelor of Science in Mechanical System Engineering (KIT, Korea)

Section III: POLICIES AND GUIDELINES ON ADMISSION

1. POLICIES AND GUIDELINES ON ADMISSION OF FRESHMEN

1.1 Except those who graduated from Mapua Senior High School, all freshmen applicants are required to take the Mapua Program Placement Assessment (MPASS) which covers the areas of Verbal and Numerical aptitude. Further assessment may be required for some programs as considered necessary.

1.2 Applications are accepted starting October of each school year and the MPASS is administered from October to August. Applicants may take the MPASS anytime, anywhere through the Cardinal Edge.

1.3 MPASS results, with the date of and requirements for enrollment (for successful applicants), are available in the Applicant Portal right after taking the assessment.

1.4 An eligible applicant may defer enrollment to the succeeding academic year, provided that he/she has a valid reason for doing so, and that he/she still has his/her original high school credentials with him/her.

1.5 The following documents must be submitted to the Office of the Registrar after the online enrollment:
    1.5.1 Original Grade 12 Report Card (Form 138) with the applicant's eligibility for admission to college duly signed by the school principal.
    1.5.2 Fully accomplished Student Data Sheet / Undergraduate Enrollment forms
    1.5.3 Original Birth Certificate printed on Philippine Statistics Authority (PSA) paper.
    1.5.4 Original certificate of good moral character (dated not earlier than February of the graduation year) from the high school (with school seal)
    1.5.5 1 pc. ID picture (plain background), size 1½" x 1½"
    1.5.6 For Valedictorians and Salutatorians of duly accredited Philippine high schools with at least 60 graduating students: A certification of honors, indicating the total number of graduates, (one (1) original copy and two (2) photocopies) signed by the high school principal (with school seal)
    1.5.7 For previously graduated enrollees (graduation year is prior to the current school year) : Original and photocopy of Grade 12 report card, and Certification from the high school principal regarding the student's F137-A.
    1.5.8 For foreign nationals: Alien Certificate of Registration (ACR) or Special Study Permit, Original and photocopy of Passport
    1.5.9 For enrollees coming from schools abroad, except Filipino schools under DepEd: Original certificate of completion of secondary education (high school or its equivalent), scholastic records (duly authenticated by the Philippine Foreign Service Post located in the applicant's country of origin or legal residence), and certificate of good moral character.
    1.5.10 For graduates of Non-Formal Education Accreditation and Equivalency or ALS: Certificate of Rating (with passing marks in all subjects) and Learner's Permanent Record (AF-5) with eligibility for admission to college.

2. POLICIES AND GUIDELINES ON ADMISSION OF TRANSFEREES

2.1 Transferees from other school will only be accepted during the first quarter of every academic year or in special case, on the most appropriate quarter to be determined by the Registrar.

2.2 Transferees must have no failing grade and must have a weighted average of at least 2.00 or its equivalent, excluding Religion, Physical Education (PE), and National Service Training Program (NSTP).

2.3 Transferees applying for Engineering and Science Programs are subject to take the online Mapúa Scholastic Aptitude Examination for Math.

2.4 Applicants applying for Architecture, Industrial Design, Interior Design and Multimedia Arts & Sciences are required to take the Skills Test or submit 3 portfolios as an additional examination/requirements.

2.5 Transferees may be admitted to a degree program provided that:
    2.5.1 They would complete in Mapúa at least 60% of the units required for the degree program.
    2.5.2 The maximum number of students quota set by the School and the Registrar for the degree program to which admission is sought has not yet been filled up.
    2.5.3 They have accomplished and submitted the Fraternity Contract (form issued by the Registrar's Office during enrollment).

2.6 The admission of transferees shall be on probationary basis until all courses taken outside Mapúa, which are required for the degree program, have been validated or repeated.

2.7 Social Sciences, Filipino, PE, and NSTP are the only subjects that shall be credited without a validation examination. For other courses (i.e., English, Mathematics, Chemistry, Drawing and Physics), applicants must take the validation examinations to be given one (1) month before the enrollment period for a fee. Otherwise, the applicant shall repeat the courses. Only courses in the basic program may be credited. However, no validation examinations shall be given to applicants who came from higher educational institution with status of full autonomy (granted by the Commission on Higher Education) provided that the course description for the courses to be credited are equivalent to Mapúa᾿s course description.

2.8 All students applying to transfer to Mapua University are required to submit the following requirements thru admissions email (admissions@mapua.edu.ph):
    2.8.1 Original transcript of records or certified true copy of grades with grading system indicated duly signed by the university registrar
    2.8.2 Original certificate of good moral character issued by the college Student Affairs Office (with school seal)
    2.8.3 Letter of Intent addressed to the Vice President for Academic Affairs (VPAA). In the letter, state the program applied for.

2.9 Upon the approval of transfer application by the Vice President for Academic Affairs (VPAA), the applicant must submit the following requirements thru admissions email (admissions@mapua.edu.ph).
    2.9.1 Honorable dismissal/Certificate of Transfer Credential
    2.9.2 Original or certified true copy of detailed course (subject) descriptions
    2.9.3 Original birth certificate printed on Philippine Statistics Authority (PSA) paper
    2.9.4 Two (2) identical pictures (plain background), size "1 ½" x "1 ½"
    2.9.5 Photocopy of Alien Certificate of Registration (ACR), for foreign nationals
    2.9.6 Official Results of Basic Medical Laboratory Work-up (CBC, Urinalysis, Chest X-Ray: PA View) from any major hospitals/clinics
    2.9.7 Admission fee

3. POLICIES AND GUIDELINES ON ADMISSION OF GRADUATES AND UNDERGRADUATES OF ASSOCIATE PROGRAMS

3.1 Graduates and undergraduates of associate programs from other school will only be accepted during the first quarter of every academic year. In special case, on the most appropriate quarter, it will be determined by the Registrar.

3.2 Graduates of vocational programs are required to take the Mapua Scholastic Aptitude Examination and will be considered as freshmen students. No credit shall be given to courses completed in another school except PE and NSTP.

3.3 Applicants applying for Architecture, Industrial Design, Interior Design and Multimedia Arts & Sciences are required to take the Skills Test or submit 3 portfolios as an additional examination/requirements

3.4 The general weighted average of applicants will be reviewed. Approval of applications will be on a case-to-case basis.

3.5 All applicants must submit the following requirements:
    3.5.1 Original transcript of records
    3.5.2 Original certificate of good moral character issued by the vocational school (with school's dry seal)
    3.5.4 Original copy of Honorable Dismissal/Certificate of Transfer Credential
    3.5.5 Two (2) identical pictures (with plain background), size "1½" x "1½" (1.5 X 1.5)
    3.5.6 Original copy of birth certificate printed on Philippine Statistics Authority (PSA) paper
    3.5.7 Photocopy of Alien Certificate of Registration (ACR) for foreign nationals
    3.5.8 Certified True Copy of Form 137-A
    3.5.9 Official Results of Basic Medical Laboratory Work-up (CBC, Urinalysis, Chest X-Ray: PA View) from any major hospitals/clinics
    3.5.10 Application Fee

4. POLICIES AND GUIDELINES ON ADMISSION OF DEGREE HOLDERS FROM OTHER SCHOOLS

4.1 Degree holders from other school applying for a second undergraduate degree will only be accepted during the first quarter of every academic year or in special case, on the most appropriate quarter to be determined by the Registrar.

4.2 Applicants must have no failing grade.

4.3 The general weighted average of applicants will be reviewed. Approval of applications will be on a case-to-case basis.

4.4 All applicants are required to pay the admission fee of Php 550.00, before taking the online Mapúa Scholastic Aptitude Examination for another degree.

4.5 Applicants applying for Architecture, Industrial Design, Interior Design and Multimedia Arts & Sciences are required to take the Skills Test or submit 3 portfolios as an additional examination/requirement.

4.6 Additional requirements for applicants applying for Accountancy program will have an interview with the assistant Dean before the approval of the VPAA.

4.7 Applicants must submit the following requirements:
    4.7.1 Original transcript of records
    4.7.2 Two (2) recommendation letters from previous school (forms issued by the Admissions Office if grades are qualified)
    4.7.3 Original copy of Honorable Dismissal/Certificate of Transfer Credential
    4.7.4 Original or certified true copy of course (subject) descriptions
    4.7.5 Original certificate of good moral character issued by the college Student Affairs Office (with school seal)
    4.7.6 Two (2) identical pictures (plain background), size "1 ½" x "1 ½"
    4.7.7 Letter of intent addressed to the Vice President for Academic Affairs
    4.7.8 Original copy of birth certificate printed on Philippine Statistics Authority (PSA) paper
    4.7.9 Photocopy of Alien Certificate of Registration (ACR) for foreign nationals
    4.7.10 Official Results of Basic Medical Laboratory Work-up (CBC, Urinalysis, Chest X-Ray: PA View) from
        any major hospital/clinic

4.8 Once requirements are completed and approved, the Registrar's Office will process the enrollment of the student.

5. POLICIES AND GUIDELINES ON ADMISSION OF INTERNATIONAL STUDENTS

5.1. Admission requirements

    5.1.1 Requirements for foreign graduates in Philippine Schools
      5.1.1.1 Alien Certificate of Registration (ACR) or Special Study Permit (SSP)
      5.1.1.2 Original and Photocopy of Passport
      5.1.1.3 Original Grade 12 report card (Form 138) with applicant's eligibility for admission to college duly signed by the school principal.
      5.1.1.4 Original Good Moral Character (dated not later than February of the graduation year) from the high school (with school seal).

    5.1.2 Requirements for enrollees with dual citizenship with Philippine Passport or Recognition as Filipino
      5.1.2.1 Scholastic records, duly authenticated by Philippine Foreign Service Post located in the student applicant's country of origin or legal residence.
      5.1.2.2 Original and photocopy of Philippine and Foreign passport bio-page
      5.1.2.3 A copy of Naturalization/Recognition document
      5.1.2.4 Original Birth Certificate
      5.1.2.5 Original Certificate of Good Moral Character
      *NOTE: Students with dual citizenship shall sign the Affirmation of Dual Citizenship Form stating he/she shall be considered a Filipino student who shall therefore be subject to all requirements and conditions that are applied to other Filipino students. (AC Resolution 19 s. 2019)

    5.1.3 Requirements for foreign students
      5.1.3.1 Applicants must be non-immigrants and have completed secondary education (high school or its equivalent)
      5.1.3.2 Applicant must pass the Mapúa Program Placement Assessment (MPASS) or submit their Scholastic Aptitude Test (SAT) results with a score of at least 1600 before they can become eligible for admission as first year student.
      5.1.3.3 Crediting of advanced college units is on a case-by-case basis.
      5.1.3.4 For non-native English speakers, applicants are required to take and pass the Test of English as a Foreign a Language (TOEFL) or International English Language Testing System (IELTS) with the following scores:
        TOEFL: Internet-based test, score of at least 75
           Paper-and-pencil based test, score of at least 500
           Computer-based-test, score of at least 173

IELTS: Overall band of 6.0, no single test score below 5.5

*NOTE: If the applicant has not taken either TOEFL or IELTS upon application, he/she must pass the Mapua English Language Test (MELT) to be given by the Language Center (ELC).

5.2 Visa Application

  5.2.1. Regular documentation for Foreign Students

  5.2.1.1. Student Visa Conversion – A non-immigrant visa that does not require the holder to obtain citizenship. Any prospective student that obtains updated tourist isa with legal age seeking higher education in the Philippines must obtain a student visa. Conversion to student visa should be accomplished during the quarter the student first enrolled with one-moth validity of tourist visa.

- **Requirements for conversion of tourist visa with ACR-ICARD (valid for one year)**
  - List of documents for submission of foreign student to the office of the Registrar
    - Valid Passport with Bureau of Quarantine Stamp upon arrival
    - 2x2 picture with white background
    - NBI clearance upon arrival
  - List of documents to be prepared by the petitioning school
    - Joint letter of request addressed to the Commissioner signed by the foreign student and the authorized representative of the petitioning school, stating that the applicant qualifies for the application of conversion of tourist to student visa (In school letterhead with school dry seal)
    - Photocopy of passport bio-page, visa implementation page and latest admission with valid authorized stay
    - Notice of acceptance address to foreign student
    - Certification of eligibility address to commissioner thru student visa chief
    - Request for student visa address to commissioner thru student visa chief
    - Photocopy of BI school accreditation ID of school's authorized representative

  5.2.1.2 Extension of student visa – A non-immigrant visa that has an existing student visa and wants to continue his studies in the Philippines must apply for extension of student vis. Extension should be applied one month before expiration of current visa. An international student admitted into the Philippines under any visa category may apply at the Bureau of Immigration for the change/conversion of his admission status to that of a student under Section 9(f) of the Philippine Immigration Act of 1940, as amended pursuant to E.O. No. 285 subject to the guidelines provided in Section III, No. 7 of this Academic Handbook.

- **Requirements for extension of student visa with ACR I-card (valid for one year)**
  - List of documents for submission of foreign student to the Office of the Registrar
    - Valid Passport with Bureau of Quarantine Stamp
    - Duly accomplished CGAF (BI CGAF-003-REV 0)
    - 2x2 picture with white background
    - Photocopy of ACR ICARD
    - Photocopy of payment for annual reports fee in BI
  - For transferee, another degree, graduate studies – must submit transfer credentials, CTC of transcript of records from the previous school and NBI
  - List of documents to be prepared by petitioning school
    - Joint letter of request addressed to the Commissioner signed by the foreign student and the authorized representative of the petitioning school, stating that the applicant qualifies for the application of extension of student visa (In school letterhead with school dry seal)
    - Photocopy of passport bio-page, visa implementation page and latest admission with valid authorized stay.
    - Certification of eligibility address to commissioner thru student visa chief
    - Certified true cpy of grades for 1 year or 4 quarters
    - Photocopy of BI school accreditation ID of school's authorized representative
    - For new graduate studies student – must request an acceptance letter from GS
    - For transferee, new graduate studies student and shifter – must submit letter of indorsement to CHED and get the approval before application of extension of visa to BI

  5.2.2 Documentation for Special Study Permit (SSP) - college students below 18 years old, SHS students, exchange students, etc.

  5.2.2.1. SSP (applicable to 18 years below)

  *Requirements for SSP
    - List of documents for submission of foreign student to the Office of the Registrar
      - Original passport with a least 1 month authorized stay in the Philippines (from BI)
      - Original ACR ICARD
      - Special Study Permit (SSP) if the student graduated from Philippine School
      - 2pieces (2x2 picture)

- Fees for SSP
    - Valid Passport
    - Duly accomplished CGAF (BI Form CGAF-003-Rev 0)
    - 2x2 picture with white background
    - Annual Report Fee receipt
- List of documents to be prepared by the petitioning school
    - Joint letter of request addressed to the Commissioner signed by the foreign student and the authorized representative of the petitioning school. For minor age (below 18) with the name and signature of guardian (In school letterhead with school dry seal).
    - Photocopy of passport bio-page, visa implementation page and latest admission with valid authorized stay
    - Duly accomplished CGAF (BI form CGAF-003-Rev 0)
    - Certificate of acceptance issued by the learning institution accredited by the Bureau of Immigration to accept foreign students Photocopy of BI school accreditation ID of school's authorized representative

*NOTE: Foreign nationals who studied high school in Public Schools in the Philippines were not required to have a SPECIAL STUDY PERMIT. Only accredited Private Schools are required to apply SPECIAL STUDY PERMIT for their students.

***Validity for College is per quarter, for SHS is one year**

5.3. Foreign Student Fees
  5.3.1. By Mapua University
    5.3.1.1. One-time Acceptance Fee – Php6,000.00
        - permanent resident/native born are exempted from one-time acceotance fee
    5.3.1.2. Foreign student service fee (per quarter)
        - Non-Immigrant Visa – Php2,500.00
        - Immigrant Visa – Php500.00
    5.3.1.3 Processing fee for Conversion of Tourist Visa to Student Visa, Extension of Student Visa and Student Visa and Special Study Permit – Php1,000.00
  5.3.2. By Bureau of Immigration
    5.3.2.1. Conversion of Student Visa including ACR-ICARD – Php12,740.000
    5.3.2.2 Extension of Student Visa including the ACR-ICARD – Php14,000.00 (For late filing is Php1,000.00 first month and Php500.00 for succeeding month)
    5.3.2.3 Special Study Permit including ACR-ICARD – Php8,5000.00
    5.3.2.4 Annual Report Fee – Php300.00 (to be paid by the student in BI Main Office every January to Febraury to avoid penalty)
    5.3.2.5 Administration fine Php70,000.00 (Breakdown – Php50,000.00 for school and Php20,000.00 for FS). For case of:
        - Late extension after 3 months
        - Enrolled FS without visa
        - Accepts FS without one-year residency from previous school.
    *Fees are subject to change without prior notice
5.4. Visa Types
  5.4.1 Non-Immigrant Visa

Type of VISA	Conversion to Student Visa
Tourist Visa (9A)	yes
Working Visa (9G)	no
TRV (Temporary resident visa)	no
Treaty Trader or Treaty investor (9D)	no
Accredited official of foreign government (9E)	no
SIRV - Special Investor's Resident Visa	no
SSRV – Special Resident Retirees Visa	no
47 (A) – Special Non-Immigrant Visa	no
EO758 – Special Visa for Employment Generation	no
PRRA-SSRV NO. M-013133	no

TVV – PEZA	no

5.4.2 Immigrant Visa

Type of VISA	Conversion to Student Visa
Native born	no
Permanent Resident Visa (PRV)	no

*Submit a copy of ACR-ICARD

6. REQUIREMENTS FOR MAPUA PROGRAM PLACEMENT ASSESSMENT (MPASS) APPLICATION FOR FRESHMEN

During this time of the pandemic, Mapúa is addressing the obstacles in obtaining a Mapúa education. For the Academic Year 2023-2024, admission to Mapúa University will be done through The Mapúa Program Placement Assessment (MPASS) in place of the Mapúa Scholastic Aptitude Exam (MSAE).

6.1 Accomplished Application Form

6.2 Scanned copy of the following:
 6.2.1 Grade 12 Report Card
 6.2.2 Certificate of Enrollment
6.2.3 Current school ID with school year and grade level 6.2.4 Application fee (if applicable)
6.5 Additional Requirements:

 6.5.1 For applicants from schools in the Philippines or schools abroad under DepEd and who did not enroll in any college/university after graduation
  6.5.1.1 Original and photocopy of Grade 12 Report Card
  6.5.1.2 Certification from the high school principal regarding the student's F137-A. Certification must indicate that the student's Form 137-A is still in the school file and that the student's Form 137-A has not been forwarded to another college / university.

 6.5.2 For foreign nationals
 6.5.2.1 Scholastic Records, duly authenticated by the Philippine Foreign Service Post located in the student applicant's country of origin or legal residence.
  6.5.2.2 Alien Certificate of Registration (ACR) or Special Study Permit (SSP)
  6.5.2.3 Original and photocopy of Passport bio-page, latest admission, and authorized to stay
 6.5.2.3 If the applicant is not a native speaker of English, he has to submit his TOEFL/IELTS exam results with the following cut-off scores:
   TOEFL: Internet-based test, score at least 75 Paper and pencil-based test, score at least 500
   Computer-based test, score at least 173
   IELTS: Overall band of 6.0, no single test score below 5.5

   Note: If the applicant has not taken either TOEFL or IELTS upon application, he/she must pass the Mapúa English Language Test (MELT) to be given by the English Language Center (ELC).

 6.5.3 For graduates of Non-Formal Education Accreditation and Equivalency or graduates of Alternative Learning System Accreditation and Equivalency
  6.5.3.1 Certificate of Rating (with passing remarks on all subjects)
  6.5.3.2 Learner's Permanent Record (AF-5) with eligibility to college

 6.5.4 For graduates of Associate Degree Programs
  6.5.4.1 Transcript of Records
  6.5.4.2 No failing grade
  6.5.4.3 Weighted average of at least 2.00 or its equivalent, excluding Religion, PE and NSTP
  6.5.4.4 Honorable Dismissal/Certificate of Transfer Credential
  6.5.4.5 Photocopy of PSA Birth Certificate
  6.5.4.6 Photocopy of the Certificate of Good Moral Character
  6.5.4.7 Certified true copy of F137-A

 6.5.5 For applicants from schools abroad (except Filipino schools under DepEd)

6.5.5.1 Scholastic records duly authenticated by the Philippine Foreign Service Post located in the student applicant's country of origin or legal residence

6.5.5.2 Certificate of completion of secondary education (senior high school / grade 12 or its equivalent)

6.5.5.3 Certificate of Good Moral Character or Recommendation from the School Guidance Counselor or Principal

6.5.5.4 For Filipino applicants

 6.5.5.4.1 Birth certificate printed on PSA paper

 6.5.5.4.2 Original and photocopy of Filipino passport

6.5.5.5 For foreign nationals

 6.5.5.5.1 Alien Certificate of Registration (ACR) or Special Study Permit (SSP)

 6.5.5.5.2 Original and photocopy of data page of the applicant's passport showing date and place of birth, and birth certificate or its equivalent duly authenticated by the Philippine Foreign Service Post

 6.5.5.5.3 Five (5) copies of the Student's Personal History Statement (PHS) duly signed by the applicant, both in English, and in his/her national alphabet accompanied by his/her personal seal, if any, and containing, among others, his left and right thumbprints and a 2x2 inch photograph on plain white background taken not more than six months prior to submission of his/her documents

 6.5.5.5.4 A notarized affidavit of support including bank statements or notarized notice of grant for institutional scholars to cover expenses for the student's accommodation and subsistence, as well as school dues and other incidental expenses

7. REQUIREMENTS FOR MAPUA PROGRAM PLACEMENT ASSESSMENT (MPASS) APPLICATION FOR SENIOR HIGH SCHOOL

During this time of the pandemic, Mapúa is addressing the obstacles in obtaining a Mapúa education. For the Academic Year 2023-2024, admission to Mapúa University will be done through The Mapúa Program Placement Assessment (MPASS) in place of the Mapúa Scholastic Aptitude Exam (MSAE).

7.1 Accomplished Application Form

7.2 Scanned copy of the following:

 7.2.1 Grade 9 Report Card

7.2.2 Application fee (if applicable)

7.5 Additional Requirements

7.5.1 Additional Requirements for Junior High School completers who did not enroll the following school year in Senior High School.

 7.5.1.1 Original and photocopy of Grade 10 Report Card

 7.5.1.2 Photocopy of certification from the high school principal stating that the applicant's Form 137-A is still in the school file and has not been forwarded to another school.

7.5.2 For foreign nationals

 7.5.2.1 Copy of Scholastic Records, duly authenticated by the Philippine Foreign Service Post located in the student applicant's country of origin or legal residence.

 7.5.2.2. Alien Certificate of Registration (ACR) or Special Study Permit (SSP)

 7.5.2.3 Photocopy of applicant's passport bio-page, latest admission and authorized to stay.

 7.5.2.4 If the applicant is not a native speaker of English, he has to submit his TOEFL/IELTS exam results with the following cut-off scores:

  TOEFL: _Internet-based test,_ score at least 75

   Paper and pencil-based test, score at least 500

   Computer-based test, score at least 173

  IELTS: Overall band of 6.0, no single test score below 5.5

Note: If the applicant has not taken either TOEFL or IELTS upon application, he/she must pass the Mapúa English Language Test (MELT) to be given by the English Language Center (ELC).

7.5.3 Foreign applicants who completed junior high school abroad except from Philippine schools under DepEd for submission electronically after filing of online application:

 7.5.3.1 Electronic copy of Scholastic Records, duly authenticated by the Philippine Foreign Service Post located in the student applicant's country of origin or legal residence.

 7.5.3.2 Electronic copy of Certificate of completion of in Grade 10 (junior high school/grade 10 or its equivalent)

 7.5.3.3 Electronic copy of applicant's passport bio-page, latest admission, and authorized to stay.

7.5.4 Graduates of Non-Formal Education Accreditation and Equivalency or graduates of Alternative Learning System Accreditation and Equivalency for submission electronically after filing of online application:

       7.5.4.1 Certificate of Rating (with passing marks in all subjects)

       7.5.4.2. Learner's Permanent Record (AF-5) with eligibility to senior high school

Section IV: ACADEMIC POLICIES AND GUIDELINES

1. DEFINITION OF TERMS

1.1 FULL-TIME STUDENT. A full-time student carries a quarter's load as prescribed in his curriculum of not less than 14 units. A graduating student who carries a load of less than 14 units is considered a full-time student.

1.2 PART-TIME STUDENT. A part-time student carries a load below 14 units.

1.3 MAXIMUM COURSE LOAD. The maximum course load per quarter is prescribed in the curriculum of the student. It should, however, not exceed 17 units. A student with a remaining load of 34 units are allowed to apply for an overload of four (4) units over the prescribed maximum load for the last two quarters (if there is no prerequisite violation and the number of laboratory/drafting units does not exceed two).

1.4 COURSE OVERLOAD. On a case-to-case basis, the Dean/Chair can allow a maximum overload of three (3) units to a student with GOOD ACADEMIC STATUS. A graduating and exchange student is allowed only four (4) units of course overload over the prescribed maximum load for the last two quarters.

1.5 COREQUISITE. A corequisite is a course that must be completed before, or enrolled concurrently with, the course for which it is prescribed.

1.6 PAIRED LECTURE AND LABORATORY/FIELD/DRAFTING COURSES. A lecture course and its corresponding lab/field/drafting (LFD) course (termed as "paired courses") must be taken simultaneously and must both be completed before the next paired course can be taken up. A special course label "P" means that in addition to lecture, the course has one (1) unit LFD.

1.7 CRITICAL COURSE SERIES. A critical course series is a succession of courses interconnected by flow content. The content of a critical course series is part of the syllabus of a licensure examination.

1.8 SUPERCRITICAL COURSES. Supercritical courses are courses whose contents have great contribution and impact to the licensure examination. Final examination in all supercritical courses will have a weight of at least 40% of the final course rating.

1.9 SHIFTING. Shifting means transferring from one program to another program of the same or another program group.

1.10 SPECIAL CLASSES. Special classes are off-term courses with less than 15 enrollees. Special classes can only be requested by students with remaining units of 34 and below, and by a graduating student if there are no available courses that he may take and if all the sections available for a regular class are in conflict with his schedule. Except for students under Athletic Scholarship, a student on a scholarship requesting for a special class must pay the difference of the special fee and the regular class fee.

1.11 REVISION OF COURSE LOAD. Revision of course load may be allowed if a student has an erroneous course load, or is enrolled in an abolished section, and as long as it does not violate the following: prerequisite course regulation, corequisite course regulation, and paired lecture and lab/field/drafting course regulation. The period for revision of course load is set by the Office of the Registrar.

1.12 PREREQUISITE COURSE REGULATION. A student is given a structured program of study (curriculum) upon enrollment, which must be strictly followed each quarter, *i.e.*, the student must complete the prescribed prerequisites before taking advanced courses. No advanced course can be taken if the student obtains a grade of "I" (INCOMPLETE) in a prerequisite course. A graduating student or a student with 34 units or less remaining may be allowed to waive the prerequisite and take the prerequisite and the advanced courses simultaneously.

2. OFFICIAL CONDUCT OF ACADEMIC ACTIVITY

2.1 Any academic activity (*e.g.*, written and oral exams, completion of grades) involving a student is considered official only when the student is officially enrolled during a particular term.

2.2 When no particular course or courses are available for student registration, the student must apply for residency status. He must enroll and pay the corresponding residency fee.

2.3 The enrollment and payment of the residency fee may be accomplished at any time during the term but always prior to the scheduling of any academic activity involving the student.

2.4 A student who lacks the completion of a dissertation, a thesis, or research practicum to graduate from a program must pay the residency fee every quarter until he becomes eligible for graduation. This requirement, however, is waived once the student officially applies for leave of absence (LOA).

2.5 Prior to the issuance of a Completion Request Form to a student with an incomplete grade ("I"), the Office of the Registrar shall check if the student is officially enrolled during the term. If not, the student must first enroll and pay the corresponding residency fee.

2.6 Even if the student is only enrolled "in residency", that quarter will be included in the computation of his or her total number of terms where he/she is in residence.

3. POLICIES ON ATTENDANCE

3.1 No student shall be given credit in any course unless he is enrolled in the course and attends his classes regularly.

3.2 Based on the ruling of the Commission on Higher Education, a student who accumulates a number of absences equivalent to 20% of the prescribed number of school days in one quarter, shall automatically be given a final grade of "5" (FAILURE).

NO. OF UNITS PER COURSE (Lecture or LFD*)	NO. OF ABSENCES Equivalent to 20%
1	2 absences
2	4 absences
3	7 absences
4	9 absences
5	11 absences

* LFD stands for Laboratory, Field or Drafting

3.3 In all cases of absences, the student concerned must present a written explanation to the instructors concerned for proper action. An excused absence, however, does not relieve the student from satisfactorily complying with all the requirements to pass the course.

4. POLICIES ON EXAMINATION

4.1 In addition to the regular quizzes required in the course syllabi, students are required to take the following examinations, if applicable, or if required in the program curriculum:
    4.1.1 Final examination
    4.1.2 Diagnostic examination in Mathematics
    4.1.3 Exit examination
    4.1.4 Mock board examination
    4.1.5 Test of English in International Communication (TOEIC) Certification Examination

4.2 Exemption from taking the final examination is not allowed.

4.3 A diagnostic examination covers the second course up to the terminal course in any critical course series. The scope of the diagnostic examination is cumulative up to the curricular content of the course immediately preceding the one during which the exam will be given.

4.4 The diagnostic examinations in mathematics are shown in the table below.

Course in which Diagnostic Exam is given in Mathematics	Examination Coverage
Calculus 2	Calculus 1
Calculus 3	Calculus 1 and Calculus 2

4.5 The diagnostic examination is considered as one quiz.

4.6 The exit examination system is implemented in programs requiring a licensure examination.

4.6.1 All exit examinations will be administered twice during the term the terminal course in any course series is offered. The portion of the terminal course covered until the date of the exit examination and the whole curricular scope of the previous courses in the critical series will be the coverage of the exit examination.

4..6.2 The exit examination in mathematics is applicable to all science and engineering programs that require licensure examinations.

4.6.3 The exit examination in general chemistry is applicable only to programs where chemistry is an integral part of the licensure examination: BS Chemical Engineering; BS Chemistry; the double degree program in Chemical Engineering and Chemistry.

4.6.4 A special exit examination for a group of stand-alone courses will be given on the dates decided on by the caretaker school or department handling the stand-alone courses. The coverage of the special exit examination is the curricular scope of all the courses belonging to the group.

4.6.5 A student must get a score of at least 70% to pass an exit examination or special exit examination. Getting a passing mark in an exit examination is one of the prerequisites to enroll in some identified courses; getting a passing mark in all exit examinations, including the special exit exams, is a requirement for taking the mock board examination in the correlation course. There is no limit, however, as to the number of times a student can take an exit examination or special examination.

4.7. The mock board examination is implemented in programs requiring a licensure examination.

4.7.1 The mock board examination will start on time. Late students will not be allowed to take the test and will automatically receive a "C" grade.

4.7.2 If the student is absent in the scheduled mock board examination even with a valid reason, he will automatically receive a "C" grade.

4.7.3 In the following cases, a student can have a chance of retaking the mock board examination in Week 1 of the next quarter:

4.7.3.1 The student should have ONLY one correlation course left before graduating (i.e., the student should have already finished the thesis, OJT, *etc*.). If he meets this condition, he can request a retake of the mock board examination in Week 1 of the next quarter. Please contact Mapua Center for Continuing Education and Special Competencies (CCESC) for the retake.

4.7.3.2 If the student fails to obtain a passing score in the scheduled mock board examination and meets the first condition mentioned above, he can retake the mock board examination in Week 1 of the following term.

4.7.3.3 If the student fails to take the scheduled mock board examination for a valid reason (with supporting documents) and meets the first condition mentioned above, he can retake the mock board examination in Week 1 of the following term.

4.7.3.4 If the student fails to pass the mock board examination in Week 1, he can retake the mock board examination in the subsequent schedules.

4.8. The Test of English in International Communication (TOEIC) is composed of four (4) skills tests namely: Listening, Reading, Speaking, Writing. The total score is 990 for combined Listening and Reading Skills and 400 for combined Speaking and Writing Skills

4.8.1 TOEIC Certification Examination shall be taken by students who have ENG13 in their Curriculum who
4.8.1.1 Encountered technical problems during the TOEIC Test / Absent
4.8.1.2 Students enrolled the previous terms but was not able to take scheduled TOIEC during the enrolled period because of OJT abroad, Exchange students, and other related academic reasons.

4.8.2 Students who belong to batch 2018 onwards and have OJT Program in the next two (2) terms are required to take the TOEIC Certification Examination.

4.8.2.1 Students shall have an option to take the English Proficiency Examination (TOEIC) two (2) terms before taking OJT course, the earliest, or simultaneous with the OJT course, the latest.

4.8.2.2 The student must get an Average Proficiency Level of B2 to reach the industry requirement or at least a score of 785 for Listening and Reading and 310 for Speaking and Writing to be given a TOEIC Certificate

4.8.2.3 Students who fail to meet the score equivalent to the industry standard of "B2" (785 for Listening and Reading and 310 for Speaking and Writing) or its equivalent in any English Proficiency Examination are required to complete the intervention called Lexile to be given a TOEIC Certificate.

4.8.2.4 The Lexile Intervention helps the test taker to engage in learning by ensuring comprehension of reading materials and monitor progress over time.

4.8.2.5 The TOEIC Certification Exam provider shall advise Mapua CCESC the progress of the student every other week until the student completes the Lexile Intervention requirements for the release of the TOEIC Certificate.

4.8.2.6 Upon completion, Mapua CCESC shall release the TOEIC Exam scores and Certificates to the students individually

4.8.2.7 Should the student decide to improve his/her skills even if he/she has reached already the Average Proficiency Level of B2, he/she can still make use of the Lexile Intervention. The certificates will then be released at the end of the term when the student finished the Lexile Intervention.

4.8.2.8 Students who take the TOEIC Exam shall be given access to the Lexile Intervention infinitely, even if the TOEIC Certification Exam validity of two (2) years has already lapsed.

4.8.3 All test takers (ENG 13 and OJT Programs) are required to use either Windows 10 or Mac OS 10 laptop. Mobile phones cannot be used in taking the exam.

4.8.4 TOEIC Certification Exam is conducted within a one-whole-day schedule and is divided into three batches/testing windows.

4.8.5 All test takers shall be given a registration link for the schedule of the exam. Test schedule and Zoom links shall be posted in the CCESC Facebook page as soon as the registration is closed. The Authorization code shall l be provided by the proctor and can be used only once during the chosen schedule of the student

4.8.6 A link for the setup and Installation of the Software and review materials can be accessed by the students.

4.8.7 Pre-recorded Online orientation will be accessed as soon as the student is connected. This link will be available in BB account of the students under TOEIC Examination.

4.8.8 Test duration:
  a. Listening and Reading = 3 hours
  b. Speaking and Writing = 2 hours

4.8.9 Test results:
  a. Listening and Reading = few minutes after the exam
  b. Speaking and Writing = after 10 Working Days

4.8.10 Upon completion, Mapua CCESC shall release the TOEIC Certificate. Distribution of the results Certificates shall be announced in the FB Group.

5. CRITICAL COURSE SERIES

5.1 The critical course series in mathematics in a science or engineering program requiring a licensure examination are schematically shown below.

5.1.1 Critical course series in Mathematics

```
┌─────────────────────┐
│     Calculus 1      │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│     Calculus 2      │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│     Calculus 3      │
└─────────────────────┘
```
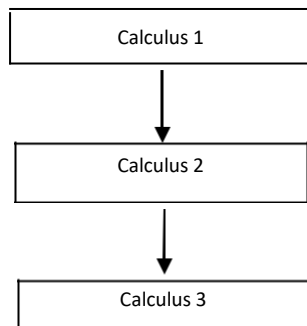
6. SUPERCRITICAL COURSES

6.1 The tables below show the supercritical courses in programs with licensure examinations:

6.1.1 BS Architecture

Codes	Course Titles
AR154P	Building Utilities 2 – Mechanical, Electrical and Electronic Systems of Building
AR163-1P	Building Technology 3 - Construction Drawings in Steel Concrete and Masonry
AR171-1P	Planning 1 – Site Planning and Landscape Architecture
AR145-1	Architectural Design 5 - Space Planning
AR145-1S	Architectural Design 5 - Space Planning Studio
AR146-1	Architectural Design 6 - Site Development Planning and Landscaping
AR146-1S	Architectural Design 6 - Site Development Planning and Landscaping Studio
AR181-1	Professional Practice 1 - Laws Affecting the Practice of Architecture
AR182-1	Professional Practice 2 - Administering the Regular Services of the Architect
CE131P-2	Structural Theory
CE133P-2	Principles of Reinforced/Pre-stressed Concrete

6.1.2 B.S. Chemical Engineering

Codes	Course Titles
CH125P	Chemical Engineering Calculations
CH126P	Chemical Engineering Thermodynamics
CH128P	Introduction to Transport Phenomena
CH137P	Process Heat and Mass Transfer
CH138P	Separation Processes
CH146P	Chemical Reaction Engineering 1

6.1.3 BS Chemistry

Codes	Course Titles
CM123	Analytical Chemistry Lecture 1
CM124	Analytical Chemistry Lecture 2
CM125	Analytical Chemistry Lecture 3

Codes	Course Titles
CM133	Organic Chemistry Lecture 1
CM134P	Organic Chemistry Lecture 2
CM150	Physical Chemistry Lecture 1
CM151	Physical Chemistry Lecture 2
CM152	Physical Chemistry Lecture 3
CM162	Biochemistry Chemistry Lecture 1
CM163	Biochemistry Chemistry Lecture 2
CM176	Advanced Inorganic Chemistry 1
CM177	Advanced Inorganic Chemistry 2

6.1.4 B.S. Civil Engineering

Codes	Course Titles
MEC32P-2	Mechanics of Deformable Bodies
CE120-02 and CE120-02F	Surveying 2 and Surveying 2 Field
CE142P-2	Hydraulics
CE131P-2	Structural Theory
CE161P-2	Geotechnical Engineering 1: Soil Mechanics

6.1.5 B.S. Environmental and Sanitary Engineering

Codes	Course Titles
MEC32P-2	Mechanics of Deformable Bodies
CE142P-2	Hydraulics
ESE144P-2	Water Purification Process Design
ESE156-2	Environmental Planning, Laws, and Impact Assessment
ESE122P-2	Sewage and Industrial Wastewater Treatment Processes and Design

6.1.6 BS Electronics Engineering

Codes	Course Titles
ECEA103	Electronics 3: Electronic Systems and Design
ECEA114	Transmission Media and Antenna System and Design

6.1.7 BS Electrical Engineering

Codes	Course Titles
EEA101	Electrical Circuits 1
EEA102	Electrical Circuits 2
EEA103	Engineering Mathematics for EE
EEA104P	Electrical Machines 1
EEA105	Electrical Machines 2
EEA107	Electrical Apparatus and Devices
EEA108	Power System Analysis
EEA109	Engineering Economics
EEA126	Instrumentation and Control
EEA112P	Illumination Engineering Design
EEA118	EE Law, Codes, and Professional Ethics
EEA114P	Electrical Systems Design
EEA111	Distribution Systems and Substation Design
EEA115D	Fundamentals of Power Plant Engineering and Design
EEA116F	Electrical Standards and Practices

6.1.8 BS Industrial Engineering

Codes	Course Titles
IE184	Operations Research 1
IE189P	Operations Research 2

6.1.9 B.S. Mechanical Engineering

Codes	Course Titles
ME151-2	Machine Design 2
ME157P	Industrial Plant Engineering
ME152P-2	Power Plant Engineering with Renewable Energy Sources

7. GRADING SYSTEM

7.1 The final grade in a course that can be given to a student is shown in the Table of Grades.

7.1.1 Table of Grades

GRADE SYMBOL	DESCRIPTION
1.00	Excellent
1.25	Highly Meritorious
1.50	Meritorious
1.75	Meritorious
2.00	Very Satisfactory
2.25	Very Satisfactory
2.50	Satisfactory
2.75	Satisfactory
3.00	Lowest Passing Grade
5.00	Failure
C	Continuing
I	Incomplete
W	Official Withdrawal
IP	In Progress
P	Passed
F	Failed
Au	Audit

7.2 The final grade in a course is based on quizzes and major exams, class standing, attendance, recitation, assignments, research work, projects, and final exams. The exact percentage distribution of each item is shown in the course syllabus of the program. This shall not apply to special courses that require a modified grading system determined by the dean or chair of the program.

7.3 The grade of "5.00" (FAILURE)

7.3.1 The grade of "5.00" is given to:
7.3.1.1 A student whose performance is poor.
7.3.1.2 A student who has stopped attending classes at any time without officially withdrawing his courses through the Office of the Registrar.
7.3.1.3 A student who has accumulated a number of absences equivalent to 20% of the prescribed number of school days in one (1) quarter. After this number of absences has been recorded, a module grade of 5.00 is given to all remaining modules regardless of class standing.
7.3.1.4 A student who has not accomplished or submitted more than 50% of the course assessments and requirements in a module.

7.3.1.5 A student who violated the Academic Integrity policies of the university.
7.3.2 The grade of "5.00" for a course within the program of study shall disqualify a student from academic scholarship and academic honors.

7.4 The grade of "I" (INCOMPLETE)

7.4.1 The grade of "I" is equivalent to an incomplete grade and is not a mark of conditional failure.
7.4.2 The grade of "I" should only be given under the following conditions:
    7.4.2.1 The student was not able to take the final examination because of justifiable reason, provided that his class standing is passing before the final examination;
    7.4.2.2 The student was not able to submit the terminal or capstone project in a design, feasibility study, or a similar course;
    7.4.2.3 In case of extraordinary or special circumstance, the Dean or Department Chair can approve the request, on a case-to-case basis, after weighing all factors and considerations which would properly justify the giving of a grade of "I".

7.4.3 The grade of "I" for a course outside the program of study of a student shall not affect his/her scholarship privileges.
7.4.4 The grade of "I" for a course within the program of study shall disqualify a student from his/her academic scholarship.
7.4.5 The grade of "I" shall not be included in the computation of the general weighted average for a particular quarter.
7.4.6 No general weighted average shall be reflected in the grade report if all courses for a particular quarter are given the grade of "I".
7.4.7 The grade of "I" must be completed:
    7.5.7.1 For Non-modular courses within the next two (2) quarters for undergraduate programs; the next three (3) quarters for graduate students; and the next six (6) quarters for off-campus masteral students
    7.5.7.2 For Modular courses, A student who gets a modular grade of "I" must comply with the completion requirement and must convert the I grade to a passing mark in the same quarter the "I" modular grade is earned.
7.4.8 If the student fails to complete the requirements within the prescribed period, the grade of "I" lapses and the student shall be required to repeat the course. During the prescribed period of completion, the student may opt to re-enroll the course in lieu of completing the requirements; in such case, he will have to repeat the same course and satisfy all its requirements. The student shall inform his Section Chief at the Registrar's Office of his intent to re-enroll the course and accomplish the necessary documentations.
7.4.9 Requirements for completion of a grade of "I":
    7.4.9.1 For Non-modular courses, student shall submit duly accomplished Request to Complete Course Form (FM-RO-19) to the Customer Service for billing and processing of Completion Report Form (FM-RO-20). The student shall submit the CRF to the faculty to accomplish. The completely signed CRF shall be forwarded to the Registrar's Office for encoding.
    7.4.9.2 For Modular courses, Completion form signed by the professor and dean/department chair concerned should be submitted to the Office of the Registrar. The instructor shall encode completion grade via Module Grade Completion in his/her MyMapua account.

7.5 The grade of "P" (PASSED)

7.5.1 The grade of "P" shall be given only for dissertation, thesis, or research practicum course.
7.5.2 The grade of "P" shall not be included in the computation of the general weighted average for a particular quarter.

7.6 The grade of "C" (CONTINUING)

7.6.1 The grade of "C" shall be given only for dissertation, thesis, or research practicum course which is not finished during the prescribed term.
7.6.2 The grade of "C" shall be replaced by the final grade "P" or "F" once the course is completed.
7.6.3 The grade of "C" shall always appear in the student's course load enrolled every quarter until he completes the dissertation, thesis, or research practicum course, or until the grade of "IP" lapses.
7.6.4 While the student need not to pay the tuition fee for this course in this situation, the dissertation, thesis, or research practicum course units will be considered in the computation of the total units enrolled by the student for a particular term.
7.6.5 The grade of "C" shall appear in the final grade report of the student every quarter until it is completed and given a final grade of "P" or "F".

7.6.6 The grade of "C" must be completed within four (4) quarters for undergraduate and master programs; within twelve (12) quarters for doctorate programs; and within six (6) quarters for off-campus master programs. After such period, the student must re-enroll the course.

7.6.7 The grade of "C" shall not be included in the computation of the general weighted average for a particular term.

7.6.8 The grade of "C" for a course within the program of study shall disqualify a student from his academic scholarship.

7.6.9 Students who failed to complete the grade of "C" within the specified number of quarters must re-enroll the course.

7.6.10 Requirements for completion of a grade of "C":

    7.7.10.1 The instructor shall fill out Complete Report Form (CRF)

    7.7.10.2 Completion form signed by the professor and dean/department chair concerned should be submitted to the Office of the Registrar

7.7 The grade of "IP" (IN PROGRESS)

7.7.1 The grade of "IP" shall be given for students who failed in a module.

7.7.2 The grade of "IP" shall be replaced by the final grade "3.00" or "5.00"; "P" or "F" once the module is completed.

7.7.3 A student who gets a modular grade of "IP" will take intervention sessions and must convert the IP grade to a passing mark in the same quarter the "IP" modular grade is earned.

7.7.4 If the student was not able to convert "IP" to a passing mark after attending intervention sessions, he/she will be enrolled in a remedial module in the following quarter.

7.7.5 Students who failed to convert the grade of "IP" to a passing mark after attending the remedial module shall be given a failing mark of "5.00" and must re-enroll the course.

7.8 The grade of "F" (FAILED)

7.8.1 The grade of "F" shall be given only for dissertation, thesis, or research practicum course.

7.8.2 The grade of "F" shall be considered as a grade of "5.00" in the computation of the weighted average for the quarter.

7.8.3 The grade of "F" in a course within the program of study shall disqualify a student from his academic scholarship.

7.9 The grade of "Au" (AUDIT)

7.9.1 All students who would like to audit courses must seek the approval of the respective Dean or Chair and must pay the corresponding full tuition.

7.9.2 Audit courses will not be reflected in the student's Transcript of Records (TOR).

7.9.3 All audit courses will be given a grade of "Au".

7.9.4 The grade of "Au" will not be included in the computation of quarterly weighted average.

7.10 The grade of "W" (Official Withdrawal)

7.10.1 A student desiring to withdraw a course must do so not later than Friday of the 7th week of the quarterm.

7.10.2 Any student who is allowed by the Registrar to withdraw the course for justifiable reasons shall be given a grade of "W".

7.10.3 A student wishing to withdraw a course must fill out the request form at the Customer Service Section of the Office of the Registrar.

7.10.4 A student caught cheating during the examination shall not be allowed to withdraw a course; he must be reported to the Office of the Prefect of Discipline (OPD) for proper action.

7.10.5 Students who intend to withdraw a course shall obtain clearance from the OPD and the Office of the Registrar.

7.10.6 A student may withdraw any course except PE and NSTP.

7.10.7 Request to withdraw the course should not violate the following:

    7.10.7.1 Prerequisite course regulation

    7.10.7.2 Paired lecture and laboratory/field/drafting courses regulation

7.10.8 Withdrawal of a lecture course that is a corequisite of a laboratory course constitutes withdrawing both the lecture and the laboratory courses.

7.10.9 The grade of "W" can neither be removed nor completed.

7.10.10

8. ACADEMIC SCHOLARSHIPS

8.1 As a general rule, all students on the President's List with a QWA of 1.50 to 1.00 will be given a FULL Academic Scholarship of 100% tuition fee discount. Those with QWA of 1.75 to 1.51 will be given a HALF Academic Scholarship of 50% tuition fee discount.

8.2 Only students on the President's List will be qualified for Academic Scholarship. In addition, only students included in the Dean's list will be qualified for the President's list.

8.3 A qualified student must avail of the academic scholarship immediately on the succeeding term. If the student wants to avail of the academic scholarship, he/she must go to the Center for Scholarship and Financial Assistance to sign the academic scholarship undertaking.

8.4 Should the student decide to take a leave of absence (LOA) in the succeeding term, he/she may apply his/her scholarship upon his/her return, provided his/her availment of the academic scholarship falls within two (2) succeeding quarters. A clearance from the Registrar's Office and Letter of Consideration addressed to the CSFA should be presented by the academic scholar prior to his/her scholarship validation. A student who goes on leave for two (2) successive quarters waives his/her right to avail of the academic scholarship.

8.5 Students' grade correction must be changed to a passing mark within five (5) days after the deadline of final grades submission. In case there are inconsistencies once final grades are released, grade corrections must be done within one (1) week after the release of final grades. The corrected grade must be encoded before the generation of the President's list. NO APPEAL will be entertained after said period and after the release of the President's and Dean's List awardees.

8.6 Academic scholarships are automatically validated and indicated in the Generated Schedule and Assessment (GSA). In cases when the scholarship is not indicated, the student is given two (2) weeks from the opening of classes to claim his/her scholarship at the CSFA. Failure to do so will be construed as a waiver of the right to avail of the scholars.

8.7 Students on the Dean's List but failed to be included in the President's List and in financial need can apply for available slots in the Need-Based Academic Scholarship (NBAS).

9. AWARDS AND ACADEMIC HONORS

9.1 Undergraduate Academic Awards

    9.1.1 President's List Award
        9.1.1.1 The President's List will be announced every quarter for each undergraduate program.
        9.1.1.2 The President of Mapua University will give all students on the President's List a Certificate of Award.
        9.1.1.3 Students on the Dean's List who belong to the top spot/spots for each program will be included in the President's List.
        9.1.1.4 A student in a double-degree undergraduate program included in the President's List in two undergraduate programs can avail of the academic scholarship for one program only.
        9.1.1.5 The number of top spots for each program that will be included in the President's List will be determined based on the total number of students in a program:

Total Number of Students in the Program	Number of Top Spots in the President's List for the Program			
	1st Year Level	2nd Year Level	3rd and 4th Year Level	Total
1-45	1	1	1	3
46-120	1	1	1	3
121-250	2	2	2	6
251-500	4	4	4	12
501-1000	5	5	5	15
1001-1500	7	7	7	21
1501-2000	9	9	9	27
Above 2000	10	10	10	30

9.1.1.6 DOIT will generate the President's List after the student's grades with NR and grade correction were changed to a passing mark. DOIT will do automatic validation of the academic scholarship.

9.1.1.7 The Center for Scholarship and Financial Assistance will submit the President's List to the President's office for the certificate.

9.1.1.8 In case of a tie in the President's list, the following rule will apply:

    a. the tiebreaker will be based on the student's QWA up to four decimal places

    b. students with the same QWA receive the same ranking number

    c. if the student/s have the same rank based on their QWA, slot availability will become a priority. The next highest-ranking students will fill all available slots. Otherwise, priority will not be an issue for specified programs, and all qualified President's listers will be granted the academic scholarship

9.1.2 Dean's List Award

9.1.2.1 The Dean's List will be announced every quarter for each undergraduate program.

9.1.2.2 A student must satisfy the following requirements to be included in the Dean's List in a particular quarter:

    a. has no failed course grades of F, 5.00, ABS in any course in any quarter

    b. has no course grade of IP starting 1Q AY 2020-2021

    c. has a running GWA of 2.00 to 1.00

    d. has a QWA of 1.75 to 1.00

    e. enrolled in a curricular number of units for the quarter but not less than 12 units

    f. has not been academically dismissed from a previous program

    g. has not received a course grade of C (Continuing) for the quarter

    h. has not received a modular or course grade of I (Incomplete) for the quarter

    i. has not received a course grade of W (Official Withdrawal Course/Dropping of Course) for the quarter

9.1.2.3 A student in a double-degree undergraduate program will be considered in both undergraduate programs.

9.1.2.4 A student of BS-MS, AB-MA, BS-MA, or similar program will be considered in the undergraduate program.

9.1.2.5 For non-numeric grades, the following should be considered:

    a. A student who has obtained any of the following grades qualifies for the Dean's List provided the total number of units including the course with such grade is not less than the curricular number of units.

      i. P (Passed)

      ii. AU (Audit)

    b. A student who has obtained NR (No Report) should inform his/her instructor to be considered in the Dean's List Award. NR must be changed to a passing mark within five days after the deadline of submission of final grades. Failure to do so disqualifies the student to the Dean's List Award.

    c. All students on the Dean's List will be given a Certificate of Award by the School's Dean or the Department's Chairman. DOIT will generate the official Dean's List and submit this to the Center for Scholarship and Financial Assistance (CSFA). CSFA will send the verified list to the Deans/Department Chairperson.

9.2 Baccalaureate Awards

9.2.1 The Baccalaureate Awards are subject to some or all of the following requirements:

9.2.1.1 The student must not have obtained a failing grade or "IP" in any academic course, including PE and NSTP.

9.2.1.2 The student must have completed in the university a minimum of 75% of the total units required for the degree. The time of residency of a student is the number of elapsed quarters from first-time enrollment to graduation minus the quarters when he officially cancelled his enrollment or took an official leave of absence. His time of residency must no more than one quarter beyond the regular number of quarters indicated in his program of study. In the case of a transferee, his program of study must be defined at the time of his admission to the university.

9.2.1.3 In the case of students doing international practicum or research, the number of quarters indicated in their contract will be added as regular quarters in their program of study.

9.2.1.4 The student must not have/had a record of any disciplinary action meted out against him/her during his/her stay in the university.

9.2.2 The Baccalaureate Awards are as follows:

9.2.2.1 The GOLD MEDAL AWARD is given to a student who has obtained the highest GWA in a program of study. In no case should his/her GWA be lower than "2.00". He/she must satisfy all the requirements stated in

9.2.1. If the student who has obtained the highest GWA in a program of study does not satisfy any of the requirements stated in 9.2.1, no award shall be given.

The GOLD MEDAL AWARD shall be named DON TOMAS MAPÚA MEMORIAL ACADEMIC AWARD for awardees from the School of Architecture, Industrial Design and the Built Environment, the School of Information Technology, or from any School of Engineering; GOLD MEDAL ACADEMIC AWARD for awardees from the Department of Liberal Arts; and ET YUCHENGCO GOLD ACADEMIC AWARD for awardees from the ET Yuchengco School of Business and Management.

9.2.2.2 The SILVER MEDAL AWARD is given to a student who has obtained the second highest GWA in a program of study. In no case should his/her GWA be lower than "2.00". He/she must also satisfy all the requirements stated in item 9.2.1. If the student who has obtained the second highest GWA in a program of study does not satisfy any of the requirements stated in 9.2.1, no award shall be given.

The SILVER MEDAL AWARD shall be named PRESIDENT OSCAR B. MAPÚA MEMORIAL ACADEMIC AWARD for awardees from the School of Architecture, Industrial Design and the Built Environment, the School of Information Technology, or from any School of Engineering; SILVER MEDAL ACADEMIC AWARD for awardees from the Department of Liberal Arts; and ET YUCHENGCO SILVER ACADEMIC AWARD for awardees from the ET Yuchengco School of Business and Management.

9.2.2.3 THE DEAN'S AWARD for academic achievement is given to a graduating student who has a GWA higher than or equal to "2.00" but lower than "1.75"; who is not a recipient of either a gold or a silver medal; and who satisfies all the requirements stated in 9.2.1.

9.2.2.4 The ACADEMIC ACHIEVEMENT AWARD is given to a graduating student who satisfied all the requirements stated in 9.2. 1, except the residency requirement. The award shall be given only if the graduate does not exceed four (4) quarters beyond the regular number of quarters indicated in his program of study.

9.2.2.5 A LATIN HONOR is awarded to a student based on the table below. In addition, the student must satisfy the requirements stated in item 9.2.1 above. This award may be given to a student, in addition to the gold medal or silver medal.

General Weighted Average	Latin Honor
1.00 to 1.20	Summa Cum Laude
1.21 to 1.45	Magna Cum Laude
1.46 to 1.75	Cum Laude

10. POLICIES AND GUIDELINES ON GRADUATION

10.1 Formal ceremonies, referred to as the Commencement Exercises, are held as follows:

10.1.1 Graduates of the 1st Quarter		January
10.1.2 Graduates of the 2nd Quarter		April
10.1.3 Graduates of the 3rd Quarter		July
10.1.4 Graduates of the 4th Quarter		October

10.2 Upon satisfactory compliance with all requirements prescribed in the program, a student may be granted a degree subject to the recommendation of the Dean and the faculty members of the school/department under the following conditions:

10.2.1 The candidate must have completed the prescribed program, provided that the last academic year shall have been spent in residence in this university.

10.2.2 All requirements of the program shall have been submitted on or before the deadline set by the Office of the Registrar.

10.2.3 The candidate must have settled all obligations with the university.

10.3 Specific Requirements for Granting a bachelor's degree Program

10.3.1 The minimum publication requirement of each undergraduate program are as follow:

Undergraduate Program	Minimum Publication Requirement				
	Batch 2018	Batch 2019	Batch 2020	Batch 2021	Batch 2022 onwards

Biological Engineering	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Chemical Engineering	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Chemistry	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Civil Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Computer Engineering	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
Computer Science	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings
Construction Engineering and Management	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Data Science	-	-	-	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Electrical Engineering	At least one (1) article in a Scopus-indexed publication (conference	At least one (1) article in a Scopus-indexed publication (conference	At least one (1) article in a Scopus-indexed publication (conference	At least one (1) article in a Scopus-indexed publication (conference	At least one (1) article in a Scopus-indexed publication (conference

	proceedings or journal)	proceedings or journal)	proceedings or journal)	proceedings or journal)	proceedings or journal)
Electronics Engineering	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
Environmental and Sanitary Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Geology/Geological Science and Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Industrial Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	At least one (1) article in Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Information Systems	Submission of at least one (1) article in Scopus-indexed conference proceedings	Submission of at least one (1) article in Scopus-indexed conference proceedings	Submission of at least one (1) article in Scopus-indexed conference proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings
Information Technology	Submission of at least one (1) article in Scopus-indexed conference proceedings	Submission of at least one (1) article in Scopus-indexed conference proceedings	Submission of at least one (1) article in Scopus-indexed conference proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings
Materials Science and Engineering	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Manufacturing Engineering					Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Mechanical Engineering	-	-	-	Publication in the School's Research Colloquium Proceedings	Submission of at least one (1) article in Scopus-indexed publication

					(conference proceedings)
Physics	-	-	-	Submission of at least one (1) article in a local or international publication (conference proceedings or journal)	Submission of at least one (1) article in a local or international publication (conference proceedings or journal)
Service Engineering and Management/Management Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	At least one (1) article in Scopus-indexed publication (conference proceedings)	At least one (1) article in Scopus-indexed publication (conference proceedings)
Technical Communication	-	-	-	Submission of at least one (1) article in a local or international journal approved by the Department of Arts and Letters	Submission of at least one (1) article in a local or international journal approved by the Department of Arts and Letters

10.4 Format of Thesis

Students must adopt the article format for thesis. The article format includes the following parts:

 a. Title Page
 b. Approval Sheet
 c. Acknowledgement
 d. Table of Contents
 e. List of Tables
 f. List of Figures
 g. Article 1
 h. Article 2
 i. Article 3
 j. Recommendation for Further Study
 k. Appendices"

The journal article format may vary depending on the program. Examples are IEEE format for EE, ECE, and CpE; ACM format for CS, IT, and IS; *etc.*

11. REVIEW OF ACADEMIC STATUS

A student, on account of a failing weighted average, may be denied readmission subject to the SELECTIVE RETENTION AND READMISSION POLICIES of MAPÚA UNIVERSITY.

11.1 For students who entered Mapua by 1st Quarter of AY 2018-2019 and succeeding Academic Year

The review of academic status of all students who entered the University by 1st quarter of AY 2018-2019 and succeeding academic year shall be done at the end of every academic year, at the end of every 4th quarter. This includes all students who filed Leave of Absence (LOA) during that particular academic year.

 11.1.1 Students Enrolled in a Program with Licensure Examination

 11.1.1.1 At the end of an academic year, end of 4th Quarter, the following students will be dismissed from the program and will not be re-admitted in the program:
 (a) Those with a cumulative GWA of greater than "3.50".

(b) Those who got failed marks in more than 60% of the total number of units enrolled in that academic year.

11.1.1.2 In addition, the following program-specific rules shall apply:

11.1.1.2.1 BS Accountancy

To be retained in the ACT Program, a student must meet the following conditions pertaining to the (A) Minimum Grade Requirement and (B) Qualifying/Exit Exam at the end of the 4th term of the Freshman academic year.

(A) Minimum Grade Requirement – A student must have obtained a final grade of either:
   (a) At least "2.25" in each of the introductory/basic and intermediate ACT courses specified herein below; or
   (b) A general weighted average grade of "2.25" for all of the introductory and six (6) units of intermediate ACT courses specified herein below.

Introductory/Basic ACT Courses

Course Code	Course Description	Units
ACC 101	Financial Accounting and Reporting	3
ACC 102	Conceptual framework and Accounting Standards	3
ACC 103	Cost Accounting and Control	3

Intermediate ACT Courses

Course Code	Course Description	Units
ACC 104	Intermediate Accounting 1	3
ACC 105	Intermediate Accounting 2	3

(B) Qualifying/Exit Exam – A student must pass the ACT Program Qualifying/Exit Exam, the guidelines for which is indicated herein below.

   a. The Qualifying/Exit Exam is given to an ACT student after satisfactorily completing all Introductory/Basic ACT courses (i.e., ACC 101, ACC 102 and ACC 103) and six (6) units of Intermediate ACT courses (i.e., ACC 104 and ACC 105).

   b. An ACT student should obtain a score of at least seventy five percent (75%) of the total items to pass the Qualifying/Exit Exam, unless the ETYSBM Dean or ETYSBM Associate Dean, upon recommendation of the ACT Program Coordinator, approves a lower rate for the specific academic year.

   c. Should an ACT student obtain a failing score in the Qualifying/Exit Exam, any such student shall be given a one-time opportunity to re-take the Qualifying/Exit Exam, subject to the policies, rules and regulations of the School that is effective during the student's availment of such provision for a re-take.

   d.   Pre-requisite for enrollment in higher Accounting Courses beginning with ACC106 (Intermediate Accounting 3):
   d.1 Must passed the Comprehensive exams given via Canvas/Blackboard
      every end of the term. Passing grade is 75%
   d.2 Access to the comprehensive examination is unlimited until passing grade
      is attained.

11.1.1.2.2 BS Architecture

A student who fails thrice in AR143X Comprehensive Exam shall not be allowed to continue in the BS Architecture program.

11.1.2 Students Enrolled in a Program with NO Licensure Examination

11.1.2.1 At the end of an Academic Year, end of 4th Quarter, the following students will be dismissed from the program and will not be re-admitted in the program:
   (a) Those with a cumulative GWA of less than "3.75".

(b) Those who got failed marks in more than 75% of the total number of units enrolled in an academic year.

11.1.2.2 The Academic Advisor shall confer with and advise the parent and the student of the implication of the academic review.

11.1.2.3 No appeal for readmission shall be entertained. Students may apply for TRANSFER to another program (see Policies and Guidelines on Shifting and Transferring). Otherwise, he must secure transfer credentials from the Office of the Registrar.

11.1.2.4 A student who shall be denied TRANSFER to any program shall NOT be re-admitted to the University. He must secure transfer credentials from the Office of the Registrar.

11.1.2.5 A student who has only 19 units or less remaining to graduate may be allowed to enroll.

NOTE: For students who entered Mapua by 1st Quarter of AY 2017-2018 and prior, students who received an academic status of WARNING, PROBATIONARY, or FINAL PROBATIONARY shall not be allowed to shift to any program with licensure examination.

12. POLICIES AND GUIDELINES FOR SHIFTING

12.1 Students may request to shift from one program to another program provided that he satisfies all the criteria required by the accepting program. (Please refer to the summary of requirements.)

12.2 Students removed from one program due to failure to comply with the academic requirements may request for transfer to another program provided that he satisfies all the requirements of the accepting program. (Please refer to the summary of requirements.)

12.3 To shift to multiple programs, the student must satisfy all the criteria required by all accepting programs.

12.4 Students who received an academic status of OUT shall not be allowed to shift to any program with licensure examination requirement.

12.5 Students removed from one program due to failure to comply with the academic requirements and who apply to shift to another program will not be allowed to transfer back to his previous program or to any program with licensure examination, regardless of an improved academic standing.

12.6 Students may shift for a number of times from one program to another provided the students satisfy all the criteria required by the accepting program.

12.7 The Office of the Registrar shall evaluate all courses taken by the student for credit in the new program.

12.8 Since there are three types of modalities in delivering a course, blended, BIO-X, and UOx, the council approved the following policies and procedures for shifting:

   a. Shifting to another program, shifting to another modality (UOx to Blended or vice versa), or both will be allowed.
   b. Shifting from one program to another within a modality will be allowed multiple times as long as the student is qualified based on the criteria and policies on program shifting.
   c. Shifting to another modality will be allowed two times: UOx to Blended to UOx or Blended to OUx to Blended.
   d. The deadline for shifting to another program, shifting to another modality, or both will be announced by the Registrar's Office every quarter.
   e. For shifting to another modality, but not shifting to another program, e.g., EE (UOx) to EE (Blended):
       • All completed courses in one modality will be credited to the other modality.
       • The following will be implemented or determined regardless of type of modality: retention policies, academic scholarship, and cumulative GWA.
   f. For shifting to another modality and to another program, e.g., BMMA (Blended to EE (UOx):
       • Crediting of courses will be evaluated by the Registrar's Office.
       • Retention policy will be based on the current program of the student during the 4Q of the Academic Year under evaluation.
       • Academic scholarship will be determined based on the current program of the student in that particular quarter.
       • Cumulative GWA will be computed based on the current program.

12.9 Policies when UOx students enroll in blended/hyflex sections, and vice vera, are as follows:

a. A UOx student can only enroll courses offered in the UOx program and blended/hyflex student can only enroll courses offered in blended/hyflex learning modality.
b. No special section will be created in any modality just for the mere request of a student.

12.10 Summary of Requirements for Shifting

Shifting From	Shifting To				
	Engineering and Science Programs with Licensure Exam Requirement	**AB/BS Psychology**	**AR/INT**	**Accountancy**	**Programs with No Licensure Exam, including Engineering and Science Programs with no Licensure Exam Requirement**
Any Engineering or Science program	Cumulative average of 2.50 or better with no record of failure. The weighted average in Mathematics (up to Integral Calculus), Physics, and Chemistry must be 2.50 or better.	Cumulative average of 2.50 or better, with no record of failure in GED courses.	Cumulative average of 2.50 or better with no record of failure. All basic courses that are similar to those in the first year level of AR or INT program, including PE and PE must have been completed. Weighted average for drawing courses must be 2.00 or higher, with no record of failure or withdrawal. Weighted average in Mathematics (up to Integral Calculus) and Physics must be 3.00 or higher.	Cumulative average of 2.50 or better with no record of failure.	Can Shift
AR and INT	Cumulative average of 2.50 or better with no record of failure. The weighted average in Mathematics (up to Integral Calculus) and Physics must be 2.50 or better.	Cumulative average of 2.50 or better, with no record of failure in GED courses.	Cumulative average of 2.50 or better with no record of failure. All basic courses that are similar to those in the first-year level of AR or INT program, including PE and PE must have been completed. Weighted average for drawing courses must be 2.00 or higher, with no	Cumulative average of 2.50 or better with no record of failure.	Can Shift

			record of failure or withdrawal. Weighted average in Mathematics (up to Integral Calculus) and Physics must be 3.00 or higher.		
Accountancy	Cumulative average of 2.50 or better with no record of failure. The weighted average in Mathematics (up to Calculus) must be 2.50 or better.	Cumulative average of 2.50 or better, with no record of failure in GED courses.	Cumulative average of 2.50 or better with no record of failure. All basic courses that are similar to those in the first-year level of AR or INT program, including PE and PE must have been completed. Weighted average for drawing courses must be 2.00 or higher, with no record of failure or withdrawal. Weighted average in Mathematics (up to Integral Calculus) and Physics must be 3.00 or higher.	Not applicable	Can Shift
AB/BS Psychology	Cumulative average of 2.50 or better with no record of failure. The weighted average in Mathematics (up to Integral Calculus), Physics, and Chemistry must be 2.50 or better.	Can Shift	Cumulative average of 2.50 or better with no record of failure. All basic courses that are similar to those in the first-year level of AR or INT program, including PE and PE must have been completed. Weighted average for drawing courses must be 2.00 or higher, with no record of failure or withdrawal. Weighted average in Mathematics (up to Integral Calculus) and	Cumulative average of 2.50 or better with no record of failure.	Can Shift

			Physics must be 3.00 or higher.		
Programs with no Licensure Exam	Cumulative average of 2.50 or better with no record of failure. The weighted average in Mathematics (up to Integral Calculus), Physics, and Chemistry, whichever courses are applicable, must be 2.50 or better.	Cumulative average of 2.50 or better, with no record of failure in GED courses.	Cumulative average of 2.50 or better with no record of failure. All basic courses that are similar to those in the first-year level of AR or INT program, including PE and PE must have been completed. Weighted average for drawing courses must be 2.00 or higher, with no record of failure or withdrawal. Weighted average in Mathematics (up to Integral Calculus) and Physics must be 3.00 or higher.	Cumulative average of 2.50 or better with no record of failure.	Can Shift

13. POLICIES ON CANCELLATION OF ENROLLMENT

13.1 Any student who wishes to discontinue his/her studies during the quarter must notify the Registrar in writing within two weeks from the beginning of classes. The cancellation shall take effect only upon receipt of his/her application for cancellation and approval by the Registrar. Non-compliance with this requirement shall result in the forfeiture of the student's right to any refund of fees paid by him/her in accordance with Section 100 of the 2008 Manual of Regulations for Private Higher Education (MORPHE) that states:

A student who transfers or withdraws, in writing, within two weeks after the beginning of classes, and who has already paid the pertinent tuition and other school fees in full or for any length longer than one month, may be charged 25% of the total amount due for the term if he/she withdraws within the first week of classes, or 50% if within the second week of classes, regardless of whether or not he/she has actually attended classes. The student may be charged all of the school fees in full if he/she withdraws anytime after the second week of classes.

13.2 A student shall not be allowed to cancel his/her enrollment without the written consent of his/her parents or guardian. Deadline for the application of cancellation of enrollment is set by the Office of the Registrar.

13.3 A student who wishes to return to Mapúa in the following quarter after his/her cancellation of enrollment need not apply for reactivation.

13.4 A student applying for cancellation of enrollment must submit the following requirements:

13.4.1 A certificate of matriculation (CM)

13.4.2 A letter from parents or guardian

13.4.3 A medical certificate (if cancellation is due to illness)

13.4.4 Employment certificate (if student is employed)

13.5.5 A clearance from Bookstore, Institutional Laboratory Management Office (ILMO), Library, and Office of the Treasurer.

14. POLICIES ON MAXIMUM RESIDENCY RULE (MRR)

14.1 The curriculum of a program will be in effect up to a period equivalent to two times its normal length reckoned from the time it is first offered.

14.2 Students who fail to complete the requirements of an undergraduate program within a period of two times the normal length of the program concerned shall not be allowed to register further in the program.

14.3 Example, based on what is stated in 14.1, the effectivity of the curriculum of a program requiring 13 quarters (3 years and 1 quarter) is 26 quarters (6 years and 2 quarters). Beyond this period, except for some courses in languages, humanities, and social sciences, all courses will be considered obsolete; hence, crediting of such courses will no longer apply. Students returning after this period, if accepted, will have to repeat the whole program using the latest curriculum.

14.4 For all Batch 2011 and prior, they will be allowed to finish their studies using their original curriculum if their remaining number of course units is 15 units and below. For students with more than 15 units remaining, the most appropriate curriculum, with crediting of courses, will be adopted.

14.5 Under meritorious cases, extension of residency may be granted by the Dean of the school or Chair of the program.

15. POLICIES ON STUDENT LEAVE OF ABSENCE

15.1 A student who plans to discontinue his/her studies for more than one quarter must apply for a STUDENT LEAVE OF ABSENCE on or before the deadline set by the Office of the Registrar.

15.2 A student who has applied for a leave of absence and intends to come back must file for reactivation three weeks before the enrollment period.

16. POLICIES ON REACTIVATION

16.1 Students are qualified for reactivation when:
    16.1.1 They have been inactive/have not enrolled for more than one quarter but with a readmission status of OK prior to inactivity;
    16.1.2 They have no accountability with the Institute.
16.2 Students are not qualified for reactivation when:
    16.2.1 Their transfer credentials have already been issued; or,
    16.2.2 Their readmission status has been declared "OUT".

16.3 Students are advised to apply for reactivation at the Customer Service Section of the Office of the Registrar two weeks before the enrollment period.

16.4 Under meritorious cases, reactivation may be granted.

17. POLICIES ON APPLYING FOR SECOND BACCALAUREATE DEGREE

17.1 A Mapúa graduate applying for admission to a baccalaureate program with licensure examination as a second degree must have a GWA of "2.50" in his first degree. For other programs, the Mapúa graduate must have a GWA of "2.75" in his first degree.

17.2 A non-Mapúa graduate applying for admission to a second-degree program is required to take the Mapua Scholastic Aptitude Examination.

18. POLICIES FOR BET-BE in ENGINEERING LADDERIZED PROGRAM

18.1 Students enrolled in a specific BET – BS in Engineering ladderized program shall first take the courses in the Engineering Technology program (a 9-term program).

18.2 A certificate in Engineering Technology shall be given after completing the Engineering Technology program.

18.3 All courses in the specific Engineering Technology program are credited in its corresponding BS in Engineering degree program.

18.4 The student, after completing the Engineering Technology program, has the option to continue with the corresponding BS in Engineering degree program. However, should the student decide not to continue with the BS in Engineering degree program, a certificate in Engineering Technology shall be given after completing the Engineering Technology program.

18.5 Should the student decide to continue with the corresponding BS in Engineering degree program to earn a diploma in BS in Engineering degree, the courses that the student shall take are those starting from the 10th term of the BET – BS in Engineering ladderized program.

18.6 A student may shift from one ladderized program to another following the University policies and guidelines for shifting. All courses in the new ladderized program shall be taken with credit to all common/equivalent courses of the two ladderized programs.

18.7 The Maximum Required Residency (MRR) of a student enrolled in a ladderized program is two times the normal length of the program. A student who completed the Engineering Technology program and delays his enrollment to the BS in Engineering degree program and fails to complete the prescribed ladderized curriculum shall not be allowed to register further in the program. However, under meritorious cases, extension of the residency may be granted by the dean of the school offering the ladderized program. Students returning after the MRR, if accepted, will have to repeat the whole program using the latest curriculum.

18.8 A student enrolled in the Engineering Technology or the ladderized program who plans to discontinue his/her studies for more than one (1) quarter must apply for a STUDENT LEAVE OF ABSENCE (LOA) on or before the deadline set by the Office of the Registrar.

18.9 A student enrolled in the BET – BS in Engineering ladderized program shall be covered by the University's policies on Review of Academic Status.

18.10 A student who finished the BET – BS in Engineering ladderized program is qualified to receive academic awards and academic honors.

18.11 All existing policies of the University shall apply to BET – BS in Engineering ladderized program.

PART C

ACADEMIC POLICIES AND GENERAL INFORMATION ON GRADUATE PROGRAM OFFERINGS

Section I: GENERAL INFORMATION

1. PROGRAM EDUCATIONAL OBJECTIVES OF GRADUATE PROGRAM OFFERINGS

Within five years after graduation, graduates of MS and PhD programs shall be able to:

- Find new combinations or innovate existing knowledge to provide solutions to the needs of society in the form of new materials, devices or processes.
- Pitch or write proposals to obtain support for the establishment of an enterprise based on an innovation, invention or creative work.
- Conduct independent research and investigations to generate new knowledge or knowhow or innovate existing knowledge.
- Work as professionals that deal with the collection and processing of data and knowhow.

Section II: GRADUATE PROGRAM OFFERINGS

1. TITLES AND CODES OF GRADUATE PROGRAM OFFERINGS

1.1   Post-Graduate Diploma Program

CODE	PROGRAM CURRICULUM
DPE	POST-GRADUATE DIPLOMA IN POWER ELECTRONICS

1.2   Masteral Degree Programs

CODE	PROGRAM CURRICULUM
MDENV	MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING - DOCTOR OF PHILOSOPHY IN ENVIRONMENTAL ENGINEERING
MAN	MASTER IN BUSINESS ANALYTICS
MEN	MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING
MEP	MASTER OF ENGINEERING PROGRAM
MEP-IE	MASTER OF ENGINEERING - INDUSTRIAL ENGINEERING ONLINE
MEP-CPE	MASTER OF ENGINEERING - COMPUTER ENGINEERING ONLINE
MEP-ECE	MASTER OF ENGINEERING - ELECTRONICS ENGINEERING ONLINE
MEP-EE	MASTER OF ENGINEERING - ELECTRICAL ENGINEERING ONLINE
MIT	MASTER IN INFORMATION TECHNOLOGY
MIT-O	MASTER IN INFORMATION TECHNOLOGY ONLINE
MMA	MASTERS OF ARTS IN MULTIMEDIA ARTS
MPSY	MASTER OF ARTS IN PSYCHOLOGY
MSAR	MASTER OF SCIENCE IN ARCHITECTURE
MSBE	MASTER OF SCIENCE IN BIOLOGICAL ENGINEERING
MSC	MASTER OF SCIENCE IN CHEMISTRY
MSCE	MASTER OF SCIENCE IN CIVIL ENGINEERING
MSCE-R	MASTER OF SCIENCE IN CIVIL ENGINEERING BY RESEARCH
MSCHE	MASTER OF SCIENCE IN CHEMICAL ENGINEERING BY RESEARCH
MSCEM	MASTER OF SCIENCE IN CONSTRUCTION ENGINEERING AND MANAGEMENT
MSCPE	MASTER OF SCIENCE IN COMPUTER ENGINEERING
MSCPE-O	MASTER OF SCIENCE IN COMPUTER ENGINEERING ONLINE
MSCPE-R	MASTER OF SCIENCE IN COMPUTER ENGINEERING BY RESEARCH
MSCS	MASTER OF SCIENCE IN COMPUTER SCIENCE
MSECE	MASTER OF SCIENCE IN ELECTRONICS ENGINEERING
MSECEM	MASTER OF SCIENCE IN ELECTRONICS ENGINEERING MAJOR IN MICROELECTRONICS
MSECE-O	MASTER OF SCIENCE IN ELECTRONICS ENGINEERING ONLINE
MSECE-R	MASTER OF SCIENCE IN ELECTRONICS ENGINEERING BY RESEARCH
MSEE	MASTER OF SCIENCE IN ELECTRICAL ENGINEERING
MSEE-O	MASTER OF SCIENCE IN ELECTRICAL ENGINEERING ONLINE
MSEEPE	MASTER OF SCIENCE IN ELECTRICAL ENGINEERING MAJOR IN POWER ELECTRONICS
MSEEPE-R	MASTER OF SCIENCE IN ELECTRICAL ENGINEERING MAJOR IN POWER ELECTRONICS BY RESEARCH

MSEE-R	MASTER OF SCIENCE IN ELECTRICAL ENGINEERING BY RESEARCH
MSEM	MASTER OF SCIENCE IN ENGINEERING MANAGEMENT
MSIE	MASTER OF SCIENCE IN INDUSTRIAL ENGINEERING
MSME	MASTER OF SCIENCE IN MECHANICAL ENGINEERING
MSME-O	MASTER OF SCIENCE IN MECHANICAL ENGINEERING ONLINE
MSMS	MASTER OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING
MSMS-R	MASTER OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING

1.3   Doctoral Degree Programs

CODE	PROGRAM TITLE
DCPE-R	DOCTOR OF PHILOSOPHY IN COMPUTER ENGINEERING BY RESEARCH
DCHM	DOCTOR OF PHILOSOPHY IN CHEMISTRY
DCHE-R	DOCTOR OF PHILOSOPHY IN CHEMICAL ENGINEERING BY RESEARCH
DCS	DOCTOR OF PHILOSOPHY IN COMPUTER SCIENCE
DECE	DOCTOR OF PHILOSOPHY IN ELECTRONICS ENGINEERING
DENV	DOCTOR OF PHILOSOPHY IN ENVIRONMENTAL ENGINEERING
DIE-R	DOCTOR OF PHILOSOPHY IN INDUSTRIAL ENGINEERING BY RESEARCH
DME-R	DOCTOR OF PHILOSOPHY IN MECHANICAL ENGINEERING BY RESEARCH
DMSE-R	DOCTOR OF PHILOSOPHY IN MATERIALS SCIENCE AND ENGINEERING BY RESEARCH

1.4   Straight MS – PhD Degree Program

CODE	PROGRAM TITLE
MDENV	MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING - DOCTOR OF PHILOSOPHY IN ENVIRONMENTAL ENGINEERING

1.5   Straight BS – PhD Degree Programs

CODE	PROGRAM TITLE
SDCHE	BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING - DOCTOR OF PHILOSOPHY IN CHEMICAL ENGINEERING
SDCS	BACHELOR OF SCIENCE IN COMPUTER SCIENCE – DOCTOR OF PHILOSOPHY IN COMPUTER SCIENCE
SDECE	BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING – DOCTOR OF PHILOSOPHY IN ELECTRONICS ENGINEERING

1.6   Straight MS – PhD Degree Program

CODE	PROGRAM TITLE
MDENV	MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING - DOCTOR OF PHILOSOPHY IN ENVIRONMENTAL ENGINEERING

2. POST-GRADUATE DIPLOMA PROGRAM

2.1 POST-GRADUATE DIPLOMA IN POWER ELECTRONICS

The program leading to the degree of Post-Graduate Diploma in Power Electronics is a full time one-year program of study with specialization in analog power supply designs. The program is designed to lead to a graduate degree program in the same discipline. The program covers courses and topics on power electronics with emphasis on analog electronics design and development.

The program is a combination of classroom training and hands-on work experience. Upon completion of the six-month academic course at Mapúa, the students undergo six (6) months of on-the-job-training (OJT) in a design center and a manufacturing plant.

3. BACHELOR OF SCIENCE AND MASTER OF SCIENCE (BS-MS) JOINT DEGREE PROGRAMS

3.1 The BS-MS joint degree programs allow a qualified student (with 2.50 weighted average and above) to earn simultaneously both Bachelor of Science and Master of Science degrees. The qualified student will begin his master's degree course work during his senior year; thus, he will finish both degrees in a shorter time.

3.2 The BS-MS joint degree program offerings are the following:

CODE	PROGRAM TITLE
ACMAN	BACHELOR OF SCIENCE IN ACCOUNTANCY - MASTER IN BUSINESS ANALYTICS
AMMA	BACHELOR OF ARTS IN MULTIMEDIA ARTS – MASTER OF ARTS IN MULTIMEDIA ARTS
AMPSY	BACHELOR OF ARTS IN PSYCHOLOGY - MASTER OF ARTS IN PSYCHOLOGY
BAMAN	BACHELOR OF SCIENCE IN BUSINESS ADMINITRATION - MASTER IN BUSINESS ANALYTICS
ISMAN	BACHELOR OF SCIENCE IN INFORMATION SYSTEM – MASTER IN BUSINESS ANALYTICS
BMAR	BACHELOR OF SCIENCE IN ARCHITECTURE – MASTER OF SCIENCE IN ARCHITECTURE
BMBE	BACHELOR OF SCIENCE IN BIOLOGICAL ENGINEERING - MASTER OF SCIENCE IN BIOLOGICAL ENGINEERING
BMCE	BACHELOR OF SCIENCE IN CIVIL ENGINEERING – MASTER OF SCIENCE IN CIVIL ENGINEERING
BMCEM	BACHELOR OF SCIENCE IN CONSTRUCTION ENGINEERING AND MANAGEMENT – MASTER OF SCIENCE IN CONSTRUCTION ENGINEERING AND MANAGEMENT
BMCS	BACHELOR OF SCIENCE IN COMPUTER SCIENCE – MASTER OF SCIENCE IN COMPUTER SCIENCE
BMECE	BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING – MASTER OF SCIENCE IN ELECTRONICS ENGINEERING
BMEE	BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING - MASTER OF SCIENCE IN ELECTRICAL ENGINEERING
BMIE	BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING – MASTER OF SCIENCE IN INDUSTRIAL ENGINEERING
BMME	BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING – MASTER OF SCIENCE IN MECHANICAL ENGINEERING
BMMSE	BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING - MASTER OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING
BMPSY	BACHELOR OF SCIENCE IN PSYCHOLOGY - MASTER OF ARTS IN PSYCHOLOGY
BSMIT	BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY – MASTER IN INFORMATION TECHNOLOGY
BMSEM	BACHELOR OF SCIENCE IN MANAGEMENT ENGINEERING – MASTER OF SCIENCE IN SERVICE ENGINEERING AND MANAGEMENT
CCHE	BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING - MASTER OF SCIENCE IN CHEMICAL ENGINEERING
CCPE (CCOE)	BACHELOR OF SCIENCE IN COMPUTER ENGINEERING - MASTER OF SCIENCE IN COMPUTER ENGINEERING
CHEV	BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING – MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING

4. MASTERAL DEGREE PROGRAMS

4.1 MASTER OF ENGINEERING

The Master of Engineering program is a general practice-oriented graduate program designed to enhance the capabilities of faculty members of engineering and of practicing engineers by strengthening their comprehension of engineering principles and by updating them on recent advances in engineering and technology. Instead of a thesis as a terminal requirement, the candidate for the degree of Master of Engineering shall be required to undergo

practicum in industry or relevant training in an equivalent agency to enable the graduates of the program to be acquainted with current practices in industry or research.

The fields of specialization are the following:

Chemical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Electronics Engineering
Industrial Engineering
Mechanical Engineering

4.2 MASTER OF ARTS IN MULTIMEDIA ARTS

The Master of Arts in Multimedia Arts program focuses on comprehensive study of visual communication theories and practices for various applications such as Graphic Design, Animation and Film. The program aims to train the students to be professionally competent and contributors to society's increasing demand for aesthetically innovative multimedia designs and applications.

The program research output is anchored on creative design production and implementation based on theoretical or conceptual framework for industry practice.
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4.3 MASTER OF ARTS IN PSYCHOLOGY

The Master of Arts in Psychology aims to provide graduate students with high level training in teaching, research, and professional practice in psychology.

The program provides an open-specialization curriculum system where students may select a track (clinical, industrial-organizational, educational, or other special areas in psychology) in which they may specialize. The chosen specialization may be pursued by completing the required number of hours of trainings in the form of practicum and continuing professional education, enrolment of chosen elective track, and alignment of thesis topic. The program also prepares students for the licensure examination for psychologists through state-of-the-art curriculum by equipping them with the current knowledge and skill requirements of advanced psychological practice and research.

4.4 MASTER OF SCIENCE IN ARCHITECTURE

4.4.1 Architectural Conservation
The heritage site of Intramuros, Manila, where the Mapúa University is located, provides a unique laboratory in which to learn and challenge conservation issues. The Master of Science in Architecture Major in Architectural Conservation program would like to examine these issues through a set of courses that allows architects to gain expertise in research and application of historic conservation principles and heritage laws to structures in the Philippines. This includes recognizing, documenting, and protecting historic structures and sites, building analysis, rehabilitation and restoration technologies and design.

4.4.2 Architectural Education
The program leading to the degree of Master of Science in Architecture Major in Architectural Education aims to provide (1) a solid foundation on life-long educational and cultural enrichment within the context of architecture and its allied disciplines, (2) opportunities for undertaking studies of personal interest with the end view of producing materials for publication, and (3) the opportunity to demonstrate professional competence in the areas of research and education.

4.4.3 Environmental Psychology
The Master of Science in Architecture Major in Environmental Psychology aims to help architects to improve human environments at both the micro and macro levels. Coursework addresses the "social, cultural, psychological and political issues involved in the production, use, design, and occupation of space, place, and nature." The idea behind this major is that research based in the social sciences contributes to the planning, designing and managing of environments that enhance organizational and individual effectiveness, safety and comfort.

4.4.4 Sustainable Architecture

The Master of Science in Architecture Major in Sustainable Architecture aims to provide students with the tools necessary to understand and quantify sources of energy use in buildings and landscapes and to use design of natural and man-made systems to reduce their energy use. It focuses on the practices, processes, and materials with which a truly sustainable built environment may be created. Environmental, economic and socially responsible solutions will be explored in studio course work.

4.4.5 Urban Design

The Master of Science in Architecture Major in Urban Design will provide an approach of rigorous research into urban form with focus on available strategies for design at specific sites and in partnership with communities. It also deals with the continually evolving relationships among climate change, urbanization, global flows of capital, and natural resources as they are integrated into the design of contemporary cities.

4.4.6 Vertical Urbanism

The Master of Science in Architecture Major in Vertical Urbanism will provide a rigorous understanding of the critical factors that exist in the high-density urban environment of the 21st century and will provide the student with the specialist tools to meet the challenges in the design and implementation of tall buildings in the urban habitat. It will also provide an understanding of the sustainability agenda and the importance of interdisciplinary collaboration of built environment professionals as well as the importance of quantifiable techniques to substantiate central arguments in practice or academia. Students will be encouraged to take part in live research projects, participate in conferences and publish papers in the interests of both individual development and the sharing of knowledge to further the cause of sustainable vertical urbanism.

4.5 MASTER OF SCIENCE IN BIOLOGICAL ENGINEERING

The Master of Science in Biological Engineering is designed for students with undergraduate degree in biological engineering who wish to acquire mastery of the basic principles of the life sciences and engineering principles. The graduates of this program can apply their knowledge in the development or design of various biological processes, materials, and other innovations which are important in the field of agriculture, clinical diagnostics, biological imaging, medicine, environmental remediation and other relevant industries. The graduates of the program are also expected to be prepared to meet the challenges of the industry, research, academe, and other areas in the field.

4.6 MASTER OF SCIENCE IN CHEMICAL ENGINEERING

The Master of Science in Chemical Engineering is designed for students with undergraduate degree in chemical engineering who wish to acquire more in-depth mastery of the fundamental principles and a firm grounding in the important scientific principles of advanced topics in chemical engineering and related fields that are of interest to the students. It is expected that graduates of the program will be more prepared to tackle the present and future challenges of the industry, research, academe, and other areas in the field.

4.7 MASTER OF SCIENCE IN CHEMISTRY

The Master of Science in Chemistry program is intended for chemistry students, who want to broaden their knowledge of and gain research experience in chemistry. The program also allows students to specialize in one of the four traditional areas of chemistry, namely, analytical, organic, inorganic, and physical.

The main goal of the program is to produce highly competent chemists, who will play an active role in the development of science and technology in the Philippines, performs independent research, and impart chemical knowledge.

4.8 MASTER OF SCIENCE IN CONSTRUCTION ENGINEERING AND MANAGEMENT

The Master of Science in Construction Engineering and Management is intended for graduates of Bachelor of Science in Construction Engineering and Management, and other related degrees (e.g., ME, EE, IE, Arch.). This graduate degree program is designed to produce graduates with extensive and comprehensive knowledge of construction methods and technology, as well as improved managerial skills. Their advanced learnings in the use of modern tools, like the Building Information Modeling (BIM), will gear them toward more productive careers in construction. Moreover, with the balance of technical and management backgrounds, graduates are expected to be competent in handling, analyzing, and solving practical problems related to construction and in addressing issues arising from the 4th Industrial Revolution.

4.9 MASTER OF SCIENCE IN CIVIL ENGINEERING

The Master of Science in Civil Engineering intends to provide graduates with additional fundamental knowledge as well as specialized advanced knowledge in selected specialization over and above the undergraduate degree course work. It provides opportunity to develop in-depth understanding in one of the five (5) areas of Civil Engineering.

4.9.1 Construction Engineering and Management

The Construction Engineering and Management track is designed to produce graduates with extensive and comprehensive knowledge of construction methods and materials as well as of management of infrastructures including their technological issues, financial and legal aspects. The program exposes the students to activities and issues of planning, financing, procuring, constructing, and managing the built environment. Through these combined technical and management backgrounds, graduates are expected to be competent in solving practical problems on issues related to the management of construction companies especially in the Philippines.

This track is particularly attractive to architects and civil engineers who wish to specialize on project leadership, management or finance and be highly competitive in the national or international scene.

4.9.2 Geotechnical Engineering

The Geotechnical Engineering track aims to provide the graduate students with a comprehensive training on foundation design, engineering geology and geotechnics in preparation for their professional career in the construction and mining industry. It also aims to provide sound knowledge of geologic principles, soil and rock mechanics and geophysical techniques and their application to civil engineering work, mineral and energy exploration and development, groundwater investigation, environmental impact study, land use, and infrastructure planning and development.

4.9.3 Structural Engineering

The Structural Engineering track provides in-depth understanding of structural and foundation design, structural materials such as concrete and steel and specialized courses such as earthquake engineering. This track also enhances the analytical responses of graduates to different structural materials in terms of finite element analysis, limit analysis and structural dynamics. Expertise in these areas will enable undergraduates of the civil engineering program and other related fields to be globally competitive principally in the field of structural engineering.

4.9.4 Transportation Engineering

The Transportation Engineering track provides in-depth understanding and skill needed for transportation planning and analysis, transportation modeling, traffic engineering and management, geometric design and road safety, intelligent transportation systems and environmentally sustainable transportation. The main thrust of this track is to direct students towards intelligent and sustainable transportation systems and infrastructures.

4.9.5 Water Resources Engineering

The Water Resources Engineering track aims to provide graduates intermediate and advanced study on measurements, modeling, design, management and operation of water processes and systems in natural and human environments. Courses related to resources planning and institutions, decision support systems, ecology, water resources infrastructure, economics, hydrology, hydraulics and quantitative methods are laid out to produce graduates with expertise in water resources engineering. Through this track, graduates will be more equipped in solving practical problems and issues related to waterworks by applying innovative technological approaches supplemented with solid, technical and management competencies.

4.10 MASTER OF SCIENCE IN CIVIL ENGINEERING BY RESEARCH

The Master of Science in Civil Engineering (Research-Based Track) is a pioneering masters' degree program track with a very limited number of course work designed for graduates of BS Civil Engineering which focus on producing significant research output.

The MSCE (Research-Based Track) curriculum is an alternative MSCE track that a graduate student may take if he or she wishes to be focused more on research and publication. This track is best suited for those involved in a research project commissioned to the university or by the company where the student is employed.

This MSCE (Research-Based Track) track adheres to the CEGE philosophy of "Civil Engineering BIRDS" - Civil Engineering Solutions for the Beneficiary using Innovative means which is Research driven through Designing a Sustainable future. Students shall work on a research project in a real-world context that focus on providing an engineering solution through research. Students will demonstrate their competence and creativity with the use of cutting-edge technology and the internet of things while exhibiting compassion for their beneficiary. The program

will highlight the significance of the research output in a collaborative environment of researchers and experts in the premise of ethical and moral standards. The students are required to complete an equivalent 30 credit units (nine (9) course work units, and fifteen (15) milestone units and six (6) thesis units) leading to the research publication and presentation. The research topics should fall within the research thrust and agenda of the university.

4.11 MASTER OF SCIENCE IN COMPUTER ENGINEERING

The Master of Science in Computer Engineering program is designed to train and educate graduate students who would like to learn and pursue career as computer engineers as well as for their continued professional and scholarly development. The curriculum is designed to extend student's knowledge with research and design skills and theoretical concepts for both computer hardware and software design in an integrated manner. Students are required to complete 30 units of course work and 1 unit seminar course before preparing and successfully defending a Master's Thesis.

4.12 MASTER OF SCIENCE IN COMPUTER SCIENCE

The Master of Science of Computer Science (MSCS) Program emphasizes comprehension and understanding of the principles and concepts needed for designing and formulating new tools for applications development as well as generating new knowledge in the field. The MSCS program aims to provide both breath and in-depth knowledge in the concepts and techniques related to the design, implementation and applications of computer systems.

Students entering in the degree program must have completed undergraduate course that provide the mathematical foundations for mathematical logic, calculus, discrete mathematics, data structures, computer programming and data organizations.

4.13 MASTER OF SCIENCE IN ELECTRICAL ENGINEERING

The Master of Science in Electrical Engineering program major in Power System is designed for graduates who are into generation, transmission, and distribution. It focuses on the operation of the power system in terms of economics, reliability, security, and protection. It also covers a discussion on load forecasting, power quality, and as well as simulation of faults in the power system. Electives courses provide the students an understanding of new technologies in power system. This program is research-oriented and culminates in a master's thesis.

The curriculum is well-suited to the BS-MS program in EE but it is also open to EE practitioners and other EE graduates who are interested in obtaining a focused in power system studies.

4.14 MASTER OF SCIENCE IN ELECTRONICS ENGINEERING

4.14.1 Control Systems
The Master of Science in Electronics Engineering program major in Control Systems deals with the study of advanced control strategies of dynamic systems and processes. The program focuses on the mathematical bases of these strategies and their impact on the system or process through instrumentation and simulation work.

While this program is preferably for BS ECE graduates, it may also be offered to BS ChE and BS ME graduates provided that they take additional undergraduate courses prior to enrollment in the graduate program.

4.14.2 Microelectronics
The Master of Science in Electronics Engineering program major in Microelectronics focuses on the theory and application of microelectronic devices and circuits. It offers electives that provide the student a specific track towards advanced integrated circuit design. This program is research-oriented and culminates in a master's thesis.

The curriculum is well-suited to the BS-MS program in ECE but it is also open to practitioners and other ECE and EE graduates who are interested in obtaining a focused knowledge of microelectronics.

4.15 MASTER OF SCIENCE IN ENGINEERING MANAGEMENT

The Master of Science in Engineering Management program offers the opportunity to gain knowledge and skills pertinent to entrepreneurial and entrepreneurial management of existing and emerging technologies. The curriculum is designed to equip students with the ability to analyze, design and manage industrial and business systems by exposing them to various training

on decision- making, strategizing, and operating. The program develops and prepares its graduates to become skilled leaders in terms of both managerial and technical abilities.

The program is particularly appropriate for undergraduates with a degree in business, technology, engineering, or industrial education.

4.16 MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING

The program leading to the degree of Master of Science in Environmental Engineering is intended for engineering students who desire to acquire broad technical competence in environmental science and engineering. It aims to provide graduates with the necessary technical training and theoretical background that will help them tackle current and emergent issues and problems in environmental engineering.

The range of possible specialization within the program is broad. Students are given leeway to choose their specialization in consultation with an adviser. Some of the specialization areas include water quality process engineering, hazardous waste and remediation, and air quality engineering and science. This program provides knowledge in environmental toxicology.

4.17 MASTER OF SCIENCE IN INDUSTRIAL ENGINEERING

The Master of Science in Industrial Engineering program is intended to enable students with engineering undergraduate degrees to enhance their training in special fields including operations research, human factors and ergonomics and production technology. The Master of Science (M.S.) degree requires a research thesis.

4.18 MASTER OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING

The Materials Science and Engineering program primarily deals with the study of physical and engineering properties and the processing of metals, polymers, composites, and other hybrid and advanced materials.

The program leading to Master of Science in Materials Science and Engineering aims to provide the graduates with competencies in dealing with the problems associated with the semiconductor, metal, and polymer industries. The program covers both theoretical and technical principles of materials characterization and testing, property enhancement and modification, and materials design and engineering. The required laboratory courses are expected to open avenues for the student to display creativity and innovation in the design and the development of materials testing equipment.

4.19 MASTER OF SCIENCE IN MECHANICAL ENGINEERING

The Master of Science in Mechanical Engineering (M.S.M.E.) program is designed to offer students the opportunity to prepare for doctoral studies and leadership roles in government, industry, or research institutions. Graduates of this program are also expected to contribute to the technological, industrial and economic development of the country as they demonstrate competence in practice and commitment to sustainable development.

The M.S.M.E. program aims to provide the graduates a more in- depth understanding of the theories and principles in mechanical engineering which are covered in the core courses. In addition, the program serves as a platform for graduate students to be exposed to recent and novel developments and current issues in the discipline and allied fields such as energy engineering, environmental engineering, materials science and engineering, and biomedical engineering.

4.20 MASTER IN BUSINESS ANALYTICS

Master in Business Analytics (MAN) program is a professional master's degree that focuses on the tools, methods and applications of advanced analytics.

MAN aims to enable graduates to understand and solve complex business analytics problems using appropriate analytics techniques and tools. Graduates will be able to devise, refine and apply business analytics techniques and tools competently in solving analytical problems in different industries and sectors. Ultimately, this will lead to an appreciation of the current Business Analytics problems in the industry worldwide and foster confidence in contributing to problem resolutions.

4.21 MASTER IN INFORMATION TECHNOLOGY

The Master in Information Technology (MIT) is a graduate degree program that emphasizes on the acquisition of concepts and technologies preparing and enabling the student for industry practice of systems integration, systems administration, systems planning, systems implementation and other activities that maintain the integrity and proper functionality of a system and its components.

The MIT program is offered either fully online or blended program and aims to develop among its students the knowledge of information technology (IT) concepts, techniques, and principles, and skills in using IT to provide solution to problems of an organization and society.

5. DOCTORAL DEGREE PROGRAMS

5.1 DOCTOR OF PHILOSOPHY IN CHEMICAL ENGINEERING

The Doctor of Philosophy in Chemical Engineering program aims to provide graduates with competencies in solving more complex problems in process and equipment design, production plant operations, environmental concerns, biotechnological advances, nanotechnology, and other fields. The program also aims to harness the graduates' ability to perform research and capability to work in upper levels of management in an industry.

The program caters to graduates of engineering and physical sciences who are involved in production, research, government, academe, and related industries.

5.2 DOCTOR OF PHILOSOPHY IN CHEMISTRY

The Doctor of Philosophy in Chemistry program is intended for chemistry students who want to broaden their stock knowledge and intensify their research experience in Chemistry. The program is specially designed to bolster the competencies of MS in Chemistry graduates who are both in the academe and in the industry by specializing in one of the four traditional areas of chemistry namely: analytical, organic, inorganic, and physical chemistry. The main goal of the program is to develop the capabilities of chemists for them to play active roles in the development of science and technology in the Philippines and to be competitive in the global market.

This program is the institute's response to the call of the Philippine government to contribute to the advancement of human resources and physical facilities for research. Likewise, the Institute through this program aims to increase the number of PhD in Chemistry holders who shall generate researches in order to promote opportunities for socio-economic development in the country.

5.3 DOCTOR OF PHILOSOPHY IN ELECTRONICS ENGINEERING

The Doctor of Philosophy in Electronics Engineering program is intended for Electronics Engineering students who want to expand their accumulation of knowledge and strengthen their research experience in electronics and communications engineering. It is a known fact that PhD is the highest level of university education and the terminal degree in many fields. Completion of a PhD degree prepares the individual to pursue a career in teaching, research and other scholarly activities. Nowadays, individuals seek continuous and higher education to fully equip themselves in their chosen fields of study or career. Even the Commission of Higher Education (CHED) encourages all College faculty members to pursue graduate studies program and conduct researches. This program is the institute's response to the call of the Philippine government to contribute to the advancement of human resources and physical facilities for research. Likewise, the Institute through this program aims to increase the number of PhD in ECE holders who shall generate researches in order to promote opportunities for socio-economic development in the country.

5.4 DOCTOR OF PHILOSOPHY IN ENVIRONMENTAL ENGINEERING

The Doctor of Philosophy in Environmental Engineering program is designed to produce graduates who are equipped to create new knowledge with technical proficiency, acquired skills in the field, and values founded on interdisciplinary academic instruction, and primed for a career in the environmental engineering research, environmental assessment and planning, and on environmental education professions and advanced studies. The program intends to fill the need for highly trained environmental scientists and engineers in private industries, in government and in educational institutions and deliver high impact research that could aid in giving solution to environmental issues and concerns.

5.5 DOCTOR OF PHILOSOPHY IN MATERIALS SCIENCE AND ENGINEERING

The Doctor of Philosophy in Materials Science and Engineering is designed to produce graduates who are equipped with the theoretical and technical principles of materials characterization and testing, property enhancement and modifications, and materials design and engineering. The program courses are expected to open avenues for graduate students to display creativity and innovation in the design and development of different materials. The program is a multi-disciplinary program that intends to prepare scientists and engineers to contribute to the technological, industrial and economic development of the Philippines.

5.6 DOCTOR OF PHILOSOPHY IN COMPUTER SCIENCE

Doctor of Philosophy in Computer Science (PhD CS) emphasizes/focuses on study and depth of specific areas in computer science, particularly Artificial Intelligence. The program is completed primarily through a supervised research that contributes to new knowledge, theory or technology.

The PhD CS program aims to develop among its students the skills to perform research on original work, to initiate ideas, designs and concepts, or to develop advanced implementations on matters relating to the field of Computer Science.

5.7 DOCTOR OF PHILOSOPHY IN COMPUTER ENGINEERING

The Doctor of Philosophy in Computer Engineering by Research program is a research-focused post-master's degree program allowing the completion of 36 credit units. The program is designed to have only 6-unit elective courses and a 30-unit research study. Ph.D. students will be involved in cutting-edge research in their chosen areas of interest. Students who enter this program must have a master's degree in computer engineering, electrical engineering, electronics engineering, or a degree in a closely related field and must be interested in pursuing a research career either in the academe or the industry.

5.8 DOCTOR OF PHILOSOPHY IN INDUSTRIAL ENGINEERING

The Doctor of Philosophy in Industrial Engineering by Research program covers a broad spectrum including human factors and ergonomics, mathematical modeling, and data analytics and applications. The objectives of this program are to provide the knowledge and develop the skills of the students for them to become leaders of research in the academe, industry, and government.

The field of industrial engineering is vital to the technological, industrial, and economic development of our country. This program will train personnel to do research in the new and emerging trends in industrial engineering.

Students of this program must have a master's degree in Industrial Engineering or other related fields.

5.9 DOCTOR OF PHILOSOPHY IN MECHANICAL ENGINEERING

The Doctor of Philosophy in Mechanical Engineering Program aims produce the much-needed research capable and specialized engineers in a field of study, or in a multidisciplinary area related to the field of Mechanical Engineering. Foundation of entry specializations should be aligned to either thermofields engineering, renewable energy & sustainable technologies, and automation and industrial mechatronics.

6. DUAL- DEGREE GRADUATE PROGRAMS

6.1 Dual-degree graduate programs are conferred by Mapua University and its partner institution.

6.2 Dual-degree graduate students must comply with all the rules required by the home and host institutions.

6.3 The dual-degree graduate programs that are currently offered are as follows:

6.3.1 Mapua University - Chung Yuan Christian University (CYCU), Taiwan
- PhD Chemistry
- PhD Chemical Engineering
- PhD Environmental Engineering (Mapúa)/PhD Civil Engineering (CYCU)
- MS Chemical Engineering
- MS Civil Engineering

- MS Mechanical Engineering
- MS Biomedical Engineering (CYCU)/MS Electrical Engineering (Mapúa)
- MS Biomedical Engineering (CYCU)/MS Electronics Engineering (Mapúa)
- MS Biomedical Engineering (CYCU)/MS Computer Engineering (Mapúa)
- MS Bioenvironmental Engineering (CYCU)/MS Environmental Engineering (Mapúa)
- MS Electrical Engineering
- MS Electronic Engineering (CYCU)/ MS Electronics Engineering (Mapúa)
- MS Industrial and Systems Engineering (CYCU)/MS Engineering Management (Mapúa)
- MS in Information and Computer Engineering (CYCU) and MS in Computer Engineering (Mapúa)

6.3.2 Mapua University - Chia Nan University of Pharmacy and Science (CNU), Tainan
- MS Environmental Engineering (Mapúa)/MS Industrial Safety and Disaster Prevention (CNU)
- MS Environmental Engineering (Mapúa)/MS Environmental Resources Management (CNU)
- MS Environmental Engineering (Mapúa)/MS Environmental Engineering and Science (CNU)

7. FULLY ONLINE GRADUATE PROGRAMS (UOx GRADUATE PROGRAMS)

7.1 Mapua University offers the following fully online graduate programs:

- Master of Science in Computer Engineering
- Master of Science in Electrical Engineering
- Master of Science in Electronics Engineering
- Master of Science in Mechanical Engineering
- Master in Information Technology
- Master in Engineering Program - Computer Engineering
- Master in Engineering Program - Electrical Engineering
- Master in Engineering Program - Electronics Engineering
- Master in Engineering Program - Industrial Engineering

7.2 Credentials obtained in fully online graduate programs are equal to those from regular (classroom-based) graduate degree programs.

7.3 Life Coaches are available to advise and guide students on any matter related to their fully online studies.

Section III: POLICIES AND GUIDELINES ON ADMISSION

1. POLICIES AND GUIDELINES ON ADMISSION IN GRADUATE DEGREE PROGRAMS

1.1 Graduates of a relevant degree from accredited colleges may be admitted as graduate students. The accompanying table specifies the baccalaureate degree requirement for each program. However, other BS degrees not included in the table may be considered on a case-to-case basis.

GRADUATE PROGRAM	REQUIRED BS DEGREE
Diploma in Power Electronics	BS EE or BS ECE
Master of Engineering	Any relevant BS Engineering degree
Master of Arts in Multimedia Arts	AB Multimedia Arts, Media & Communication or any relevant degree
Master in Business Analytics	Baccalaureate degrees in STEM or Business
MA in Psychology	BS/AB Psychology or any relevant degree
MS Architecture	BS Architecture or any relevant degree
MS Biological Engineering	Any relevant degree
MS Chemistry	BS Chemistry, BS Biochemistry
MS Civil Engineering	BS Civil Engineering
MS Construction Engineering and Management	BSCEM, or any relevant degree
MS Computer Engineering	BS Computer Engineering, or any relevant degree
MS Computer Science	BS Computer Science, or any relevant degree
MS Electrical Engineering	BS Electrical Engineering
MS Electronics Engineering	BS Electronics Engineering
MS Engineering Management	BS Industrial Engineering, Management or any relevant BS degree
MS Environmental Engineering	BS Engineering
MS Geoinformatics	Any relevant BS degree
MS Industrial Engineering	BS Industrial Engineering, BS Engineering Management, or any relevant degree
MS Materials Science and Engineering	BS Materials Science and Engineering or any relevant BS degree
MS Mechanical Engineering	BS Mechanical Engineering, BS Manufacturing Engineering or any relevant BS Engineering degree
PhD Computer Engineering	BS or MS Computer Engineering, or any relevant BS or MS degree
PhD Computer Science	BS or MS Computer Science or any relevant BS or MS degrees
PhD Chemistry	BS or MS Chemistry or any relevant BS or MS degrees
PhD Chemical Engineering	BS or MS Chemical Engineering or any relevant BS or MS degrees
PhD Electronics Engineering	BS or MS Electronics Engineering or any relevant BS or MS degrees
PhD Environmental Engineering	BS or MS Environmental Engineering/Science or any relevant BS or MS degrees
PhD Industrial Engineering	BS or MS Industrial Engineering, or any relevant BS or MS degree
PhD Materials Science and Engineering	BS or MS Materials Science & Engineering or any relevant BS or MS degrees

PhD Mechanical Engineering	BS or MS Mechanical Engineering, or any relevant BS or MS degree

1.2 Acceptance of students in a BS-MS joint degree program, post-graduate diploma, or master's degree program requires a GWA of "2.50" or better, or its equivalent, and the approval of the dean of the School of Graduate Studies and the dean or chair of the graduate degree program.

1.3 Acceptance of students in a doctoral degree program requires a GWA of "2.00" or better, or its equivalent, and the approval of the dean of the School of Graduate Studies and the dean or chair of the graduate degree program.

1.4 Applicants for admission in graduate degree programs must submit the following requirements:

   1.4.1 An official transcript of records showing the award of the baccalaureate degree in engineering or any related program by a recognized institution of higher learning, including a photocopy of the transcript

   1.4.2 A request of "transfer of credentials" from the Registrar's Office of the school where the baccalaureate degree was obtained
   1.4.3 At least two (2) letters of recommendation from previous professors and/or current employers
   1.4.4 Two (2) copies of accomplished application forms with 2" x 2" (identical) pictures
   1.4.5 Application fee (for first-time applicants)
   1.4.6 Additional requirements for foreign students whose native language is not English:
      • Certificate of proficiency in English
      • A score of at least 600 in TOEFL or Test of English as a Foreign Language
      • Application fee (not applicable to students of dual-degree programs)

1.5 An applicant shall receive a letter informing him of his admission to the program. The admission is valid for one (1) year. If the applicant fails to complete any graduate course or a portion of the prescribed program within this period, the acceptance lapses and the student shall be subject to any newly adopted requirement upon application for readmission.

1.6 Conditional admission and retention in a diploma or master's program is applied to a graduate student with an average below "2.50" in professional courses. Under this term, the graduate student shall not be allowed to withdraw any course. A graduate student who is conditionally admitted shall be dismissed from the program when he fails to obtain a GWA of "2.00" or higher after completing 12 units of the program.

1.7 The cut-off date for applications to graduate programs is the last day of the quarterm. Applications received on or before this date will be processed to enable applicants to enrol in the immediately succeeding term.

Section IV: ACADEMIC POLICIES AND GUIDELINES

1. DEFINITION OF TERMS

1.1 FULL-TIME STUDENT. A full-time student is one who carries a quarter's load of nine (9) units.

1.2 PART-TIME STUDENT. A part-time student is one who carries a quarter's load of at least three (3) units.

1.3 MAXIMUM COURSE LOAD. Full-time students may enroll in a maximum of nine (9) units per quarter. Part-time students may enroll in a maximum of six (6) units per quarter. For meritorious cases, a part-time student may handle more than six (6) units upon the approval of the dean of the School of Graduate Studies.

2. POLICIES ON ATTENDANCE

2.1 No student shall be given credit in any course unless he is enrolled in the course and attends his classes regularly.

2.2 Based on the ruling of the Commission on Higher Education (CHED), a student who accumulates a number of absences equivalent to 20% of the prescribed number of school days in one quarter or nine (9) hours of absence in a 3-unit course shall automatically be given a final grade of "5.00" (FAILURE).

3. GRADING SYSTEM

3.1 The final grade in a course that can be given to a graduate student is shown in the Table of Grades.

3.1.1 Table of Grades

GRADE SYMBOLS	DESCRIPTION (MASTER'S AND DIPLOMA PROGRAMS)	DESCRIPTION (DOCTORAL PROGRAMS)
1.00	Excellent	Excellent
1.25	Highly Meritorious	Very Satisfactory
1.50	Very Satisfactory	Satisfactory
1.75	Satisfactory	Lowest Satisfactory Grade
2.00	Lowest Satisfactory Grade	Poor Performance
2.25	Poor Performance	Poor Performance
2.50	Poor Performance	Poor Performance
2.75	Poor Performance	Poor Performance
3.00	Poor Performance	Poor Performance
5.00	Failure	Failure
C	Continuing	Continuing
I	Incomplete	Incomplete
W	Official Withdrawal	Official Withdrawal
IP	In Progress	In Progress
P	Passed	Passed
F	Failed	Failed
Au	Audit	Audit

3.2 A GRADE OF "I" (INCOMPLETE)

3.2.1 A grade of "I" (INCOMPLETE) is given to a graduate student who:
- fulfilled only a majority (not less than 85%) of the total requirements of the course; and
- failed to take the final examinations, provided his class standing immediately before the final examinations is passing.

3.2.2 A grade of "I" must be completed within the succeeding three (3) quarters. If the student fails to complete the requirements within the prescribed period, the grade of "I" lapses.

3.2.3 A grade of "I" shall not be included in the computation of the quarterly weighted average.

3.2.4 A graduate student shall be allowed to revise his load only when he has earned a grade of "I" (INCOMPLETE) or "5.00" (FAILURE) in a course prerequisite to an enrolled course.

3.3 A GRADE OF "W" (OFFICIAL WITHDRAWAL)

3.3.1 A grade of "W" is given to a student who officially withdraws a course.

3.3.2 Any student who is allowed by the Registrar to withdraw a course for justifiable reasons shall be given a grade of "W".

3.3.3 Withdrawal of a course must be done not later than two (2) weeks after the start of the mid-term examinations.

3.4 A GRADE OF "Au" (AUDIT)

3.4.1 A student allowed to take an audit course will be given a grade of "Au".

3.4.2 A grade of "Au" will not be included in the computation of the quarterly weighted average.

3.5 The grade of "5.00" is given to:

3.5.1 A student whose performance is poor.
3.5.2 A student who has stopped attending classes at any time without officially withdrawing his courses through the Office of the Registrar.
3.5.3 A student who has accumulated a number of absences equivalent to 20% of the prescribed number of school days in one (1) quarter. After this number of absences has been recorded, a module grade of 5.00 is given to all remaining modules regardless of class standing.
3.5.4 A student who has not accomplished or submitted more than 50% of the course assessments and requirements in a module.
3.5.5 A student who violated the Academic Integrity policies of the university.
3.5.6 The grade of "5.00" for a graduate course within the program of study shall disqualify a student from his graduate program (CMO 15s2019).

3.6 GRADING SYSTEM FOR DISSERTATION, THESIS, AND RESEARCH PRACTICUM COURSES

3.6.1 For programs with two or more dissertation, thesis or research practicum courses, the grade in the oral presentation of the proposal will be the basis for the grade for the first course in the series.

3.6.2 The final oral examination and the final version of the dissertation, thesis or research practicum work will be the basis for the grade in the second course in the series.

3.6.3 Dissertation, thesis, or research practicum courses will be graded as "Pass" (P) or "Fail" (F).

3.6.4 In the event that the dissertation, thesis or research practicum course is not completed in the term it is enrolled, a grade of "C" (Continuing) will be given. Similar to a grade of "I", the grade of "C" will be replaced by the final grade (P or F) once the course is completed.

3.6.5 While the grade of "C" is not yet completed, the dissertation, thesis or research practicum course will always appear in the student's list of courses every quarter. While the student does not need to pay the tuition for this course in this particular situation, the dissertation, thesis, or research practicum course units will be considered in the computation of the total units enrolled by the student in that particular quarter.

3.6.6 The grade of "C" will appear in the official records of the student every quarter until it is completed and given a final grade of "P" or "F", or until the grade of "C" lapses.

3.6.7 The grade of "C" must be completed into a grade of "P" within one (1) year for master's programs, and three (3) years for doctoral programs. After such period, the student must re-enroll the course.

3.6.8 The grades of "P" and "C" will not be included in the computation of the general weighted average (GWA). However, a grade of "F" will be included in the computation of the GWA with a corresponding grade equivalent of "5.00".

3.6.9 Requirements for completion of a grade of "C":
     3.7.9.1 The instructor shall fill out Complete Report Form (CRF)
     3.7.9.2 Completion form signed by the professor and dean/department chair concerned should be submitted to the Office of the Registrar

3.7 GRADING SYSTEM FOR DISSERTATION, THESIS, AND RESEARCH PRACTICUM COURSES

3.7.1 For programs with two or more dissertation, thesis or research practicum courses, the grade in the oral presentation of the proposal will be the basis for the grade for the first course in the series.

3.7.2 The final oral examination and the final version of the dissertation, thesis or research practicum work will be the basis for the grade in the second course in the series.

3.7.3 Dissertation, thesis, or research practicum courses will be graded as "Pass" (P) or "Fail" (F).

3.7.4 In the event that the dissertation, thesis or research practicum course is not completed in the term it is enrolled, a grade of "C" (Continuing) will be given. Similar to a grade of "I", the grade of "C" will be replaced by the final grade (P or F) once the course is completed.

3.7.5 While the grade of "C" is not yet completed, the dissertation, thesis or research practicum course will always appear in the student's list of courses every quarter. While the student does not need to pay the tuition for this course in this particular situation, the dissertation, thesis, or research practicum course units will be considered in the computation of the total units enrolled by the student in that particular quarter.

3.7.6 The grade of "C" will appear in the official records of the student every quarter until it is completed and given a final grade of "P" or "F", or until the grade of "C" lapses.

3.7.7 The grade of "C" must be completed into a grade of "P" within one (1) year for master's programs, and three (3) years for doctoral programs. After such period, the student must re-enroll the course.

3.7.8 The grades of "P" and "C" will not be included in the computation of the general weighted average (GWA). However, a grade of "F" will be included in the computation of the GWA with a corresponding grade equivalent of "5.00".

3.7.9 Requirements for completion of a grade of "C":
     3.7.9.1 The instructor shall fill out Complete Report Form (CRF)
     3.7.9.2 Completion form signed by the professor and dean/department chair concerned should be submitted to the Office of the Registrar

4. POLICIES ON RESIDENCY

4.1 For students of MEP and MS degree programs

The allowable time frame for completion of all MS and Master of Engineering degree requirements is 14 quarters, computed from the first quarter of admission. This includes all leaves of absence from the program. Extensions may be granted on a case-to-case basis but must not exceed eight (8) quarters beyond the maximum time allotted. In cases where the dean of the School of Graduate Studies allows an extension, the student must enroll in three (3) units of additional course work per year of extension.

4.2 For students of BS-MS joint degree programs

The allowable time frame for completion of all degree requirements for both the BS and the MS degrees is seven (7) quarters beyond what is prescribed in the program, computed from the first quarter of admission. This includes all

leaves of absence from the program. Extensions may be granted on a case- to-case basis but must not exceed eight (8) quarters beyond the maximum time allotted. In cases where the dean of the School of Graduate Studies allows an extension, the student must enroll in three (3) units of additional course work per year of extension.

4.3 For students of doctoral degree programs

The allowable time frame for completion of all doctoral degree requirements is 28 quarters for those admitted without an M.S. degree and twenty (20) quarters for those entering with an M.S. degree, computed from the first quarter of admission. This includes all leaves of absence from the program. Extensions may be granted on a case-to-case basis, but must not exceed eight
(8) quarters beyond the maximum time allotted. In cases where the dean of the School of Graduate Studies allows an extension, the student must enroll in three (3) units of additional course work per year of extension.

5. POLICIES ON RETENTION

5.1 For Master's Degree Programs

    5.1.1 To be retained in the program, the student's cumulative GWA in all credits earned must be "2.00" or better. The cumulative GWA is computed after every quarter. If the cumulative GWA in a quarter is below "2.00", the student shall be given a warning. Under this warning, the student must be required to improve his cumulative GWA to "2.00" or better within two (2) quarters. Otherwise, the student shall be withdrawn from the program.

    5.1.2 A student who obtains a grade of "5.00" or "F" in at least one course shall be automatically withdrawn from the program.

5.2 For Doctoral Degree Programs

    5.2.1 To be retained in the program, the student's cumulative GWA in all credits earned must be "1.75" or better. The cumulative GPA is computed after every quarter. If the cumulative GPA in a quarter is below "1.75", the student shall be given a warning. Under this warning, the student must be required to improve his cumulative GPA to "1.75" or better within one (1) school year. Otherwise, the student shall be withdrawn from the program.

    5.2.3 A student who receives a grade below "1.75" in 12 or more credits earned shall be withdrawn from the program.

    5.2.4 A student who receives a grade of "5.00" or "F" in any course shall be automatically withdrawn from the program.

6. POLICIES AND GUIDELINES ON GRADUATION

6.1 For Diploma, MEP and Master's Degree Programs

    6.1.1 Upon satisfactory compliance with all requirements prescribed by the curriculum, a graduate student shall be granted a degree, subject to the recommendation of faculty members and the dean of the School of Graduate Studies and under the following conditions:

        (a)   The candidate must have completed the requirements of the prescribed program.
        (b)   The candidate must have a minimum general weighted average of "2.00". If the student fails to earn such an average on the minimum number of units, he is allowed to present credit for up to six (6) additional units in order to accumulate the required weighted average.
        (c)   Completed the publication requirement of the program.
        (d)   All requirements (*i.e.*, completion of grades, submission of bound copies of practicum reports or thesis, submission of the practicum or thesis in article form, *etc*.) must be submitted one (1) month before the commencement exercises.
        (e)   The candidate must have paid the graduation fee.
        (f)   The candidate must have paid the diploma fee.

6.2 For Doctoral Degree Programs

    6.2.1 Upon satisfactory compliance with all requirements prescribed by the curriculum, a graduate student shall be granted a degree, subject to the recommendation of faculty members and the dean of the School of Graduate Studies and under the following conditions:

(a) Completion of 36 units of course work (21 units of electives, three (3) units of graduate seminars and 12 units of dissertation)
(b) Passing the qualifying examination
(c) Completion of two-thirds (2/3) of the dissertation to advance to candidacy through oral defense
(d) Completion of the dissertation and successfully defending it in a final oral examination
(e) Completed the publication requirement of the program.
(f) Presentation of work in a local or international conference

6.3 Specific Requirements for Granting a Graduate Degree Program

6.3.1 The minimum publication requirements of each graduate degree program are as follows:

A. Doctoral Programs (Academic Track)

Graduate Program (Fully Online or Blended)	Minimum Publication Requirements (In all of these requirements, the student must be the first author.)				
	Batch 2018	Batch 2019	Batch 2020	Batch 2021	Batch 2022
PhD Chemistry	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a journal that is indexed by both Scopus and WoS/ISI; in all articles, the student must be the first author	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a journal that is indexed by both Scopus and WoS/ISI; in all articles, the student must be the first author
PhD Computer Science	At least (2) articles in Scopus-indexed conference proceedings and at least one (1) article in a Scopus- indexed journal	At least (2) articles in Scopus-indexed conference proceedings and at least one (1) article in a Scopus- indexed journal	At least (2) articles in Scopus- indexed conference proceedings and at least one (1) article in a Scopus- indexed journal	At least (2) articles in Scopus- indexed conference proceedings and at least one (1) article in a Scopus- indexed journal	At least (2) articles in Scopus- indexed conference proceedings and at least one (1) article in a Scopus- indexed journal
PhD Electronics Engineering	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal
PhD Environmental Engineering	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a Scopus-indexed journal	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a Scopus-indexed journal	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a Scopus-indexed journal	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a journal that is indexed by both Scopus and WoS/ISI; in all articles, the student must be the first author	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a journal that is indexed by both Scopus and WoS/ISI; in all articles, the student must be the first author

Doctoral Programs (Research Track)

Graduate Program (Fully Online or Blended)	Minimum Publication Requirements (In all of these requirements, the student must be the first author.)				
	Batch 2018	**Batch 2019**	**Batch 2020**	**Batch 2021**	**Batch 2022**
PhD Chemical Engineering (By Research)	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a journal that is indexed by both Scopus and WoS/ISI; in all articles, the student must be the first author	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a journal that is indexed by both Scopus and WoS/ISI; in all articles, the student must be the first author
PhD Computer Engineering (By Research)				At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal
PhD Industrial Engineering (By Research)	-	-	At least two (2) accepted SSCI/SCI indexed journal publications	At least two (2) accepted SSCI/SCI indexed journal publications	At least two (2) accepted SSCI/SCI indexed journal publications
PhD Materials Science and Engineering (By Research)	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a journal that is indexed by both Scopus and WoS/ISI; in all articles, the student must be the first author	At least one (1) article in Scopus-indexed conference proceedings, and at least one (1) article in a journal that is indexed by both Scopus and WoS/ISI; in all articles, the student must be the first author
PhD Mechanical Engineering (by Research)	-	-	-	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal	At least two (2) articles in Scopus-indexed publications, one of which must be an article in a Scopus-indexed journal

B. Master's Programs (Academic Track)

Graduate Program (Fully Online or Blended)	Minimum Publication Requirements (In all of these requirements, the student must be the first author.)				
	Batch 2018	**Batch 2019**	**Batch 2020**	**Batch 2021**	**Batch 2022**
MS Architecture	At least one (1) article submitted in a conference with a Scopus-indexed proceedings	At least one (1) article submitted in a conference with a Scopus-indexed proceedings	At least one (1) article submitted in a conference with a Scopus-indexed proceedings	At least one (1) article submitted in a conference with a Scopus-indexed proceedings	At least one (1) article submitted in a conference with a Scopus-indexed proceedings
MS Biological Engineering	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
Master in Business Analytics	At least one (1) article submitted in a conference with a Scopus-indexed proceedings	At least one (1) article submitted in a conference with a Scopus-indexed proceedings	At least one (1) article submitted in a conference with a Scopus-indexed proceedings	At least one (1) article submitted in a conference with a Scopus-indexed proceedings	At least one (1) article submitted in a conference with a Scopus-indexed proceedings
MS Chemistry	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
MS Civil Engineering	At least one (1) article in a Scopus-indexed conference proceedings or journal	At least one (1) article in a Scopus-indexed conference proceedings or journal	At least one (1) article in a Scopus-indexed conference proceedings or journal	At least one (1) article in a Scopus-indexed conference proceedings or journal	At least one (1) article in a Scopus-indexed conference proceedings or journal
MS Computer Engineering	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
MS Computer Science	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings
MS Construction Engineering and Management	At least one (1) article in a Scopus-indexed conference	At least one (1) article in a Scopus-indexed conference	At least one (1) article in a Scopus-indexed conference	At least one (1) article in a Scopus-indexed conference proceedings or journal	At least one (1) article in a Scopus-indexed conference proceedings or journal

	proceedings or journal	proceedings or journal	proceedings or journal		
MS Electrical Engineering	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
MS Electronics Engineering	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
MS Engineering Management	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least two (2) Scopus-indexed publications (conference proceedings or journal) from courses or thesis	At least two (2) Scopus-indexed publications (conference proceedings or journal) from courses or thesis
MS Environmental Engineering	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings
MS Industrial Engineering	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least two (2) Scopus-indexed publications (conference proceedings or journal) from courses or thesis	At least two (2) Scopus-indexed publications (conference proceedings or journal) from courses or thesis
Master in Information Technology	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings
MS Mechanical Engineering	At least one (1) article submitted in a conference with a Scopus-indexed proceedings, and presentation in School Research Colloquium	At least one (1) article submitted in a conference with a Scopus-indexed proceedings, and presentation in School Research Colloquium	At least one (1) article submitted in a conference with a Scopus-indexed proceedings, and presentation in School Research Colloquium	At least one (1) article submitted in a conference with a Scopus-indexed proceedings, and presentation in School Research Colloquium	At least one (1) article submitted in a conference with a Scopus-indexed proceedings, and presentation in School Research Colloquium
Master of Arts in Multimedia Arts	At least one (1) article in any conference proceedings	At least one (1) article in any conference proceedings	At least one (1) article in any conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings
MA Psychology	At least one (1) article in an international or local journal	At least one (1) article in an international or local journal	At least one (1) article in an international or local journal	At least one (1) article in an international or local journal	At least one (1) article in an international or local journal
MEP Electronics Engineering, Computer	-	-	-	At least one (1) article submitted in a conference with a	At least one (1) article submitted in a conference with a

				Scopus-indexed proceedings	Scopus-indexed proceedings
Engineering, Electrical Engineering, Civil Engineering, Mechanical Engineering					
MEP Industrial Engineering	-	-	-	At least two (2) Scopus-indexed publications (conference proceedings or journal) from courses or thesis	At least two (2) Scopus-indexed publications (conference proceedings or journal) from courses or thesis

C. **Master's Programs (Research Track)**

Graduate Program (Fully Online or Blended)	Minimum Publication Requirements (In all of these requirements, the student must be the first author.)				
	Batch 2018	Batch 2019	Batch 2020	Batch 2021	Batch 2022
MS Chemical Engineering (By Research)	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings
MS Civil Engineering (By Research)	At least one (1) article in a Scopus-indexed journal and at least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed journal and at least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed journal and at least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed journal and at least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed journal and at least one (1) article in a Scopus-indexed conference proceedings
MS Computer Engineering (By Research)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)
MS Electrical Engineering (By Research)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)
MS Electronics Engineering (By Research)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)	At least two (2) articles in a Scopus-indexed publication (conference proceedings or journal)
MS Materials Science and Engineering (By Research)	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings	At least one (1) article in a Scopus-indexed conference proceedings

a. For MS programs: The student must be the first author, or co-author if the research was completed in a partner academic institution (with active MOU/MOA); b. For PhD programs: The student must be the first author.

6.3.2 Requirement of Comprehensive Examination in all MS, PhD and MS-PhD Programs

A mandatory qualifying examination shall be administered to all candidates for MS, MEP and PhD degrees and ladderized degrees such as BS-MS and MS-PhD. In the case of BS-MS and MS-PhD programs one separate comprehensive examination is required for the MS and PhD part of these programs. Details of the administration of the comprehensive examination are left to the department. However, the following minimum guidelines apply uniformly to all comprehensive examinations.

Content. The comprehensive examination shall cover two mandatory core courses determined by the department and one course elected by candidate. The content shall be separate from the topic proposal defense of the candidate.

Method. The examination shall consist of a mandatory written part and an optional oral part.

Schedule. The examination shall be conducted prior to formal start of the candidate's dissertation, thesis, creative work, or capstone project.

Examination Panel. Members of the examination panel shall be selected by the department which is administering the examination.

Chances to Pass. A maximum of two comprehensive examinations may be administered to a candidate.

Effect of Failure. A candidate who fails the maximum number of examinations shall be disqualified from the program. Thus, an MEP, MS, or PhD candidate who fails the maximum number of examinations is disqualified from his degree program. In the case of the ladderized programs, only the degree for which the required qualifying examination is successfully hurdled may be granted provided that all requirements of that independent degree are satisfied.

Requirements. To qualify for the examination, a candidate must satisfy the following requirements.

- Completion of the coursework prescribed in his/her Program of Study
- Cumulative grade point average of "2.00" in all courses within the Program of Study
Completion of any additional requirement/s as may be prescribed by Residency Rules

6.4 Format of Thesis or Dissertation

Graduate students must adopt the article format for thesis or dissertation. The article format includes the following parts:

  I. Title Page
  II. Approval Sheet
  III. Acknowledgement
  IV. Table of Contents
  V. List of Tables
  VI. List of Figures
  VII. Article 1
  VIII. Article 2
  IX. Article 3
  X. Recommendation for Further Study
  XI. Appendices"

The journal article format may vary depending on the program. Examples are IEEE format for EE, ECE, and CpE; ACM format for CS, IT, and IS; *etc*.

7. ACADEMIC SCHOLARSHIPS

7.1 ACADEMIC COUNCIL SCHOLARSHIP. The scholarship is available to any faculty member of MAPÚA who has served the university for at least one (1) year. The scholarship consists of free matriculation and a corresponding de-loading in teaching assignment.

7.2 EMERSON AND ASTEC SCHOLARSHIP. This scholarship is available to any applicant whose interests are in any of the following fields: electronics and communication engineering major in control systems, software development or power electronics. Screening and approval of applications are done by EMERSON and ASTEC companies.

7.3 CHED-FDP (COMMISION ON HIGHER EDUCATION-FACULTY DEVELOPMENT PROGRAM) SCHOLARSHIP. This scholarship is avaailable to any faculty member who wishes to pursue a Master of Engineering program in any field of specialization available in Mapúa. Screening and approval of applications are done by the Commission on Higher Education (CHED).

7.4 DOST-ERDT (DOST-Engineering Research and Development for Technology). The scholarship is available to any qualified applicant in the field of engineering and related fields. This shall be in the form of local master's and doctoral scholarship, foreign doctoral and post-doctoral scholarships, visiting professorship grants, and research enrichment. Screening of applicants is conducted by a panel convened by the University prior to approval by the DOST.

7.5 DOST-ASTHRDP (DOST-ACCELARATED SCIENCE & TECHNOLOGY HUMAN RESOURCES DEVELOPMENT PROGRAM). The scholarship is available to any qualified applicants in the priority field of science and technology identified by DOST. This shall be in the form of local master's and doctoral scholarship. Screening and approval of applicants are done by the DOST.

8. POLICIES ON STUDENT LEAVE OF ABSENCE

8.1 A graduate student who plans to discontinue his studies for more than one (1) quarter must apply for a STUDENT LEAVE OF ABSENCE before the end of the current quarter.

8.2 A graduate student who has applied for a leave of absence must file for reactivation six (6) weeks before the enrollment period.

9. POLICIES ON CANCELLATION OF ENROLLMENT

9.1 Any graduate student who wishes to discontinue his studies during the quarter must notify the Registrar in writing within two (2) weeks from the beginning of classes. The cancellation shall take effect only upon the receipt of his application for the cancellation by the Registrar. Non-compliance with this requirement shall result in the forfeiture of the student's right to any refund of fees paid.

9.2 A graduate student who wishes to return to MAPÚA in the following quarter after his cancellation of enrollment need not apply for reactivation during the enrollment period.

. POLICIES AND GUIDELINES ON GRADUATION

10.1 Formal ceremonies, referred to as the Commencement Exercises, are held as follows:
      10.1.1 Graduates of the 1st Quarter   December
      10.1.2 Graduates of the 2nd Quarter   March
      10.1.3 Graduates of the 3rd Quarter   June
      10.1.4 Graduates of the 4th Quarter   September

10.2 Upon satisfactory compliance with all requirements prescribed in the program, a student may be granted a degree subject to the recommendation of the Dean and the faculty members of the school/department under the following conditions:

      10.2.1 The candidate must have completed the prescribed program, provided that the last academic year shall have been spent in residence in this university.
      10.2.2 All requirements of the program shall have been submitted on or before the deadline set by the Office of the Registrar.
      10.2.3 The candidate must have settled all obligations with the university.

13. POLICIES ON CANCELLATION OF ENROLLMENT

13.1 Any student who wishes to discontinue his/her studies during the quarter must notify the Registrar in writing within two weeks from the beginning of classes. The cancellation shall take effect only upon receipt of his/her application

for cancellation and approval by the Registrar. Non-compliance with this requirement shall result in the forfeiture of the student's right to any refund of fees paid by him/her in accordance with Section 100 of the 2008 Manual of Regulations for Private Higher Education (MORPHE) that states:

A student who transfers or withdraws, in writing, within two weeks after the beginning of classes, and who has already paid the pertinent tuition and other school fees in full or for any length longer than one month, may be charged 25% of the total amount due for the term if he/she withdraws within the first week of classes, or 50% if within the second week of classes, regardless of whether or not he/she has actually attended classes. The student may be charged all of the school fees in full if he/she withdraws anytime after the second week of classes.

13.2 A student shall not be allowed to cancel his/her enrollment without the written consent of his/her parents or guardian. Deadline for the application of cancellation of enrollment is set by the Office of the Registrar.

13.3 A student who wishes to return to Mapúa in the following quarter after his/her cancellation of enrollment need not apply for reactivation.

13.4 A student applying for cancellation of enrollment must submit the following requirements:

13.4.1 A certificate of matriculation (CM)

13.4.2 A letter from parents or guardian

13.4.3 A medical certificate (if cancellation is due to illness)

13.4.4 Employment certificate (if student is employed)

13.5.5 A clearance from Bookstore, Institutional Laboratory Management Office (ILMO), Library, and Office of the Treasurer.

14. POLICIES ON MAXIMUM RESIDENCY RULE (MRR)

14.1 The curriculum of a program will be in effect up to a period equivalent to two times its normal length reckoned from the time it is first offered.

14.2 Students who fail to complete the requirements of an undergraduate program within a period of two times the normal length of the concerned program shall not be allowed to register further in the program.

14.3 Example, based on what is stated in 14.1, the effectivity of the curriculum of a program requiring 13 quarters (3 years and 1 quarter) is 26 quarters (6 years and 2 quarters). Beyond this period, except for some courses in languages, humanities, and social sciences, all courses will be considered obsolete; hence, crediting of such courses will no longer apply. Students returning after this period, if accepted, will have to repeat the whole program using the latest curriculum.

14.4 Under meritorious cases, extension of residency may be granted by the Dean of the school or Chair of the program.

15. POLICIES ON STUDENT LEAVE OF ABSENCE

15.1 A student who plans to discontinue his/her studies for more than one quarter must apply for a STUDENT LEAVE OF ABSENCE on or before the deadline set by the Office of the Registrar.

15.2 A student who has applied for a leave of absence and intends to come back must file for reactivation three weeks before the enrollment period.

16. POLICIES ON REACTIVATION

16.1 Students are qualified for reactivation when:
16.1.1 They have applied for LEAVE OF ABSENCE;
16.1.2 They have been inactive/have not enrolled for more than one quarter but with a readmission status of OK prior to inactivity;
16.1.3 They have no accountabilities with the Institute.

16.2 Students are not qualified for reactivation when:

16.2.1 They have not applied for "leave of absence";
16.2.2 Their transfer credentials have already been issued; or,
16.2.3 Their readmission status has been declared "OUT".

16.3 Students applying for reactivation must submit the following requirements:

16.3.1 "2" x "2" size photo
16.3.2 A proof of application for leave of absence and/or the latest final grade report

16.4 Students are advised to apply for reactivation at the Customer Service Section of the Office of the Registrar three weeks before the enrollment period.

PART D

MODULAR SYSTEM AND THE OBE GRADING SYSTEM

1. ADVANTAGES OF MODULAR SYSTEM TO STUDENTS

1.1   Granular delivery of courses.
1.2   Multiple opportunity to pass modules.

2. MODULARIZATION OF COURSES

2.1 Modular System Framework for Sequential Modules
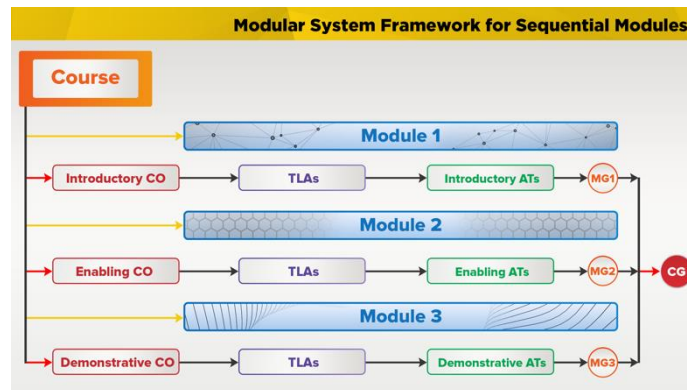
2.2 Modular System Framework for Standalone Modules
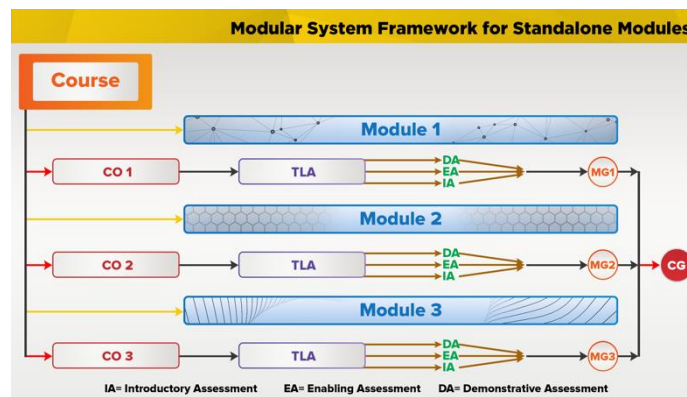
2.3 Structure for Asynchronous Course
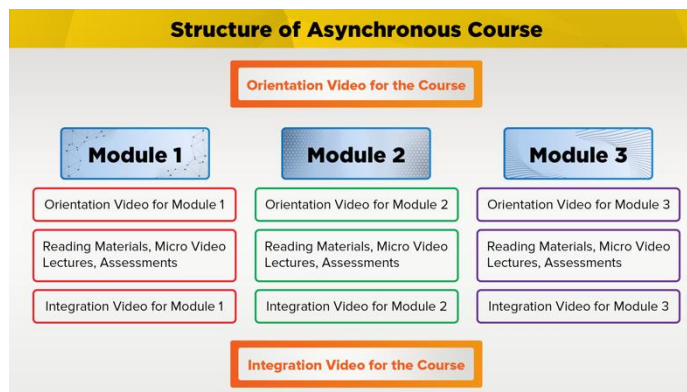
2.4   Courses will be delivered in modules according to the following:

Type of Courses	No of Modules	Modules	No of Weeks	Schedule	No of Credit Units
Undergraduate Courses					
4-unit lecture courses	2	Module 1	6	Weeks 1-6	2
		Module 2	5	Weeks 7-11	2
3-unit lecture courses	3	Module 1	4	Weeks 1-4	1
		Module 2	4	Weeks 5-8	1
		Module 3	3	Weeks 9-11	1
2-unit lecture courses	2	Module 1	6	Weeks 1-6	1
		Module 2	5	Weeks 7-11	1
1-unit laboratory courses	2	Module 1	6	Weeks 1-6	0.5
		Module 2	5	Weeks 7-11	0.5
Graduate Courses					
3-unit lecture courses	2	Module 1	6	Weeks 1-6	1.5
		Module 2	5	Weeks 7-11	1.5

2.5   The following courses will not be modularized: Thesis, OJT, Seminars, Plant Visits, NSTP, Correlation and Culminating Design Experience, Design courses, Super Critical courses.

3. ENROLLMENT

3.1 The system of enrollment for regular courses will be the same. Students will enroll regular courses, not modules.
3.2 The payment of tuition fee will be based on the total number of units of enrolled courses.
3.3 Miscellaneous fees will be paid for one quarter.
3.4 The schedule of fees for students paying under installment mode may be scheduled based on the following:
   - Module 1- before Week 1
   - Module 2- before Week 5
   - Module 3- before Week 9
3.5 If one of the modules in a quarter has a Coursera requirement, the student needs to buy a Coursera license. Student will have access to Coursera for the whole quarter.

4. MODULAR DELIVERY MODE

4.1 One faculty member will be assigned to handle one course.
4.2 Team-teaching mode can also be implemented. In this case, one faculty member can be assigned per module.
4.3 Each module can be delivered in blended learning mode or in fully online mode.

5. OBE GRADING SYSTEM FOR MODULAR COURSES

5.1 General Guidelines

5.1.1 The OBE Grading System adopts the OBE Principle of Expanded Opportunity.
5.1.2 Course grades will be used in the determination of honor graduates and evaluation of academic status review.
5.1.3 Module grades determine the course grades.
5.1.4 The module grade average will be the weighted average of the module grades based on the credit units of each module:

$$\text{Module Grade Average} = \frac{\sum_{i=1}^{\text{no of modules}} \left(\text{credit unit}\right)_i \left(\text{module grade}\right)_i}{\text{total credit units of the course}}$$

5.1.5 The course grade will be determined by the module grade average using the following table:

Module Grade Average (MGA)	Course Grade
1.0 ≤ MGA ≤ 1.14	1.0
1.15 ≤ MGA ≤ 1.25	1.25
1.26 ≤ MGA ≤ 1.50	1.5
1.51 ≤ MGA ≤ 1.75	1.75
1.76 ≤ MGA ≤ 2.00	2.0
2.01 ≤ MGA ≤ 2.25	2.25
2.26 ≤ MGA ≤ 2.5	2.5
2.51 ≤ MGA ≤ 2.75	2.75
2.76 ≤ MGA ≤ 3.0	3.0
5.00	5.00

5.2   Policies in Giving an "I" or "IP" Grades in Undergraduate Modular Courses

5.2.1 Let RS be the raw score,

5.2.2 Let PP be the passing percentage of the course,

   5.2.2.2 If a student misses an assessment with a valid reason and by taking the

   missed assessment, it would still be mathematically possible for him/her to

   reach a passing percentage, then module grade is I

   5.2.2.2 If 50% of PP <= RS < PP, the module grade is IP

   5.2.2.3 If RS < 50% of PP, then module grade is 5.0

5.2.3 Attendance of students in a module should be considered ingiving module grades. There are students who do not attendthe 1st module but show up on the 2nd module. In this case, the student should be given a module grade of 5.0 in a module where no attendance was recorded.

5.2.2 All IP grades in undergraduate courses, if converted to a passing mark, can only get a grade of P or 3.00.

5.3 Policies on the Conversion of an "I" Module Grade to a Pass Grade

5.3.1 To convert an "I" m o d u l e grade to a pass grade, students will be allowed to submit or take the remaining assessment not later than the first week of the succeeding Module. The highest grade given for the completion of I will depend on the re-computation including the considered assessment task/s.

5.3.2 However, students who will obtain "I" in the final Module of the course are only given two weeks to accomplish the completion of deficiencies.

5.3.3 All "I" module grades not completed within the prescribed period will automatically be converted to a failing mark of 5.0.

5.4 Policies on the Conversion of an "IP" Modular Grade to a Pass Grade

5.4.1 Students who got a grade of "IP" will be allowed to attend an intervention session (4.5hrs.) on the first week of the succeeding Module, where students will be given corrective assessment/s. The highest grade given for the completion of IP grade is 3.0.

5.4.2 To convert an IP grade to a pass grade, students need toregister and attend a one-week intervention session (4.5 hours), retake the examination, and re-submit the assessment tasks.

5.4.3 Intervention sessions will be arranged by the course caretaker school or department.

5.4.4 Registration for the intervention class will commence right after the release of module grades.

   5.4.4.1 Intervention schedule:

   5.4.4.1.1 M1 Intervention Schedule (for a 3-module course) – 5th Week of the Term (4.5 Hrs.)

   5.4.4.1.2 M1 Intervention Schedule (for a 2-module course) - 7th Week of the Term (4.5 Hrs.)

   5.4.4.1.3 M2 Intervention Schedule (for a 3-module course) – 9th Week of the Term (4.5 Hrs.)

5.4.5 Students who will not attend the interventions sessions will be given a 5.0 Module grade and the grade will be

included in the computation of the course grade.

5.4.6 The 4.5 hours shall include the lecture and examination periods of the intervention class.

5.4.7 Intervention classes and examinations shall be delivered face-to-face with the assigned teacher.

5.4.8 For UOx and BIO-X undergraduate programs, the classes shall be conducted online synchronously/asynchronously.

5.4.9 The assigned intervention class teacher shall submit the intervention grades to the dean/chairperson, who, in turn, shall forward to the respective course teachers the intervention grade to replace the IP modular grade/s.

5.4.10 The highest grade that a student can receive in an intervention class is 3.00.

5.4.11 If the student fails the intervention class, the module grade shall be converted to a failing mark of 5.0.

5.4.12 Students who were not qualified to attend intervention sessions are still allowed to attend the succeeding modules and are entitled to intervention sessions of those succeeding modules in case their module grades qualify for such sessions.

5.5 Schedule of Submission of "I" and "IP" Modular Grades that are Completed and Recomputed

5.5.1 Module 1 – Week 6 (for a 3-Module Course)

5.5.2 Module 1 – Week 8 (for a 2-Module Course)

5.5.3 Module 2 – Week 10 (for a 3-Module Course)

5.6 Policies on the Conversion of "I" and "IP" Grades Received During the Final Module of the Modular Course

5.6.1 "I" (Incomplete) – can be completed by Accomplishing the Request for Grade Completion Form. The form should be submitted first to the assigned faculty member who will give instructions about the assessment tasks to be taken or submitted by the student. A schedule (within the 2-week period) will be arranged for the assessment. Once the assessment is completed, the faculty member will grade the student's performance task and secure the approval of the Dean/Department Chair before submitting the form to the Registrar's Office.

5.6. 2 "IP" (In-Progress) – can be completed by enrolling in and attending the Remedial Class that will be offered by the School/Department in the succeeding Term/Quarter. Students will pay a corresponding amount for the Remedial class which will be conducted during the first 2 weeks of the following term (9 Hrs.) via Face-to-Face modality (for Regular Blended Courses) or Synchronous modality (for UoX and Bichronous Classes).

5.6.3 The completion of "I" and "IP" grades obtained in Module 3 (3-Module Course) or Module 2 (2-Module Course) shall be submitted to the Registrar's Office a week after the 2-week prescribed period of remediation program. All unsubmitted conversion of "I" or "IP" grades will be automatically converted to 5.00.

5.6.4 Recommended flow of Modular Remedial Program:

    5.6.4.1 Session 1 (1.5 Hrs.) Diagnostics – The faculty facilitator should determine the learning gap/s that should be addressed in the remediation program.

    5.6.4.2 Session 2 – 3 (3.0 Hrs.) – Targeted Discussions and Lectures (Based on Learning Gaps), Demonstration, In-Class Activities

    5.6.4.3 Session 4 – 5 (3.0 Hrs.) – Practice Test, Simulation, and Consultations

    5.6.4.4 Session 6 (1.5 Hrs.) – Final Assessment (Remedial Module Exam) or Final Assessment Task (Final Project, Integrative Paper, etc.)

5.7 Policies on the Computation of Graduate Course Grades (Master's and Doctoral Courses)

5.7.1 If at least one of the modular grades is IP, the course grades will be as follows:

For 2-module graduate courses:

Let P= any passing grade in graduate course

Case	M1Grade	M2Grade	Course Grade
A modular grade of IP, the other module has a passing grade	P	IP	IP
All modular grades are IP.	IP	IP	IP

5.7.2 If one of the module grades is F, 5.00, or ABS, regardless of the other module grades, the course grade is F or 5.00.

5.7.3 If least one of the module grades is I, the course grades will be as follows:

For 2-module graduate courses:

Let P= any passing grade in graduate course

Case	M1Grade	M2Grade	Course Grade
A grade of I, the other module has a passing grade	P	I	I
Combination of module grades of IP and I	IP	I	IP
All grades of I.	I	I	I

5.7.4 Upon completion of I, based on the completion grade, the course grade will be determined based on the afore cited policies for graduate courses.

5.7.5 All IP grades in graduate courses can be converted to any grade.

5.8 Module Grade of 5.00

5.8.1 The grade of "5.00" is given to:
- A student whose performance is poor.
- A student who has stopped attending classes at any time without officially withdrawing his courses through the Office of the Registrar.
- A student who has accumulated a number of absences equivalent to 20% of the prescribed number of school days in one (1) quarter. After this number of absences has been recorded, a module grade of 5.00 is given to all remaining modules regardless of class standing.
- A student who has not accomplished or submitted more than 50% of the course assessments and requirements in a module.
- A student who violated the Academic Integrity.

5.8.2 The grade of "5.00" for a course within the program of study shall disqualify a student from his academic scholarship.

5.9 Courses with Non-Numerical Grades

5.9.1 Courses that are given non-numerical grades such Thesis, Dissertation, *etc*. will be graded using the following grading scheme:
- P   Passing
- C   Continuing
- F   Failed

6. VIEWING OF MODULAR AND COURSE GRADES

Students can view their module and course grades at the end of the term.

7. DROPPING OF COURSES

7.1 A student can drop a course, but he cannot drop a module.

7.2 The deadline for dropping of courses is on the Friday of Week 7.

7.3 A student who violated the Academic Integrity policy of the university will not be allowed to drop a course.

8. COURSE PREREQUISITES

The prerequisite for advanced courses will be the course, not the modules. A student must have a passing course grade to be allowed to enroll in advanced courses.

9. ACADEMIC STATUS REVIEW

9.1 Course grades will be used in academic status review.

9.2 Upon review, a student can receive any of the following academic status: OK or OUT.

9.3 All unremoved course grades of IP received during the academic year will not be considered in the evaluation of academic status.

9.4 At the end of an academic year, end of 4th Quarter, the following students will receive an academic status of OUT, and will be removed from the program and will not be re-admitted in the program:

9.4.1 Those with cumulative GWA of greater than 3.50 for programs with licensure exam and 3.75 for programs with no licensure exam.

9.4.2 Those who got 5.00, and F in more than 50% of the total number of units enrolled in that academic year for programs with licensure exam and 75% for programs with no licensure exam.

9.4.3   All Architecture and Accountancy students who are not able to satisfy their program-specific retention policies.

10. ACADEMIC SCHOLARSHIP

Course grades will be used to determine academic scholarships. Aside from other criteria, all students with a course grade of IP or 5.00 in modular courses and a course grade of IP, I, 5.00, or F in non-modular courses will be disqualified for academic scholarships. Grade correction must be done within one (1) week after the release of final grades. NO APPEAL will be entertained after said period, and after the release of the President's and Deans' List awardees.

11. ACADEMIC HONORS

Course grades will be used to determine academic honors. Aside from other criteria, students with a course grade of IP or 5.00 in modular courses and course grades of 5.00 or F in non-modular courses will be disqualified for any academic honors.

PART E

INSTITUTIONAL POLICIES AND GUIDELINES

Section I: GENERAL GUIDELINES

1. All online exams must be proctored or monitored in Zoom.

2. Students must open their webcams or cell phone cameras to participate in online examinations. Students who fail to do so will not be allowed to participate in the examination.

3. All examinations must be time limited.

4. The examination proceedings must be recorded in Zoom. Faculty members cannot post the recordings in any site or social media platforms.

5. For courses with McGraw-Hill Connect, Proctor U will be used.

6. Expanding opportunities to students to achieve the outcomes is one of the principles of OBE. This is highly encouraged but we should make the implementation of this practice fair to all students. Some ways to implement this principle fairly will be through the following:

    a. Extending the schedule of task submissions by implementing soft and hard deadlines with varying maximum grade/points/score/rating based on the submission date.

    b. Giving multiple attempts with varying maximum grade/points/score/rating based on the number of attempts.

7. Removal or make up exams can be done only once before the end of each module. The maximum grade in removal or make up exams is 3.0 (or passing score). Removal or make up exam is only applicable to missed quizzes or examinations due to valid reasons.

Section II: ACADEMIC INTEGRITY POLICY OF MAPUA UNIVERSITY

Academic Integrity Policy

It is the student's responsibility to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Any of the following sanctions may be imposed to any student who is found guilty of committing online academic dishonesty:

    a. failed mark in the course.
    b. suspension for a period of less than one term, with or without community service.
    c. suspension for a period of one term or more, with or without community service.
    d. non-readmission to the university.
    e. dismissal from the university.
    f. expulsion.

The following are considered academic dishonesty:

    1. using another Mymapua email address to login to any platform (such as Blackboard and Coursera) with or without permission.
    2. asking or hiring someone else to do their exams, homework, Coursera course, papers, projects or other academic requirements.
    3. recording and saving copies of exam questions or answers, or answer keys for distribution.
    4. receiving copies of exam questions or answers, or answer keys to an exam from someone who has already taken it.
    5. plagiarizing or the unethical act of stealing the thoughts of another without proper citation or reference, acquiring information from the internet without acknowledging the author, copying from another student's work without permission and submitting it as own work.
    6. massive, pre-meditated, organized online cheating using instant messaging/email during a quiz or exam.
    7. any form of dishonesty in peer-reviewed assignments/submissions (e.g., Coursera peer-graded submissions).
    8. engaging in any activities that will dishonestly improve results, or dishonestly improve or damage the results of others.
    9. any other form of dishonesty or cheating in any assessment or course requirement.

All students who will violate the Academic Integrity Policy of the university will be given zero mark for the exam or for the activity and will be given a failing grade for the course. He or she will also be referred to the Prefect of Discipline for appropriate sanction.

Section III: ACADEMIC POLICY ON GENERATIVE AI AT MAPUA UNIVERSITY

General Statement

As it envisions to entrench itself among the ranks of the world's best universities, Mapúa University seeks to deliver world-class education to all its students and to deliver state-of-the-art results useful to socio-economic development. These vision and mission reflect not only the University's commitment to students' accumulation of knowledge and teachers' contribution to knowledge production, but also, and more importantly, its dedication to the pursuit of truth and wisdom, guided by one of the three timeless Greek maxims "*Nothing in excess*" and the Aristotle's *"Golden mean".* As Mapúa University aims to engender these, it shall embrace every available technological tool that will enrich teachers', students' and researchers' academic experience and contribute to society. At the same time, the University shall not shut its eyes to the risks and threats that these technologies expose the community with, which could potentially undermine the vision and mission. This general statement provides an overarching framework for Mapúa's academic, research and development policy on Generative Artificial Intelligence (henceforth AI).

Definition of Terms:

Academic – work/s carried out in, or relating to school, that involve/s studying and reasoning.

Artificial Intelligence (conventional/classic) – models, and/or programs to solve specific problems. It could make predictions using input dataset/s and trained models with specific domain for specific problem/s.

Development (in research) – systematic use of assimilated knowledge acquired from research works useful to societal transformation and socio-economic development.

Generative Artificial Intelligence (AI) – is an artificial intelligence technology, that generates on its own, and produces various information, contents such as texts, image/s, audio, and synthetic data. This includes learning algorithms that make predictions that can use prompts to autonomously produce synthetic data, write article/s and visuals (figures, paints, and related others).

Research – systematic process/es to learn, acquire new scientific knowledge, and/or improved understanding of the subject studied to contribute solution to societal problems for socio-economic development.

Purpose and Goals

The purpose of this academic policy is to describe and explicate the institutional stance on the use of generative artificial intelligence (AI) in the areas of teaching, learning, assessment, and research at Mapúa University.

Its goals are as follows:
1. Explain the guiding ethical principles on the use of generative AI at Mapúa University.
2. Identify the types of generative AI that will be allowed in each area of academics, i.e., teaching, learning, assessment, and research.
3. Enumerate recommendations for good practices on the use of AI and generative AI in each area.

Guiding Principles on the Ethical Use of Generative AI

Mapúa University's guiding principles on the ethical use of generative AI tools in the areas of teaching, learning, assessment, and research have been adapted from the widely accepted and widely cited Ethical Framework for AI in Education by The Institute for Ethical AI in Education. These principles also strictly comply with the Philippines' Republic Act No. 10173, or the Data Privacy Act of 2012.
1. *Achieving Educational Goals.* AI should be used to achieve well-defined educational goals based on strong societal, educational, or scientific evidence that this is for the benefit of learner.
2. *Forms of Assessment.* AI should be used to assess and recognize a broader range of learners' talents.
3. *Administration and Workload.* AI should increase the capacity of organizations whilst respecting human relationships.
4. *Equity.* AI systems should be used in ways that promote equity between different groups of learners and not in ways that discriminate against any group of learners.
5. *Autonomy.* AI systems should be used to increase the level of control that learners have over their learning and development.
6. *Privacy.* A balance should be struck between privacy and the legitimate use of data for achieving well-defined and desirable educational goals.

7. *Transparency and Accountability.* Humans are ultimately responsible for educational outcomes and should therefore have an appropriate level of oversight of how AI systems operate.
8. *Informed Participation.* Learners, educators, and other relevant practitioners should have a reasonable understanding of artificial intelligence and its implications.
9. Ethical Design. AI resources should be designed by people who understand the impacts these resources will have.

Types of AI

The University shall endorse and, in cases identified to be of high relevance to the institutions' strategic initiatives, adapt the use of the following types of AI tools for different groups in the University:

1. **For students**
   a. Tools that produce better learning experience – those that facilitate personalized learning experience for each student and tailoring materials to their specific skill set and needs and those that give students greater degree of control and self-regulated learning over their learning experience, such as but not limited to:
      i. adaptive learning tools;
      ii. virtual assistant chatbots;
      iii. personalized learning platforms;
      iv. personalized content curation platforms; and
      v. virtual reality, augmented reality, and internet of things (IoT).

   b. Tools that improve self-educational and self-reflective skills – those that engender critical thinking, problem-solving, and creativity, which are becoming increasingly important skills in their careers, and those that allow them to identify patterns quickly and craft creative solutions to academic problems at hand, such as but not limited to:
      i. tools that measure attention, empathy, motivation, goal-directedness, and emotions;
      ii. automatic writing and design evaluation tools;
      iii. intelligent language learning apps; and
      iv. personalized guided learning apps.

2. **For teachers**
   a. Tools that create more efficient schools – those that automate routine tasks and provide target recommendations and those that generally free up teachers' time to focus on evidence-based and data-driven decision making for student learning, engagement, and success, such as but not limited to:
      i. web-scraping tools;
      ii. intelligent scheduling and course planning;
      iii. online syllabus design apps;
      iv. automatic assignment grading; and
      v. student performance monitoring and intervention apps.
   b. Tools for better student engagement – those that spark students' interest and improve motivation in a course and those whose long-term impact are to make students feel more valued and supported, as teachers aim for students' commitment, control, and challenge in the course, such as but not limited to:
      i. classroom management tools;
      ii. curriculum design tools;
      iii. student progress analytics platforms;
      iv. gamification tools; and
      v. online community apps.
   c. Tools for generation of content – tools that help teachers in creating engaging and dynamic presentations, developing handouts, and quizzes.
      i. Speaker coach tools;
      ii. Writing assistant tools;
      iii. Video and image background remover tools;
      iv. Text to speech tools;
      v. Image creator tools;
      vi. Formative AI tools;
      vii. Game-based learning platforms;
      viii. Project Management Software;
      ix. Interactive Lecture Video tools.

3. **For student- and faculty-researchers**
    a. Tools for easier curation of literature review items – those that streamline the process of searching, sorting, and compiling related studies, making the process of exploring scientific papers quick and efficient, such as but not limited to:
        i. language models trained using actual published papers;
        ii. literature visualization tools; and
        iii. citation and reference management apps.
    b. Tools for easier and more efficient writing – those that assist the researchers in improving their written output, such as but not limited to:
        i. AI writing assistants;
        ii. OpenAI chatbots, e.g., ChatGPT; and
        iii. AI-powered article summarizers; and
    c. Tools for more efficient research publication process and management – those that facilitate the submission to production process of research papers intended for publication and those that facilitate collaboration with co-researchers, such as but not limited to:
        i. Tools that provide predefined manuscript templates and automated formatting tools; and
        ii. AI-powered project management and collaboration tools.
    d. Tools for generating creative works in the visual arts, music, and the like, as well as in architecture – those that assist the researchers in creative processes and analysis and design new artwork such as but not limited to:
        i. Text to image tools;
        ii. Music production tools;
        iii. Art generator tools;
        iv. Writing assistant tools;
        v. Computer-aided drawing tools;
        vi. Generative Adversarial Networks;
        vii. Art Chatbots;
        viii. Image Classification Systems;
        ix. Image Style Algorithms.

Recommendations for Good Practices on the Use of Generative AI

1. **For teachers**
    a. In the beginning of every quarter, discuss, as part of class orientation, this academic policy on generative AI. Inform students that, as with any other technological tool, outputs from AI tools often do not meet the standards expected from specific school or workplace performance or output. Missing or outright false citations or references, inconsistency of outputs despite consistent prompts or inputs, inequitable sourcing of information and lack of accountability, and AI "hallucinations" are just some of the impediments of many AI-powered tools out there. As such, critical thinking and writing skills, including the use of reliable and state-of-the-art sources, are tedious but crucial components of success in schools and workplaces.
    b. Be upfront and straightforward about your expectations on the use of different AI-powered technologies for teaching and learning. For example, for a writing course that is part of general education, the teacher may prohibit the use of these technologies; but, for an advanced writing course, such as research conceptualization, the teacher may even encourage the use of these technologies for specific purposes or parts of the written output. In any way, it is the responsibility of the teacher to communicate explicitly the expectations from the students on the use, or otherwise, of AI technologies. It is important to reiterate that the use of AI technologies is still covered by the University's Academic Integrity Policy, which prohibits any form of academic dishonestly, such as cheating, plagiarism, and misrepresentation, at every stage of the students' academic journey.
    c. Add a specific statement in the course syllabus or course platform on Cardinal Edge on the use of AI tools and technologies. Here are some statements that you may use to base your own AI statements for the courses you handle:
        i. *When you started your studies at Mapúa University, you signed the University's Academic Integrity Policy, which is your expressed written commitment to avoid all forms of academic dishonesty. As this course requires you to reflect on your personal experiences as you journey through understanding the self, I do not allow you to use any AI technology in producing your reflections and metacognitive reading reports in class. Instead, I encourage you to introspect and muster your own thinking and writing skills in engaging with the course tasks and assessments, because, anyway, it not the precision of your grammar but the authenticity of experience as expressed in your outputs that matters in this course.*

      ii.   *AI tools, such as ChatGPT, may not be generally used for assignments in this course. However, Assignments 3 and 4 of Module 2 are exempt and instructions for those assignments shall include the explicit use of ChatGPT. Proper attribution shall be required for those two course assignments. Besides in those two, the use of ChatGPT or any other AI tool in the production and submission of all other assignments and coursework puts your academic integrity at risk and shall be dealt with within the scope of University's Academic Integrity Policy.*

      iii.   *The use of AI tools and technologies is generally acceptable in this design course. However, when such tools and technologies are used at any stage of the creative process, the student must do so in a manner that allows the teacher and peers (for peer feedback and/or peer collaboration activities) to reproduce the AI-generated content. This can be done by attributing the date access, the web address or URL accessed, and a detailed description of the prompt used for each AI-generated or AI-assisted submission. When using these technologies as data or information sources, the student is responsible for ensuring that the output meets the required level of quality, completeness, and accuracy.*

d. Familiarize oneself with the AI tools and technologies, which can be used (or misused) in the process of teaching and learning in the course handled. Here, the teacher's technological competence will be front and center as the rise of good student practices and deterrence of bad ones will depend on the teacher's familiarity with the AI tools and technologies that are now available at practically everyone's disposal. For a start, the following quick tips may prove helpful for teachers teaching in the age of generative AI:

      i.   Engage in healthy discussions and dialogue with stakeholders, i.e., fellow teachers, students, the Development Office for Information Technology, and the Center for Teaching and Learning, on the use and misuse of generative AI in teaching, learning, and assessment.

      ii.   Try your own test or coursework instructions as prompts in generative AI tools, such as ChatGPT, to see how it responds.

      iii.   Be careful in accusing students of academic dishonestly when using AI detectors. The current tools for this purpose are not entirely fool-proof and may therefore lead to many false negatives or false positives to solely use as basis for detecting academic integrity infractions.

2. For students

a. Know the AI policy on the institutional level and the course level. While this academic policy on the use of generative AI for learning provides for a central document to refer your queries about the matter, your teachers might adapt policies, which differ from each other and are based on the nature of the course at hand. As such, it will be a good starting point to always inquire about the course policies on the use of AI tools during every course orientation, for every course every quarter.

b. Generative AI technologies are used to support learning, not replace it. Thus, when you use these tools to replace the rigor and engagement required of outstanding academic performance, you undermine the purpose of education, which is to bring out in you a disciplined, excellent, committed, integrous, and relevant Mapúan.

c. Be upfront and straightforward in your use of AI for coursework and assignments. When allowed for certain coursework or assignment, make sure to refer to reproducible attribution, such as the date accessed, the website or URL accessed, and the detailed description of the prompt you used to generate parts of your submission. This will allow your teacher and peers to vet whether you used the tool or technology in a manner allowed in the task.

d. Always observe academic honesty. Even during this unprecedented change in the learning landscape, plagiarism, cheating, and invasion of data privacy remain to be infractions of academic integrity. This will be dealt with accordingly based on the University's Academic Integrity Policy.

3. For researchers

a. Student- and faculty-researchers are solely responsible and accountable for the originality, validity, and integrity of the content of their research. Student- and faculty-researchers are therefore required to verify any AI-generated portions of their work.

b. When conference organizers, publishers, or journal editors allow the use of large language models (LLMs), generative AI, and chatbots in the production of parts of a research report or paper, researchers are expected to use these tools responsibly. They must comply with editorial policies on authorship and principles of publishing ethics as stated in the specific conference, publisher, or journal website. While these editorial policies vary from one to another, some generally accepted researcher responsibilities are listed for your guidance:

i. Indicate clearly that you used an LLM, generative AI, or chatbot in the manuscript and indicate which tool did you use, on which part of the paper, and for what purpose.

ii. Check the accuracy, validity, and appropriateness of the content and any citations generated using any LLM, generative AI, or chatbot. Many of the existing LLMs, such as ChatGPT, exhibit AI "hallucinations", i.e., outright falsehoods or untruths, which therefore demands the researchers' careful and thoughtful evaluation of generated material.

iii. List all sources used to generate content and references. When AI tools are used to produce written parts of a research report or paper, the researchers are responsible in checking the generated material for originality, validity, and integrity. These AI tools must be acknowledged and documented properly, usually in the methods or acknowledgements section.

iv. Be on the lookout for potential plagiarism, which is the case when a LLM, for example, reproduces a substantial amount of text from other sources. As stipulated, you are solely responsible for checking the accuracy and proper referencing of generated materials.

v. Explicitly state the limits of LLMs and generative AI in the manuscript. That way, your readers can evaluate AI-generated parts of your paper with due diligence.

c. Authorship in research means being accountable for content, consenting to publication, assuring integrity of work, among other uniquely human responsibilities, which cannot be done by AI tools and technologies.

d. AI tools must not be listed as an author, but all such tools must be acknowledged in the appropriate acknowledgement or reference sections of a research report or paper.

e. Authors and creators should indicate their original intellectual contribution in any work that contains AI-generated parts for the purpose of determining ownership of intellectual property in the work.

f. The University IP policy needs to be revised to include applicable provisions of this policy on Generative AI.

4. In general, all researchers, faculty members, and students are bound by the same attribution rules and policies on disclosure of sources as required in the case of conventional sources, these sources now being construed to include AI.

CONTINUING EDUCATION AND SPECIAL COMPETENCIES

Section I: INTRODUCTION

The Center for Continuing Education and Special Competencies is a training arm of Mapúa University. In line with the University's mission, CCESC aims to provide lifelong learning opportunities that enhance professional skills & develop intellectual potential.

CCESC established in 1986, provides Curriculum Integrated Program (CIP) for the Mapua students and Continuing Professional Education (CPE) for professionals.

CIP are the training courses with certifications that are embedded and aligned in the curricula of engineering and non-engineering programs that will prepare the students to become competitive in the industry upon graduation.

CPE are the training courses that are conducted for professionals who would like to enhance and to up to date their special competencies with corresponding continuing professional development (CPD) credit units as per mandatory requirement of the Professional Regulation Commission (PRC) in the Philippines for the renewal of Professional Identification Card.

With its vision of becoming a premier center of non-conventional learning, Mapúa CCESC, the only training center with more than 900 short training courses, aims to utilize all technological breakthroughs and innovative and state-of-the-art instruction to raise the level of proficiency and global competitiveness of Mapúa graduates in particular and Filipino Engineering IT professionals and Managers in general.

In August 2019, Mapúa CCESC launched its Microcredential Program wherein majority of Mapúa CCESC short courses are credited as electives with master's degree unit/s valid for two (2) years. For partnerships, Mapúa CCESC in its capacity building initiatives has partnered with training providers and industry leaders for the delivery of Cisco Networking Academy Program, CompTIA Academy Program, among others.

Mapúa CCESC is also accredited by Pearson VUE, both static and mobile, in providing certification exams for more than 500 certifications such as Microsoft, Cisco, CompTIA, Oracle, Cloud, Programming, Project Management, Language Proficiency Test and many more.

Mapúa CCESC patronizes online learning and established Career Academy for in-demand jobs through Coursera Academy Program. Professionals may opt to take also LinkedIn subscription.

Section II: CCESC OFFERINGS

1. **CURRICULUM INTEGRATED PROGRAMS (CIP)**

These are training courses with certifications that are embedded and aligned in the curricula of engineering and non-engineering programs that will prepare the students to become competitive in the industry upon graduation.

1. Cisco Courses

1. Data Communications
2. Data and Digital Communications
3. Computer Networks
4. Computer Networks and Security
5. Advanced Internet Protocol

2. Unix Administration Courses
1. Unix Administration
2. Introduction to Unix
3. Unix System and Network Administration

3. Correlation Courses
1. Accountancy
2. Chemical Engineering
3. Chemistry
4. Civil Engineering
5. Electrical Engineering
6. Electronics Engineering

7. Geology
8. Mechanical Engineering
9. Psychology
10. Sanitary Engineering

    4. Safety Courses
1. Basic Occupational Safety and Health
2. Safety Engineering Management

    5. Foreign Language – credit to Student Global Experience (SGE)
1. Mandarin
2. Japanese
3. Korean
4. French
5. Filipino

2. CONTINUING PROFESSIONAL EDUCATION (CPE)

The CCESC has developed several short courses for the upgrading of proficiency and skills in computer programming and the latest software applications. These courses are designed to provide the needed competencies in order to keep abreast with emerging technologies, and at the same time acquire a globally acknowledged certification for specialists in application software and program environment.

    1. Engineering and Construction Courses
    2. Information Technology
    3. Project Management
    4. Environmental
5. Safety and Health
6. Foreign Languages
7. Essential Skills (Soft Skills)
1. Business Management
2. Finance
3. Marketing
4. Communication

    8. Module Development
    1. Constructive Alignment in Curriculum and Syllabus Design: An Outcome-Based Approach
2. Curriculum Development for Organization Learning
3. Development and Design of a Training Module
4. Instructional Design
5. Navigating the Paradigm Shift: Technology-Enabled Learning

    9. Leadership and Management
    10. Professional Service and Customer Service

3. FINTECH AND REGULATORY INNOVATION (FTRI) PROGRAM

The **Fintech and Regulatory Innovation (FTRI) program** is a tutor-led online program delivered to finance, regulatory, and digitally ready MS or PhD students and professionals. Over nine weeks, participants learn essential concepts concerning the technologies and business models that are transforming the financial industry.
Participants are taught by leading economists, lawyers, engineers, regulators, and development professionals in interactive online lectures. Each participant is also guided by an expert tutor in small tutorial groups and is helped to develop a capstone project that they then present in their own organization.

4. MICROCREDENTIAL PROGRAM

In August 2019, CCESC launched short courses with equivalent Master's of Science, Master of Engineering and Masters of IT units. This is the Microcredential Program wherein majority of CCESC short courses are credited as electives with Master's or Doctoral Degree unit/s valid for two (2) years. Instead of taking an elective subject for eleven (11) weeks following the academic calendar, as a short course, an elective could be an 8-hour to a 40-hour course.

5. ACADEMIES

CCESC has established its Project Management, CyberSecurity and Design for Manufacturing and Assembly Academies. Each Academy aims to create a wide range of career paths in a particular industry, depending on the role or niche the trainee plays. The trainee shall be guided accordingly of what short courses the trainee needs to take in order to specialize in whatever role the trainee plays in the company or in the industry.

Taking up a particular career path shall also give the trainee the opportunity to pursue the trainee's continuing education like having a master's degree related to the trainee's field, as some of the courses in this Academy belong to Microcredential Program.

In establishing the Academies, CCESC has unified its Industry Partners and pool of Lecturers to design a complete roster of courses geared towards a particular specialization.

A. **Project Management Academy**
Date Launched: January 15, 2021

Track	Training Programs
Business Analysis	Business Analysis IT Business Analysis
Project Management	Project Management Fundamentals (IT, Construction) Project Cost Management Project Quality Management Project Risk Management Project Contract Management
Project Management Sustainability	Building Design and Construction Overview of Green Building Certification Program LEED Green Associate WELL Accredited Professional LEED APP Building Design and Construction LEED AP Operation and Maintenance
Program Management	Program Management
Portfolio Management	Portfolio Management
Agile Management	Agile 101 Agile Leadership Large Scale Scrum Enterprise Agile Product

B. **CyberSecurity Academy**
Date Launched: January 22, 2021

Track	Training Programs
Core Fundamentals	CompTIA IT Fundamentals
	CompTIA Network+
	CompTIA A+
CyberSecurity	Introduction to CyberSecurity
	CyberSecurity Essentials
	CyberSecurity Operations
	CCNA Security
	CompTIA CySA+

	CompTIA Security+
Threat Intelligence	Cyber Security Operations Center (CSOC)
	Certified Threat Intelligence Analyst (CTIA)
Security Operation Center	Security Operation Center
Network Security	Certified Security Analyst
	Certified Network Defender (CND)
Digital Forensic	Digital Forensic
	Certified Incident Responder
	Computer Hacking Forensic Investigation (CHFI)
Incident Response	Incident Response
	Security Operations
	EC-Council Certified Incident Handler (ECIH)
Vulnerability Analysis and Penetration Testing	Vulnerability Analysis and Ethical Hacking
	Certified Pentester
	Certified Ethical Hacker (CEH)
	EC - Council Certified Security Analyst (ECSA)
	Licensed Penetration Tester (LPT Master)
	CompTIA Pentest+
System Hardening	CompTIA Server+
	CompTIA Linux+
Configuration	Storage
	Cloud
Cloud Security	CompTIA Cloud+
	Certified Cloud Security Professional (CCSP)

C. Design for Manufacture and Assembly (DfMA) Academy
Date Launched: January 29, 2021

Track	Training Programs
DfMA Fundamental Principles and its Application to Construction Industry	Introduction to Design for Manufacture & Assembly (DfMA) in Construction
DfMA in Architectural Design: Building Code and Space Planning	Architectural Design in DFMA
DfMA: Ergonomics: Safety and Design	Basic Ergonomics Advanced Ergonomics
DfMA: Structural Design and Seismic Design	Application of Design for Manufacture and Assembly in Structural Design of a Building Application of Seismic Conditions for Design for Manufacture and Assembly

DfMA for Pre Fabrication of Mechanical, Electrical, and Plumbing (MEP) System	Introduction to MEP DfMA and Good Industry Practices in Project Planning and Design Good Industry Practices for Successful Fabrication and Installation Project Execution and Case Studies Advanced Illumination Engineering
DfMA Project Management	Initiation Process Group Planning Process Group Project Execution Project Quality Management Project Risk Management Project Procurement Management
DfMA: Sustainability Engineering	Sustainability in Design for Manufacture and Assembly
DfMA Laboratory Courses	Autodesk Revit Architecture Revit MEP Customized Autodesk Revit Structure Navisworks Fundamentals Autodesk Fusion 360 ENOVIA Project Management

D. Language Academy
Launched: February 2021

Track	Training Programs
Japanese	Japanese Language for Beginners 1 Japanese Language for Beginners 2
Mandarin	Introductory Mandarin 1 Introductory Mandarin 2
French	Basic Professional Language Level 1
Korean	Basic Korean Language

CCESC continues to develop its Academies based on its expertise and demand of the industry.

5. TESTING SERVICES

1. Test of English for International Communication (TOEIC) – Online International English Communication Examination. A student must achieve a level of B2 to be eligible for the OJT Program.

2. Pearson VUE. CCESC is also accredited by Pearson VUE, both static and mobile, in providing certification exams for 500 plus certifications such as Microsoft, Cisco, CompTIA, Oracle, Cloud, Programming, Project Management, Language Proficiency Test and many more.

Pearson VUE Static Testing Center is located in Mapúa Intramuros. For the convenience of corporate clients, the Pearson VUE Mobile Testing Center brings the certification exam to the client site for exclusive testing service.

6. OTHER SERVICES
a. Provide or approve Resource Speaker for Student Organization's activity
b. Organize webinars or forums or exhibits

PART G

STUDENT AFFAIRS

Section I: INTRODUCTION

The MAPÚA UNIVERSITY is committed to provide excellent services to its students through the different offices that implement student-centered programs, academic-related or otherwise.

The following offices are under the direct supervision of the Office of the Executive Vice President for Academic Affairs.

1. Office of Student Activities
    (a) Center for Cultural Development
    (b) The New Builder/Cardinal and Gold
    (c) Campus Ministry
    (d) Radio Cardinals
2. Office of Prefect of Discipline
3. Center for Student Advising and Counseling
    (a) Center for Guidance and Counseling
    (b) Center for Student Advising
4. Office of International Programs and Career Services
    (a) Center for Career Services (CCS)
    (b) Center for International Students (CIS)
5. Office of Admissions and Scholarships
    (a) Admissions Office (AO)
    (b) Center for Scholarships and Financial Assistance

The mission of the different offices handling student affairs are as follows:

1. Fully support the vision and mission of the university by providing high quality services to students.
2. Enhance and deepen the students' commitment to positive values and to inculcate in them a strong sense of honesty, compassion, personal responsibility and respect for others.
3. Address the needs of the students and shall have an active partnership with the faculty to ensure more effective services.
4. Provide comprehensive programs and services integral to the educational process.
5. Promote programs and services to ensure that students will succeed in all their undertakings during their entire residence in the university.

The objectives of the different offices handling student affairs are as follows:

1. Create a campus environment that is conducive to the learning process
2. Identify, monitor and act upon the specific needs of students through its programs and projects.
3. Provide an atmosphere for a wholesome student life and development.
4. Safeguard student welfare.
5. Establish and maintain a productive communication among students, faculty members, personnel and the administration.
6. Inform students about the vision, mission and core values of the university; academic policies, guidelines and procedures; policies and guidelines on student affairs; and other pertinent matters.

Section II: OFFICE OF STUDENT ACTIVITIES (OSA)

1. FUNCTIONS AND RESPONSIBILITIES OF OSA

Aside from approving student activities and disseminating student-related information, the Office of Student Activities (OSA) has the following functions and responsibilities.

(a) Inform students of their rights and responsibilities
(b) Appraise students of the rules/codes on student discipline, and proper decorum and behavior in their association with fellow students, teachers, employees and administrative officers
(c) Organize various activities for students/student organizations in coordination with the other centers.
(d) Supervise, regulate and facilitate the co-curricular and extra-curricular activities of accredited/recognized student organizations and student councils

2. UNITS UNDER OSA

2.1 Center for Cultural Development

The Center for Cultural Development (CCD) aims to develop the talents of MAPÚA students in the arts to promote appreciation and preservation of Filipino culture; and to increase understanding of how culture shapes the way people think and behave.

Specifically, the center aims to discover students who are talented in the arts and encourage them to hone their skills and talents.
Under this Center are the MAPÚA Cardinal Singers, the *Sining Kalinangan* MAPÚA Dance Co. and the MAPÚA Tekno Teatro.

The SINING KALINANGAN MAPÚA DANCE COMPANY was organized last August of 2000. Its members undergo training and are required to attend seminars and workshops conducted by different dance associations in order to develop their skills and enhance their projection during the performances. The group aims to participate in dance festivals here and abroad.

The MAPÚA TEKNO TEATRO was organized in August 2000 to encourage students to hone their talents in the performing arts and to develop a well-rounded personality.

The MAPÚA CARDINAL SINGERS (MCS) formerly known as the Mapúa Singing Ambassadors and the Mapúa Concert Singers has embarked on various performances here and abroad showcasing the musical talents of MAPÚA students. Under the supervision of its conductor, it has performed in gatherings and functions within and outside the campus, and even in engagements outside the country. The chorale with its excellent renditions of local and foreign songs has gained distinction and praise. It shall continue to carry with it the name of the Institute and its goal of promoting talents in the field of music.

2.2 The New Builder/Cardinal and Gold

To help students enhance their journalistic and literary skills, THE NEW BUILDER, the school organ, and CARDINAL AND GOLD, the school yearbook, are published on a regular basis.

THE NEW BUILDER is the official publication of the university for its students. It publishes news, features, literature, views and opinions, schedules of classes, examination schedules, and announcements on seminars, exhibits, lectures, field trips, as well as rules and regulations regarding the use of the library, laboratories, the study hall, and audio-visual rooms, among others. An alumni section featuring outstanding achievements of MAPÚA graduates is also published to inspire students to become successful in their chosen careers.

The CARDINAL AND GOLD is the official yearbook of the university. Printed twice a year, it publishes individual photos as well as group pictures of the graduates of the different schools. It also presents the activities of graduating students during the school year.

2.3 Campus Ministry

The Campus Ministry is an extension of the ministries of the Archdiocese of Manila. It aims to engage in a partnership with the Institute in building an environment of faith, charity and peace in the MAPÚA campus.

The Mapúa Campus Ministry shall help in fostering or deepening God's life-giving presence in the Mapúa community, regardless of religious affiliations. The Ministry shall be ecumenical in its approach and shall foster understanding and respect for the different expressions of faith which may exist in the campus. For this reason, the Campus Ministry student volunteers and staff too shall be ecumenical in their approach.

The Campus Ministry hold the following services:
- (a) Mass celebration
- (b) Moral formation through recollection
- (c) Spiritual accompaniment program through prayer meetings
- (d) Coordination with student organizations for spiritual development activities

2.4 Radio Cardinal

Mapúa Radio Cardinal (MRC) is the official campus radio of Mapúa University. Broadcasting through the internet since 2016, MRC was set up to fill the need for a viable means to further strengthen the identity of the Mapúa University by giving the students, faculty, employees, alumni, and other stakeholders a common platform for information, entertainment, and engagement.

The MRC works to disseminate information about Mapúa's key achievements, engagements, and abilities; enhance and solidify

Mapúa culture; showcase homegrown talent; provide a laboratory for sharpening the communication and skills of its students; present an opportunity for collaborative work among the different schools in Mapúa; and serve the broadcasting needs of subsidiaries and the entire YGC.

Programs provide a balanced mix of music, talk, and news meant to cater to the diverse interests of the community. Moreover, these programs have also harnessed the power of social media (Facebook and Twitter) to stimulate interest, listenership, and audience interaction.

3. LEADERSHIP AND SERVICE AWARDS

The prestigious Leadership and Service awards are given to Mapúa student leaders, who have shown exemplary leadership performance and dedication to service. These are the student leaders who have provided invaluable support and genuine service to their fellow students and to the academic community. The Office of Student Activities facilitates the submission of requirements and the selection process. The awarding ceremony is held during the induction rites of the Student Councils and Council of Organizations. A leadership awardee may be given a medal in recognition for leadership during the commencement exercise.

3.1 The selection process involves:
- (a) The formation of the Screening Committee composed of one (1) administrator, one (1) faculty member and at least a former student leader
- (b) The evaluation of the student leader's performance within a period of one (1) year based on a set of criteria and qualifications
- (c) The validation of the scores or percentages acquired by the nominees; the nominee with the highest score will receive the Leadership award, and the ten (10) student leaders with high scores will receive the Service awards.

3.2 Qualifications

- (a) For the Leadership Award: A cumulative average of at least "2.75" with no failing grade of more than six (6) units
- (b) For the Service Awards: A cumulative average of at least "2.75"
- (c) Residence at Mapúa for at least two (2) years
- (d) Officer or committee chair or head of one recognized/accredited student organization for at least one (1) year, and conduct of relevant major activities
- (e) Of good moral character or with no record of any major offense

3.3 Requirements

        (a)   A nomination from a recognized or accredited organization/council
        (b)   Application form
        (c)   Certificate of Recognition or Accreditation of Organization/Council
        (d)   Three (3) sealed testimonies regarding the character and integrity of the nominee from three (3) different school officials (*e.g.,* Adviser, Dean, Administrator or Faculty member)

     (e)   Three (3) sealed testimonies from different school officials on the nominee's leadership skills

     (f)   Personal testimony (an essay of at least 200 words) by the nominee on his/her service contribution/s to the students, the academic community or the university as a whole.
     (g)   List of positions held, inclusive of date
     (h)   List of projects implemented or conducted, inclusive of date, proof or portfolio

3.4 Criteria

(a)	Academic excellence	20%
(b)	Character/Integrity	20%
(c)	Leadership	60%

4. GUIDELINES FOR HOLDING ACTIVITIES WITHIN OR OUTSIDE THE CAMPUS

4.1 Extra-Curricular Activities

4.1.1 Students or student organizations or student councils who wish to conduct an extra-curricular activity (*e.g.,* sports festival, team building, outreach program, cultural shows, prayer meeting, general assembly, intramurals, etc.) must fill out an Extracurricular Activity Application Form in triplicate copies for (1) the student, student organization, student council or faculty adviser; (2) the Office of Student Activities (OSA); and (3) the Security Office.

4.1.2 All activity application forms must be filed (received by the OSA) at least seven (7) days before the scheduled activity date. It is important to plan the activity in advance. If the activity is filed only within a week or less, the Director for Student Activities (Director) shall have the prerogative to approve or disapprove the extra-curricular activity. In any case, the Director for Student Activities, after due consultation with the organizer (adviser or student organization/class officer), has the option to postpone or re-schedule the extra-curricular activity due to unavoidable circumstances, such as typhoon, black-out, holidays, natural disaster, jeepney strike, etc.; or if there is a perceived risk on the safety of the participants.

4.1.3 The adviser or student organizer shall not finalize any arrangement or contract with the outsiders like performer/s, sponsor/s, guest/s, speaker/s, resource person/s, resort personnel, plant personnel, factory representative/s, transportation company staff, etc., until the application is approved. Violation of this rule shall be ground for the disapproval of the application.

4.1.4 The application form shall be accompanied by a detailed agenda or program of the activity and a financial statement or projected cost of expenses (budget), including the expected income, if any, or individual contributions, ticket sales, donations, sponsorships, etc. A list of requirements is available at OSA.

4.1.5 The Director for Student Activities shall have the authority to ask for additional information or documents from the organizer, if necessary, before approving the co-curricular activity. The Director shall check and note if the application guidelines are followed. Major extra-curricular activity pertains to the activity involving 60% or more of the members of the class or organization. Minor extra-curricular activity pertains to the activities involving less than 60% of the members of the class or organization.

4.1.6 For an extra-curricular activity that has a "fund-raising" component (raffle draw, ticket selling, or donation), refer to Reference Guideline for Holding Activities available at the OSA.

4.1.7 An off-campus extra-curricular activity shall require the student/s (participant/s) to fill out a PARENT CONSENT form. The form must be signed by the parent or the guardian before the activity date. This form must be notarized. A "no parent's (guardian) signature, no outside trip" policy shall be implemented.

4.1.8 The organizer (adviser or class officer) shall provide OSA with a complete list of the participants for the off-campus activity before the scheduled date.

4.1.9 The organizer shall conduct a post-evaluation of the activity. The post-event evaluation forms for student activity are available at the OSA. At least 30% or more of the participants are expected to fill out the evaluation forms.

4.1.10 Before the conduct of the next activity, the organizer shall submit the evaluation report to the OSA. The Director shall collate the evaluation report. Any irregularity or anomaly found shall be a ground for disciplinary action on the organizer or on those directly responsible for the activity.

4.1.11 The evaluation report shall be used by the organizers in the planning and in applying improvement measures on future extracurricular activities. Before the end of the school year, the evaluation results shall be reviewed by the respective student organizations and advisers and submitted to Director for Student Activities.

4.1.12 No extracurricular activities shall be allowed 10 days before the final examination week.

4.2 Co-Curricular Activities of Student Organizations, Student Councils and Graduating Class

4.2.1 A student organization, a student council, a graduating class, a faculty adviser or a class who wish to conduct a co-curricular activity (e.g., technical seminar, plant visit, educational trip, conference, orientation, quiz show, writing contest, course competition, presentation etc.) must fill out a Co-Curricular Activity Application Form in triplicate copies for (1) the faculty or student organizer; (2) the OSA; and (3) the Security Office.

4.2.2 All activity application forms must be filed (received by OSA) at least seven days (7) before the scheduled activity date. It is important to plan the activity in advance. If the activity is filed only within a week or less, the Dean or Subject Chair or Director for Student Activities shall have the prerogative to approve or disapprove the co-curricular activity. In any case, the Dean or the Subject Chair, after due consultation with the organizer (faculty member or student organization/class officer), has the option to postpone or re-schedule a certain co-curricular activity due to unavoidable circumstances, such as typhoon, black-out, holidays, natural disaster, jeepney strike, etc.; or if there is a perceived risk on the safety of the participants.

4.2.3 A faculty member or student organizer shall not finalize any arrangement or contract with the outsiders –like performer/s, sponsor/s, guest/s, speaker/s, resource person/s, resort personnel, plant personnel, factory representative/s, transportation company staff, etc., until the application is approved. Violation of this rule shall be ground for the disapproval of the application.

4.2.4 The application form shall be accompanied by a detailed agenda or program of the activity and a financial statement or projected cost of expenses (budget), including the expected income, if any, or individual contributions, ticket sales, donations, sponsorships, etc. A list of requirements is available at OSA.

4.2.5 The Dean or Chair shall have the authority to ask for additional information or documents from the organizer, if necessary, before approving the co-curricular activity. The Director for Student Academic Affairs shall check and note if the application guidelines are followed. Major co-curricular activity pertains to the activity involving 60% or more of the members of the class or organization. Minor co-curricular activity pertains to the activities involving less than 60% of the members of the class or organization.

4.2.6 For a co-curricular activity that has a "fund-raising" component (raffle draw, ticket selling, merchandizing or donation), refer to Reference Guideline for Holding Activities available at the OSA.

4.2.7 An off-campus co-curricular activity shall require the student/s (participant/s) to fill out a PARENT CONSENT form. The form must be signed by the parent or the guardian before the activity date. This form must be notarized. A "no parent's (guardian) signature, no outside trip" policy shall be implemented.

4.2.8 The organizer (faculty member or class officer) shall provide the OSA with a complete list of the participants for the off-campus activity before the scheduled date.

4.2.9 The organizer shall conduct a post-evaluation of the activity. The post-event evaluation forms for student activity are available at the OSA. At least 30% or more of the participants are expected to fill out the evaluation forms.

4.2.10 Before the term ends, the organizer shall submit the evaluation report to the department/school and/or the OSA. Any irregularity or anomaly found shall be a ground for disciplinary action on the organizer or those directly responsible for the activity.

4.2.11 The evaluation report shall be used by the organizer in the planning and in applying improvement measures on future co-curricular activities.

5. RULES AND REGULATIONS GOVERNING STUDENT ORGANIZATIONS

RULE I – GENERAL POLICIES

Section 1. RATIONALE FOR THE ESTABLISHMENT OF STUDENT ORGANIZATIONS - Subject to the limitations provided for under these rules, the establishment and operation of student organizations shall be allowed to provide students opportunities to make productive use of their free time by engaging in constructive and wholesome extracurricular activities to complement their academic development, through guided group planned studies and projects, aimed at developing student leadership qualities and fostering a closer and a more harmonious relationship, not only among the members within the student organization but also with the faculty and the administration as well. Furthermore, as part of a realistic and progressive policy of the Office of Student Activities, the Administration recognizes the need for student participation in co-curricular and extra-curricular activities, provided, however, that such activities shall be confined only to *scientific, technological, spiritual, cultural, civic, or sports related* objectives and provided further, that these shall previously be *approved by the Office of Student Activities.*

Section 2. AUTHORITY TO OPERATE – Subject to rules and regulations promulgated by the Commission of Higher Education (CHED), the President of the Institute shall authorize the establishment and operation of the student organizations upon compliance with the requirements of the CHED and the Institute.

Section 3. SUPERVISION OF THE ORGANIZATION'S ACTIVITIES –Director for Student Activities shall have the authority to supervise and regulate the operation as well as activities of all duty accredited or recognized student organizations for the purpose directing their resources and efforts toward the attainment of their avowed and approved objectives.

Section 4. *The Director for Students Activities* shall enforce the provisions of this set of rules and regulations and shall:
  (a) Review and screen all new and renewal applications of student organizations, and with the help of the Central Student Council (CSC) and the Council of Organization Officers (COO), make the necessary recommendations for the accreditation or recognition of the organizations by the Institute.
  (b) Regulate and supervise student activities and conduct hearings in cases involving violations of any of these rules and regulations. Serious violations shall be referred to the Committee on Decorum and Investigation (CDI).
  (c) Review, revise and formulate rules and regulations governing student organizations in the Institute and recommend them to the EVP for Academic Affairs.

Section 5. STUDENT PUBLICATIONS – No student organization, or group of students or any individual student shall utilize or avail of the use of the name of the MAPÚA UNIVERSITY, its logo or emblem and/or the name, logo or emblem of any department, office or school in the Institute in any publication, be it as magazine, newsletter, newspaper, periodical, handbill or circular of any form.

The publisher or circular of any publication shall be directly liable and responsible for the contents of the materials published or circulated. MAPÚA shall in no way or manner be liable or responsible for the consequences arising from or in connection with the unofficial publications.

RULE II – DEFINITION OF TERMS

Section 6. *Definition* – The use of the following terms in these rules and regulations shall be understood and taken as defined below:
  (a) Student organization- means any organization composed of bona fide MAPÚA students whose membership in general comes from a school or department, or from different schools or departments of the university. The number of members of the organization should not be lower than thirty (30) students.
  (b) Accredited student organization – refers to a recognized student organization that has attained a high compliance score (81% and above) or has satisfied all requirements during the accreditation process (i.e., 4 major activities per year, attendance in regular meetings, submission of a revised constitution and by-laws, with track record for good discipline, for submission of activity evaluation documents).
  (c) Recognized student organization – a student organization that has attained a score of 70% to 80% compliance with accreditation requirements.

(d) On-probation student organization – a student organization that has attained low compliance score during the accreditation of student organizations. This also applies to new student organizations applying for recognition.

(e) MU/MIT, MAPÚA or University/Institute – refers to the MAPÚA UNIVERSITY.

(f) President – refers to the highest executive officer of the MAPÚA University.

(g) Committee on Decorum and Investigation – refers to the special committee created by the President to assist him and the Vice Presidents of the university.

(h) VP for Academic Affairs (VPAA) – refers to the official of the university involved in the supervision of academic services (admissions and registration) and student services.

(i) Prefect of Discipline - refers to the official of the university involved in the enforcement of student rules and regulations of the university

(j) Director for Student Activities – known as the director, refers to the official of the university involve in the supervision of student activities. This may be the Director for Student Academic Affairs or the Director for Student Engagement Office.

(k) Director for Student Academic Affairs – in charge reviewing and approving of co-curricular activities.

(l) Director for Student Engagement – in charge of reviewing and approving of extra-curricular activities.

(m) Dean – refers to the academic head of a school.

(n) Faculty Adviser – refers to the faculty member designated to directly supervise a student organization.

(o) Council of Organizations Officers (COO) – refers to the elected officers representing the different accredited or recognized student organizations.

(p) Central Student Council (CSC) – refers to the highest elected student body representing the different schools of the university.

(q) Council of Presidents (COP) - refers to the elected officers representing the presidents of each School Student Council.

RULE III – ACCREDITATION

Section 7. APPLICATION – Any group of 30 students at the university may apply at the Office of Student Activities for permit to organize a student organization provided, however, that for the specific purpose of accreditation of such organization, the *total membership thereof shall not be less than 30 students at the time of the issuance of its certificate of accreditation or recognition. Refer to Guidelines for Accrediting Student Organizations.*

Section 8. CERTIFICATE OF ACCREDITATION OR RECOGNITION – The acknowledgement of the student organization shall be a pre-condition for its operation in the university. A corresponding certificate of accreditation or recognition shall be issued by the Director to each student organization upon compliance with the requirements herein prescribed (Sec. 13) provided, however, that such certificate shall be effective for one year only and subject to renewal for a similar period and provided, further, that the certificate may be revoked or cancelled for violation of school rules and regulations.

Student organizations seeking acknowledgement for recognition shall comply with the following requirements:
a) Student organizations applying acknowledgement for recognition shall fall under any of the following classifications:
   i. Scientific or technological groups (academic/technical)
   ii. Cultural groups – (social dent)
   iii. Civic groups – (community service)
   iv. Religious groups – (spiritual development)
   v. Sports oriented groups – (physical development and recreation)
b) No student organizations falling under any of the following categories shall be permitted to operate within the Institute:
   i. Fraternities
   ii. Organizations that carry Greek letter names
   iii. Organizations of political nature
   iv. Regional organizations such as Ilocano organization, Bicolano group, etc.
   v. Organizations that confine their activities to purely social affairs.
   vi. Secret societies
   vii. Organizations that practice religious or racial intolerance.
   viii. Organizations whose policies and practices are not in consonance with the rules and regulations of the Institute and the laws of the land.
c) Purposes and/or objectives of the organization shall be clearly stated.
d) Only student organizations officially acknowledged, accredited and recognized by the university may use the name MAPÚA UNIVERSITY. The name of the university should not, however, be directly or indirectly used in

connection with any extracurricular activities, without the prior approval of any of the following: the Prefect, the Director for Student Activities and/or the EVPAA, the EVPA and the President of the University.

e) Any student organization desiring to hold any activity whether on or off-campus shall fill up the required application forms and secure the written approval of the Director for Student Activities at least one week before the event takes place and before notices of the affair are posted or published. For off-campus activities, parent consent forms of the participants are necessary, and should be presented to the Director for Student Activities. The officers and members of the student organization concerned, shall be held jointly and severally responsible for any injury to persons and/or damage of property or facilities arising from the holding of any activity either on or off-campus. The faculty adviser shall, however, be held liable for any consequence resulting from his negligence.

f) No student organization or their officers and members shall individually represent the university in activities of existing or proposed national or international youth groups or endorse their objectives without the approval of any of the following: the Prefect, the Director for Student Activities, the EVPAA, the EVPA, or the President.

g) All student organizations duly recognized shall comply with the rules and regulations of the University. Any organization that violates or circumvents this set of rules and regulations and those of the university shall have its officers and members subjected to individual and collective disciplinary action.

h) The application for recognition of a proposed student organization shall not be considered if there is already an existing organization with the same objectives and purposes or nature of activities.

i) No recognized student organization shall be allowed to affiliate with outside or extramural organizations without the previous approval of the Director for Student Activities. Any violation of this rule will mean the immediate cancellation and withdrawal of the recognition of the organization. In the event that a student organization is allowed to affiliate with outside or extramural organizations, the rules, regulations and policies of MAPÚA shall prevail over the rules, regulations and policies of the outside organization.

Similarly, chapters of outside or extramural organizations shall not be established in the University without likewise complying with the same requirements *supra,* plus other requirements the University may impose on such organizations.

Section 9. CONSTITUTION AND BY-LAWS - Each student organization shall have a constitution and by-laws which shall be approved by the Director for Student Activities, the Central Student Council and the Council of Organizations Officers. No student organization shall be allowed to function in the University without the prior approval herein required.

Section 10. FACULTY ADVISERS – Each student organization shall have not more than two faculty advisers who shall have the following qualifications:

a) The faculty advisers of recognized or accredited student organizations shall be recommended and chosen by the officers and members of the respective student organizations subject to the approval of the Director for Student Activities, the Council of Organizations Officers and the Central Student Council.

b) The faculty adviser shall be a faculty member who has been with the University for at least three years at the time of his/her appointment. The adviser is a regular faculty member unless otherwise approved by the Director for Student Activities in the absence of a qualified adviser.

c) The faculty adviser shall coordinate with the Director for Student Activities in the supervision of the student organization.

d) The faculty adviser shall be required to sign a letter of acceptance, signifying his/her willingness to act in an advisory capacity and to be held responsible to the MAPÚA Administration and to the government authorities for the proper conduct of the organization and its members.

e) The faculty adviser shall be required to sign a letter of assurance that he/she would be present in the general meetings and major affairs of the student organization and shall be jointly responsible with the officers for the conduct of such activities.

f) The faculty adviser shall review, correct, revise and submit for the approval of the Director all proposed programs, press releases and publications of the organization, and shall see to it that everything contained therein is in accordance with the MAPÚA rules and regulations and that the materials are decent and of good taste. He/she shall also see to it that the names and designation of the officers of the MAPÚA administration (including the Deans, Heads, Chairpersons and Faculty Members) are correctly printed in accordance with the MAPÚA prospectus.

g) The faculty adviser shall:
    i. Submit all requests for permission to hold meetings and other activities of the organization to the Office of Student Activities and to the other concerned departments.
    ii. Certify all official letters and reports of the student organization and copies thereof before they are forwarded to the OSA and other departments.
    iii. Review the constitution and by-laws of the student organization.

     iv.   Check the qualifications of student nominees for elective positions of the organization and inform the Director accordingly.

     v.   Supervise the election of officers and certify the election results and submit the same to the OSA.

     vi.   Supervise all activities of the organization and submit written reports and evaluation results thereof to the OSA

h) No faculty member shall act as adviser to more than one student organization nor shall any student organization have more than two (2) faculty advisers. No honorary faculty advisers shall be allowed.

i) No faculty member shall accept advisorship to any student organization if his/her duties as adviser shall conflict with his/her teaching and/or administrative duties in the University.

j) The faculty adviser shall help in promoting and instilling the core values, the mission and the vision of MAPÚA to the officers and members of the student organization.

Section 11. ELECTIONS AND QUALIFICATIONS OF OFFICERS – The officers of each student organization, as provided for in its approved constitution and by-laws, shall be elected by the members thereof; provided, however, that the election of officers of the organization shall be under the supervision of, and subject to regulation by, the faculty adviser/s, and provided further, that each nominee for election or appointment or designation to any position of the organization shall possess the following qualifications:

(a) He/she must be a bona fide student at the university and must have been actually enrolled and duly registered.

(b) He/she must be responsible person with high moral and ethical standards, without any previous conviction in any court of law.

(c) He/she must have had no disciplinary action of any kind meted out to him/her for violation of MAPÚA rules and regulations.

(d) He/she must have passed all his/her courses of not less than twelve (12) units of academic load in the term immediately preceding his election or appointment.

(e) He/she must have had a continuous residence in the university for not less than two school years and must have earned at least sixty (60) units of college work in the university.

(f) He/she must have carried an academic load of not less than twelve (12) units every term since his/her admission to the university and is presently enrolled in not less than twelve (12) units, unless he/she is a graduating student.

(g) He/she must not be an officer of another student organization or student council.

(h) He/she must have no financial liability with the university.

(i) An elected officer shall not be qualified to run for re-election if he/she failed in or drops any course in the preceding term or had previously resigned from his/her position.

(j) The term of office shall be for one school year, or a number of terms as indicated in the constitution and by-laws of the organization.

Section 12. MEMBERSHIP – Admission for membership in the student organization shall be in accordance with the provisions of the approved constitution and by-laws of the organization and shall be in compliance with the following:

(a) Every organization shall hold once a year an open ceremony (not closed or secret) for admitting new members.

(b) Every candidate for admission to a student organization shall be informed beforehand of the proposed calendar of events and the estimated total amount of dues and expenses which the applicant will incur during the school year.

(c) All candidates for admission shall know by heart the lyrics of the National Anthem and the Alma Mater Song and shall know how to sing them.

(d) All applicants for membership shall know the names of the officials of MAPÚA, its core values and its mission and vision.

(e) Only enrolled and bona fide students at the university are eligible for membership to any student organization.

(f) All applicants for membership below eighteen (18) years of age shall submit a written evidence of parental or guardian consent and such shall have to be approved by the Director for Student Activities. NO HAZING OR INITIATION IN ANY FORM SHALL BE ALLOWED.

(g) Students who under probation (academic or otherwise) are not qualified for membership.

(h) Students meted out disciplinary action are not qualified for membership.

(i) Members of student organizations who have been meted out disciplinary action for violation of Mapua University (MU) rules and regulations shall be dropped from the organization immediately.

(j) Members of student organizations who drop wholly or partly their course load so that the total is less than nine (9) units shall also be dropped from the organization, unless they are graduating.

(k) Members of organizations shall not have any property/financial liability with the University.

RULE IV – REGISTRATION OF STUDENT ORGANIZATIONS

Section 13. REGISTRATION – Student organizations shall apply for registration at the Office of Student Activities. A letter of application for accreditation and/or recognition is required upon registration. Student organizations shall submit the necessary requirements for accreditation/recognition:

- (a) A letter of application signed by the president of the organization and noted by its adviser
- (b) A copy of the by-laws of the organization
- (c) A copy of the objectives of the organization
- (d) A letter of acceptance of the advisory post signed by the adviser
- (e) A list of officers of the organization with their respective biodata and grades
- (f) A list of at least thirty (30) active members
- (g) A list of proposed activities with their tentative dates
- (h) A report on post activities including financial reports
- (i) A report on the performance of the organization from its adviser
- (j) A certificate of affiliation (optional)

Refer to the Office of the Student Activities for the current and official list of accredited, recognized and probationary student organizations.

RULE V – ORGANIZATION FUNDS

Section 14. DUES, COLLECTIONS AND FINANCES

- (a) No student organization, group of students, party or parties shall collect, solicit and receive funds, contributions, donations or any form of exaction from students for any purpose or project, except from their own membership or officially approved projects.
- (b) No student organization, group of students or any individual student is/are permitted to engage the assistance, services or representation of any department of the university, any member of the Institute's faculty or personnel in collecting, soliciting or keeping of the said funds, collections or donations.
- (c) Student organizations may collect a reasonable amount as yearly membership fee from the members provided, however, that every collection shall be correspondingly covered by a receipt issued by the Treasurer of the organization. A permit for such collection shall have been previously approved by the Director for Student Activities.
- (d) Collections and dues shall not exceed the amount stated in the approved permit.
- (e) Collections shall be solicited only from members of the organization. No solicitation or fund-raising project of any kind shall be made unless previous permission has been granted by President or his authorized representative. A guideline for fund raising activity is available at the OSA.
- (f) Faculty advisers shall see to it that a permit has been granted by the Director for Student Activities and the President or his authorized representative, for any major fund-raising activity. They shall see to it that collection to raise the necessary amount to meet the expenses of the affair is done before the activities are held and not after. A list of possible expenses shall be attached to the letter of application.
- (g) Ideally, within one (1) week after an activity is held, or before the next activity, a detailed financial report of said activity shall be submitted to the Director for Student Activities.
- (h) All and any amount as may accrue to the organization, whether from voluntary contributions of the members or otherwise, shall likewise be included and/or accounted for in the financial report and a copy of the report thereof shall be submitted to the Director for Student Activities.
- (i) The list of contributions for all student activities, together with the amounts contributed, and the financial reports of activities shall be posted in a conspicuous place for the information of all concerned.

Section 15. BOOK OF ACCOUNTS or Financial Record Book – A Book of Accounts shall be maintained by each student organization, on which shall be indicated all collections and disbursements of the organization. The Book of Accounts may be inspected and shall be open for inspection, during regular office hours, by any member of the organization and by the assigned faculty adviser or by the Director whenever the need for such inspection arises.

Section 16. DISBURSEMENTS – If the organization has a bank account, authority for all disbursement from the funds of the student organization shall be affected only upon the previous approval by its governing board with the concurrence of the faculty adviser of the organization. The bank withdrawal slips for any amount withdrawn shall carry the signatures of both the President and the Treasurer of the organization. Furthermore, if the organization maintains a checking account, all checks shall be signed jointly by the President and the Treasurer of the organization.

Section 17. AUDIT AND REPORT – Each student organization shall submit one (1) copy to the Director for Student Activities its financial statement on or before the end of term per major activity. The financial statement, containing total receipts

and expenditures, shall be prepared by the Treasurer of the organization, audited by the Auditor of the organization, approved by the President of the organization, and duly noted by the faculty adviser of the organization.

This financial statement should be included in the portfolio of requirements (Plan, Do, Check and Assess documents) per major activity. *This shall be a requisite for re-application or* renewal of the permit previously granted to the organization to function in the Institute.

The Director for Student Activities may order that the financial statement of each student organization be audited by a competent official of the University at least once every year, and that whenever there is a finding of misappropriation of the funds of the organization, the officers of the organization shall be held administratively liable jointly and severally without prejudice to criminal prosecution if the evidence so warrants.

RULE VI – MEETINGS AND ACTIVITIES

Section 18. MEETINGS – No secret meetings shall be allowed. Permission to hold meetings and/or to post notices must be requested from the Director for Student Activities and received by OSA at least seven (7) days before the meeting takes place. Requests for meetings shall state the agenda of the meetings and shall bear the recommendation of the faculty adviser. The University, upon the advice of the director for Student Activities, reserves the right to cancel for cause any permit previously granted any organization to hold a meeting.

Section 19. ACTIVITIES - Permission to hold an activity must be requested from the university through the Office of Student Activities at least one (1) week before the event takes place and before notices of the affair are posted or published. The following regulations shall be observed and implemented:
(a) The University, upon the advice of the Director for Student Activities reserves the right to cancel for cause any authority previously granted to any student organization to hold an affair.
(b) All extracurricular or co-curricular activities shall not conflict with the official calendar of activities of the University. Academic, co-curricular and official Institutional activities shall take precedence over extracurricular activities of student organizations.
(c) Permission to hold an affair that will entail expenses will be granted by the University only after the officers of the organization planning the activity shall have submitted a written assurance duly certified by the faculty adviser, that the organization has on demand, a sufficient amount to cover all needed expenses. Expensive affairs shall not be allowed. Participation in all activities must be purely voluntary and activities must be characterized by austerity and moderation.
(d) Every affair that is social in nature must be preceded by an activity of a technological, scientific, cultural and/or educational nature.
(e) When a permit previously issued is cancelled or when the activity is postponed, a letter to request to hold the same activity shall be submitted to OSA subject to the approval of the Director for Student Activities unless the organization is advised to secure new permit depending on the nature of the activity.

No meetings or major extracurricular activities of any kind shall be allowed ten (10) days before or during the final examinations. Co-curricular activities may be allowed subject to the approval of the Dean and noted by the Director for Student Activities.

RULE VII – USE OF UNIVERSITY FACILITIES

Section 20. LIMITED ONLY TO ACCREDITED OR RECOGNIZED STUDENT ORGANIZATIONS – The use of available school facilities shall be limited only to such student organizations which are duly acknowledged, accredited or recognized under the rules and regulations of the university. The Head of the Campus Development and Maintenance Office (CDMO) has the authority to approve or disapprove the use of facilities by the student organization.

Section 21. CHARGES FOR USE OF SCHOOL FACILITIES - Subject to the applicable rules and policies, the use of facilities of the university by a student organization shall be upon payment of such reasonable fee or charges as may be deemed necessary for the operation, depreciation and/or maintenance, and subject to a contract to be executed by the Office of the President (OP), Office of the Executive Vice President for Academic Affairs (OEVPAA) or Office of the Executive Vice President for Administration (OEVPA).

Section 22. RESPONSIBILITY - The officers of the student organizations concerned shall be jointly and severally responsible and liable for any injury to persons and/or damage to the property or facilities of the University and of other third parties arising from the use thereof by the organization.

RULE VIII – RENEWAL OF AUTHORITY AND DISSOLUTION OF ORGANIZATIONS

Section 23. RENEWAL OF AUTHORITY – Each accredited or recognized student organization shall apply for renewal of its authority to operate within thirty (30) days after the start of the fourth (4th) term. All requirements and conditions for renewal are contained in the application form available in the Office of Student Activities. Failure by the organization to apply for renewal of its authority to operate as provided herein shall be considered sufficient cause for the cancellation of the organization from the official list of student organizations of the university.

Section 24. FORMAL DISSOLUTION – When the dissolution of the student organization is through the voluntary action of its members, it shall be the responsibility of its president, subject to the consultation with the faculty adviser, to formally issue a corresponding written notice to the school administration through the Director for Student Activities who shall record such dissolution in the official list of student organizations of the university.

Section 25. CERTIFICATE OF CLEARANCE – Whether the dissolution of the student organization is voluntary or otherwise the officers of the organization shall be required to secure a certificate of clearance for money, property, civil or criminal liabilities from the faculty adviser and the Director for Student Activities. Dissolution of an organization does not absolve the organization from liabilities and responsibilities arising from previous activities for which they will still be held liable jointly and severally.

RULE IX – STUDENT CONDUCT AND DISCIPLINE

Section 26. GENERAL BEHAVIOR – Every student shall observe and obey the laws of the land, the rules and regulations of the University, and the standards of good society; shall be courteous and considerate on all occasions as befitting men and women of refinement and good breeding; and shall always act with fairness, tolerance, moderation, respect for the opinion and feelings of others, bearing in mind that education stands for broadness of views and for appreciation and understanding of principles and core values.

Section 27. PROHIBITED ACTIVITIES - Activities which partake of the nature of subversion or insurgency, or which are deemed to be unlawful under existing legislations or under the rules and regulations of the University are strictly prohibited. The members as well as the officers of any student organization including the faculty adviser, if warranted by the circumstances of each case, shall be administratively liable jointly and severally for any illegal activity of the organization and in condition, the case shall be referred to proper government authorities for proper action.

Generally, student organization as such shall not be allowed to engage in political partisan activities within the campus in keeping with the non-partisan and independent policy of the University. However, such prohibition shall not deny the student as an individual his political right as guaranteed by the Constitution.

Section 28. ADMINISTRATIVE SANCTION – In addition to the revocation of the authority to operate the student organization as provided under the CHED Rules and the Manual of Regulations for Private Schools, thereof, the members as well as the officers of the organization who may be found guilty of violating any of the foregoing regulations, shall either be reprimanded, suspended, or dropped from the rolls of students at the University, or may be recommended for expulsion.

RULE X – MISCELLANEOUS PROVISIONS

Section 29. – FUNCTIONAL COORDINATION – In the interest of national security, the President of the University shall coordinate closely with the Commissioner of Higher Education or their duly authorized representatives, toward the effective and proper implementation of these rules, per Letter of Instruction No. 438 of the President of the Philippines.

Section 30. DATE OF EFFECTIVITY – These rules shall take effect upon the approval of the President of MAPÚA UNIVERSITY.

6. RULES AND REGULATIONS GOVERNING SCHOOL STUDENT COUNCILS

RULE I – GENERAL POLICIES

Section 1. RATIONALE FOR THE ESTABLISHMENT OF SCHOOL STUDENT COUNCILS – Subject to the limitations provided for under these rules, the establishment and operation of School Student Councils shall be allowed:

(a) to give the students an opportunity to be heard on matters of student concerns and welfare or on problems and/or questions pertaining to their program.

(b) to provide the students opportunities to make productive use of their time through constructive and wholesome extracurricular activities to complement their academic programs through guided group-planned studies and projects.

(c) to foster and develop responsible student leadership qualities, and

(d) to promote a closer and a more harmonious relationship among the members of the School Student Council.

Section 2. AUTHORITY TO OPERATE – The President of the University shall have the sole power to authorize and approve the establishment of the Central Student Council and the School Student Councils.

Section 3. SUPERVISION OF ACTIVITIES – Each School Student Council shall recommend its respective Dean and the faculty member of its choice and of the same school to be its advisers who shall supervise and regulate the operations as well as the activities of the School Student Council according to the Rules and Regulations promulgated by the University.

Section 4. The Director for Student Activities, the Executive Vice President for Academic Affairs and the President of the Central Student Council (CSC) or its representative shall have the authority to enforce, clarify and interpret the provisions of this set of rules and regulations and shall:

(a) coordinate all activities and operations of the School Student Councils.

(b) conduct investigation of all cases involving violations embodied in these rules and regulations.

(c) from time to time, with the approval of the Executive Vice President for Academic Affairs, review, revise and formulate additional rules and regulations governing School Student Councils in the Institute within the framework of the guidelines of the Commission on Higher Education.

RULE II – DEFINITION OF TERMS

Section 5. DEFINITION – The use of the following terms in these rules and regulations shall be understood as defined or delimited hereunder:

(a) School – Refers to the specific school of the University, such as the School of Electrical Engineering, the School of Civil Engineering, etc. or an academic department offering programs such as the Department of Mathematics and the Department of Physics.

(b) School Student Council – Refers to the organization composed of MAPÚA students officially enrolled in a particular School or program.

(c) MAPÚA or University or MU– Refers to the MAPÚA UNIVERSITY.

(d) The President – Refers to the highest official of the MAPÚA University.

(e) EVP for Academic Affairs – Refers to the MAPÚA official directly in charge of all student services.

(f) Director for Student Activities– Refers to the MAPÚA official directly in charge of the supervision of student organizations, student councils and the graduating class. The Director for Student Activities or Director -is the equivalent head of the Office of Student Activities.

(g) Dean of School – Refers to the Academic Head of each School in the University.

(h) Faculty Adviser – Refers to the faculty member supervising the student council.

(i) Registrar – Refers to the official of the University who is the custodian of all student records.

(j) Treasurer – Refers to the official of the University directly in charge of financial matters.

RULE III – ACCREDITATION

Section 6. CERTIFICATE OF RECOGNITION – The accreditation of a School Student Council shall be a condition precedent to its operation in the University. A corresponding certificate of recognition shall be issued to each School Student Council upon full compliance with the requirements herein prescribed provided, however, that such certificate shall be effective for only one school year and provided, further, that the certificate may be revoked or cancelled at any time for violation of University rules and regulations.

School Student Councils seeking accreditation shall comply with the following mandatory requirements:

(a) Only School Student Councils officially recognized by the University may use the name MAPÚA UNIVERSITY. The name of the University should not, however, be directly or indirectly used in connection with any extra-curricular activities, without the prior recommendation of the Dean of the School and the Director for Student Activities and/or the approval of the Executive Vice President for Academic Affairs.

(b) School Student Councils shall not interfere in curricular, academic and administrative matters of the University.

(c) School Student Councils shall not engage in any national/international political activities/matters nor favor any national/international political party

(d) School Student Councils desiring to hold any activity whether on or off-campus shall fill up the required application forms and secure the written recommendation of the Faculty Adviser, the Dean of the School and the approval of the Director for Student Activities. The officers and members of the School Student Council concerned shall be held jointly and severally responsible for any injury to persons and/or damage to property or facilities arising from the holding of any activity sponsored by the School Student Council either on or off-campus. See the guidelines in the holding of activities for extra-curricular activities.

(e) No School Student Council or its officers and members shall individually or as a group officiate, participate or represent the University in activities of existing or proposed national or international youth groups or other organizations in the Philippines or abroad without the recommendation of the Dean of the School, the Director for Student Activities and the Executive Vice President for Academic Affairs.

(f) No recognized School Student Council shall be allowed to affiliate with outside or extramural organizations without the previous study and recommendation of the Dean of the School, the Director for Student Activities and the approval of the Executive Vice President for Academic Affairs.

(g) All rules, regulations and policies of the University shall prevail over the rules of any other outside organizations. (See Rules and Regulations governing Student Organizations.)

(h) No "hazing" or initiation in any form shall be allowed in all School Student Councils.

(i) All School Student Councils duly recognized shall comply with all the rules and regulations of the University. Any School Student Council that violates or circumvents its set of rules and regulations and those of the University shall have its officers and members subjected to proper individual and collective disciplinary action as well as immediate cancellation of its authority to operate and withdrawal of its recognition.

Section 7. CONSTITUTION AND BY-LAWS – Each School Student Council shall have a proposed constitution and by-laws within the framework of these rules and regulations which shall be approved by the Director for Student Activities and/ the Executive Vice President for Academic Affairs, upon the recommendation of the Dean of the School. Nothing in the proposed constitution shall conflict with, be contrary to or circumvent said rules and regulations, of pertinent CHED rules and the laws of the land. No School Student Council shall be allowed to function in the University without the required duly approved constitution and by-laws.

Section 8. ADVISERS – Each School Student Council shall have as advisers its respective Dean and a faculty member of its choice and of the same school who:

(a) shall coordinate with the Director in the supervision of the School Student Council.

(b) shall be required to sign letters of acceptance, signifying willingness to act in an advisory capacity and to be held responsible not only to the Institute but also to proper government authorities for the conduct of the School Student Council and its members.

(c) shall review, correct, revise and pass approval on any printed matter for circulation by the School Student Council to the mass media and shall see to it that everything contained therein are correct and proper and in accordance with MAPÚA rules and regulations, and that the names and designations of the Officers of the MAPÚA Administration are correctly printed therein in accordance with the MAPÚA CATALOGUE OF INFORMATION.

(d) shall certify all official requests for permission to hold meetings and other activities of the School Student Council for submission to the Director.

(e) shall certify all official letters and reports of the School Student Council before they are forwarded to the Director.

(f) shall review the qualifications of student nominees for elective positions to the School Student Council and inform the Director accordingly.

(g) shall supervise or request their faculty representatives to supervise the election of officers for the School Student Council and shall certify the results thereof to the Director.

(h) shall supervise all affairs of the School Student Council and shall submit written reports thereof including financial statements to the Director.

(i) shall review the qualifications of students applying for membership to the School Student Council and shall decide on any case that may develop or arise regarding membership.

Section 9. MEMBERSHIP – All bona fide students at the University are eligible to become in their individual capacity as members of the School Student Council provided that:

(a) They maintain an active academic load of not less than nine (9) units a quarter.

(b) They are not under academic and/or disciplinary probation.

(c) They have no unpaid back accounts with the University.

In addition to the foregoing provisions, the following procedure shall be followed in determining who are considered as qualified for membership in the School Student Council:

(a) The Registrar shall issue a certification on the number of students officially enrolled in the school.
(b) The Registrar shall certify those students of the school who carry an academic load of less than nine (9) units and are therefore not qualified to become members of the council.
(c) The Registrar shall likewise certify those students of the school who have academic deficiencies and are therefore not qualified to become members of the council.
(d) The Treasurer of the Institute shall certify those students of the school with back accounts and are therefore not qualified to become members.

The number of students thus certified as belonging to the last three (3) categories shall be subtracted from the total enrollment of the school and the remainder shall be considered as the only ones qualified for membership. For validity of any election of officers, 50% plus one of this number shall have cast their votes. Below 50% of the votes may still be considered valid but subject to the approval of the Director for Student Activities and the Executive Vice President for Academic Affairs.

Section 10. QUALIFICATIONS OF OFFICERS – The officers of each School Student Council shall be elected by a simple majority vote of all bona fide and qualified members as provided for in the preceding section (Section 9); provided, however, that no officer elected shall be re-nominated for reelection to the same or lower position in the next school year and thereafter and provided further that the election shall be under the supervision of, and subject to regulation by, the advisers and/or by their authorized representatives from the School's roster of faculty members and provided, finally, that the candidate for election shall possess the following qualifications:

(a) He must be a bona fide student of the university and must have been actually enrolled and duly registered.
(b) He must be a person of good moral character and must have no disciplinary action of any kind meted out to him.
(c) He must have started his freshman year in MAPÚA and must have had continuous residence therein.
(d) He must have passed all his/her courses with a weighted average of 2.75 or higher in the quarter immediately preceding his election.
(e) He must be classified at least as a 2nd year student (candidates for graduation are disqualified).
(f) He must be classified as a third- or fourth-year student (candidates for graduation are disqualified) or at least second year student for a 3-year program.
(g) He must have carried an active academic load of more than 18 units (3rd or 4th year) since his/her admission to the University and is presently enrolled in and maintaining not less than nine (9) units.
(h) He must not be an officer of more than one (1) student organization.
(i) He must have no unpaid back accounts in the previous quarter.
(j) After considering all qualifications as mentioned above and no officers are qualified to run, the matter shall be settled with the Committee on elections under the supervision of the Director for Student Activities.

Section 11. ELECTIONS AND/OR VOTING REQUIREMENTS

(a) Elections shall be held within thirty (30) days after authority to operate has been granted under Section 22. Elections shall be supervised by the Director, the Dean or by the authorized representatives (from the school's roster of faculty members). Students casting their votes shall be required to present their I.D. and such other papers or documents as may be required.
(b) Advisers to the School Student Councils shall set the date of the elections, determine where the polling places shall be located and appoint a Board of Canvassers to supervise the elections. Candidates may be allowed to campaign only within one (1) week before the date of elections, provided that the campaign will not disturb or disrupt school academic activities or create unnecessary noise or disturbance. Candidates shall not be allowed to spend money for campaign purposes or give or distribute any gifts, souvenirs, or other material objects or invite students to dinners or parties in connection with the electoral campaign. No part of the School Student Council funds shall be used for this purpose.
(c) Students under prohibition (academic or otherwise) shall not be qualified to vote.
(d) Students meted out disciplinary action shall not be qualified to vote.
(e) Students who have not paid their School Student Council membership dues or who have not fulfilled all other obligations and qualifications shall not be allowed to vote.
(f) Elections of officers to the School Student Council shall be valid only if not less than 50% plus one (1) of the school who have qualified to become members thereof participate in the election by casting their ballots; otherwise, the Director and the Dean shall determine the validity of the results.

(g) Election campaigns should be devoid of any form of violence, force or intimidation and should be conducted in an orderly and peaceful manner, otherwise, participants may be ordered suspended, or the results thereof be declared null and void, with those guilty of infraction of the rules and regulations subjected to disciplinary action.

(h) After considering all the requirements prescribed in sections 9, 10, 11, the Dean may appoint the officers of the School Student Council if none is qualified or available.

RULE IV – REGISTRY OF SCHOOL STUDENT COUNCILS

(An interim committee of qualified students may be created by the Dean, and the faculty adviser, with the approval of the Director for Student Activities, the Executive Vice President for Academic Affairs and the President of the University for the purpose of initiating the organization of the School Student Council.)

Section 12. REGISTRATION – Every School Student Council shall apply for registration with the Dean of the School and the Director before it is duly recognized or accredited. For this purpose, each School Student Council shall submit to the office of the Dean of the School and the Director the following:

(a) A copy of the approved constitution and by-laws of the Student Council as called for in Sec. 7 thereof.

(b) The list of officers after they have been duly elected, including their respective positions, date of assumption to office, and their respective specimen signatures. All officers must submit individually a brief biodata typed on the form prescribed by the Director for Student Activities, with an ID black and white photo ("2" x "2") pasted on the upper right hand thereof. The biodata shall contain the following information: complete name, nationality, sex, civil status, date and place of birth, age, names of parents or guardians, course and year, MAPÚA student registration and serial numbers, present address (both Metro Manila and provincial, if any), former schooling, honors, awards and citations, if any, membership or affiliation (past and present in any other organizations inside or outside of MAPÚA); NBI records of former disciplinary cases in any school.

(c) A report of activities of previous quarters undertaken by the School Student Council.

(d) Such other documents as may be required under the rules and regulations of the University.

RULE V – SCHOOL STUDENT COUNCIL FUNDS

Section 13. Dues, Collections and Finances

(a) Each School Student Council may collect a reasonable amount as membership fee from its members on a voluntary basis, provided, however, that every payment shall be correspondingly covered by a receipt issued by the Treasurer of the School Student Council and registered with the Director for Student Activities. A permit for the collection of such voluntary membership fees shall have been approved by the Dean of the School and the Director for Student Activities

(b) Voluntary membership dues must not exceed the amount stated in the approved permit.

(c) Voluntary membership dues shall be solicited only from bona fide members of the School Student Council. No solicitation of any kind shall be made unless previous permission had been granted by the Dean of the School and by the Director

(d) The advisers shall see to it that a permit has been granted by the Director to the School Student Council to make collections other than membership fees for any activity and shall see to it that collections to raise the necessary amount to meet the expenses of the affair are made before the activities are held and not after. For fund raising activity, the procedure followed by the student organizations shall apply for the student council.

(e) Before the next activity is held, a detailed financial report of said activity shall be submitted to the Dean of the School and the Director and a copy thereof forwarded to the Executive Vice President for Academic Affairs.

(f) All and any amount as may accrue to the School Student Council, whether from voluntary contributions of the members or otherwise, shall likewise be included and/or accounted for in the financial report and a copy of the report thereof shall be submitted to the Dean of the School.

(g) All funds shall be deposited in a reputable bank whenever possible.

(h) All reports on collections from membership dues and all other collections for any purpose whatsoever shall be posted conspicuously in the school or council bulletin board for the information of all concerned and shall include the names of the students making the payments, the corresponding amounts and dates. The Dean of the School and the Director for Student Activities shall be furnished copies of the report.

Section 14. BOOKS OF ACCOUNTS or Financial Record Book – A Book of Accounts shall be maintained by the School Student Council, on which shall be indicated all collections and disbursements of the organization together with vouchers and/or receipts. The Book of Accounts shall be open for inspection during regular office hours by any member of the School Student Council or by the Dean of the School, the Director and the Executive Vice President for Academic Affairs whenever the need for such inspection should arise.

Section 15. DISBURSEMENTS – Authority for all disbursements from the funds of the School Student Council shall be effected only upon previous approval by its governing board with the concurrence of the advisers of the organization. The bank withdrawal slips for any amount withdrawn shall carry the signatures of both the President and the Treasurer of the School Student Council. Furthermore, if the School Student Council maintains a checking account, all checks and/or withdrawals shall be signed jointly by the President and the Treasurer of the council.

Section 16. AUDIT AND REPORT – Each School Student Council shall submit three (2) copies (one copy for the Dean of the School and the other one for the Director for Student Activities) of its financial statement on or before the end of the school year. The financial statement, containing total receipts and expenditures, shall be prepared by the Treasurer, audited by the Auditor, approved by the President of the School Student Council, and duly noted by the Advisers of the School Student Council. Failure to comply with this requirement shall be grounds for the revocation of permit granted to the School Student Council. The Director for Student Activities may order that the financial statement of each School Student Council be audited at least once every year/ term by a competent accountant to be provided by the Institute. Whenever there is a finding of misappropriation or defalcation or any irregularities with the funds of the School Student Council, the officers shall be immediately removed from the position and shall be held administratively liable jointly and severally without prejudice to the filing of a criminal action if the evidence so warrants. The students who are found guilty shall be separated from MAPÚA and may be recommended for expulsion to the Commission on Higher Education.

RULE VI – MEETINGS AND ACTIVITIES

Section 17. Meetings – No secret meetings shall be allowed. Permission to hold meetings and/or to post notices must be requested from the Office of Student Activities at least seven (7) days before the scheduled meeting. Requests for meetings shall state the agenda of the meetings and shall bear the recommendation of the adviser/s. The University, through the recommendation of the Dean of the School and the Director for Student Activities, reserves the right to cancel for cause any permit previously granted to any School Student Council to hold a meeting.

Section 18. Activities – Permission to hold major activities must be requested in writing (Please refer to Rule III, Section 6d) from the Dean of the School and the Director for Student Activities at least twenty-one (21) days before the event takes place and before notices of the affairs are posted or published. The following regulations shall be observed and implemented:

(a) The University, upon the recommendation of the Dean of the School and the Director for Student Activities, reserves the right to cancel for cause any authority to hold an affair previously granted to any School Student Council.
(b) All extra-curricular activities shall not conflict with the regular school activities in the calendar. Academic, curricular and official University activities shall take precedence over extracurricular activities.
(c) Permission to hold an affair that will entail expenses shall be granted by the University only after the officers of the School Student Council planning the activity have submitted a written assurance duly certified by the adviser/s and that the School Student Council has on demand a sufficient amount to cover all needed expenses. Expensive and extravagant affairs shall not be allowed. Participation in all activities must be purely voluntary and activities must be characterized by austerity and moderation.
(d) Every affair that is social in nature must be counter-balanced in advance by an activity that is technical, cultural or educational in nature.
(e) When an activity is postponed, a new permit shall be applied for, specifying the new date and the conditions for holding the activity.
(f) Whenever a permit to hold an activity is cancelled by the Director for Student Activities because of some objectionable features of the activity, the Director has the right to demand to his satisfaction proof that the objectionable features have been removed. After they have been removed, the Director for Student Activities shall demand that a new permit be applied for, specifying a new date for the activity and new conditions to be imposed.
(g) No student activities shall be held within ten (10) days before the final examinations and throughout the final examination week.

RULE VII – USE OF UNIVERSITY FACILITIES

Section 19. Limited only to Recognized School Student Councils, and Other Recognized/ Accredited Student Organizations – The use of available University facilities shall be limited only to School Student Councils and other recognized student organizations which are duly accredited under the rules and regulations of the University, provided that priority is given to academic and co-curricular matters and to official affairs or activities of MAPÚA.

Section 20. CHARGES FOR USE OF INSTITUTE FACILITIES – Subject to the applicable rules and policies, the use of the facilities of the University shall be upon payment of such reasonable fee or charges as may be deemed necessary for utility services, and for depreciation and/or maintenance, and subject to a contract to be executed by and between the concerned school administrator, or his/her duly authorized representative and the Dean of School and President and officers of the School Student Council.

Section 21. PROPERTY RESPONSIBILITY – The officers of the School Student Council concerned shall be jointly and severally responsible for injury to persons and/or damage to the property or facilities of the University arising from the use thereof by the School Student Council.

RULE VIII – AUTHORITY TO OPERATE AND DISSOLUTION OF SCHOOL STUDENT COUNCILS

Section 22. AUTHORITY TO OPERATE – Each School Student Council may operate officially after the officer's induction.

Section 23. FORMAL DISSOLUTION – When the dissolution of a School Student Council is through the voluntary action of its members, it shall be the responsibility of its President, subject to consultations with the adviser, to formally issue a corresponding written notice

to the Administration through the Dean of the School and the Director for Student Activities, who shall record such dissolution in the Registry Book of School Student Councils of the University.

Section 24. CERTIFICATE OF CLEARANCE – Whether the dissolution of the School Student Council is voluntary or otherwise, the officers shall be required to secure a clearance for money or property accountabilities from the faculty adviser and from the Director for Student Activities. Dissolution of the School Student Council does not absolve the officers and advisers from liabilities and responsibilities arising from previous activities, for which they will still be held liable jointly and severally. The funds of all dissolved School Student Councils and other student organizations shall be turned over on trust to MAPÚA.

RULE IX – STUDENT CONDUCT AND DISCIPLINE

Section 25. GENERAL BEHAVIOR – Every student shall observe the laws of the land, the rules and regulations of the University, and standards of good society; shall be courteous and considerate on all occasions as befitting men and women of refinement and good breeding; and shall always act with fairness, tolerance, moderation, respect for the opinion and feelings of others, bearing in mind that education stands for broadness of views and for appreciation and understanding of principles and values.

Section 26. PROHIBITED ACTIVITIES – Any activity which partakes of the nature of subversion or insurgency, or which is deemed to be unlawful under existing laws or under the rules and regulations of the University is strictly prohibited. The members as well as the officers of any School Student Council, if warranted by the circumstances of each case, shall be administratively liable jointly and severally for any illegal activity of the School Student Council and in addition, the case shall be referred to proper government authorities for further action.

As a general rule, student organizations as such shall not be allowed to engage in political partisan activities within the campus in keeping with the non-partisan and independent policy of the University. However, such prohibition shall not deny the student as an individual his political rights as guaranteed by the Constitution.

Section 27. ADMINISTRATIVE SANCTION – In addition to the revocation of the authority to operate as provided under Section 2, Rule I hereof, the members as well as the officers of any School Student Council may either be reprimanded, suspended, or dropped from the rolls of students of the University or recommended for expulsion to the Commission on Higher Education.

RULE X - MISCELLANEOUS PROVISIONS

Section 28. FUNCTIONAL COORDINATION- In the interest of national security, the President of the University shall coordinate closely with the Commissioner of Higher Education and the Secretary of National Defense or their duly authorized representatives, toward the effective and proper implementation of these rules, per Letter of Instruction No. 438 of the President of the Philippines.

Section 29. DATE OF EFFECTIVITY - These rules shall take effect upon the approval of the President of the MAPÚA University.

7. RULES AND REGULATIONS GOVERNING STUDENT COUNCIL ELECTIONS

7.1 Objectives

(a) To provide measures that will ensure orderly election proceedings
(b) To regulate election expenditures
(c) To define the qualifications of candidates and electors
(d) To prescribe election procedures such as the filing of candidacy, the settlement of post-election protests and other pertinent matters
(e) To define the composition and the functions of the electoral board

7.2 Elective Positions

The MAPÚA–CENTRAL STUDENT COUNCIL (MAPÚA-CSC). The CSC is the highest student government body. It shall be composed of the President, the Internal Vice President, the External Vice President, the Executive Secretary, the Treasurer, the Auditors, the Business Managers and the Press Relation Officers (PRO) who are selected from among the CSC Representatives of the different schools (AR-ID, CEGE, ChE-Chm, EE-ECE-CpE, EMSE, IE-EMG, ME, IT-CS, Nursing, MAS, SLHS and BA and other programs). They are

officially called "CSC Representatives". Other schools or departments under MAPÚA shall also have their respective CSC Representatives, subject to the approval of the Director.

The MAPÚA-SCHOOL STUDENT COUNCIL (MAPÚA-SSC). The SSC shall be composed of the President, the Vice President, eight (8) Cabinet members and General Engineering (GE), 3rd and 4th year representatives. The cabinet shall be composed of the Executive Secretary, Secretary of Finance, Secretary of Logistics, Secretary of Budget and Management, Secretary of Scholarship Affairs, Secretary of Information and Correspondence, Secretary of Amusement and Recreation, and Secretary of Welfare and Development.

7.3 Term of Office

The duly elected officers shall hold office for one academic year or four (4) quarters.

7.4 Qualifications of Candidates

7.4.1 CENTRAL STUDENT COUNCIL (CSC) REPRESENTATIVE
(a) The student must be at least of second year standing.
(b) The student must have a weighted average of at least 2.50 in the previous quarter.
(c) The student must not have a failing grade in any course in the previous quarter.
(d) The student must not have failed in more than nine (9) units in any course, including PE, CWS and ROTC since his/her first year in the Institute.
(e) The student must not be a candidate for graduation in the 1st, 2nd and 3rd quarter periods of the current school year.
(f) The student must not have been under academic or disciplinary probation since his/her first year in the Institute as certified by the Registrar and the Prefect for Students.
(g) The student must not have an academic load of less than nine (9) units in the previous and present quarters.
(h) The student must not be holding any top two positions (President or Vice President) in any accredited or recognized student organization.
(i) The student must not have any unsettled account.

The Dean of School after considering the above qualifications may appoint the CSC representative if nobody is qualified. The qualified candidate shall be given priority than the appointee.

7.4.2 SCHOOL STUDENT COUNCIL (SSC) OFFICER
(The qualifications required of the SSC officers are the same as those required of the CSC representatives, except for the required weighted average of at least 2.75 in the previous quarter.)

7.5 Cessation of Tenure

Any incumbent officer of the Student Council shall be terminated for any of the following causes:
- (a) Upon final approval by a competent authority of his/her application for leave of absence.
- (b) Upon disqualification from re-enrolment during the academic year in his/her current program of study.
- (c) Upon death, illness or any other cause which prevents him/her from discharging his/her functions.
- (d) Upon his/her receipt of a written notice of suspension or dismissal issued by the Committee on Decorum and Investigation, the Prefect for Students or any competent school authority.

7.6 Electoral Board

The CENTRAL ELECTORAL BOARD is composed of the following:
- (a) The Director for Student Activities
- (b) Two faculty members
- (c) Two students (non-candidate)

7.7 Functions of the Central Electoral Board

The functions of the CENTRAL ELECTORAL BOARD are as follows:
- (a) To formulate and implement guidelines and procedures for the proper conduct and coordination of elections
- (b) To supervise and coordinate the conduct of the elections
- (c) To evaluate the qualifications of the candidates
- (d) To investigate and settle protests against the results of the elections
- (e) To disqualify candidates who fail to comply with the election requirements
- (f) To canvas and check all election returns
- (g) To certify the results of the elections and to submit them to the President of the University

7.8 Composition and Functions of the School Electoral Board

The composition and functions of the SCHOOL ELECTORAL BOARD are:
- (a) There shall be a School Electoral Board in each school in the MAPÚA UNIVERSITY.
- (b) The School Electoral Board shall be composed of the Dean (ex-officio chairman), one faculty member and one student of the school.
- (c) The faculty member and the student shall be selected by the Dean.
- (d) The School Electoral Board shall evaluate the qualifications of the candidates before the evaluation of the same by the Central Electoral Board.
- (e) The School Electoral Board shall have the authority to monitor election proceedings.

7.9 Election Activities

7.9.1 ELECTION WEEK: Elections shall be held not later than the 5th week after the first official day of the start of classes (1st quarter) or as set by OSA.

7.9.2 ELECTION REQUIREMENTS
- (a) Filing of application for candidacy certifying that the candidate is qualified and of good academic standing at the Office of Student Affairs OSA
- (b) Submission of biodata and photos of the candidates.
- (c) A certification of candidacy signed by the Dean (or the authorized representative).
- (d) Submission of party platforms or individual platforms in the case of independent candidates.

7.9.3 FAILURE TO COMPLY: Failure to meet the election requirements shall be sufficient ground for the disqualification of the candidate.

7.9.4 OFFICIAL LIST OF CANDIDATES
- (a) The official list of candidates shall be released during the election period.
- (b) Any protest against the qualifications of the candidates must be filed before Election Day with the Central Electoral Board.

7.9.5 CAMPAIGN PERIOD
  (a) The campaign period shall start on the third (3rd) week (Monday to Friday) of the first quarter and must be completed within at least three (3) days before Election Day or as set by OSA.
  (b) Room to room campaign is subject to the approval of the Deans, Subject Chairs, and faculty members concerned.
  (c) Specific leaflets are color coded for each party. The party must submit the leaflets to the Office of Student Affairs OSA for screening or color assigning.
  (d) An official convocation may be held so that all official candidates may be presented to the electorate. A topic on school issues may be assigned for debate.

7.9.6 CAMPAIGN MATERIALS
  (a) Posters (1 or 1/2 standard "cartolina", color-coded) must be placed only on designated bulletin boards. Posting regulations issued by OSA must be observed.
  (b) There shall be two (2) streamers, at most, for every party/candidate.
  (c) Financial statements must be submitted to OSA before Election Day.
  (d) Removal of all election paraphernalia shall be the responsibility of the parties/candidates after the campaign period. Failure to comply shall merit a penalty to be imposed by OSA.

7.9.7 ELECTION DAY
  (a) The elections shall be held preferably on the last day of the election week (Friday) or on any specific day possible after the campaign week as set by OSA, from 8:00 AM to 5:00 PM with no lunch break.
  (b) The canvassing of election results shall be computerized and shall be supervised by DO-IT or as advised by OSA when possible. However, if the school/department has a small number of students, the School Electoral Board may decide on its own election proceedings. Guidelines must be presented to the OSA, and students concerned.
  (c) Election assistants shall be designated by the Electoral Board to assist the voters during the elections.
  (d) Each party shall be entitled to one (1) poll watcher.
  (e) Campaigning shall no longer be allowed on Election Day.

7.9.8 VOTING PROCEDURE

  (a) The voting student shall present his/her ID or certificate of matriculation (CM) before voting. He/she shall log-in his/her name and student number for verification in the computer programming.
  (b) The student shall choose his/her candidates online
  (c) No student shall be allowed to vote twice.
  (d) Upon consideration of above -mention procedure, the electoral board in consultation with the Director for Student Activities may implement a procedure that is appropriate.

7.9.9 COUNTING/CANVASSING OF BALLOTS

The canvassing of votes shall be done by the DEVELOPMENT OFFICE FOR INFORMATION TECHNOLOGY (DO-IT) in the presence of the Central Electoral Board, party representatives and advisers if election is computerized. Tabulation of the election results shall be checked by THE CENTRAL ELECTORAL BOARD.

7.9.10 BREAKING THE TIE
In case of a tie, the winners shall decide on the manner of breaking the tie. If no agreement is reached, the Electoral Board shall decide on the matter.

7.9.11 OFFICIAL RESULTS
For computerized election, DO-IT shall submit the official results of the election to the Central Electoral Board who shall certify the validity of the final and official results. All members of the electoral board shall sign the certification.

7.9.12 PROCLAMATION
The Electoral Board shall proclaim the winning candidates for all positions. The copy of the list of duly elected MAPÚA CSC REPRESENTATIVES and SC OFFICERS shall be forwarded to the President of the University. The MAPÚA community shall be informed of the election results through THE NEW BUILDER, the school publication or through the official university social media sites.

7.9.13 CSC REPRESENTATIVES

The CSC representatives shall appear before the officers of the student councils of the different schools and the different student organizations to present their platform, vision and mission for the CSC and the Institute. The CSC representatives and the SC Presidents shall then select (through a majority win-voting system with the CSC candidate not voting for himself/ herself) the final composition of the set of CSC Officers in the presence of the Electoral Board, not later than a week after Election Day or at a date set by the new officers.

7.10 Post-Election Protests

7.10.1 ELECTORAL COMMITTEE FOR PROTEST INVESTIGATION (ECPI)

The President of the Institute shall select the members of the ECPI who shall study and decide on any protest filed against a candidate. It shall be composed of two (2) Deans, one (1) faculty member, one (1) legal counsel and one (1) non-partisan student.

7.10.2 FILING OF PROTESTS

Post-election protests shall be filed with the ECPI not later than three (3) working days relative to the last day of election.

7.10.3 HEARING

The decision of the ECPI shall be considered final and executory. It shall be submitted to the Central Electoral Board.

Section III: OFFICE OF THE PREFECT OF DISCIPLINE (OPD)

The Office of the Prefect of Discipline (OPD) is tasked to promote DISCIPLINE consistent with the fundamental principles of Mapúa University (Discipline, Excellence, Commitment, Integrity, and Relevance).

The OPD envisions playing a significant role in the holistic development of student's moral principles, behavior and ideals to become better individuals and responsible citizens in the future.

The OPD also endeavors to contribute to the development of a learning environment conducive to learning by enforcing policies and guidelines consistent with the Mapua Student Discipline Handbook, which represents Mapua University's Core Values.

It is likewise committed to protect and maintain the confidentiality of information in the exercise of its functions.
The OPD has the following functions and responsibilities:

- i.   To inform students of their rights and responsibilities in accordance with relevant laws and Mapua University policies.
- ii.   To promote student exemplary behavior, and proper decorum in their association with fellow students, teachers, employees, and administrative officers.
- iii. To investigate and conduct administrative proceedings on student disciplinary cases pursuant to the provisions of the Mapua Student Discipline Handbook.
- iv.   To ensure due process is afforded in administrative proceedings for student disciplinary cases in accordance with relevant laws and Mapua University policies.

The OPD offers the following services:
- •   Supervision of student disciplinary cases and assist in other student disciplinary concerns
- •   Issuance of Certificate of Good Moral Character
- •   Processing of affidavit of loss (for IDs) and clearances

Section IV: CENTER FOR STUDENT ADVISING AND COUNSELING

1. CENTER FOR GUIDANCE AND COUNSELING

The Center for Guidance and Counseling (CGC) anchors its philosophy on the concept that it was created to support the academic community of the university in helping the students develop their educational, vocational, and psychological potentialities, thereby helping them to achieve an optimum level of personal happiness and social usefulness.

In line with the vision and mission of the university, CGC aims to develop the total well-being of students as individuals and as members of society. The center supports the university in creating an environment that is conducive to learning and in providing the means to help students achieve their optimum potential.
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1.1 CGC SERVICES

The Center for Guidance and Counseling is an integral part of education which aims at providing opportunities for all students to learn and develop to their fullest potential. To achieve this goal, it has orchestrated a program of essential services and activities that complement the instructional program of the university. Students may feel free to avail of these services which are the following:

1.1.1 COUNSELING is a helping process that is confidential by nature and assists students in focusing on concerns, planning strategies to address specific issues, and evaluating their success in carrying out these plans.

(a) Individual Counselling is a one-to-one helping relationship that focuses on the student's growth and adjustment as well as problem solving and decision-making needs.

(b) Group Counseling typically consists of a few students who meet their guidance counselor on a regular basis in confidential sessions to handle specific concerns or to support each other with a particular developmental goal.

The counseling service is offered to all enrolled students who signed the informed consent. The students are classified according to the following:

a. Call-in Clients. They are students with priority needs and are called by their guidance counselor for intake interviews and/or counseling.
b. Walk-in Clients. They are students who voluntarily request avail of the counseling service.
c. Referred Clients. They are students who were referred to CGC by the different units of the university, such as the Health Services, Office of the Prefect for Discipline, the Center for Student Advising, Office of the Registrar, or from the academic community, like the Deans, Program Chairpersons, and Faculty Members.

1.1.2 CONSULTING is a relationship in which the guidance counselor (who acts as the consultant) leads the process of helping the other person/s (student, parent, or teacher who is/are the consultee/s) to identify a purpose, establish a goal, plan strategies to meet that goal, and assign responsibilities to carry out these strategies. The focus of consultation is a specific need or situation for which information, instruction, or facilitation is requested by a student, parent, or teacher.

(a) Information Service provides the student with sufficient educational, social, and occupational data as guide in his/her choices and decisions. The guidance counselors also act as resources for information needed by students, parents, and teachers.

(b) CGC on Facebook employs the social utility to reach out to all students, giving them an alternative way of communicating their concerns. This facility also provides the center with an excellent opportunity to connect with students and make them aware of the services and programs of the center.

(c) Instructional Service includes large-group instruction provided for students, parents, and teachers to impart information or deal with particular concerns.

(d) Students Support Program is a series of seminar-workshop or webinars on topics that may assist the students in managing their present concerns. School personnel who may significantly help students are also encouraged to attend such seminars/webinars. This program is conducted every quarter of each academic year.

1.1.3 COORDINATING SERVICE involves activities to help the school use appropriate and accurate data, follow through on essential services, and plan a school-wide focus for student development.

a. A referral is the process of directing or redirecting a student to an appropriate specialist or agency for definitive intervention. This process may be a referral by guidance counselors to other departments or institutions that can cater to students' needs that the center or the university cannot address. On the other hand, this could also mean referring students by other personnel (e.g., faculty members, medical staff, security guards, etc.) or departments/offices to the guidance counselors for assessment and counseling.

b. Follow-up Service is the systematic monitoring of the students who have been counseled, referred, or have graduated from the university, for possible assistance.

1.1.4 APPRAISING SERVICE is conducted by the center in order to help students, parents, and teachers gather accurate data and make sound decisions about educational programs, instructional placements, career directions, and a host of other issues.

a. Individual Assessment systematically identifies the characteristics and potentials of every student in order to promote better self-awareness and self-understanding.

b. Testing Service assists the students to achieve self-knowledge and self-realization through standardized psychological tests that would help them make accurate decisions on programs and processes related to learning.

c. Research and Evaluation Service aims to provide empirically based data relevant to the ultimate goal of implementing counseling.

1.2 OTHER CGC PROJECTS

The Center for Guidance and Counseling (CGC) also offers special programs to students such as:

1.2.1 Guidance Society of Mapúa (GSM), the student service-arm of the center, is composed of service-oriented Mapúans who undergo training to work as peer facilitators to fellow students.

1.2.2 Training Program for Practicum Students intends to provide students from other schools with learning and experience in the field of guidance and counseling. This offers opportunities for practicum students to work as paraprofessional counselors by being exposed to the guidance services of Mapúa University and the guidance system in general.

1.2.3 Extension Service is composed of structured learning activities and social orientation programs intended to provide coping strategies and enhancement skills to various groups.

2. CENTER FOR STUDENT ADVISING

The Center for Student Advising (CSA) is an integral part of the students' learning experiences at Mapua University. Faculty members, guidance counselors, life coaches, and students shall provide the advising support needed by all students. The nature of support ranges from academic to peer to developmental advising.

The MAPÚA STUDENT ADVISING SYSTEM has the following major objectives:
- (a) to assist students to adjust to college life.
- (b) to help students in the development of their academic plans.
- (c) to increase the chances of students to complete their program of study in the shortest time possible.

The Mapúa Student Advising System is composed of four integral parts: (1) Academic Advising; (2) Peer Advising; and (3) Developmental Advising, and (4) UOx Student Advising or Life Coaching.

2.1 ACADEMIC ADVISING

Academic advising is part of the Student Advising System. It provides academic support to students through faculty members assigned as Academic Advisers, so that students could find it easy to deal with their academic concerns, thus realizing their academic potential. Academic Advisers conduct academic advising to the students enrolled in their course and students assigned to them during their declared advising/consultation hours. They attend to their advisees' course-related concerns.

Academic Advisers are classified according to the following:
- (a) Course Advisers. They are the professors who accommodate the student's concerns related to their currently enrolled courses. Students may seek assistance from their course advisers on their declared advising hours

which may vary every term. Academic Advisers are expected to facilitate the academic advising of all their students.

(b) Enrolment Advisers. They are also known as Special Faculty Advisers (SFAs) who are tasked to assist students during enrolment in changing courses, adding or deleting courses, changing sections, waiving of prerequisites, requesting inclusion to a section, requesting a course overload, opening a class tutorial, among others.

(c) Program Advisers. They are also known as curricular advisers who serve as the primary contact for academic advice of all students regarding their degree program. Program advisers are usually the dean of the school, the program coordinator and/or any of the faculty expert assigned by the dean.

2.2 PEER ADVISING

Peer advising provides peer support through volunteer students who serve as Peer Advisers so that their fellow students who are called Peer Advisees could cope with academic difficulties. Peer Advisers assist their fellow students in their academic concerns through peer advising/tutoring for free. They regularly report to the Center for Student Advising on their declared schedule of peer advising even without any scheduled peer advisees. On the other hand, Peer Advisees attend their schedule of peer advising and evaluate their peer adviser/s and the peer advising in general.

2.3 DEVELOPMENTAL ADVISING

Developmental advising provides personal support through Guidance Counselors designated as Developmental Advisers, so that students could easily deal with their personal issues and be able to focus on school matters, thus building and improving their characters.

The Guidance Counselors help the students with their concerns regarding personal, academic, social, and career placement by letting them understand their strengths and limitations so they could make intelligent decisions that would ultimately lead to the realization of their full potentials. They also refer students who were found to be experiencing difficulty in their studies to CSA for peer advising/tutoring.

2.4 UOx STUDENT ADVISING (LIFE COACHING)

The UOx Student Advising or Life Coaching provides adjustment support in online learning through life coaches, so that fully online students (UOx) can be encouraged to stay in their chosen program until the time they graduate. Life Coaches monitor the academic progress of fully online students, specifically, the accomplishment of their course requirements. They attend to their queries and help them cope with online learning.

Section V: OFFICE OF INTERNATIONAL CAREER AND EXCHANGE PROGRAM

The Office of International Career and Exchange Programs plays a significant role in increasing the internationalization dimension of the university through the development and implementation of international programs. The office is responsible for providing assistance and guidance to both degree-seeking and exchange students in the academic, social, and cultural aspects of their study. Furthermore, it is responsible for providing support to the undergraduate and graduating students as well as the alumni of Mapúa in defining their career goals and for providing assistance to its partner companies with their recruitment needs through its various services.

1. INTERNATIONAL PROGRAMS

1.1 Student Exchange Program

A program in which students study abroad for as short as one semester at one of the partner universities. This program helps them become aware and adopt to alternative, multi-faceted approaches to learning, which eventually enhances their interest in global issues, and broaden their general knowledge.

1.2 International On-the-Job Training (iOJT)

An internship program that is intended for students and graduates of various disciplines to get actual experience of how it is like to live and train in another country as student-trainee. International OJT will not only give students the best possible training, but also open a lot of doors to professional opportunities.

Interested students with OJT requirement must submit the following general requirements for proper endorsement:
(a)   Signed Endorsement Form
(b)   Scanned copy of valid Passport
(c)   Updated Resume

1.3 International Plant Visit (iPV)

This one-week program is designed to supplement and enhance the student's theoretical learning in their chosen field of specialization. The students visit companies and universities in their chosen country of destination to learn the difference in business culture and academic setting.

1.4 International Summer Camp

This camp offered by partner and non-partner international universities at the undergraduate level aims to expose students to foreign culture and history as well as and global best practices. Activities in the summer camp include cultural and historical visits, industry and plant visits, adventure trips, and immersion with locals.

Mapúa also developed its own international summer camp called the "Renewable Energy Innovation and Leadership Experience" (REILE), which is in partnership with one of the biggest renewable energy company in the Philippines, PetroEnergy Corporation. This is a three-week program focusing on geothermal, wind and solar energy.

1.5 International Seminar (i-seminar) and International Conference (i-conference)

These short-term activities allow students to attend international learning venues to expand their knowledge in their respective disciplines.

1.6 Collaborative International Online Learning (COIL)

A program designed to connect courses and classroom of Mapua University with an international partner university that creates team-taught learning environment where faculty from two cultures work together to provide the students with experiential and collaborative learning and develop a sense of cross-cultural awareness.

1.7 English Camp

This is a one-month intensive program for inbound exchange students at the undergraduate level to promote the use of spoken English in various settings.

2. CAREER SERVICES

2.1 Career Expo (On-campus and Virtual Job Fair)

On-campus and virtual job fairs held four times a year (in February, May, August and November) give students and alumni the privilege to check out employment opportunities in one venue –their very own campus. It also gives participating companies the advantage to promote their organization, as well as their products and services.

2.2 Careerlink (http://careerlink.Mapúa.edu.ph)

The pioneer provider of on-line campus recruitment solution in the Philippines. This career website is created to assist both the undergraduates and alumni in their job hunting and OJT needs. It has a special feature for online application, quick apply options and system-generated copies of resume that facilitate job posting and application. This site aims to provide a "one-stop shop" for Mapúa jobseekers to upload their résumés and submit them to potential employers, while employers can post job ads and search for potentials employees.

2.3 Career Development Program

This one-day pre-graduation career workshop is sponsored by partner companies and facilitated by professionals from various industries. It aims to assist students with their self-assessment and career development and planning before they explore the world of work. The program reinforces students' professional qualities and develops relevant job competencies that will put them ahead in their job search as well as to keep their technology skills current.

a. Non-technical Seminar

Relevant topics/activities may include, Resume Writing, Power Grooming, Professional Etiquette, Employment Trends, Interview Tips, Work Management, Pre-Employment Requirements, Compensation & Benefits, Mock Interview, Testing & Evaluation (Communication Skills).

b. Technical Seminar

A sequence of specialized technical seminars and workshops sponsored by partner companies and facilitated by professionals from various industries.

c. Educational Trips, Plant tours and Company Visits (Local)

These are learning experiences outside the classroom. These activities are offered to supplement classroom learning by providing students with an opportunity to see the actual places, technologies and operations that are described in textbooks and lectures and exposing them to situations that are new to them. These activities may be sponsored by partner companies as part of their branding program to introduce themselves for possible training and employment.

d. Virtual Enablement Training

Mapua has integrated in its program Accenture's Skills to Succeed Academy, a virtual enablement training that offers bitesize, interactive modules preparing learners for the entire journey of choosing the right career, finding a job and succeeding in the workplace. The training is designed for the students to take required modules per year level of study to aid in their career assessment and planning.

2.4 Online Verification of Graduates (http://www.Mapúa.edu.ph/Registrar/Graduates.aspx)

Online facility for the verification of Mapúa graduates form Year 2005 onwards.

2.5 Graduates Directory

A comprehensive list of graduates and their contact details given to potential employers for recruitment purposes.

2.6 In-Campus Recruitment

This service is available to all local and international companies who are interested in conducting in-house recruitment activity for employment and training purposes. Invitations and schedules are announced via email, SMS, phone calls, online and offline postings.

2.7 Job Ads Bulletin

This service is purposely designed to channel out employment and training opportunities to qualified Mapúa alumni and students as required by different companies here and abroad. This allows employers to post job/training requirements and invite Mapúa alumni and students to apply and fill out application form or submit resumes for advertised position. CCS events and other career-related activities are like posted online and offline.

Posting Sites:
Offline Posting – ICEP Bulletin Boards & Electronic Panels (Intramuros & Makati Campus)
Online Posting – Careerlink, Facebook, Twitter, LinkedIN, and Mapúa Alumni Portal

2.8 Resume Book

A set of clear-cut resumes of alumni and graduating students designed uniformly to provide potential employers with complete information on prospect talent/s for possible placement.

2.9 Institutional On-the-Job Training

A program designed to give students a professional edge upon graduation, often referred to as on-the-job training, or work-based learning. The program provides opportunities for students to apply knowledge gained in the classroom/laboratory to real-life work experiences in local companies.

3. CENTER FOR INTERNATIONAL STUDENTS

The Center for International Students (CIS) is a special unit that provides service and assistance to foreign students who have chosen Mapúa University as their learning institution. The Center also encourages and supports international academic relations and cultural exchanges. CIS can assist foreign students by providing information about arrival or departure procedures, living accommodations, academic and local requirements here in the Philippines. CIS has created the International Students Organization (I.S.O.) with the intention of sharing their interests, experiences and talents with their fellow students or student leaders by participating in the activities with other student organizations on campus.

Section VI: CENTER FOR SCHOLARSHIPS AND FINANCIAL ASSISTANCE

The Center for Scholarships and Financial Assistance (CSFA) ensures that scholarships, academic grants, financial aids and all its services are made available to all academically deserving, creatively gifted, and financially challenged students. Its services include:

- Scholarship programs sponsored by the Mapúa administration, private agencies/companies/foundations, Mapúa alumni association, and government agencies.
- Financial assistance program

1.SCHOLARSHIPS SPONSORED BY MAPÚA

1.1 E.T. YUCHENGCO SCHOLARSHIP PROGRAM

a) SENIOR HIGH SCHOOL.

For Grade 11 applicants with at least 85% General Weighted Average (GWA) and final grades in Science, Mathematics, and English in Grade 9 and for Grade 11 applicants obtaining a grade of at least 85% in the Mapúa Program Placement Assessment (MPASS). Applicants will be taking a scholarship examination covering Mathematics, Physics and Chemistry and after passing the scholarship exam they will undergo a scholarship interview to determine the top 10 scorers.

The scholars will enjoy a full tuition and miscellaneous fees with Php5,000.00 annual stipend.

Scholars must maintain a cumulative GWA of 90% or better at the end of the academic year and no grade lower than 80% in any course. A grade lower than 80% in any course would mean discontinuance of the scholarship even if the cumulative GWA is 90% or higher.

b) UNDERGRADUATE.

Mapua ETYSHS scholar who met the GWA grade requirement of 90% and above with no grade lower than 85% in any subject will automatically qualify to be a recipient. The following will be qualified to take the scholarship exam if Mapua SHS student obtained a Semestral Weighted Average of 85% and above and no grade lower than 85% in any subject; MCL SHS and MHSS SHS students with Semestral Weighted Average of 85% and above and no grade lower than 85% in any subject; and freshman applicant obtaining a grade of at least 80% in the Mapúa Program Placement Assessment (MPASS). Applicants will be taking a scholarship examination covering Mathematics, Physics and Chemistry and after passing the scholarship exam they will undergo a scholarship interview to determine the top 10 scorers.

The scholars will enjoy a free tuition and miscellaneous fees, Php3,000.00 book allowance and Php5,000.00 stipend per term.

Scholars must maintain a cumulative GPA of 2.00 or better and must have no grades below 3.00 including PE and NSTP and must finish the program within the prescribed number of terms.

Qualification for and availing of this scholarship shall exclude any further availing of other scholarships or financial incentives provided for or administered by the university, including scholarships arising from the CBA between the university and FAMIT/MITLU.

1.2 ACADEMIC SCHOLARSHIP

a) SENIOR HIGH SCHOOL

As a general rule, all Senior High School Students who belong to the top spot/spots for each strand will be included in the Senior High School Academic Scholarship List. Students who belong to the top spot with a semestral GWA of 98% to 100% ($x \geq 98\%$) will be given FULL Academic Scholarship of 100% tuition fee discount for the next semester. Those with a semestral GWA of 95% to 97.9% ($95\% \leq x < 98\%$) will be given HALF Academic Scholarship of 50% tuition fee discount for the next semester.

A qualified student must avail of the academic scholarship immediately on the succeeding semester. If the student wants to avail the academic scholarship, he/she must coordinate with the CSFA to sign the academic scholarship undertaking.

Should the student decide to take a leave of absence (LOA) for the following semester, he/she may forfeit his/her chance to avail the academic scholarship.

Students' grade corrections must be changed to a passing mark within seven (07) days after the last day of grade encoding. Registrar's office must encode their grades before the generation of the final grades.

Academic scholarships will be validated every start of the semester. The principal's office will endorse the list of the students who are in the top spots of each strand to the CSFA office and the CSFA office will do the validation and request re-assessment to the Treasury Office. Scholars whose academic scholarship is not validated, and matriculation fee not re-assessed are given two (02) weeks from the start of semestral classes to claim their scholarship at the CSFA. Failure to do so will be construed as a waiver of the right to avail of the scholarship.

b) UNDERGRADUATE

As a general rule, all students in the President's List with a QWA of 1.50 to 1.00 will be given a FULL Academic Scholarship of 100% tuition fee discount. Those with QWA of 1.75 to 1.51 will be given a HALF Academic Scholarship of 50% tuition fee discount. Only students in the President's List will be qualified for Academic Scholarship. In addition, only students included in the Dean's list will be qualified for the President's list.

i. A qualified student must avail of the academic scholarship immediately on the succeeding term. If the student wants to avail the academic scholarship, he/she must go to the CSFA to sign the academic scholarship undertaking.

ii. Should the student decide to take a leave of absence (LOA) for the succeeding term, he/she may apply his/her scholarship upon his/her return, provided his/her availment of the academic scholarship falls within two succeeding quarters. A clearance from the Registrar's Office and Letter of Consideration addressed to the CSFA should be presented by the academic scholar prior to his/her scholarship validation. A student who goes on leave for two (2) successive quarters waives his/her right to avail of the academic scholarship.

iii. Students' grade corrections must be changed to a passing mark within five days after the deadline of final grades submission. Registrar's office must encode their grades before the generation of the President's list. In case there are inconsistencies once final grades are released, grade corrections must be done within one (1) week after the release of final grades. The corrected grade must be encoded before the generation of the President's list. NO APPEAL will be entertained after said period and after the release of the President's and Dean's List awardees.

iv. Academic scholarships are automatically validated and indicated in the Generated Schedule and Assessment (GSA). In cases when the scholarship is not indicated, the student is given two (2) weeks from the opening of classes to claim his/her scholarship at the CSFA. Failure to do so will be construed as a waiver of the right to avail of the scholars

v. Students who are in the Dean's List but failed to be included in the President's List and in financial need can apply for available slots in the need-based academic scholarship. These additional slots will be based on the financial position and need of the qualified applicant.

1.3 ATHLETIC SCHOLARSHIPS

For athletes eligible for the NCAA games and other athletic meets (basketball, cheerleaders, chess, football, lawn tennis, table tennis, swimming, taekwondo, volleyball, and track and field) representing the Mapúa University.

Scholars enjoy free total matriculation charges (for Class A and B athletes), while there are those who enjoy 75%, 50% and 25% discount (for Class C, D & E athletes) in matriculation charges plus a monthly allowance.

1.4 DON TOMAS MAPÚA SCHOLARSHIP (DTMS)

For incoming Grade 11 and incoming freshmen students who graduated "with highest honor" who belongs to the graduating batch of at least 60 students of all duly accredited high schools in the Philippines or abroad and passed the admission's qualification. Certificate with school's dry seal issued by the Principal or Registrar should contain the award of "with highest honor", the name of the school and its address, the printed name and signature of the

principal, or the Registrar, and the contact details such as telephone, mobile number, email address of the principal, or the Registrar must be presented to the CSFA upon enrollment

The scholars enjoy free tuition fees for two (2) consecutive terms given that the scholar met the grade requirement on the second availment.

Registration, miscellaneous, laboratory, field and drafting fees are charged to the account of the student.

The scholarship is discontinued at the end of one term if the student obtains a failing grade in any course, including PE and NSTP.

A DTMS scholar who qualifies for an academic scholarship for the second term shall be awarded the benefits of only one scholarship grant - that which affords the scholar the greater benefits unless stipulated otherwise by an existing CBA.

A DTMS Scholar who qualifies for a FAMIT/ MITLU/ NON-FAMIT – NON-MITLU scholarship shall opt to either waive the DTMS scholarship or defer the application of the FAMIT/ MITLU/ NON-FAMIT - NON-MITLU Scholarship until after the termination of the DTMS grant.

A DTMS scholar who does not enroll for the second term may claim the scholarship when he returns to MAPÚA upon presentation of an approved Leave of Absence and an approved Reactivation Status.

1.5 FACULTY ASSOCIATION OF MAPÚA INSTITUTE OF TECHNOLOGY (FAMIT) SCHOLARSHIP (covered by current CBA)

For children of permanent faculty members and full-time probationary faculty members who have completed four (8) consecutive quarterms of full-time service.

Scholars under this category enjoy free full tuition fees only.

1.6 MAPÚA INSTITUTE OF TECHNOLOGY LABOR UNION (MITLU) SCHOLARSHIP (covered by current CBA)

For a regular employee of MAPÚA, his/her spouse and/or legitimate children/ collateral relatives within the 4th civil degree, must have served in the Institute for ten (10) continuous years.

Scholars under this category enjoy free full tuition fees, and a 15% discount on miscellaneous fees.

1.7 NON-FAMIT/ NON-MITLU SCHOLARSHIP

For a regular non-FAMIT/ non-MITLU (or confidential) employee of the Mapúa University, his/ her spouse and or 1 legitimate child, will benefit for a free full tuition fee and a 15% discount on miscellaneous fees.

1.8 P.D. 577 (SCHOLARSHIP FOR DEPENDENTS OF MILITARY PERSONNEL)

For dependents of military personnel who have died or have been incapacitated in the line of duty.

Students under this scholarship enjoy free tuition fees only.

The scholarship is discontinued should the scholar obtain a grade lower than "3" in any course.

1.9 SIBLING DISCOUNT PROMO

For freshmen students, transferee or seeking another degree who are enrolled from Batch 2011 (1st Quarter, AY 2011-2012) onwards and Mapua Senior High School students are qualified. Both or all siblings should be enrolled during the term of availment. Siblings who have only one parent in common may also be considered granted that they can provide proof of relationship.

The sibling discount is applicable to <u>tuition fees only</u>. Amount of discount given are as follows:

a) Undergraduate students
   2nd child – 15% discount
   3rd child – 25% discount

4th and succeeding children – 50% discount

b) Senior High School students
2nd child – 10% discount
3rd child – 15% discount

To avail the sibling discount promo, the student must present the following requirements below.

- Fully accomplished Sibling Discount Application Form *(downloadable on Mapúa website).*
- Original and Photocopy of PSA birth certificate (both sibling). A photocopy of the PSA birth certificate of the common parent should also be submitted.
- A Photocopy of Certificate of Matriculation for the current term (both sibling)

1.10 THE NEW BUILDER SCHOLARSHIP

For the Editor (1) and staff members (4) of THE NEW BUILDER, the official publication of Mapúa University.

Students under this scholarship enjoy free total charges (for the EDITOR) or free tuition fees only (for the STAFF).

Note: Any scholarship granted by the University shall be cancelled for any misconduct on the part of the student.

1.11 YGC PROMOTIONAL DISCOUNT

The Promotional discount covers senior high school student and freshmen applicant and currently enrolled students (Batch 2008) onwards who are legitimate children of any regular employee of YGC (list of companies can be found in the University's website).

The child of the YGC employee seeks to apply in Mapúa admission and pass the Mapúa Program Placement Assessment (MPASS). The YGC employee must accomplish the promotional discount application form/waiver of Mapúa University prior to every enrollment period. Proper validation of this form is done by the employer's HR Department Head.

The student will be given a 25% discount on tuition and laboratory fee only. No discount is given to all other fees (miscellaneous, penalty charges, etc.)

1.12 NEED-BASED ACADEMIC SCHOLARSHIP

This scholarship aims to reinforce the University's support to the financially challenged but academically deserving students.

Incentives
1. 100% tuition fee discount for qualified applicants with a QWA of 1.50 to 1.00
2. 50% tuition fee discount for qualified applicants with QWA of 1.51 to 1.75

Qualifications and Responsibilities
1. Must be a dean's list awardee during the term of application
2. Combined annual family income of not more than Php700,000
3. No existing Mapua-sponsored scholarship
4. Must submit a letter to the Dean of Admissions and Scholarships about the family's financial situation justifying the need for financial assistance
5. Must submit documents to support the financial status (Income Tax Return or Certificate of Compensation Payment or Certificate of Employment and Compensation from an employer or if OFW's must submit employment contract with compensation or Affidavit of Non-Filing of Tax).
6. Selection criteria will be based on the following:
 a. Family Annual Income: Lowest family annual income will be prioritized
 b. QWA: Higher QWA will be prioritized
 c. No financial assistance from the government, private, and alumni sponsored scholarships will be prioritized
 d. Score in the rubric for the selection process

1.13 A.T. Yuchengco Scholarship Program

The Alfonso T. Yuchengco Scholarship Program was created as a recognition of our chairperson's vision to provide learning opportunities to students who wish to harness their potentials in the field of of science and technology. It will continue the legacy of the Yuchengco family in empowering Filipino youth through education.

Incentive:
 40% discount on tuition fee (thru IBFAP slots) and Php10,000 stipend every term.

B. Qualifier:
1. Must be a graduate from any recognized Science Public High School of the Philippines
2. Must be approved as an Income Based Financial Assistance Program (IBFAP) grantee
3. Must obtain a score of not lower than 70% in the MPASS
4. Incoming freshmen applicants

C. Responsibilities of the grantees:
1. Must maintain a GWA of 2.75 per term.
2. No grade lower than 3.00 in any course.
3. Must enroll at least 12 academic units
4. Strictly no shifting to another program.

1.14 ALUMNI LOYALTY DISCOUNT PROMO

The Alumni Loyalty Discount is given to an alumnus' direct family members. Alumni refer to individuals who have been conferred with a bachelor's degree by the University. Alumni do not refer to individuals who have completed a master's or PhD degree program in the University.

Qualifier:
1. The discount may be given to qualified incoming senior high school and college freshmen students starting S.Y. 2018-2019 and onwards.
2. Eligible direct family members refer to the alumnus' children, siblings, grandchildren, nephews and nieces from siblings.

Benefits:
1. Those eligible will receive a 10% discount on tuition fees excluding laboratory fees for the entire duration of study.
2. No discount shall be given on all other fees (miscellaneous, penalty charges, etc.).

A. Conditions for Availment:
1. Students are not eligible to receive Alumni Loyalty Discount concurrent with other promotional discounts such as YGC Discount and Sibling Discount.
2. The Alumni Loyalty Discount will only apply where the alumnus' eligible direct family member meets the requirement for Admission into their preferred program.
3. All children of an alumni may apply for and be granted a discount, regardless of number. However, only one (01) among an alumnus' sibling, grandchild, nephew, or niece from sibling, may apply for and be granted a discount.

4. The University may discontinue the Alumni Loyalty Discount Program at any time. However, recipients of the Alumni Loyalty Discount, prior to its discontinuance, will continue to enjoy the discount until the end of their study.

2. SCHOLARSHIPS SPONSORED BY ALUMNI AND ALUMNI ASSOCIATIONS

2.1 NATIONAL ASSOCIATION OF MAPUA ALUMNI –GUAM CHAPTER (NAMA-GUAM).

This is for 3rd to 4th year engineering students with no grade lower than 3.00. Scholars enjoy full tuition grant.

2.2 MAPÚA ALUMNI ASSOCIATION- ALBERTA CHAPTER (MAAAC)

This is for 2nd year to 4th year engineering students whose parents' annual income does not exceed Php250,000.00 and with a GWA of at least 2.50 in the last two terms with no grade lower than 3.00.

Scholars enjoy free partial tuition fee from 25% to 75% depending on the scholar's GWA.

2.3 MAPÚA ALUMNI ASSOCIATION OF EASTERN USA (MAAEUSA)

The applicant must be currently enrolled as a 3rd, 4th or 5th year student of MAPÚA in an engineering program.

Scholars enjoy free full tuition fee per term.

2.4 MAPÚA ALUMNI ASSOCIATION OF SAN DIEGO (MAASD)

An applicant must be currently enrolled in Mapúa or must have a history of registration at Mapúa, but not with more than three (3) years of inactivity; must be financially incapable of pursuing a college degree; parents' combined annual income must not exceed Php250,000.00; must be of good academic standing with a GWA of at least 2.50 for the last two terms. Scholars enjoy free full tuition fee every term.

2.5 MAPÚA ALUMNI AUSTRALIA (MAA)

Applicants must be an incoming 4th year students enrolled in the University based on financial needs and must have a latest GWA of 2.50.

The scholar will enjoy a full matriculation fee grant.

2.6 MIT FILIPINO CHINESE ALUMNI ASSOCIATION (MITFCAA) SCHOLARSHIP

For bona fide students of MAPÚA. The scholarship is administered and monitored by the association.

Students under this scholarship enjoy a stipend of Php10,000.00 per term.

2.7 NAMA-BRITISH COLUMBIA (NAMA-BC)

For 3rd, 4th or 5th year engineering students whose parents' annual income does not exceed Php250,000.00. An applicant must not be enjoying any other scholarship program other than the academic scholarship and must have a GWA of 2.50 or better for the last two terms with no grade lower than 3.0. Scholars enjoy free 50% tuition fee per term.

2.8 NATIONAL ASSOCIATION OF MAPUA ALUMNI (NAMA)

This scholarship is offered to 2nd year level students of any programs in the University. The applicant must have a GWA of 2.50. The scholar will enjoy a grant of up to Php25,000.00 per term.

2.9 SOUTHERN CALIFORNIA MAPÚA ALUMNI (SCMA) SCHOLARSHIP

The applicant must be pursuing a program in Engineering or Architecture. He or she must be a full-time student (10 units minimum), must have obtained a GWA of 2.50 or higher and must not have any failing grade in any courses taken.

Students under this scholarship enjoy a stipend of US$400.00 per term or as may be determined by the grantor.

2.10 TEXAS ASSOCIATION OF MAPÚA ALUMNI (TAMA) SCHOLARSHIP

For 3rd year Engineering, Architect, Interior Design, and Information Technology students with a GWA of 2.50 or higher; without any grade lower than 3.00; with leadership qualities and financially incapable of pursuing a college degree.

Students under this scholarship enjoy a free full tuition fee per term.

3. SCHOLARSHIP SPONSORED BY PRIVATE AGENCIES

3.1 ABOITIZ EQUITY VENTURES (AEVS)

It is offered to students enrolled in Accountancy, Business Administration, Information Technology, Engineering and Psychology. The applicant must have a GWA of 2.25.

The scholar will enjoy a full matriculation fee grant a monthly allowance (Php3,000) and coverage of board exam review (Php15,000) for courses that have a required board exam.

3.2 ANALOG DEVICES, INC. (ADI)

For currently enrolled 2nd – 3rd year ECE, EE and CPE students. The applicant must have a GWA of 2.50 or higher.

Scholars enjoy free matriculation with book allowance (Php 5,000.00) and monthly allowance (Php 3,000.00).

3.3 AY FOUNDATION

For 4th year engineering students. Applicants must have a GWA of at least 2.50 or higher and must have proven of financial needs.

Scholar will be given an assistance of Php9,250.00 per term.

3.4 KEPPEL PHILIPPINES MARINE INC.

The scholarship is offered to 1st year to 4th year regular student of Mechanical Engineering, Electrical Engineering, Civil Engineering and other programs being offered by the University. The applicants must have a GWA of at least 2.50 or higher.The scholars will enjoy a free full matriculation.

3.5 MAEDA ROAD CONSTRUCTION CO. LTD

It is offered to incoming 3rd and 4th year students taking Civil Engineering. The applicant must have a GWA of at least 2.50 or higher and must be willing to accept the return service in Japan.

The scholar will enjoy free full matriculation per term plus book allowance of Php6,250.00 per term and monthly allowance of Php12,000.00. They will also be provided a tuition fee for Japanese language class.

3.6 MEGAWORLD FOUNDATION, INC.

For incoming freshmen of CE, AR, ME, EE, IE, BA and ACT students of Mapúa.

The applicant must belong to the top 10% of the graduating batch and will submit application directly to Megaworld. Applicants will be asked to fill out documents, take exams and undergo interviews from Megaworld.

Scholars enjoy free tuition and miscellaneous fees plus monthly allowances.

3.7 PETRON CORPORATION

The applicant will be coming from top 5-10% of the incoming 2nd – 4th year student enrolled in Chemical Engineering, Mechanical Engineering and Electrical Engineering. They should have a GWA of at least 2.50 or higher without any failing grade since first year and must be willing to accept a return service.

The scholarship grant will cover full matriculation fee and book allowance of Php 3,000.00 per term.

3.8 PHILDEV SCHOLARSHIP

This is offered to incoming 1st year – 4th year students who are enrolling in Science and Engineering degree programs.

The applicant must be a Filipino citizen without pending immigration application to any foreign country. If the applicant is a freshman, he/she must be among top 5% of his/her high school graduating class and if the applicant is in 2nd year – 4th year level, he/she must have a GWA of 1.75. Family income must not exceed Php500,000.00 per annum.

The scholar will enjoy a full matriculation fee grant.

3.9 PHINMA FOUNDATION INC.

The applicant must be 3rd year – 5th year students enrolled in Engineering programs and must have proven financial need to complete his/her studies with parents' combined income must not exceed Php450,000.00 per year, The applicant must not enjoy any other scholarship program other than academic scholarship and must have a GWA of 2.50 or higher for the last two terms with no grade lower than 3.00

The scholar will be granted a Php22,500.00 per term

3.10 SHINKAWA ELECTRIC CO. LTD

It is offered to incoming 3rd students enrolled in Electrical Engineering, Electronics Engineering, Mechanical Engineering, Information Technology, Information Systems and Computer Science. The applicant must have a GWA of at least 2.50 or higher and must be willing to accept the return service in Japan.

The scholar will enjoy free full matriculation per term plus book allowance of Php6,250.00 per term and monthly allowance of Php12,000.00. They will also be provided a tuition fee for Japanese language class.

3.11 HUAWEI TECHNOLOGIES PHILIPPINES, INC.

It is offered to incoming 3rd and $4^{th\ year}$ students enrolled in Electronics Engineering, Computer Engineering, Computer Science, and Information Technology. The applicant must have a GWA of at least 2.0 and higher and employment by Huawei after graduation.

The scholar will enjoy free full matriculation grant per term.

3.12 PHILIPPINE ASSOCIATION OF METROPOLITAN WASHINGTON ENGINEERS (PAMWE)

It is offered to 3rd year students enrolled in any Engineering Programs. The applicant must have a GWA of at least 2.25 or higher.

Scholars enjoy free 50% matriculation grant per term.

3.13. NEXEM ELECTROMECHANICAL DEVICES (NEXEM EMD)

It is offered to incoming 4th year students enrolled in Electrical Engineering and Mechanical Engineering Programs. The applicant must have a GWA of at least 2.50 or higher and employment by NEXEM EMD after graduation.
The scholar will enjoy free full matriculation per term plus stipend (Php3,000) and book allowance (Php1,000) per month.

3.14 PRIME METRO BMD CORP

The applicant must be 3rd year – 5^{4th} year Civil Engineering students enrolled and must have proven financial need to complete his/her studies. The applicant must not be enjoying any other scholarship program other than academic scholarship and must have a GWA of 2.50 or higher, with no grade lower than 3.00 and with employment with Prime BMD after graduation.

The scholar will enjoy free full matriculation per term plus stipend (Php5,500) per month   and book allowance (Php6,000) per quarter.

3.15 SCHNEIDER SPARK

It is offered to incoming 3rd year students enrolled in Information Technology, Computer Science, Computer Engineering, Electrical Engineering, Mechanical Engineering, Electronics Engineering Programs. The applicant must have a GWA of at least 2.5o r higher, with no failing grade higher and employment by Schneider after graduation.

The scholar will receive Php50,000 every term, excess for the Matriculation will be given as allowance to the scholar.

4. SCHOLARSHIPS SPONSORED BY THE GOVERNMENT

4.1 DEPARTMENT OF SCIENCE AND TECHNOLOGY-SCIENCE EDUCATION INSTITUTE (DOST-SEI) SCHOLARSHIP.

For regular 1st year students of MAPÚA, JLAP (Junior Level Assistance Program) and for regular third year students of MAPÚA.

Applicant must have a grade not lower than 85% or 2.50 and must have no failing grade in any academic course. He must be a natural born Filipino, in good health and of good moral character and not a recipient of any other scholarship. He must not have a pending application for resident migration status to USA or any other country. Application is submitted directly to the DOST.

The scholar will enjoy a tuition fee of Php10,000.00 per term plus stipend and book allowance depending on the category they are granted by the DOST-SEI.

4.2 GOVERNMENT SECURITY AND INSURANCE SERVICES (GSIS)

The scholarship is administered by GSIS, and payments are directly coordinated with our Treasury.

4.3 PHILIPPINE VETERANS ADMINISTRATION OFFICE (PVAO) SCHOLARSHIP

"Award for Educational Benefits" and "Scholarship Credit Card" as incorporated in the blue book from PVAO is presented to CSFA upon enrollment.

Grant is determined by PVAO.

4.4. COMISSION ON HIGHER EDUCATION - TERTIARY EDUCATION SUBSIDY (CHED TES)

This is offered to all Filipino students residing in Makati City and will enrolled in Mapua University-Makati Undergraduate programs.

The grantee will receive tuition fee (Php5,000) and allowance (Php10,000) subsidies every term.

4.5 QUEZON CITY GOVERNMENT SCHOLASRHIP PROGRAM (QCGSP)

The scholarship is administered by Quezon City Local Government. Offered to all 2nd year and 3rd Year students of any Engineering program. Applicant must have graduated his/her Junior and Senior High School in Quezon City and a resident of the city.

The scholar will receive full matriculation discount every term and an allowance (Php5,000) every month.

5. FINANCIAL ASSISTANCE PROGRAMS

5.1 STUDENT ASSISTANSHIP PROGRAM

- Students who are in 2nd year level may apply for this program.
- Students Assistants are allowed to work a maximum of 24 hours per week during their vacant period.
- They are compensated with a minimum wage.

- Students who do not have any failing marks in the previous term preceding the application may apply for a term-long assistantship.
- Application may be coursed through a requesting department/school or through the Center for Scholarships and Financial Assistance (CSFA).

5.2 INCOME-BASED FINANCIAL ASSISTANCE PROGRAM

This financial assistance program aims to reinforce the university's support to the financially handicapped but academically deserving students and also, to fully utilize the remaining slots per class in the various program offerings of MAPUA. The number of grantees per school year should not exceed 200 at any time.

A. Incentive:
40% discount on tuition fee

B. Qualifier:
1. Combined annual family income of not more than P700,000.00.
2. Must obtain a score of not lower than 60% in the MPASS
3. Incoming freshmen applicants and currently enrolled students

C. Responsibilities of the grantees:
1. Must maintain a GWA of 2.75 per term.
2. No grade lower than 3.00 in any subject.
3. Must enroll at least 12 academic units.
4. Strictly no shifting to another program.
5. The IBFAP cannot be availed in conjunction with any other scholarship or financial assistance program sponsored by Mapua. You may only avail of one scholarship/financial program per term.
6. Violation of any of the above terms and conditions shall mean discontinuance of availment of the IBFAP.

5.3. UPPERCLASSMEN FINANCIAL ASSISTANCE PROGRAM

This financial assistance program aims to reinforce the university's support to the financially handicapped but academically deserving students and, to fully utilize the remaining slots per class in the various program offerings of MAPUA. The number of grantees per school year should not exceed 40.

A. Incentive:
40% discount on tuition fee applicable for two terms only

B. Qualifier:
1. Combined annual family income of not more than P500,000.00.
2. Must obtain a GWA not lower than 2.75
3. Currently enrolled students

C. Responsibilities of the grantees:
1. Must maintain a GWA of 2.75 per term.
2. No grade lower than 3.00 in any subject.
3. The UFAP cannot be availed in conjunction with any other scholarship or financial assistance program sponsored by Mapua. You may only avail of one scholarship/financial program per term.
4. Violation of any of the above terms and conditions shall mean discontinuance of availment of the UFAP.

PART H

STUDENT SERVICES AND FACILITIES

Section I: MAPUA LIBRARY

The library exists in support of the teaching, learning, and research activities of the university. It shall serve the needs of the academic community by assuring equitable access to high-quality information resources and services. Library resources are accessible onsite and remotely, through the proxy server. The library services are offered in-person, online, or blended. A Mapua University identification card or an electronic Certificate of Matriculation should be presented when entering the library, borrow materials, and/or avail of the services in the library.

The Main Library, Intramuros, is located on the 2nd floor of the West Building, while in Makati campus, the library is on the 3rd floor of the building. To support the varied learners of the university, the library has Collaborative Study and Quiet Study zones. The library is open from Monday to Saturday. Library hours are 7:00 a.m. to 6:00 p.m. for Intramuros and 7:00 a.m. to 5:00 p.m. for Makati.

1. MAJOR SERVICE FUNCTIONS

The Mapua University Library is divided into two major service functions: (1) Technical Services and (2) Access and Readers Services.

1. Technical Services

    This service area is concerned with the selection, acquisition, and organization of library materials. Organization of materials includes the classification, cataloging, preparation and preservation of materials. It consists of two units: the Acquisition and the Cataloguing unit.

2. Access and Readers Services

    The area is being supervised by the section head and is directly involved in serving library patrons through these units and collection:

    2.1 Circulation. It is in the Main Library, on the second floor of the West building. Housed in this unit is the general collection of books that is for lending.

    2.2 Periodical. It is located on the ground floor of the West building near the University Clinic. The section keeps a control record of the holdings of serial publications, which includes magazines, journals, and newspapers.

    2.3 Graduate Studies collection. The collection consists of highly advanced technical books, which are accessible to both undergraduate & graduate students.

    2.4 Filipiniana. The collection consists of local print books, on or about the Philippines regardless of author, supporting most of the basic courses and some professional courses from the different programs offered by the University.

    2.5 Reserves. The collection consists of books suggested as references by faculty members for the different courses and books considered as in-demand by the library staff based on circulation history.

    2.6 Lope K Santos collection. Select works and correspondence of the Father of the Filipino grammar, Lope K. Santos, is housed and managed in the section.

    The area also manages the use and access to online resources such as ejournal and eBook databases subscribed by the library. The following units are found here:

    2.7 Internet. This facility allows the users to make use of computer stations to access the Internet and online resources. There are a total of 43 computer units available for library users.

    2.8 Multimedia. The unit houses and manages relevant non-print materials and electronic resources on various subjects to supplement the research, cultural, recreational, and instructional needs of the students, faculty members, and non-teaching staff.

2.9 Reference & Special Collection. This section contains materials that provide quick and direct reference information such as encyclopedias, dictionaries, almanacs, atlases, handbooks, etc. The unit also houses the Mapua University Archives which keeps lectures, examination papers, profiles of past and present presidents, etc. Housed in here as well is the American Shelves that has reading materials donated by the Thomas Jefferson Information Center, mostly on American studies reading materials.

2. BRANCH LIBRARIES

Architecture Library. It is open to all students and faculty members for higher level research in the field of Architecture and Industrial Design. The resources are in the form of magazines, journals, case studies in print and CD format, newspapers and books, which are circulated through an open shelf system. The unit is located at the fourth floor of the South Building, Intramuros campus.

Makati Library. Branch library serving the Mapua University Makati campus. The library maintains and updates the general references, books for basic studies, as well as general periodicals like magazines, newspapers, and professional / technical journals for programs that are offered on the campus.

3. LIBRARY SERVICES

Services may be availed of in-person, online, or blended. Library users may request services through emailing library@mapua.edu.ph, chat with a librarian via the Social Media Services account or chat on the library page (library.mapua.edu.ph), and/or directly approaching library staff on the counters.

- Assistance on general and specific library inquiries through the information desk, by phone, through Chat-with-a-Librarian service, MU Library social media accounts, and e-mail.
- Lending tablets and laptops within respective areas of the library, for mobile access to library e-resources.
- Online Book Reservation and Renewal – this online facility allows patrons to reserve and/or renew materials under their account through the library's web OPAC.
- Interlibrary loan – borrowing of material within Mapua libraries, which includes Makati and Malayan High School of Science Library.
- Online Document Delivery Service – patrons can request delivery of journal articles owned by the library through electronic mail.
- Remote Access Service – with the proxy server, this service provides remote access to the library's online and digital resources.
- Circulation of library materials- lending and return of General Circulation, Reserve and Filipiniana book collections using self-service stations and book drop machines which are in General Circulation section and Periodicals, respectively.
- Referral Service - Referral letters may be requested from the Reference Section in order to visit other libraries.
- Accommodation of outside researchers - The library attends to visiting users, up to a maximum of five people at one time. Outside researcher's fee is Php75.00/quarter term for alumni and Php50.00/day for other visiting users except Library Consortium members. Requirements are as follows: NAMA card from alumni and Referral/formal letter from other visiting researchers.
- Orientation and Library tour - It gives short information/lecture to the patrons and visitors of the library about library facilities, services and policies.
- Internet service - It provides access to users and the opportunity to surf and navigate the information highway.
- Current Awareness Service – Announce newly acquired materials through OPAC (Book River) display, social media sites, e-bulletin board and library page.
- Online Databases- Access to databases like ACM, Science Direct, IEEE, EBSCO, ACS, Access Engineering, GVRL, ASME, ASCE, and Britannica Online which offers a variety of journal articles and general information respectively.
- Book-a-Librarian service. A 50-minute appointment with a librarian to assist with general research consultation, citation and citation styles, and request for materials services.
- Turnitin Feedback Studio- Turnitin is a web-based plagiarism checking tool subscribed to by the University to help faculty members and students to assess their research/ work for originality and avoid plagiarism.
- Book-a-space (*New!*) – Library users can reserve a discussion room for group study, lecture, or recording. Access the reservation through the library website and onsite.

4. LIBRARY FACILITIES

- Library Reading Areas – the library has several reading areas with different modes of seating for the Mapua community library users.
- Tapping Kiosk – Convenient way of logging-in upon entry in the Main Library.
- Study Areas: provide two (2) different study zones in the library, which consists of the following:

    o Quiet Study Zones – provides study areas for patrons requiring a quiet place to study. Designated Quiet Study Zones are in Periodicals Section, AR Library, and Reference Section.
    o Collaborative Study Zones - Those wishing to study in small groups with low-volume conversation. Located in the General Circulation unit.

- Discussion Rooms – for group studies and presentation activities. Patrons can also borrow the Interactive White Board Kit (e-beam) and overhead projector while using the Discussion Room. Located in the Main Library General Circulation. Pre-booking is encouraged.
- Discussion Pods – situated in the Circulation unit, these are seating areas designed for collaborative discussion between students. A conversational and acceptable level of noise is expected.
- Book drop Machine- a self-service machine that provides patrons with the option to return borrowed books without a face-to-face interaction with a librarian or library staff.
- Self-Service Stations – allow patrons to check out library materials to be borrowed. Machines are situated in the Main Library, Circulation and Reference sections.
- Circulation Desk – lends and accepts return of check-out and room-use books, aids on online renewal and online book reservation, issues charge slip for overdue books, and facilitate clearances.
- Mapua Library One Search – an online discovery service platform of the library that allows users to search items or materials, may it be print, nonprint, electronic, or digital, for academic and research use.
- Wireless Fidelity (Wi-Fi) – Library patrons can connect laptops and mobile devices to the internet provided by the Institution.
- OPAC stations – provides library patrons in the library to use in the searching of materials available for use. This also allows patrons to do online book reservation and renewal.
- Computer terminals – 35 computers with internet access are available to library users.

Mapúans who wish to use the rooms for collaborative discussion, group study, or project presentations must make a reservation through **Book a Space** (library.mapua.edu.ph)
> Each room has a minimum seating capacity of four (4) and a maximum capacity of eight (8).
> Reservation must be made at least one (1) hour before the actual schedule.
> Rooms can be used for a minimum of fifteen minutes (15) and a maximum of two (2) hours. Extensions are allowed if there are no succeeding reservations.
> Equipment and materials such as an E-beam, projector, whiteboard marker & eraser are available upon request.

Below are some reminders:
Before using the room
> Leave one (1) Mapua ID to the Librarian at the counter
> Scan the QR code posted at the reserved room for check in and enter the code received via email.
> During the stay in the room:
> Eating, drinking, and littering are not allowed inside the room.
> When discussing or studying, keep the volume at a non-distracting level.
> Face masks must be always worn.
After using the room
> Clean the glass board and arrange the table and chairs.
> Return the whiteboard marker and eraser or other requested equipment(s).
> Scan the QR code for check out.

5. LIBRARY RESOURCES

The library is subscribed to print and electronic resources to support the various programs of the university. To access resources remotely, users should visit library.mapua.edu.ph and simply use the Office365 account credentials to proceed. The following resources are accessible onsite and remotely, through the proxy server:

- Online Resources: eBooks and eJournal databases

1. IGP Filipiniana – contains Filipiniana ebooks
2. ODILO – Intelligent digital library containing ebooks, audiobooks, magazines, and other multimedia titles
3. Tritech Digital Media – contains 89 ebook titles on Engineering and Technology, Business, Management, and Economics
4. University Press Scholarship Online - brings together the best scholarly publishing from around the world. Delivering content from leading university presses, it offers an unparalleled research tool, making disparately publishes cholarships easily accessible, highly discoverable, and fully cross-searchable via a single online platform.
5. Britannica Online Academic Edition - Britannica Academic is a fact-checked online General Encyclopedia written by academics. It delivers fast and easy access to high-quality comprehensive information.
6. Gale eBooks - A collection of electronic reference titles adapted to student's changing needs. It contains 3420 titles of e-books for multidisciplinary and engineering research.
7. EBSCO eBooks - offers a robust and authoritative collection of eBooks from some of the world's most renowned STM publishing houses, including Springer, Taylor & Francis and Wiley InterScience®.
8. Rivers eBooks Library - The collection features content from fields such as automation, chemical and biomedical engineering, optics, polymer science, information science and technology, signal processing, software engineering and others.
9. Artech House eBooks Library - Artech House eBooks Library focuses on today's cutting-edge technology in antennas, RF/microwave design, communications, computer security, signal processing, and much more.
10. MIT Press eBooks - The MIT Press eBooks Library, a partnership between IEEE and the MIT Press, offers online access to titles in the fields of computer science and engineering technologies, including artificial intelligence, information theory, computer programming, information technology, and electrical engineering.
11. EBSCO eBooks - EBSCO offers a robust and authoritative collection of eBooks from some of the world's most renowned STM publishing houses, including Springer, Taylor & Francis and Wiley InterScience®. eBooks on EBSCOhost also provides direct links to full-text eBooks plus note-taking capabilities, copy & paste function, printing, email, citation exports, bookmarking and a Web-based interface.
12. IET Digital Library - The IET Digital Library holds more than 190,000 technical papers from 1994 onwards for all IET journals, magazines, books, conference publications and seminar digests. Highly cited journals such as Electronics Letters are available alongside 24 research journal titles.
13. Wiley Online Library - Wiley Online Library is your portal to the world's broadest and deepest collection of online resources. Currently we have full text access to 388 e-book titles on various subjects in engineering.
14. Libby by OverDrive - Borrow and read our digital content for eBooks and audio books anytime and anywhere.
15. Access Engineering - Access Engineering is an award-winning engineering reference and teaching platform that delivers world-renowned, interdisciplinary engineering content integrated with analytical teaching and learning tools.
16. Arts and Architecture Source Complete - Art & Architecture Complete is a robust art research database providing full-text art journals, magazines and books, plus detailed indexing and abstracts. Useful for artists, art scholars and designers, it covers fine, decorative and commercial art, as well as architecture and architectural design.
17. Business Source Premier - Business Source Premier is the industry's most used business research database, providing full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles. This database provides full text back to 1886, and searchable cited references back to 1998.
18. ACM Online - Full text collection of every article published by ACM, including over 50 years of archives.
19. American Society of Civil Engineers - A leading provider of technical and professional conferences and continuing education, the world's largest publisher of civil engineering content, and an authoritative source for codes and standards that protect the public.
20. Association of Mechanical Engineers - The ASME Digital Collection, previously known as the ASME Digital Library , is ASME's repository of current and archival literature featuring: - ASME's Transaction Journals from 1960 to present - ASME's Conference Proceedings from 2002 to present.
21. IEEE Xplore - The IEEE Xplore digital library is a powerful resource for discovery of and access to scientific and technical content published by the IEEE (Institute of Electrical and Electronics Engineers) and its publishing partners. It provides access to IEEE journals, transactions, letters, magazines and conference proceedings, IET journals and conference proceedings, IEEE Standards and IEEE educational courses.

22. Journal of Engineering Education - The Journal of Engineering Education is more than a place to publish papers—it is a vital partner in the global community of stakeholders dedicated to advancing research in engineering education from pre-college to post-graduate professional education.

23. Philippine e-Journals (PEJ) - Philippine E-Journals (PEJ) is an online collection of academic publications of different higher education institutions and professional organizations. Its sophisticated database allows users to easily locate abstracts, full journal articles, and links to related research materials.

24. ProQuest One Academic - With four core multidisciplinary products – ProQuest Central, Academic Complete, Academic Video Online, and ProQuest Dissertations & Theses Global it supports the teaching, learning, or research of today's library users who need barrier-free access to a wide variety of research materials from a single access point which includes scholarly journals, eBooks, dissertations, news, and video content across all disciplines in a unified and seamless user interface.

25. Nature Online - Nature is a weekly international journal publishing the finest peer-reviewed research in all fields of science and technology based on its originality, importance, interdisciplinary interest, timeliness, accessibility, elegance, and surprising conclusions.

26. Clinical Key Nursing and Clinical Key Student - ClinicalKey is your access to the latest advances in clinical knowledge. Empowering nurses with trusted resources for clinical answers- from quick answers at the point of care to leading full-text reference materials.

28. AIP Publishing - AIP Publishing brings you the most influential news, comments, analysis, and research in the physical sciences. It offers the research community access to highly cited, peer-reviewed publications.

29. ACS Publications - The American Chemical Society is the leading publisher of peer-reviewed research journals in the chemical and related sciences, serving scientific communities worldwide through an unparalleled commitment to quality, reliability, and innovation.

30. ScienceDirect - A leading full-text scientific database offering journal articles and book chapters from more than 2,500 peer-reviewed journals and more than 11,000 books.

31. Science Online - Science is the world's leading journal of original scientific research, global news, and commentary from a society publisher.

32. PressReader – digital newspaper and magazines from over 120 countries in over 60 languages.

33. The New York Times - is an American daily newspaper based in New York City with a worldwide readership. The New York Times InEducation works with various professors from different universities around the world to provide Case Studies based on real-life issues and articles found in The New York Times.

34. Washington Post - Content includes current news coverage from **The Post's** expert reporting and analysis from Washington and worldwide.

35. ASTM Compass - ASTM is best known for its standards, the Digital Library is a collection of nearly every other ASTM publication – 1,500+ eBooks and 60,000+ papers and chapters, dating back to 1932.

36. CAS SciFinder - CAS SciFinder^n has tools and information to support organizations in uncovering relevant, actionable insights faster. CAS SciFinder^n includes, among other things, the CAS Content Collection™, literature references, chemical substance identification and related chemical structures, chemical names, regulatory information, and properties, including CAS Registry Numbers, reaction schemes, step-by-step experimental procedures, retrosynthesis planner, bio-sequences, patents, and formulations across various industries.

37. OECD iLibrary - The online library of the Organization for Economic Cooperation and Development (OECD) featuring its books, papers and statistics and is a gateway to OECD's analysis and data. It also contains content published by the International Energy Agency (IEA) and Nuclear Energy Agency (NEA), the OECD Development cnetre, PISA (programme for International Student Assessment) and the International Transport Forum (ITF).

38. Inovation QPlus - is a patent discovery and analytics platform that combines the power of a machine learning-based search engine with a global patent database and critical IEEE content to quickly sift through millions of complex documents to find relevant prior art and uncover powerful insights.

39. Sopus - is Elsevier's abstract and citation database launched in 2004. Scopus covers nearly 36,377 titles from approximately 11,678 publishers, of which 34,346 are peer-reviewed journals in top-level subject fields: life sciences, social sciences, physical sciences and health sciences.

40. Web of Science - provides access to multiple databases that provide reference and citation data from academic journals, conference proceedings, and other documents in various academic disciplines.

41. Statista - specializing in market and consumer data. Its platform contains more than 1,000,000 statistics on more than 80,000 topics from more than 22,500 sources and 170 different industries.

42. World Dissertations Library - The World Dissertation Library is a high-quality scholar database specialized in dissertations, theses, and academic papers. It has more than 2,000 educational institutions all over the planet, from more than 150 countries and regions.

- Online Tools:

Turnitin – plagiarism checker that is integrated in the Learning Management System (LMS). This helps in the similarity checking of submitted written works.

Turnitin Draft Coach – a plug-in tool added in Word online for similarity checking. This is the in-writing plagiarism checker.

Mendeley Institutional Edition – a reference management system that supports research productivity and collaboration.

6. POLICIES AND REGULATIONS

Any violation against the following rules and regulations will be punishable per Mapúa Library sanctions:

5.1 MAJOR LIBRARY OFFENSES

1. Silence must be always maintained in the designated Quiet Study Zones (Reference, AR Library, and Periodical Section). Collaboration and discussion are allowed in the Group Study areas, provided this will not distract another library user.
2. Dishonesty, lending or borrowing of the official Mapua ID, Official Receipt, Certificate of matriculation, or other official documents and presenting another person's documents as one's own.
3. Blueprints, mechanical drawing board big case or parcel and external storage device should not be brought into the library. No bags allowed on the following library units: AR Library and GS Library.
4. Use of caps/bonnets in the library premises is not allowed (applicable in Makati Library only). Exemptions are allowed for religious and health purposes.
5. Abuse of I.T. resources and privileges in violation of the rules and regulations on the use of I.T. resources such as but not limited to: Installations and/or use of unlicensed software (such as application software and games); Unauthorized access to network security through any means (e.g., denial of service, malicious attacks, installation of Trojans and worms, hacking);
6. Public display of intimacy which offends the sensibilities of the academic community, and which may be deemed or perceived as vulgar or repulsive.
7. Offenses related to person(s) in the Mapua library community such as but not limited to: Threatens to physically assault/injure or actual physical assault/injury committed against any member or visitors of the Mapua library community; Defamation, abusive behavior, or gross discourtesy committed against any member of the Mapua library community or his authorized representative; Hazing or the infliction of any physical mental harm or ordeal, which act injures, degrades, or disgraces or that tends to injure, degrade, or disgrace any fellow student or member of the Mapua library community; Engaging in lewd, obscene or immoral conduct within Mapua library premises and its vicinity.
8. Reproduction of departmental exams.
9. Possession or consumption of alcoholic or intoxicating beverages within Mapua library premises in connection with an official school activity; or entering the Mapua library under the influence of alcohol.

5.2 MINOR OFFENSES

1. Students must tap their Mapua ID/register at the entrance before entering the library premises. And as an institutional policy, all students should always wear their Mapua ID, including inside the library premises.
2. Eating and/or drinking, littering.
3. Disruptive use of mobile phones or other similar communication devices in the library.
4. Unauthorized filming within the premises of the library.

6. LOAN POLICIES

6.1 General Loan Policies

a) Library patrons must present their valid ID [school ID/employee ID] when borrowing materials. Borrowing must be done in person. The borrower must see to it that all library materials in their possession have been properly checked out before leaving the library.
b) Students, faculty, and non-teaching personnel of Mapua-Makati are allowed to utilize the resources of the Main Library (Intramuros), and vice versa for room use and photocopying purposes only.
c) Library patrons are held responsible for all materials charged to their names via the library automated system and date due slips.
d) Fines are charged on overdue materials. Fines must be paid before the next Quarter.
e) The borrowers must ensure that items are checked out to him then returned on or before the date due. Notices sent by the library serve only as a reminder and non-receipt of the notices does not prevent anybody from paying fines or other penalties. All materials must be returned immediately when recalled.
f) Library users are not allowed to use IDs of other patrons to borrow materials or gain access to other library services. Borrowers may not "sub-lend" books and other library materials.
g) Borrowers will be held responsible for any mutilation [including defacement] found in library materials when returned. They must check and report any mutilation found before borrowing.
h) Library materials are considered to be on loan to patrons until the materials are properly checked in. Make sure that your loan has been cancelled before leaving the counter. Keep the borrower's slip for clearance purposes.
i) Library users must report the loss of a material to the concerned Section staff. Fines will be charged according to the rates of fines, from the date due to the date when the material is reported lost, or if found, till the date the material is returned.
j) Borrowers who lost material are liable to replace the material with the current edition/issue or copy.
k) External patrons [alumni & other outside researchers] are not allowed to take home materials. All materials that they need are for library use only.
l) Students who are not enrolled but need to use the library for completion, should present a letter of request to use the library resources noted by their adviser.
m) Patrons' library privileges will be suspended if overdue materials are not returned on time.
n) Borrowers are only allowed to renew two (2) consecutive times if the material is not in demand.

6.2 Specific Loan Policies

Fiction Books
- Two weeks loan period
- A maximum of three (3) books may be borrowed at a time.
- Overdue fine: PhP10.00 a day/book (including Sunday)

Graduate School Books
- One week loan period (for graduate/double degree students only)
- Room uses and photocopying purposes (for undergrad students))
- A maximum of three (3) books may be borrowed at a time.) *Overdue fine: PhP10.00 a day/book (including Sunday)

Filipiniana, AR-ID and Circulation Books
- One week loan period.
- A maximum of three (3) books may be borrowed at a time.
- Overdue fine: PhP10.00 a day/book (including Sunday)

Reserve Books
- One (1) reserved book may be borrowed for overnight use but must be returned not later than 10:00 AM the next school day.
- Overdue fine: 20.00 a book/day (including Sunday)

General Reference Collection (e.g., encyclopedias, dictionaries, atlases, almanacs, manuals, handbooks etc.)
- Can be loaned out for a day.
- Loaned out materials not returned on time will be charged with PHP 10.00/hr.

Periodicals (e.g., print journals, magazines, etc.)
- Current Periodicals: Library users can photocopy articles and contents within the publication but, home use of said material is not allowed.
- Bound Periodicals: Can be borrowed for a two (2) day check-out loan period. Borrowed items can be renewed twice.

Non-Print Materials (e.g., CD's, VHS, etc.)
- Two-day check out.
- A maximum of three (3) materials may be borrowed at one time. *Overdue Fine: P50.00 a day/material (including Sunday)

Theses, Feasibility Studies, Archives & Departmental Exams (Print)
- Print copies are for library use only.
- Online copies are accessible upon request through email and chat.
- Any person who consults an academic exercise or research study must not quote from them without due acknowledgment.
- Photocopying and taking digital snap shots of these materials are strictly prohibited.

MAPUA LIBRARY engages with their clients beyond the physical walls of the library through social media platforms. To connect with the library, please visit their official social media sites:

> Facebook- MapuaLibraryOfficial
> Twitter –@Mapua_Library
> Instagram - @mapualibrary

7. VISITING USERS

While the library mainly caters to Mapúa University community, we make our resources available to as many qualified researchers as possible. Here's what you need to know about visiting and accessing library resources.

Visiting in person

1. Paying visitors: the library accommodates outside researchers up to a maximum of five people at one time. The schedule of outside researchers is every Monday and Thursday, 7:00 am to 4:00 pm. Requirements and fees are as follows:
   - Alumni – a valid National Association of Mapúa Alumni, Inc. (NAMA) identification card is required. A minimal fee of Php75.00 per quarter term as payment for the access and use of the library.
   - Students – for student researchers, a school ID and a referral letter signed by the Chief Librarian are required to be presented to the guards upon entry into the university. The letter should contain the actual date of the visit, the names of all the researchers. A fee of Php50 per day is collected.

2. Non-paying visitors: the library is open to member schools of the following consortium and network that the library is part of:
   - Intramuros Library Consortium (ILC) – students, faculty, and staff of the following member libraries: Lyceum of the Philippines University (LPU) Manila, Pamantasan ng Lungsod ng Maynila (PLM), Colegio de San Juan de Letran, City College of Manila (CCM), Department of Labor and Employment (DOLE), and FEATI University.
   - Mapúa Schools – students, faculty, and staff of the following Yuchengco Group of Companies (YGC) schools: Malayan High School of Science (MHSS), Malayan Colleges Laguna (MCL), and Malayan Colleges Mindanao (MCM).

Section II: INSTITUTIONAL LABORATORY MANAGEMENT OFFICE

The Institutional Laboratory Management Office (ILMO) was created to direct the operation of all laboratory facilities based on class schedules and research undertakings. ILMO ensures that the different laboratories have the basic and advanced facilities and equipment that students need. Under the supervision of the Vice President for Academic Affairs, ILMO is in-charge of the operations and maintenance of the laboratory facilities and equipment. ILMO serves all undergraduate and graduate programs and the Senior High School Department in upgrading the laboratories to keep up with the technological developments in the industry. Moreover, ILMO assists in the establishment of networks with some government agencies, industry partners and other academic institutions.

The following laboratory rooms under the different Academic Schools and Departments (ASD) are being managed by ILMO in Intramuros and Makati campuses:
1. Intramuros campus
   - School of Architecture and Planning, Industrial Design and the Built Environment (Ar-ID-BE)
     (S402, S403A&B, S404, S405, S407, S409, S411, S413)
   - School of Chemical, Biological and Materials Engineering and Sciences (CBMES)
     (N313, N400, N401, N402, N403, N404, N405, N406, N407, NW100, NW102, NW401, RL6&RL7@YIC)
   - School of Civil, Environmental, and Sanitary and Geological Engineering (CEGE)
     (S100, S101, S102, S104, S105A & B, S207, Surveying office)
   - School of Electrical, Electronics and Computer Engineering (EECE)
     (N200, N202, N204, N205A&B, N206, N207, N209, NW200, NW202, NW203, NW204, NW304)
   - School of Industrial Engineering and Engineering Management (IE-EMG)
     (S202, SW202)
   - School of Mechanical, Manufacturing, and Energy Engineering (MME)
     (N100, N102, N105, N106A&B, N110, NW101, SW100, SW102, SW107)
   - Department of Physics
     (W300, W302, W304, W306, W308, W310, W312, W314)
   - Senior High School (SHS)
     (N401, N403, W304)
2. Makati campus
   - School of Health Sciences (HS) and Senior High School (SHS)
     (MPO209, MPO210, MPO211)
   - School of Media Studies (MS)
     (MPO502, MPO503, MPO509, MPO510, MPO511, MPO512)

General Guidelines for the Use of ILMO Laboratory Facilities:

a. Students are not allowed to enter the laboratory room without the faculty/adviser and/or laboratory personnel.
b. Foods and drinks are not allowed inside the laboratory room.
c. All laboratory users are required to wear appropriate Personal Protective Equipment (PPE).
d. No one is allowed to use the laboratory room without the duly accomplished reservation forms.
e. All ILMO forms can be downloaded from the Mapúa website.
f. Reservation is subject to the availability of the equipment and laboratory personnel and on a first come, first-served basis.
g. Students working on thesis/research/capstone projects shall:
   1. coordinate with ILMO staff on the details of their project,
   2. submit duly accomplished laboratory reservation form to ILMO at least three (3) days prior to schedule,
   3. provide all chemicals/materials for their projects, and
   4. dispose all wastes/debris generated from their projects.

h. Students of Advanced Chemistry laboratory courses shall:
1. be issued a locker at the start of the quarter to keep all apparatus to be used for the entire quarter,
2. submit duly accomplished Request for Locker and Laboratory Apparatus/Glassware form to the Apparatus Stock Room, and
3. return all apparatus/glassware and surrender the locker at the end of the quarter.

i. Students working on thesis/research/capstone projects can also request use of a locker on a per quarter reservation and on a first come, first-served basis.

j. In case of accident/incident, a Laboratory Incident Report Form shall be prepared by the ILMO personnel.

k. In case of breakages/losses, students shall be required to fill-out the Loss/Breakages Acknowledgement and Billing Form. The students will be billed by ILMO and shall pay at the Treasurer's Office.

Section III: DEVELOPMENT OFFICE FOR INFORMATION TECHNOLOGY

1. INTRODUCTION

The DEVELOPMENT OFFICE FOR INFORMATION TECHNOLOGY (DO-IT) provides all the information and communications technology needs and requirements of Mapúa University.

1.1 Vision

The Development Office for Information Technology, with its competent workforce, provides appropriate ICT services, through the utilization of existing and new technologies, committed to effect continuing quality improvement in the academic, administrative, and student services.

1.2 Mission

We are a workforce of researchers and innovators that instigate a secure, reliable and fault-tolerant information infrastructure; we pioneer solutions and adopt the industries' best practices to deliver information with accuracy and reliability.

2. MYMAPÚA

Another first from MAPÚA UNIVERSITY!
Through the myMapua portal,
(a) Students may view their own grades

(b) Students may view their own curriculum

(c) Students may pay matriculation charges online

To register
(a) Go to the myMapúa portal, https://my.mapua.edu.ph.

(b) Sign in with your username and default password found on your Generated Schedule of Assessment (GSA).

(c) Fill up all the necessary personal information like Name of student, Student number, Program, Birth date, etc.

(d) Enter the word that is generated by the CAPTCHA security service.

(e) Review all the inputted information and press the Submit button.

As an improvement to the service, the department, provisioned Office 365 myMail accounts for the students. The myMail accounts allowed for single sign-on wherein students need only to logon once to access the various services offered by myMapúa.

3. CARDINAL PLUS

With the launching of the CARDINAL Plus© (CARD and Integrated Network Access Log-in Plus), MAPÚA has evolved into a Smart Campus and is now at the forefront of technological innovation. In 2001, MAPÚA became the first school in the Philippines to implement this particular identification system. The card is an integrated, multiple activity contactless card containing the services and entitlement of data relating to the cardholder and can be used at terminals deployed in the University. It also serves as an ATM Card powered by RCBC MyWallet (a YGC Member).

The following steps must be taken in the event that a student loses or damages his ID.

3.1 FOR LOST ID

Proceed to the Security Office to acquire a temporary ID.
(a) Apply for Affidavit of Loss and present it at the Center for Student Activities and Discipline (CSAD) for clearance.
(b) Submit the Affidavit of Loss and Clearance together with your CM to the Development Office for Information Technology (DO-IT) for assessment.

(c) DO-IT will bill you for the ID REPLACEMENT FEE.
(d) Proceed to the Office of the Treasurer for payment and return to DO-IT for processing. Your picture and signature will be taken again to update your record.
(e) You may claim your ID at the Security Office after three working days.

3.2 FOR DAMAGED ID

Proceed to the Security Office to surrender your ID.
(a) The security officer will issue a temporary ID.
(b) Proceed to the Development Office for Information Technology (DO-IT) for assessment.
(c) Proceed to the Office of the Treasurer for payment and return to DO-IT for processing. Your picture and signature will be taken again to update your photo and signature on record.
(d) You may claim your ID at the Security Office after three working days.

4. INTERNET BANDWIDTH INCREASE

The internet bandwidth of the University has increased significantly as plan, for Intramuros campus the increase is from 300 Mbps in 2021 to 400 Mbps in 2022 and for Makati campus, the increase is from 100 Mbps in 2021 to 200 Mbps in 2022.

In 2016, the University became a member of DOST-ASTI PHopenIX, a neutral and non-commercial Internet Exchange that interconnect ("peer") local telecommunication companies and other data service provider. This peering further supports the University's growing internet traffic, as of now we have 700 Mbps bandwidth direct connection to PHopenIX.

Bandwidth increased and interconnection allows faster access to the University's online resources such as the MU Website, myMapua, library system, LMS (Learning Management System) and websites needed for the students and faculty's research. In addition, students and personnel in the various campuses can interact with each other through video teleconferencing and voice-over-IP telephony systems.

5. MANAGEMENT INFORMATION SYSTEMS

With the coming of age of the University's computerization efforts, the need for more information increases as each school entity recognizes the advantage of the underlying technologies that integrate various aspects of the business processes. This enables the University to provide enhanced productivity tools that caters not only to the students, but also to their employees and alumni.

Systems for Online Admissions and Entrance Examination Results, Fully Online Programs, Peer Advising, Graduates Verification, Online Laboratory Assessment and Online Faculty Evaluation to name a few, not only significantly addressed the needs of Mapúa's stakeholders, but also drive the University's business goals.

DO-IT is also tasked to develop various services that go beyond the norm but is beneficial to the whole Mapúa Community. These include systems for the Center for Guidance and Counseling, Health Services Department and Human Resources Department

The University, along with other companies under the House of Investments Group has also adopted Oracle Financials. This move will not only improve and hasten the processing of financial data and reports within various campus and affiliate schools, it also promises faster consolidation of financial reports.

6. NETWORK AND SYSTEMS INFRASTRUCTURE

All cores and edge network equipment used by the University are up to date with built-in dual power supply system for redundancy and improved quality-of-service mechanisms. The network infrastructure is scalable, reliable and efficient because of comprehensive and effective routing and switching protocols.

The network backbone, composed of fiber-optic cables, can support higher data rates or heavier traffic load such as communication via high-definition video and voice applications, file transfer, internet and other traffic.

Security appliances are already in-place providing the network and system infrastructure a comprehensive threat protection, intrusion prevention, web filtering, anti-malware and application control.

Access points are already deployed throughout the campus on both Intramuros and Makati. This access points provides campus-wide WI-FI network access for the Mapua community and guest while on campus.

Through the long-standing University's partnership with Microsoft, newer releases of Microsoft's server and client operating systems and applications gave users a more streamlined and enjoyable experience while giving system administrators better tools to manage and secure the various servers. Upgrades in the University's client domain infrastructure, client operating system and e-mail service as well as the setup of collaboration software and network monitoring systems were also undertaken.

The University also offers "office 365 education", a collection of services that allows you to collaborate and share your schoolwork. It's available for free to teachers who are currently working at the university and to students who are currently enrolled. The service includes Office Online (Word, PowerPoint, Excel, and OneNote) unlimited personal cloud storage, Yammer, and SharePoint sites.

7. THE OFFICIAL WEBSITE OF THE MAPÚA UNIVERSITY

The current website of the University was launched on May 11, 2016. It is a modern design that is sleeker and more responsive. It aims to enhance the functionality and content of the website to make it more interactive and informative.

This main portal contains links to the academic and non-academic offices and departments of the University.

It also contains the various online services and social media sites of the school.

Always visit our website at http://www.Mapúa.edu.ph for the latest news and announcements.

8. PARENT PORTAL

Almost everybody nowadays is going online and has access to internet, and we know that majority of parent population are technology savvy enough to navigate a webpage.

With this knowledge, DO-IT provided a portal that will cater to these young generation of parents. Once registered, validated and logged in, the portal provides features that focuses on what matter most to them.

Parents can view their children's historical grades, their current class schedules, and even their gate IN/OUT records.

They can also view their kid's unsettled charges, payment history and even make payment online via several online payment channels offered by the University.

Section IV: OFFICE OF THE REGISTRAR

1. REQUEST FOR CORRECTION OF NAME, DATE, OR PLACE OF BIRTH

1.1 The requestor must submit the following documents:

(a) Accomplished Request for correction of Name form (FM-RO-09)

(b) The original copy of the birth certificate with the Philippine Statistics Authority (PSA) security paper or the Alien Certificate of Registration (ACR)

(c) A personal affidavit, if of legal age, or the affidavit of parents
(d) A joint affidavit of two disinterested parties

2. REQUEST FOR DIPLOMA

2.1 The diploma is issued only once. For a duplicate copy, a letter addressed to the Registrar stating the reason for the request must be submitted.

2.2 A letter of authorization to request for, or to claim the diploma, must be presented if the applicant is not able to do so.

2.3 The following requirements must be submitted:

(a) Accomplished diploma request form (FM-RO-30 Application for Diploma)
(b) A "1" x "1" recent photo
(c) Diploma fee

3. REQUEST FOR TRANSCRIPT OF RECORDS (TOR)

3.1 Transcript of Records shall be issued only to students, or their authorized representative, and to the school where a dismissed student has transferred.

3.2 An official request from the school or the MAPÚA TRANSFER CREDENTIAL RETURN SLIP is needed to process the TOR.

3.3 Newly graduated students must apply for the transcript of records and diploma simultaneously.

3.4 Undergraduates and old graduates may apply anytime

3.5 Transcript request form (FM-RO-31 for Baccalaureate Degree / FM-RO-32 for Graduate Degree) must be submitted at the Customer Service Section of the Office of the Registrar.

3.6 Mailing of transcript of records abroad
(a) Students may request for their official transcript of records through e-mail, or snail mail. Request form from school where the official transcript of records is needed must be attached.
(b) Pertinent information like name used while studying in the university, program, date of graduation, and date of birth must be indicated.

4. REQUEST FOR CHED CERTIFICATION, AUTHENTICATION AND VERIFICATION (CAV)

4.1 Requirements for CHED Certification, Authentication, and Verification (CAV)

(a) Accomplished Request for CAV form (FM-RO-33)
(b) A clear duplicate copy of the official transcript of records
(c) A clear duplicate copy of the diploma
(d) A certification of enrollment (for undergraduates only)
(e) A letter of authorization to transact or to claim (if the applicant is not available)

5. REQUEST FOR DIPLOMA/TRANSCRIPT OF RECORDS AUTHENTICATION (LOCAL)

5.1 Requirements for Diploma/TOR Authentication (LOCAL)

(a) Accomplished Service Request form (FM-RO-28)

(b) A clear duplicate copy of the diploma and/or transcript of records
(c) An authorization letter (if the applicant is not available)

6. REQUEST FOR OTHER CERTIFICATIONS

6.1 Requirements for Academic record-related certifications

       (a) Accomplished Service Request form (FM-RO-28)

       (b) An authorization letter (if the applicant is not available)

7. REQUEST FOR TRANSFER CREDENTIALS (HONORABLE DISMISSAL)

7.1 All inactive students/graduates who shall transfer to another school should apply for his/her transfer credentials (honorable dismissal).

7.2 Transfer credentials shall be released to students at the Customer Service Section of the Office of the Registrar after receipt of the duly accomplished request form and payment.

7.3 Application for Transfer Credential form (FM-RO-29) must be submitted at the Customer Service Section of the Office of the Registrar.

Section V: HEALTH SERVICES DEPARTMENT

In accordance with the present policy of the government requiring a yearly medical examination of all students enrolled in private schools, colleges and universities, the University has maintained a medical clinic for that purpose. The services of a medical director and a staff of physicians together with a staff of nurses have been engaged by the University to take charge of the protection and the maintenance of the health of the MAPÚA population most especially the students.

1. MEDICAL SERVICES

1.1 Basic Services include:
   a) Physical examination of incoming freshmen which includes chest x-ray, complete blood count and urine and stool examination.
   b) First aid treatment of walk-in patients with wounds, fever, headaches, sore eyes, colds, cough, diarrhea, asthma, sprain and other minor illnesses.
   c) Referral to a medical specialist for cases requiring further evaluation and management.
   d) Emergency care in case of serious illness or injury. The patient is afterwards taken to Tertiary hospital/medical facility which is affiliated with MAPÚA.
   e) Free computerized eye check-up with the aid of a private optometrist once a year.
   f) Maintenance of medical health records.

1.2 Supplementary Services include:
   a) Vaccination and isolation of students with communicable diseases like hepatitis, chicken pox, conjunctivitis, measles, etc. Students are charged a minimal fee for the cost of the vaccines.
   b) Inspection of school surroundings and facilities to maintain sanitation and cleanliness in the campus.
   c) Recommendation for the improvement of school surroundings and facilities for the protection of the physical health of the MAPÚA community.
   d) Administration of seminars on drug abuse, on coping with stress, etc. in the interest of the general well-being of MAPÚA students.

2. DENTAL HEALTH SERVICES

2.1 Dental health services are rendered to students and likewise extended to the rest of the MAPÚA community.
   a) Dental examination of incoming freshmen and upperclassmen at least once a year or when deemed necessary.
   b) Treatment and restoration of decayed tooth.
   c) Extraction of diseased or fractured tooth.
   d) First-aid treatment of cases requiring immediate attention such as post extraction hemorrhage or traumatic injuries.
   e) Preventive procedures such as oral prophylaxis, oral hygiene instructions and dietary analysis.
   f) Maintenance of dental health records.
   g) Maintenance of a referral and follow-up system for cases not within the scope of the school dental services.

Section VI: CAMPUS DEVELOPMENT AND MAINTENANCE OFFICE

1. FUNCTIONS OF THE CAMPUS DEVELOPMENT AND MAINTENANCE OFFICE (CDMO)

The Campus Development and Maintenance Office carry out the following functions:

1.1 Maintains a campus environment that is conducive to learning through a regular upkeep of buildings and grounds and all facilities and equipment therein.

1.2 Provides students, faculty members and employees with the necessary facilities and equipment that shall enable them to effectively discharge their duties and responsibilities.

1.3 Implements corrective measures for the improvement of student and personnel services.

1.4 Maintains a clean and safe environment through sanitation and waste management.

2. GUIDELINES FOR THE USE OF THE AUDIO-VISUAL ROOMS (AVR)

The university has three (3) Audio Visual Rooms which can be used as venue by the faculty, students and employees for events that require multi-media services.

2.1 Reservation

a.   No one is allowed to use the AVR without the required permit.
b.   Reservation forms are available at the Campus Development and Maintenance Office (CDMO) from 8:00am to 5:00pm (Monday to Friday).
c.   Reservation forms must be fully accomplished for the request to be processed to be submitted to CDMO between Monday to Friday from 8:00am to 5:00pm.
d.   Only school deans, department heads and faculty advisers are authorized to sign the application form.
e.   Reservation is on a first come, first-served basis.
f.   Final approval of requests for reservation shall come from the Campus Development and Maintenance Office.

2.2 Guidelines

a.   Students shall not be allowed to enter the AVR without an accompanying faculty member.
b.   Users of the AVR are expected to observe total cleanliness and orderliness. The faculty member concerned shall be responsible for the conduct of the students.
c.   Food, drinks and school bags are not allowed inside the AVR.
d.   Any damage and/or loss of property shall be the responsibility of the requesting party/department.
e.   Bringing in of office furniture and equipment must have prior approval from Campus Development and Maintenance Head.
f.   Physical set-up must also have prior approval.
g.   Students should observe the proper use of the air-conditioned rooms. Rooms must not be left open. Users must refrain from frequent switching of temperature control.

2.3 Prohibited Events

a.   Exhibits may be allowed in the lobby area only. Exhibit materials, however, are not to be attached to the walls.
b.   Lectures not requiring multi-media aid.
c.   Organizational assemblies not requiring multi-media aid.
d.   Any other event which the Office of the Vice President/Head of Campus Maintenance, Development & Operations and/or Campus Development and Maintenance Head may find not suitable for the AV room.
e.   Regular scheduled classes and examinations.

3. GUIDELINES FOR PARKING

3.1 Parking accommodations inside the campus premises are only for non-teaching and teaching employees.

3.2 The NO STICKER, NO ENTRY policy shall be strictly enforced.

3.3 Before entering the school compound, all vehicles should come to a complete stop at the main entrance for the checking of the car sticker issued by MAPÚA. The person using the vehicle shall be required to open the trunk

compartment for inspection and search by a security guard who shall repeat the procedure before the vehicle leaves the school compound.

3.4 All persons inside the vehicle must have valid MAPÚA ID's. All ID's must be shown to the security guard upon entering the compound. Passengers of the vehicle including the driver who are not students, faculty members or employees shall be required to register in the Visitor's Log Sheet at the Security Information Lobby.

3.5 Stickers should be posted inside the windshield on the right corner for the immediate scrutiny of the security guards. Security guards are authorized to confiscate stickers not properly pasted. Stickers once posted shall not be removed and transferred to another vehicle. The rule is: ONE VEHICLE, ONE STICKER. Lamination of stickers shall not be allowed.

3.6 Damage or injury to persons or property caused by vehicles within the compound shall automatically mean that the parking permit of vehicles involved shall be suspended until after the investigation is completed and the responsibility thereof is established.

3.7 Occasionally, parked vehicles shall be inspected without previous notice. The user of the car must cooperate by opening the trunk compartment for inspection and search.

3.8 The Mapúa University shall not assume responsibility for the loss or damage of vehicles and the contents thereof and for any damage caused by such vehicles or drivers thereof.

3.9 If a car is parked without any person assigned to watch it, the vehicle should be securely locked with all windows closed.

3.10 Unnecessary noise from cars and other vehicles such as burglar alarms, stereos and/or cassettes while inside the school compound is prohibited.

Section VII: SECURITY OFFICE

The Security Office is entrusted with the responsibility of keeping peace and protecting persons and property within the University.
Its functions and responsibilities are the following:

1. Spot and random verification of ID shall be regularly done by MAPÚA security officers.

2. Doers of wrongful acts causing physical injuries, damage to property, vandalism, theft and other criminal acts within the MAPÚA compound shall be apprehended and brought to the Office of Student Activities or Office of the Prefect for Discipline for investigation and proper action.

3. Violation of other misdemeanors by the student shall also be reported by the apprehending officers to the Prefect and the school/department where the student belongs.

4. Bags, bundles, knapsacks, etc. of students entering the MAPÚA premises shall be inspected by the MAPÚA guards in order to prevent entry of prohibited or dangerous materials within the premises.

5. Any unauthorized person, intruder or outsider found or apprehended within the premises must be duly identified, his name recorded in the MAPÚA Security Service Logbook, and brought directly to the nearest police precinct for investigation and proper action.

6. Severe disciplinary measures and legal action if proper shall be brought against any person or persons participating in or involved in hazing.

7. Strict prohibitions must be enforced against the carrying of firearms or other weapons within the campus. The weapons may be turned over to the police.

Section VIII: MAPUA BOOKSTORE

1. The bookstore is open from 7:00 AM to 6:00 PM, Monday to Saturday.

2. The bookstore has the following merchandises and services:

    a) Uniforms for PE, ROTC and CWTS students
    b) Textbooks and Manuals
    c) Mimeographing and photocopying services
    d) School supplies
    e) Gift items
    f) Cellphone and internet cards
    g) Togas for commencement and conferment exercises
    h) Payment transaction for car stickers and car passes

Section IX: MAPUA CANTEEN

1. The MAPÚA canteen is located on the ground floor of the West Building in Intramuros.

2. The canteen in Makati is located on the third floor of the East Wing. Food stalls are also provided at the students' lounging area on the second floor and at the newly opened garden area.

3. Breakfast, lunch and early dinner as well as snacks are served. The main canteen is open from 6:00 AM to 7:00 PM.

4. Catering services are also available for birthday parties and other functions. A variety of menus are available including pastas, salads and all-time favorites.