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**FIRST SEMESTER**

| Registration | — May 2 – 5 |
| Classes start | — July 11 |
| 1st Qtr Exams | — Sept. 12 – 17 |
| 2nd Qtr Exams | — Nov. 21 – 26 |
| Semester Break | — Nov. 27 – Dec. 11 |

**SECOND SEMESTER**

| Classes start | — Dec. 12 |
| Christmas Break | — Dec. 18 – Jan. 1 |
| 3rd Qtr Exams | — Feb. 27 – March 3 |
| 4th Qtr Exams | — May 20 |
| Summer Break | — May 21 – July 9 |
| Summer Classes | — May 29 – July 1 |
| Enrollment for Grade 12 | — July 3 – 7 |

**FEBRUARY**

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**MARCH**

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**APRIL**

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**REGULAR HOLIDAYS 2016**

| Bonifacio Day | — Nov. 30 |
| Christmas Day | — Dec. 25 |
| Rizal Day | — Dec. 30 |

**SPECIAL NON-WORKING HOLIDAYS 2016**

| All Saints’ Day | — Nov. 1 |
| Last day of the year | — Dec. 31 |

**REGULAR HOLIDAYS 2017**

| New Year’s Day | — Jan. 1 |
| Araw ng Kapitangan | — April 9 |
| Holy Thursday | — April 13 |
| Good Friday | — April 14 |
| Labor Day | — May 1 |
| Independence Day | — June 12 |

**JULY**

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STUDENT RULES AND REGULATIONS

The student rules and regulations contained in this handbook are the product of serious and mature deliberation made by the Mapúa Institute of Technology using the Manual of Regulations for Private Higher Education and the Revised Manual of Regulations for Private Schools in Basic Education as guidelines.

This handbook is the offshoot to the Department of Education (DepEd) issuance, pursuant to the pertinent provisions of the 1987 Constitution, Act No. 2706 as amended by Act No. 3075, Commonwealth Act No. 180, Batas Pambansa Bilang 232, Republic Act 7722 and other applicable legislations.

Policies stipulated in this Student Discipline Handbook have been adopted in the firm belief that they will promote the welfare of the student population.

The 2016 Student Discipline Handbook of Mapua Institute of Technology supersedes all previously issued Student Discipline Handbooks. It applies to all current Senior High School students of Mapúa regardless of year of entry to the Institute. This Handbook takes effect on the first day of the 1st term/S.Y. 2016-17.

The Student Discipline Handbook is subject to periodic reviews and modifications as may be recommended by the Office of the Principal and approved by the Office of the President (OP).

RATIONALE

Education is a cooperative enterprise of both the teacher and the learner. It requires mutual and coordinated efforts from both parties for it to be effective. For Mapúa, to achieve its desired educational goals, the entire academic community needs to subscribe and adhere not only to the fundamental objectives of effective learning but also to the development of moral character expected of educated men and women.

As mandated under Article XIV, Sec. 3 (2) of The Philippine Constitution of 1988 "All educational Institutions shall teach the rights and duties of the citizenship, strengthen ethical and spiritual values, and develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency." The Mapúa Institute of Technology, has a primary goal of imparting knowledge to its students, strives to meet its implicit "built in" obligations by providing its students with an atmosphere conducive to learning and by formulating and implementing rules and regulations in accordance with the law.

As provided under the Revised Manual of Regulations for Private Schools in Basic Education, under Student Discipline, Section 131. Responsibility on Student Discipline: The administration of each private school shall be responsible for the maintenance of good discipline among students inside the school campus as well as outside the school premises whenever they are engaged in authorized school activities.

A student enrolling in the Institute assumes an obligation to conduct himself in a proper and irreproachable manner as a bona fide member of the academic community and should not hamper the Institute from the discharge of its educational functions. He must accept the rules and regulations which the Institute prescribes for the members of the academic community to enable it to fulfill effectively its educational mission.

Therefore, all students and faculty members shall abide by and observe the rules and regulations herein set forth. They are urged to refrain from committing any offense which is inimical to the good of the students in particular and the whole academic community in general.
OFFICE OF THE PREFECT OF DISCIPLINE

The Office of the Prefect of Discipline (OPD) aims to promote DISCIPLINE in accordance with the Mapúa Institute of Technology core values (Discipline, Excellence, Commitment, Integrity, and Relevance).

Furthermore, the OPD envisions providing guidance for the integral development of student's moral values, habits, ethics and ideals to become a responsible and better person in the future.

The OPD for them also strives to take part in creating an environment that is conducive to learning by implementing rules and regulations aligned with the Student Discipline Handbook and reflecting Mapúa's Core Values.

The following are the functions and responsibilities of this office:

• To inform students of their rights and responsibilities;
• To 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; and also to ensure that due process (Section 135, of MRPSBE) has been observed in every administrative proceeding:

1. Student must be informed in writing of the nature and cause of any accusation against him, and required the accusation in writing. If the student is minor, the parent or guardian shall be furnished with a copy of the show cause letter.

2. If the student denies the allegations or alleges some fact or matter in justification or mitigation of the offense, and the issues are complex and/or sensitive in nature, the institute may form a fact-finding committee to hear and receive evidence;

3. In all stages of the proceedings, the student shall have the right to assistance of a counsel of his own choice.

4. The student shall have the right to examine the evidence presented against him, to ask clarificatory questions through the fact finding committee, and to present evidence on his behalf.

5. The fact-finding committee must consider the pieces of evidence received during the proceedings.

6. The student shall be informed in writing of the decision promulgated in his case.

7. If the student is found liable for the offense charged, the punishment imposed shall commensurate with the nature and gravity of the offense.

The Office of the Prefect of Discipline (OPD) offers the following services:

• Supervision of disciplinary cases and other student concerns
• Issuance of Certificate of Good Moral Character
• Processing of Affidavit of Loss

AUTHORITY OF THE PREFECT OF DISCIPLINE

The authority of the Prefect of Discipline depends on the gravity and complexity of the case.

I. The Prefect has the authority to investigate, decide and impose sanctions on minor offenses. He has the same authority with respect to major offenses where the imposable penalty is suspension for less than 20% of the prescribed class days for the school year or term provided that appropriate notices are sent to the Principal's Office and the Legal Affairs Department of the Institute for less than one term when such penalty is imposed.

II. The Prefect may recommend to the Principal on the disposition of cases involving major offenses where the equivalent sanctions are suspension of more than 20% of the prescribed class days for the school year or term.

III. The Prefect may, at his discretion, recommend to the Principal the creation of a Committee on Decorum and Investigation (CDI) in complex cases or those which are sensitive in nature. Once constituted, the CDI shall then have jurisdiction to handle cases involving major offenses as defined in this Handbook.
The Committee on Decorum and Investigation (CDI) is ideally composed of, but not limited to, the following:

a) Mapúa Legal Counsel;
b) Prefect of Discipline;
c) Director for Guidance and Counseling;
d) Faculty Member;
e) Non-teaching Employee;
f) Student Council Officer or student leader.

STUDENT'S GENERAL BEHAVIOR

Mapúa students are expected to embody and practice the school's core values – Discipline, Excellence, Commitment, Integrity, and Relevance. In the same manner, Respect, Courtesy, and Politeness are given emphasis in order to create an atmosphere conducive to learning.

DEFINITION OF TERMS

Authority - The power to determine, adjudicate, or otherwise settle issues or disputes; jurisdiction; the right to control, command, or determine.

Complainant - The party reporting/filing the complaint or concern against another party.

Discipline - Training expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement.

Evidence - something (as testimony, writings, or objects) presented in a judicial or administrative proceeding for the purpose of establishing the truth or falsity of an alleged matter of fact.

Exclusion – Is a penalty on which the school is allowed to exclude or drop the name of the erring student from the school rolls for being undesirable, and transfer of credentials immediate issued. A summary investigation shall have been conducted, and no prior approval by the Department of Education is required in the imposition of the penalty.

Expulsion – is an extreme penalty on an erring student consisting of his exclusion from admission to any public or private schools in the Philippines and which requires the prior approval of the DepEd Secretary.

The decision of the school on every case involving the penalty of expulsion, together with the supporting documents or papers shall be forwarded to the Regional Office concerned within ten (10) days from the termination of the investigation of each case.

Prefect of Discipline - A person appointed as the head of the Office of the Prefect of Discipline with the primary task of implementing the student discipline policies as enumerated under the Student Discipline Handbook of Mapúa.

Non-readmission – a penalty that allows the institution to deny admission or enrollment of an erring student immediately the following semester when the resolution after finding the student guilty of the offense charged and imposing the penalty of non-readmission was promulgated. Unlike the penalty of exclusion, the student is allowed to complete the current school term/semester when the resolution for non-readmission was promulgated.

Public Display of Affection (PDA) - Inappropriate physical contact including, but not limited to, intimate (physical contact) touching, kissing, lying /leaning to another person, etc. inside the school premises or at any school sponsored activity.

Regulations - A law, rule, or other order prescribed by authority, especially to regulate conduct.

Respondent - Refers to the party responding to the complaint or concern reported regarding his/her alleged behavior or actions not in accordance to the Student Discipline Handbook.

Rights - A moral, ethical, or legal principle considered as an underlying cause of truth, justice, morality, or ethics.

School Premises - Includes all land, buildings, facilities and other property in the possession of or owned, used or controlled by the Mapúa (including adjacent streets and sidewalks).

Student - Any person who is enrolled and engaged in higher education studies (Mapúa Institute of Technology). This includes:

1. foreign students
2. refresher course students
3. special students

Suspension – is a penalty in which the school is allowed to deny or deprive an erring student of attendance in classes for a period not exceeding twenty (20%) percent of the prescribed class days for the school year or term.
The decision of the school in every case involving the penalty of suspension which exceeds twenty (20%) percent of the prescribed school days for a school year or term shall be forwarded to DepEd Regional Office concerned within ten days from the termination of the investigation its case for its information.

**TYPES OF OFFENSES**

a. Minor Offenses – are offenses committed against the provisions of the Student Discipline Handbook of Mapúa. A minor offense warrants a penalty of warning, up to nine (9) hours of community service.

b. Major offenses – are serious infractions committed against any provisions of the Student Discipline Handbook of Mapúa. Such offenses warrant a more severe penalty of suspension, up to dismissal/expulsion.

**PENALTIES**

**Minor Offenses and its sanctions**

1. Left/lost ID (without Affidavit of Loss);
   - 1st Offense – 1st warning (oral or written notice of warning)
   - 2nd Offense – 2nd warning (oral or written notice of warning)
   - 3rd Offense – 3rd warning (oral or written notice of warning)
   - 4th Offense – Student shall not be allowed to enter the campus.

2. Not properly wearing of ID while inside the campus;
3. Spitting or littering;
4. Wearing of inappropriate campus attire;
5. Violation of parking regulations;
6. Disrupting or disturbing classes by making excessive noise within the premises of the Institute;
7. Loitering in corridors during class sessions;
8. Eating and/or drinking in prohibited areas such as but not limited to classrooms, laboratories, elevators etc.;
9. Disruptive use of mobile phones, or other similar communication devices during classes;
10. Use of mobile phones and other similar communication devices during an examination;
11. Misbehavior during school programs, activities, or competitions;
12. Disrespect for national symbols;
13. Improper use of lavatories and washrooms;
14. Use of electronic cigarette within the school premises;
15. Possession of any gambling materials while inside the vicinity of the Institute; and

Except for the policy no 1 (Left/lost ID (without Affidavit of Loss), the following are the sanctions for violation of minor offenses:

- 1st Offense - Warning
- 2nd Offense - 3 hours of community service
- 3rd Offense - 6 hours of community service

An accumulation of four (4) minor offenses of any nature within one quarter of the school year shall be considered a major offense (please refer to Policy no. 2, Major offense).

**Major Offenses and its sanctions**

Any of the following sanctions may be imposed to any student who is found guilty of committing a major offense:

- a - Suspension for a period of not more than twenty (20%) percent of the prescribed class days for the school year or term with or without community service;
- b - Suspension for a period of more than twenty (20%) percent of the prescribed class days for the school year or term with or without community service;
- c - Non-readmission to the Institute;
- d - Dismissal from the Institute;
- e - Expulsion.
List of major offenses and its sanction.

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<td>1. Any act of dishonesty such as but not limited to the following:</td>
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<td>1.1. Cheating in examinations, unauthorized possession/use of notes or any materials relevant to the examination during the exam;</td>
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<td>1.2. Copying or allowing another student to copy from one's examination papers, assigned homework, assigned reports, thesis, reaction papers, and similar materials;</td>
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<td>1.3. Communicating (through any medium) with another student/any other person (inside or outside examination room) during examination, without permission from the professor or proctor;</td>
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<td>1.4. Plagiarism, or submitting another person's work as one's own;</td>
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<td>1.5. Massive, pre-meditated, organized cheating including but not limited to pre-board and major exams</td>
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<td>1.6. Other forms of cheating during examination, in passing of homework or assigned projects or any other academic work;</td>
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1.7. Falsification of documents, forgery and or any similar acts of alteration but not limited to:

| 1.7.1. alteration or misuse of school documents in connection with official matters; | b/c/d |
| 1.7.2. alteration or misuse of school records or credentials; | b/c/d |
| 1.7.3. submission of false or fraudulent information and/or documents to the Institute in connection with official matters; | b/c/d |
| 1.7.4. publication or dissemination of false information about the school administration, its officials, faculty members, or students; | b/c/d |
| 1.7.5. forging of security stamp to gain entry to the institute; | a/b | c/d |

1.8. Lending or borrowing of school ID, official receipt, certificate of matriculation, or other official documents and/or presenting another person's documents as one's own; tampering of school ID and into using it to gain entry the Institute.

| 1.8. | a/b/c |

2. Accumulation of any four (4) minor offenses of any nature within one (1) quarter of the school year.

| 2. | a | b | c |

3. Physical injury/assault upon any member of the faculty, administration, staff; or any student, personnel, or visitor of the Institute.

| 3. | b/c/d/e |
4. Any acts of threat either physical or by means of any medium of communications including but not limited to: oral, through social media, and using any electronic gadgets against any school officials, faculty member, employee, student and or any visitor of the Institute.

5. Discourtesy in any form (physical/oral, written) by means of any medium of communication, such as, but not limited to;

   5.1. Bullying, defamation, inciting to fight, and/or any abusive behavior committed against any student;

   5.2. Disrespect toward any faculty member, or any official of the Institute or his authorized representative.

   5.3. Failure to comply with the deadline given/set to complete the given disciplinary sanction and/or to submit an explanation letter for commission of any of the minor offense; unless justified.

6. Any other conduct which threatens, endangers, or adversely affects the health or safety of any person inside Mapúa premises.

7. Illegal possession of deadly weapon of any kind and or use of explosives, incendiary devices, and/or any other similar devices.

8. Forcible entry to the campus

9. Unauthorized use of Mapúa facilities and services but not limited to:

   9.1. Unauthorized use of rooms;

   9.2. Tampering with or misuse of computer applications, software, programs, and other IT systems of the Institute, whether or not for personal advantage, including but not limited to manipulating enrolment procedures and requirements, grades, class schedules, tuition and matriculation, and student records, or any willful or negligent act resulting in computer security breach.

   9.3. Any form of bribery (attempted or consummated) of any faculty member or personnel of the Institute

10. Any form of bribery (attempted or consummated) of any faculty member or personnel of the Institute

11. Stealing, attempting and/or facilitating to steal

12. Vandalism, or the willful or negligent destruction of any property of the Institute which includes, but is not limited to such acts as tearing off or defacing any library book, magazine or periodical; writing, drawing, or posting unauthorized notices on walls or pieces of furniture, breakage of glass windows, showcases, cabinet doors, electrical and mechanical devices or contrivances; unauthorized removal of official notices and posters from bulletin boards and other similar acts, or causing other damage to any property of the Institute

13. Unauthorized/misuse of emergency switch such as but not limited to fire alarms, activation of water sprinklers and the likes
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<td>14. Hazing or the infliction of any physical or mental harm or ordeal on any person, which injures, degrades, or disgraces or that tends to injure, degrade, or disgrace any fellow student or any person in the Institute</td>
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<td>15. Forming, recruiting, and/or joining any surreptitious or clandestine organization like fraternities and sororities, or other associations formed for illegal, immoral, unethical purposes, or those not officially recognized by the Office of Student Activities or not listed in the official list of organizations</td>
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<td>16. Illegal possession, use, sale, disposal, or distribution of prohibited/controlled drugs or chemicals and or other banned substances but not limited to: LSD, marijuana, heroin, shabu, amphetamines, barbiturates or opiates in any form within the premises or immediate vicinity of the Institute</td>
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<td>17. Unauthorized possession and/or drinking of alcoholic beverages within the premises of the Institute whether or not in connection with an official school activity approved by the Office of Student Activities; drinking outside the premises of the Institute in connection with an official school activity approved by the Office of the Student Activities; or entering the campus under the influence of alcohol</td>
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<td>18. Public display of Affection (PDA), which offends or tends to offend the sensibilities of the Academic Community or inappropriate intimate physical contact including, but not limited to: intimate touching, kissing, hugging, lying / leaning on another person, etc. within the school premises or at any school-sponsored activity</td>
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<td>19. Engaging in lewd, obscene, or immoral conduct within the campus premises</td>
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<td>20. Engaging in any form of gambling within the premises of the Institute</td>
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<td>21. Smoking at any time within the school premises</td>
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<td>22. All forms of student protests whose distinctive characteristics are physical force, violence, threat and intimidation</td>
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<td>23. Posting and/or distributing literature, pamphlets, pictures, news items or any announcement whatsoever without any written permit from the Office of the Student Activities</td>
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<td>b</td>
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<td>24. Organizing, participating in and/or supporting any activity inside or outside the school campus, without approval from the Office of Student Activities or appropriate school authorities</td>
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<td>c/d</td>
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25. Instigating or leading an illegal strike or similar activities resulting in disruption or stoppage of classes | b/c/d |

26. Unauthorized collection or exaction of money, checks, or other instruments of monetary equivalent from any student, faculty member, or employee, whether or not in connection with matters pertaining to the Institute | a/b | c/d |

27. Embezzlement of funds of a student organization or student council | a/b/c | d |

28. Willful failure to comply with instruction (either oral or written), summons and/or notices given/issued for purposes of investigation conducted in connection with discipline related offenses, or any matters related/in connection to the official function of the Institute in accordance with law of the land | a | b | c |

29. Perjury, lying or giving false statements in any administrative proceeding and/or presenting false documents to mislead an investigation during the administrative proceedings | b/c/d |

30. Violation of any penal statute or of rules and regulations promulgated by the Department of Education, of the policies and regulations of Mapúa or of any valid order by proper authorities | b/c/d |

31. Conviction before any court for a criminal offense involving moral turpitude against persons or property other than through reckless imprudence | b/c/d |

32. Any other acts that compromise the name and reputation of Mapúa as a premier educational institution | b/c/d |

Deadline of the completion of the community service given as sanction both for minor and major infractions to a student shall be determined by the Prefect in consideration of the academic schedule and activities of the student.

A student liability shall NOT be confined to the enumeration because some may be generally worded to encompass related wrong doings.

In order for the students to understand the gravity of their misdemeanor, the office of the Prefect of Discipline (OPD) can require them to undergo counseling, whose frequency and duration shall be fixed according to the discretion of the head of the Center for Guidance and Counseling.

The Institute reserves the right to impose other sanctions other than those stipulated in this handbook provided that it is in accordance with the law.

**ADMINISTRATION OF STUDENT DISCIPLINE**

**DISCIPLINE PROCEDURES**

a. Formal complaints against students shall be submitted to the OPD; complaints may come from faculty members, school officials, non-teaching employees, students, or other persons not connected with the Institute (on a case to case basis, as the Prefect may deem appropriate).

b. The Prefect of Discipline shall then conduct a preliminary investigation and shall gather all evidence including documents and materials as he may deem relevant. The school ID of the concerned students shall be temporarily blocked in the system (4D) and shall be submitted to the OPD for safekeeping while the case is still active.
c. Upon receipt of all relevant documents, materials, and other evidence including the names of witnesses, the Prefect shall assess the gravity and complexity of the case, and proceed to handle the same in accordance with the provisions of "Authority of the Prefect of Discipline." The Prefect shall have authority to dismiss any complaint which to his opinion is devoid of merit with the written approval of the school Principal.

PROCEDURES APPLICABLE TO CASES INVOLVING MAJOR OFFENSES OR COMPLEX CASES

I. SHOW-CAUSE NOTICE

The Prefect shall serve a show-cause notice to the student/s involved informing them of the offense charged and the imposable sanctions and requiring them to submit a notarized reply countersigned by their parent/guardian within 72 hours from receipt.

II. NOTICE OF HEARING

a. A written notice shall be served by the Prefect or the CDI, as the case maybe, at least three (3) days before the scheduled date of the hearing. A written response denying the complaint shall not hamper the schedule and/or proceedings of the hearing.

b. Refusal of the respondent/s to acknowledge receipt of the notice of hearing shall not hamper the proceedings.

III. HEARING

a. The Prefect or the CDI, as the case may be, shall ensure that due process is duly satisfied.

b. The Prefect or the CDI, as the case may be, shall ensure that the respondent is duly informed in writing of the nature and cause of the complaint, the sanctions involved. The respondent shall be given an opportunity to answer the charges filed against him. In any stage of the proceedings, respondent may seek assistance of counsel if he so prefers.

c. The Prefect or the CDI, as the case may be, shall likewise ensure that a respondent is given an opportunity to face the accuser/s, examine the evidence presented against him, defend himself and present witnesses if he so desires.

d. The absence of the respondent at the initial hearing after due notice shall be noted and the Prefect or the CDI shall proceed to receive evidence(s) from the complainant. In the event that no additional evidence is submitted and no further hearing is required under the circumstances, the Prefect or the CDI shall submit its recommendations to the Principal based on the merits of the evidence(s) presented and admitted.

e. The respondent shall be informed in the event that additional evidence is submitted and shall have the right to adduce the evidence on his behalf.

f. The official hearings shall be held continually. All cases shall be resolved within three (3) months from the receipt of the complaint. Any delay shall not be allowed except for justifiable reasons as may be determined by the Prefect or the CDI.

g. During the hearing, the complainant and the respondent shall each present evidence(s) and witnesses, unless otherwise waived.

h. This is an administrative proceeding. Complainant, and respondent and or witnesses are obligated to tell the truth as this is an official proceeding.

i. After all parties have presented their evidences, the Prefect or the CDI shall proceed to evaluate the evidence and testimonies.

j. The Prefect or the Chair of the CDI, as the case may be, shall exercise complete control over the proceedings, using every reasonable means to ascertain facts as objectively as possible and without regard to the technicalities of law or procedure, all in the interest of due process. Parties counsels may be allowed to intervene or ask questions only if allowed by the Prefect or CDI.

k. Should a respondent admit to the charges against him, he shall be required to execute a written admission or confession of guilt and shall be made to appear before the Prefect or the CDI in order to affirm the written admission or confession. Sanctions shall be enforced immediately but may be lowered at the discretion of the Institute acting through the Prefect or the CDI.
IV. RESOLUTION

a. The Prefect or the CDI, as the case may be, shall resolve a case within one (1) month after the last hearing of the case.

b. Where the sanction recommended is equivalent to one term or higher, the Prefect or the CDI, as the case may be, shall endorse the findings and recommendations to the OEVPA for approval. The Principal may accept or reverse the recommendation of the Prefect/CDI. Should the Principal find the respondent not guilty of the offense(s), the charge(s) shall be erased from the respondent's record and his rights restored.

c. The Office of the President, Office of the Registrar, the Security Office, the Principal, the faculty member(s) concerned, the student(s) concerned and the student's/parents (if necessary), shall be given copies of the decision.

d. Should the respondent find the decision unfavorable, he may file an appeal to the Office of the President within ten (10) days from the receipt of the decision. If the appeal is not filed within the indicated time period, the decision of the Principal shall be rendered final and executory.

e. Where the offense involved is a minor offense or a major where the sanction deemed imposable after due process is suspension, the respondent may file an appeal to the Office of the School Principal within ten (10) days from the receipt of the decision. If the appeal is not filed within the prescribed period, the decision of the prefect/CDI shall be deemed final and executory.

- Complaints shall be filed at the Office of the Prefect of Discipline (OPD). The OPD will have the jurisdiction only in cases where student/s are the respondent/s.
- The Prefect shall conduct a preliminary investigation and evaluation to determine the prima-facie of the case.
- Cases filed shall be categorized into three (3), these are; first-student cases with equivalent sanction of suspension of less than 20% percent of the prescribed class days for the school year with or without community service, second, student cases with equivalent sanction of 20% percent of the prescribed class days for the school year or more (with or without community service); third, student cases recommended for Committee on Decorum and Investigation (CDI), upon discretion of the Prefect (based on the complexity of the case).
- All cases will be heard with strict observance of due process.
- After hearing of the case, decision/recommendation will be formulated for implementation/approval of the concerned office/s.
- Appeal of cases with equivalent penalty suspension of less than 20% percent of the prescribed class days for the school year w/ or without community service imposed by the prefect shall be filed to the Principal, while cases handled by the CDI and those with equivalent sanction of non-readmission and/or exclusion imposed by the principal shall be filed to the President.
- Decision is final and executory after ten (10) days if no appeal is filed.
STANDARD ATTIRE IN THE CAMPUS

GENERAL CONSIDERATION
No official school uniform has been prescribed by the Institute. Students are enjoined to improve their personal appearance through neatness, simplicity, and decency of attire.

RECOMMENDED ATTIRE FOR MALE STUDENTS
a. Short-sleeved shirts
b. Long-sleeved shirts
c. T-shirts with sleeves but without patches or indecent letterings or pictures or symbols/logos of unrecognized student organizations like fraternities.
d. All custom-made pants except those that are torn, unstitched or with untrimmed edges. Wearing of walking shorts is allowed with length of 2 inches at most above the knee. Board shorts, beach shorts, athletic shorts, house shorts, cycling shorts, and other types of shorts are not allowed.
e. Well-polished shoes (leather or other materials) or washed rubber shoes.
f. Ornaments to pierced body parts other than the ears such as the eyelids, nose, tongue, etc. is not allowed.
g. Cross-dressing is not allowed.
h. Wearing of slippers is not allowed.

RECOMMENDED ATTIRE FOR FEMALE STUDENTS
a. Simple dresses
b. Blouses except those with bare-midriff or spaghetti straps
c. T-shirts without patches or indecent letterings or pictures or symbols/logos of unrecognized student organizations like fraternities.
d. Skirts or custom-made pants except those that are torn, unstitched or with untrimmed edges. Wearing of walking shorts is allowed with length of 2 inches at most above the knee. Board shorts, beach shorts, athletic shorts, house shorts, cycling shorts, and other types of shorts are not allowed. Any types of clothing with length of more than 2 inches above the knee is not allowed.
e. Ornaments to pierced body parts other than the ears such as the eyelids, nose, tongue, etc. is not allowed.
f. Wearing of slippers is not allowed.

The Mapúa student ID (Cardinal Plus) can be used for any official transaction inside the Institute within a valid period. However, if the ID is damaged, faded, or lost, only the enrolled student can apply for a replacement. The staff and personnel at the Office of the Prefect of Discipline (OPD) shall guide the student in the following procedure on replacing a lost or damaged ID:

PROCEDURE IN APPLYING FOR REPLACEMENT OF LOST/DAMAGED I.D.
1. In the case of lost ID, the student should apply for an “affidavit of loss” (AOL) at the OPD as soon as the Mapúa ID is confirmed lost. In the case of damaged ID, the student should proceed directly to the DO-IT for checking or repairing of the damage and for possible billing.
2. Bring the affidavit of loss to any legitimate Notary Public office and have it notarized.
3. Bring back the notarized affidavit at the OPD for clearance.
4. Go to the DO-IT for billing (4th floor, Main Building)
5. Bring the billing form to the Treasurer’s Office, and pay the required amount.
6. Go back to DO-IT for the photo session, and present the official receipt for notation on the date of ID release.
7. Get a temporary student ID from the Security Office for the immediate or current transactions. The temporary ID is valid until a new ID is released to the student.
8. The release of ID will be at the Security Office. Once the new student ID is activated electronically, the temporary ID becomes officially invalid, and this temporary ID should be surrendered to the Security Office.
Procedures in applying for Good Moral Certificate

1. Fill out Change Form
2. Verify record of applicant
3. “Change Form” signed by the ODP to file the Applicant
4. Forward the “Change Form” to the Principal’s Office
5. Return the “Change Form” to the ODP
6. File the “Change Form”
7. Issuance of GMC

APPENDICES
ON HAZING

REPUBLIC ACT 8049

AN ACT REGULATING HAZING AND OTHER FORMS OF INITIATION RITES IN FRATERNITIES, SORORITIES, AND OTHER ORGANIZATIONS AND PROVIDING PENALTIES THEREOF

Be it enacted by the Senate and House of Representative of the Philippines in Congress assembled.

SEC. 1. Hazing as used in this act is an initiation rite or practice as a pre-requisite for admission into membership in a fraternity, sorority or organization by placing the recruit, neophyte or applicant in some embarrassing or humiliating situations such as forcing him to menial, silly, foolish and similar tasks or activities otherwise subjecting him to physical or psychological suffering or injury.

The term organization shall include any club of the Armed Forces of the Philippines, Philippine National Police, Philippine Military Academy, or officer and cadet corps of the Citizen's Military Training, or Citizen's Army Training. The physical, mental and psychological testing and training procedures and practices to determine and enhance the physical, mental and psychological fitness of prospective regular members of the Armed Forces of the Philippines and the Philippine National Police as approved by the Secretary of the National Defense and the National Police Commission duly recommended by the Chief of Staff, Armed Forces of the Philippines and the Director General of the Philippine National Police shall not be considered as hazing for purposes of this act.

SEC 2. No hazing or initiation rites in any form or manner by a fraternity, sorority, or organization shall be allowed without prior written notice to the school authorities or head of organization seven (7) days before the conduct of such initiation. The written notice shall indicate the period of the initiation activities which shall not exceed three (3) days, shall include the names of those to be subjected to such activities, and shall further contain an undertaking that no physical violence be employed by anybody during such initiation rites.

SEC 3. The head of the school or organization or their representatives must assign at least two (2) representatives of the school organization, as the case may be, to be present during the initiation. It is duty of such representative to see it to that no physical harm or any kind shall be inflicted upon a recruit, neophyte or applicant.

SEC 4. If the person subjected to hazing or other forms of initiation rites suffers any physical injury or dies as a result thereof, the officers and members of the fraternity, sorority or organization who actually participated in the infliction of physical harm shall be liable as principals. The person or persons who participated in the hazing shall suffer:

1. the penalty of reclusion perpetual if death, rape, sodomy or mutilation results therefrom;
2. the penalty of reclusion temporal in its maximum period if in consequence of the hazing the victim shall become insane, imbecile, impotent or blind;
3. the penalty of reclusion temporal in its medium period if in consequence of the hazing of the victim shall have lost the use of speech or the power to hear or to smell, or shall have lost an eye, an arm, a leg, or shall have lost the use of any such member or shall have become incapacitated for the activity or work in which he was habitually engaged;
4. the penalty of reclusion temporal in its minimum period if in consequence of the hazing the victim shall become deformed or shall have lost the use thereof, or shall have been ill or incapacitated for the performance of the activity or work in which he was habitually engaged for a period of more than ninety (90) days;
5. the penalty prison mayor in its minimum period if in consequence of the hazing the victim shall been ill or incapacitated for the performance on the activity or work in which he was habitually engaged for more than thirty (30) days;
6. the penalty prison mayor in its medium period if in consequence of the hazing of the victim shall been ill or incapacitated for the performance of the activity or work in which he was habitually engaged for ten (10) days or more, or that the injury sustained shall require medical attendance for the same period;
7. the penalty of prison mayor its minimum period if in consequence of the hazing the victim shall have been ill or incapacitated for the performance of the activity or work in which he was habitually engaged from one (1) to nine (9) days, or that the injury
sustained shall require medical attendance for the same period; and

8. the penalty of prison correctional in its maximum period if in consequence of the hazing the victim sustained physical injuries which do not prevent him from engaging in his habitual activity or work nor require medical attendance.

The responsible officials of the school or of the police, military or citizen's army training organization may impose the appropriate sanctions on the person or persons charged under this provision even before their conviction. The maximum penalty herein provided shall be imposed in any of the following instances:

a. When the recruitment is accompanied by force, violence, threat, intimidation or deceit on the person of the recruit who refuses to join;

b. When the recruit, neophyte or applicant initially consents to join but upon learning that hazing will be committed on his person, is prevented from quitting;

c. When the recruit, neophyte or applicant having undergone hazing is prevented from reporting the unlawful act to his parents or guardians, to the proper school authorities, through force, violence, threat or intimidation;

d. When the hazing is committed outside the school or institution; or;

e. When the victim is below twelve (12) years of age at the time of hazing.

The owner of the place where hazing is conducted shall be liable as a compliance, when he has actual knowledge of the hazing conducted therein but failed to take any action to prevent the same from occurring. If the hazing is held in the home of one of the officers or members of the fraternity, group, or organization, the parents shall be held liable as principals when they have actual knowledge of the hazing conducted therein but failed to take any action to prevent the same from occurring.

The school authorities including faculty members who consent the hazing or who have actual knowledge thereof, but failed to take any action to prevent the same from occurring shall be punished as accomplices for the acts of hazing committed by the perpetrators.

The officers, the former officers, or alumni of the organization, group, fraternity or sorority who actually planned the hazing although not present when the acts constituting the hazing were committed shall be liable as principals. Officer or members of an organization, group, fraternity or sorority who knowingly cooperated in carrying out the hazing by introducing the victim to be present thereat shall be liable as principals. A fraternity or sorority's adviser who is present when the acts constituting the hazing were committed and failed to take any action to prevent the same from occurring shall be liable as principals.

The presence of any person during the hazing is prima facie evidence of participation therein as a principal unless he prevented the commission of the act punishable herein.

Any person charged under this provision shall be entitled to the mitigating circumstances that there was no intention to commit so grave a wrong.

This section shall apply to the president manager, director or other responsible officer of a corporation engaged in hazing as a requirement for employment in the manner provided herein.

SEC. 5. If any provision or part of this Act is declared invalid or unconstitutional, the other parts or provision thereof shall remain valid and effective.

SEC. 6. All laws, orders rules or regulations which are inconsistent with or contrary to the provision of this Act are hereby amended or repealed accordingly.

SEC. 7. This Act shall take effect fifteen (15) days after its publication in at least two (2) national newspaper of general circulation.
ON FRATERNITIES

COMMISSION ON HIGHER EDUCATION
OFFICE OF THE PRESIDENT
CHED Order
No. 4, 1995

PREVENTIVE MEASURES AGAINST VIOLENCE AND SANCTIONS ON FRATERNITIES
AND OTHER STUDENT ORGANIZATIONS

1. The fundamental law of the land requires the state through its instrumentalities, in particular the educational agencies, to promote the physical, intellectual and social well-being of the youth, the students. They are encouraged to go to schools of all levels to utilize their God-given talents for self-development and, collectively, for nation-building. They are encouraged further to join all kinds of organizations that foster camaraderie and instill brotherhood.

2. Historically, fraternities were founded to promote camaraderie among groups of people, including students in colleges and universities. Fraternities and other student-organizations must serve to forge not only brotherhood as the ultimate bonding of all men and women inside and outside the confines of universities, but must exit to preserve the value of human life. Their talents and energies must be channeled and utilized for collective development.

3. Recent events involving fraternities tend to erode the moral values inculcated by parents and the educational institution. Students’ dedication to study, respect for authority, and observance of the rules and regulations of educational institutions are ignored. Existing laws and other administrative issuances seem not enough to deter some students to inflict physical and mental injuries on others and, in so many instances, cause the loss of life of students.

4. In order to have an atmosphere of brotherhood among fraternities and other student organizations, all educational institutions or higher learning are encouraged to promote programs and projects that will produce responsible students and will instill the value of human life for a productive future. The following preventive measures are therefore suggested:

4.1. monthly meetings of heads of fraternities in a Council of Equals;
4.2. regular gatherings of fraternities members through sports, cultural events and joint community projects where there are cross membership;
4.3. reporting a potential conflict to the head of the fraternity as a standard procedure. The head in turn will patch it up with his counterpart;
4.4. internal policing by the fraternities themselves;
4.5. long-term re-orientation of role of fraternity to move away from macho conflicts into a society of brotherhood that stresses studies, productivity, creativity, and sense of community and nationhood;
4.6. more interaction between the School Administration and the fraternities;
4.7. informing parents about the participation of their children in fraternities;
4.8. use of the fraternity alumni members to counsel resident members;
4.9. oblige fraternities to observe ethical code in their organizational vision and objectives which should include a commitment to solve problems in a peaceful and friendly way.

5. In order to deter violence among fraternities the following sanctions shall be strictly carried out:

5.1 Automatic expulsion of any fraternity member for:
   a. starting or taking the offensive action that clearly provokes violence;
   b. carrying knives, sticks, pipes, guns, and other deadly weapons in schools; and
   c. extortion.
5.2 60 days suspension of all officers of a fraternity found guilty of acting that will provoke violence; and
5.3 Suspension of guilty fraternity for one year for the first offense and permanent ban for the next offense.

6. Higher Education institution must fully assume authority and responsibility in dealing with fraternities and other student aggregations. They are enjoined to closely monitor and supervise the enumerated preventive measures and sanctions herein above stated.

7. Immediate dissemination for this order is desired.
ON SEXUAL HARASSMENT

REPUBLIC ACT 7877
AN ACT DECLARING SEXUAL HARASSMENT UNLAWFUL IN THE EMPLOYMENT, EDUCATION OR TRAINING ENVIRONMENT, AND FOR OTHER PURPOSES

Be it enacted by the Senate and the House of Representative of the Philippines in Congress assembled:

Section 1. Title - This Act shall be known as the "Anti-Sexual Harassment Act of 1995"

Section 2. Declaration of Policy – The state shall value the dignity of every individual, enhance the development of its human resources, guarantee full respect of human rights and uphold the dignity of workers, employees, applicants for employment, students or those undergoing training, instruction or education. Towards this end all forms of sexual harassment in the employment, education or training environment are hereby declared unlawful.

Section 3. Work, Education or Training Harassment Defined – Work education or training related to sexual harassment is committed by an employer, employee, manager, supervisor, agent of the employer, teacher, instructor, professor, coach, or any other person, who, having authority influence or moral ascendancy over another in a work or training or education environment, demands, requests or otherwise requires any sexual favor from the other, regardless of whether the demand, request, require for submission is a accepted by the object of said Act.

(a) In a work-related environment or employment, sexual harassment is committed when:

(1) the sexual favor is made as a condition in the hiring or in the employment re-employment or continued employment of said individual favorable compensation, terms, conditions, promotions, or privileges; or the refusal to grant the sexual favor result in the limiting, segregating or classifying the employee which in any way would discriminate, deprive or diminish employment opportunities or otherwise adversely affect said employee;

(2) the above acts impair the employee’s rights or privilege under existing labor laws; or

(3) the above acts result in an intimidating, hostile, or offensive environment for the employee.

(b) In an education or training environment, sexual harassment is committed:

(1) against one who is under the care, custody or supervision of the offender;

(2) against one whose education, training, apprenticeship or tutorship is entrusted to the offender;

(3) when the sexual favor is made a condition to the giving of a passing grade, or the granting of honors and scholarship or the payment of a stipend, allowance or other benefits, privileges, or considerations; or

(4) when the sexual advances result in intimidating, hostile or offensive environment for the student, trainee or apprentice.

Any person who directs or induces another to commit any act of sexual harassment as herein defined, or who cooperates in the commission thereof by another without which it would not have been committed shall also be held liable under this Act.

Section 4. Duty of the Employer or Head of Office in a Work-related Education or Training Environment – It shall be the duty of the employer or the head of the work-related, educational or training environment or institution to prevent or defer the commission of acts of sexual harassment sand to provide the procedures for the resolution, settlement of prosecution of acts of sexual harassment. Towards this end, the employer or head of office shall:

(a) promulgate appropriate rules and regulations in consultation with and jointly approved by the employees or students or trainees, through their duly designated representatives, prescribing the procedures for the investigation of sexual harassment cases and the administrative sanction therefore.

Administrative sanctions shall not be a bar to prosecution in the proper courts for unlawful acts of sexual harassment.
The said rules and regulations issued pursuant to this subsection (a) shall include, among others, guidelines on proper decorum in the workplace and educational or training institutions.

(b) create a committee on decorum and investigation of cases on sexual harassment. The committee shall conduct meetings, as the case may be, with the officers and employees, teachers, instructors, professors, coaches, trainors and students or trainees to increase understanding and prevent incidents of sexual harassment. It shall conduct the investigation of alleged case constituting sexual harassment.

In the case of work-related environment, the committee shall be composed of at least one (1) representative each from the management, the union, if any, the employees from the supervisory rank, and from the rank and file employees.

In the case of the educational or training institutions, the committee shall be composed of at least one (1) representative from the administration, the trainors, teachers, instructors, professors or coaches and students or trainees, as the case may be.

The employer or head of office, educational or training institutions shall disseminate or post a copy of this Act for the information of all concerned.

Section 5. Liability of the Employer, Head of Office, Educational or Training Institution – The employer of head of office, educational or training institution shall be solidly liable for damages arising from the acts of sexual harassment committed in the employment, education or training environment if the employer or head of office, educational or training institution is informed of such acts by the offended party no immediate action is taken thereon.

Section 6. Independent Action for Damages – Nothing in this Act shall prelude the victim of work, education or training-related sexual harassment from instituting a separate and independent action for damages and other affirmative relief.

Section 7. Penalties – Any person who violates the provisions of this Act shall, upon conviction, be penalized by imprisonment of no less than one (1) month nor more than six (6) months, or a fine or not less than ten thousand pesos (10,000) or more than twenty thousand (20,000), or both such fine and imprisonment at the discretion of the court.

Any action arising from the violation of the provisions of this Act shall prescribe in three (3) years.

Section 8. Separability Clause – If any portion or provisions of this Act is declared void or unconstitutional, the remaining portions or provisions hereof shall not be affected by such declaration.

Section 9. Repealing Clause – All laws, decrees, orders, rules and regulation, other issuances, or parts thereof inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

Section 10. Effectivity Clause – This Act shall take effect fifteen (15) days after its complete publication in at least two (2) national newspapers of general circulation. The initiation. It is duty of such representative to see it to that no physical harm or any kind shall be inflicted upon a recruit, neophyte or applicant.
ON ACADEMIC DISHONESTY AND PLAGIARISM

Guide on the Preparation of Papers and other Academic Works
(from the Handbook of Harvard Faculty of Arts and Sciences)

All work submitted—homework assignments, papers, examinations—is expected to be the student’s own work. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term "sources" includes not only published primary and secondary material, but also information and opinions gained directly from other people. The responsibility for learning the proper forms of citation lies with the individual student. Quotations must be properly placed within quotation marks and must be completely acknowledged. Whenever ideas or facts are derived from a student’s reading and research, the sources must be indicated.

A student who reiterates or draws on ideas or facts used in another paper that he or she is writing, or has written, must cite that other paper as a source.

A computer program written to satisfy a course requirement is, like a paper, expected to be original work of the student submitting it. Copying a program from another student or any other source is a form of academic dishonesty, as is deriving a program substantially from the work of another.

A student’s papers and other work are expected to be submitted to only one course. If the same or similar work is to be submitted to any other course, the prior written permission of the instructor must be obtained.

IMPLEMENTING RULES AND REGULATIONS (IRR) OF REPUBLIC ACT (RA) NO. 10627

OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF 2013

To:
Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627, entitled An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in Their Institutions. This is also known as the Anti-Bullying Act of 2013.

2. Pursuant to Section 17 of this IRR, this Order shall take effect fifteen days after its publication in the Official Gazette or in a newspaper of general circulation. As such, the IRR will take effect on January 3, 2014, since it was published on December 19, 2013 in newspapers, The Manila Times and Business Mirror, respectively.

3. The provisions of DepEd Order No. 40, s. 2012, or the DepEd Child Protection Policy on bullying are hereby deemed amended. All other provisions of said DepEd Order shall remain in full force and effect.

4. All other Orders, Memoranda and related issuances inconsistent with the contents of this Order are hereby repealed, revised or modified accordingly.

5. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LOISTRO PSC
Secretary

Encl.: As stated
Reference: DepEd Order: (No. 40, s. 2012)
To be indicated in the Perpetual Index
under the following subjects:

LEGISLATIONS
RULES & REGULATIONS
POLICY
SCHOOLS
PUPILS
STUDENTS

R-MCR/DO-RA No. 10627 Anti-Bullying Act of 2013
110B/December 19, 2013/1-6-14
IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 10627, OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF 2013

Pursuant to the provisions of Section 7 of Republic Act No. 10627, this Order is hereby issued to implement the provisions of the Act.

RULE I
PRELIMINARY PROVISIONS

Section 1. Short Title. These rules shall be known as the “Implementing Rules and Regulations of the Anti-Bullying Act of 2013.”

Section 2. Scope and Coverage.

These rules shall cover all public and private kindergarten, elementary and secondary schools and learning centers.

RULE II
DEFINITION OF TERMS

Section 3. Definition of Terms. - As used in this implementing Rules and Regulations (IRR), the following terms shall be defined as:

a. “Act” refers to Republic Act No. 10627, otherwise known as the “Anti-Bullying Act of 2013”;

b. “Bullying” refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, flicking, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;

2. Any act that causes damage to a victim’s psyche and/or emotional well-being;

3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting, and commenting negatively on victim’s looks, clothes and body;

4. “Cyber-bullying” or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012; and

5. Any other form of bullying as may be provided in the school’s child protection or anti-bullying policy, consistent with the Act and this IRR.

b. 1. The term “bullying” shall also include:

1. “Social bullying” - refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.

2. “Gender-based bullying” refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).

c. “Bully”- refers to any student who commits acts of bullying as defined by the Act or this IRR.

d. “Bullied” or “Victim”- refers to any student who experiences the acts of bullying or retaliation as defined by the Act or this IRR.

e. “Bystander” - refers to any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by this IRR.
f. “Learning center” — refers to learning resources and facilities of a learning program for out-of-school youth and adults as defined in DepED Order No. 43, s. 2013.

g. “Service provider” — refers to any person who is not a teacher or school personnel but who works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel.

h. “Student” — refers to a person who attends classes in any level of basic education, and includes a pupil or learner as defined in DepED Order No. 40, s. 2012.

RULE III

ANTI-BULLYING POLICIES

Section 4. Adoption of Anti-Bullying Policies

All public and private kindergarten, elementary and secondary schools shall adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at a minimum, shall include provisions on prohibited acts, prevention and intervention programs, mechanisms and procedures.

RULE IV

PROHIBITED ACTS

Section 5. Prohibited Acts

Consistent with Section 3 of the Act, the anti-bullying policy shall prohibit:

1. Bullying at the following:
   a. school grounds;
   b. property immediately adjacent to school grounds;
   c. school-sponsored or school-related activities, functions or programs whether on or off school grounds;
   d. school bus stops;
   e. school buses or other vehicles owned, leased or used by a school;
   f. school buses or school services privately-owned but accredited by the school.

2. Bullying through the use of technology or an electronic device or other forms of media owned, leased or used by a school.

3. Bullying at a location, activity, function or program that is not school-related and through the use of technology or an electronic device or other forms of media that is not owned, leased or used by a school; and

4. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.

RULE IV PREVENTION AND INTERVENTION PROGRAM TO ADDRESS BULLYING

Section 6. Prevention Programs

All public and private schools shall adopt bullying prevention programs. These programs shall be applicable to all students regardless of level of risk or vulnerability to bullying. Said programs shall also be comprehensive, multi-faceted and shall involve all education stakeholders and personnel. The programs may contain, among others:

(1) School-wide initiatives centered on:

a. positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individual differences;

b. periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students;

c. periodic review and enhancement of the students’ and personnel’s manual or code of conduct in relation to bullying;

d. conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying.
e. continuing personnel development to sustain bullying prevention programs; and
f. coordination with Local Government Units, barangay (Barangay Council for the Protection of Children) and other stakeholders.

(2) Classroom-level initiatives that focus on:

a. reinforcing school-wide rules pertaining to bullying;
b. building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
c. discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
d. teaching positive online behavior and safety and how to recognize and report cyber-bullying; and
e. providing an inclusive and caring learning environment for students.

(3) Involving parents in bullying prevention activities, such as:

a. discussions of the anti-bullying policy of the school, emphasizing bullying prevention during Parents-Teachers Association meetings and seminars; and
b. conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.

(4) Monitoring students who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are possible targets or victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Section 7. Intervention Programs

There shall be intervention programs to promote the continuity of comprehensive anti-bullying policies. Intervention refers to a series of activities which are designed to address the following:

a. issues that influence the student to commit bullying;
b. factors that make a student a target of bullying; and
c. effects of bullying.

Interventions may include programs such as counseling, life skills training, education, and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim and the bully. Such programs may:

a. involve activities that will address acts of bullying;
b. emphasize formative and corrective measures rather than punishment;
c. conform to principles of child protection and positive and non-violent discipline;
d. help the victim, the bully, and the bystanders understand the bullying incident and its negative consequences; and
e. provide opportunities to practice pro-social behavior.

All schools shall develop intervention strategies involving all parties, such as bullies, victims, bystanders, parents, school personnel, service providers and all other persons who may be affected by the bullying incident.

RULE VI
MECHANISMS AND PROCEDURES IN HANDLING BULLYING INCIDENTS IN SCHOOLS

Section 8. Duties and Responsibilities

In addition to the duties and responsibilities of education stakeholders enumerated in Sections 4 to 9 of DepED Order No. 40, s. 2012, the following offices and persons shall have the following duties and responsibilities:
Section 8.1. Central Office

The DepED Central Office shall:

A. Conduct a nationwide information dissemination and campaign on anti-bullying;

B. Monitor and evaluate reports of Regional Offices on incidents and cases of bullying;

C. Maintain a central repository of reports, through the Office of the Undersecretary for Legal and Legislative Affairs, on an annual aggregated basis, focusing on the number of incidents of bullying, results of investigations undertaken to verify the details made in complaints, and the sanctions imposed;

D. Initiate training programs and activities where best practices on intervention and prevention strategies are adopted, to ensure quality, relevant, effective and efficient delivery of prevention and intervention programs in schools; and

E. Submit a comprehensive annual report on bullying to the Committee on Basic Education of both the Senate and the House of Representatives.

Section 8.2. Regional Offices

The Regional Offices shall:

A. Encourage and support anti-bullying campaigns and capability-building activities on handling bullying cases;

B. Review all anti-bullying policies adopted by public and private schools forwarded by Division Offices as required by the Act and submit consolidated reports to the Central Office through the Office of the Undersecretary for Legal and Legislative Affairs, (Annex A of DepED Order No. 40, s. 2012);

C. Consolidate the reports on incidents and cases of the Division Offices within the Region and submit a Regional Report to the Office Undersecretary for Legal and Legislative Affairs;

D. Monitor and evaluate the implementation and enforcement of this IRR; and

E. Impose sanctions and penalties on erring private schools and DepED academic personnel.

Section 8.3. Division Offices

The Division Offices shall:

A. Conduct information-dissemination and capacity-building activities for teachers, guidance counselors, and members of the Child Protection Committees on handling bullying cases;

B. Monitor the adoption of anti-bullying policies in all public and private elementary and secondary schools within the Division, maintain a repository of such policies, and submit reports on compliance to the Regional Office;

C. Consolidate the reports on incidents and cases of bullying of all schools in the Division and submit a Division Report to the Regional Office (Annex A of DepED Order No. 40, 2012);

D. Assess and evaluate the implementation and enforcement by public and private schools of this IRR;

E. Review the anti-bullying policies submitted by the schools, to ensure compliance with this IRR;

F. Resolve appeals in bullying cases in both public and private schools pursuant to the existing rules and regulations of the Department and DepED Order No. 88, s. 2013, or the “Revised Manual of Regulations for Private Schools,” respectively;

G. Coordinate with appropriate offices and other agencies or instrumentalities for such assistance as it may require in the performance of its functions; and

H. Encourage and support activities and anti-bullying campaigns initiated by stakeholders; and

I. Impose sanctions and penalties on erring non-teaching DepED personnel.

Section 8.4. – Schools

Public and private kindergarten, elementary and secondary schools, through their administrators, principals and school heads, shall:

A. Adopt and implement a child protection or anti-bullying policy in accordance with this IRR and submit the same to the Division Office. The anti-bullying policy may be a part of the school’s child protection policy;
B. Provide students and their parents or guardians a copy of the child protection or anti-bullying policy adopted by the school. Such policy shall likewise be included in the school’s student and/or employee handbook and shall be conspicuously posted on the school walls and website, if there is any;

C. Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms for the anonymous reporting of acts of bullying or retaliation;

D. Educate parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home;

E. Devise prevention, intervention, protective and remedial measures to address bullying;

F. Conduct the capacity building activities for guidance counselors/teachers and the members of the Child Protection Committees;

G. Ensure effective implementation of the anti-bullying policy and monitor compliance therewith;

H. Ensure the safety of the victim of bullying, the bully, and the bystander and determine the students’ needs for protection;

I. Ensure that the rights of the victim, the bully, and the bystander are protected and upheld during the conduct of the investigation;

J. Accomplish the Intake Sheet prescribed in Annex “B”, whenever there is an incident of bullying, maintain a record of all proceedings related to bullying, and submit reports prescribed in “Annex A,” of DepED Order No. 40, s. 2012, to the Division Office;

K. Maintain a public record or statistics of incidents of bullying and retaliation;

L. Coordinate with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.

The school principal or any person who holds a comparable role shall be responsible for the implementation and oversight of the child protection or anti-bullying policy.

Section 8.5 – Teachers and Other School Personnel

Teachers and other school personnel shall:

A. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school;

B. Report to school authorities any incident of bullying; and

C. Perform the duties as specified in this IRR.

Section 8.6. – Students

Students shall:

A. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school;

B. Avoid or refrain from any act of bullying;

C. Intervene to protect the victim, unless it will jeopardize his safety and security; and

D. Report to school authorities any incident of bullying.

Section 9. Child Protection Committee as Anti-Bullying Committee

For the implementation of this IRR, the Child Protection Committee (CPC) established by DepED Order No. 40, s. 2012, shall also be the committee that will handle bullying cases in the public or private school.
The Committee, as provided in DepED Order No. 40, s. 2012, shall be composed of the following:

1. School Head/Administrator – Chairperson
2. Guidance Counselor/ Teacher – Vice Chairperson
3. Representative of the Teachers as designated by the Faculty Club
4. Representative of the Parents as designated by the Parents-Teachers Association
5. Representative of students, except in kindergarten, as designated by the Supreme Student Council; and
6. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC). For private schools, a representative from the Community provided in the preceding number shall be optional.

In addition to their duties and responsibilities provided by DepED Order No. 40, s. 2012, the CPC shall perform the following tasks:

a. Conduct awareness-raising programs with school stakeholders in preventing and addressing bullying;

b. Ensure that the anti-bullying policy adopted by the school is implemented;

c. Monitor all cases or incidents related to bullying reported or referred by the teacher, guidance counselor or coordinator or any person designated to handle prevention and intervention measures mentioned by the preceding sections of this IRR; and

d. Make the necessary referrals to appropriate agencies, offices or persons, as may be required by the circumstances.

Section 10. Procedures in Handling Bullying Incidents in Schools

A. Jurisdiction

Complaints of bullying and other acts under this IRR shall be within the exclusive jurisdiction of the Department or the private school and shall not be brought for amicable settlement before the Barangay, subject to existing laws.

rules and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

B. Procedures

Consistent with Sections 3 and 4 of the Act, all public and private kindergarten, elementary and secondary schools shall adopt procedures that include:

a. Immediate Responses

1. The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel.

2. The school personnel who was notified of a bullying incident or retaliation shall intervene, by:

   i. Stopping the bullying or retaliation immediately;

   ii. Separating the students involved;

   iii. Removing the victim or, in appropriate cases, the bully or offending student, from the site;

   iv. Ensuring the victim’s safety, by:

      • Determining and addressing the victim’s immediate safety needs; and

      • Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury.

   v. Bringing the bully to the Guidance Office or the designated school personnel.

b. Reporting the Bullying Incident or Retaliation

1. A victim or a bystander, or a school personnel who receives information of a bullying incident or retaliation, or any person, who witnesses or has personal knowledge of any incident of bullying or retaliation, shall report the same to the teacher, guidance coordinator or counselor or any person designated to handle bullying incidents.
2. The bullying incident or retaliation shall be immediately reported to the school head. The designated school personnel shall fill up the Intake Sheet as provided in DepED Order No. 40, s. 2012. The school head or the designated school personnel shall inform the parents or guardian of the victim and the bully about the incident.

3. If an incident of bullying or retaliation involves students from more than one school, the school that was first informed of the bullying or retaliation shall promptly notify the appropriate administrator or school head of the other school so that both schools may take appropriate action.

4. Reports of incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained, and the person who reported the incident shall be afforded protection from possible retaliation; provided, however, that no disciplinary administrative action shall be taken against an alleged bully or offending student solely on the basis of an anonymous report and without any other evidence.

c. Fact - Finding and Documentation

The school administrator, principal or school head, or guidance counselor/teacher, or school personnel or person designated to handle bullying incidents shall:

1. Separately interview in private the bully or offending student and the victim.

2. Determine the levels of threats and develop intervention strategies. If the bullying incident or retaliation or the situation the requires immediate attention or intervention, or the level of threat is high, appropriate action shall be taken by the school within twenty-four hours (24) from the time of the incident.

3. Inform the victim and the parents or guardian of the steps to be taken to prevent any further acts of bullying or retaliation; and

4. Make appropriate recommendations to the Child Protection Committee on proper interventions, referrals and monitoring.

d. Intervention

The CPC shall determine the appropriate intervention programs for the victim, the bully and bystanders. The School Head shall ensure that these are provided to them.

e. Referral

The school head or the Child Protection Committee may refer the victims and the bully to trained professionals outside the school, such as social workers, guidance counselors, psychologists, or child protection specialists, for further assessment and appropriate intervention measures, as may be necessary. The school head or the designated school personnel shall notify the Women and Children’s Protection Desk (WPCD) of the local Philippine National Police, if he believes that appropriate criminal charges may be pursued against the bully or offending student.

f. Disciplinary Measures

All public and private schools shall include in the school’s child protection or anti-bullying policy a range of disciplinary administrative actions that may be taken against the perpetrator of bullying or retaliation.

Bullying incidents or retaliation shall be treated according to their nature, gravity or severity and attendant circumstances.

1. The school head, considering the nature, gravity or severity, previous incidents of bullying or retaliation and attendant circumstances, may impose reasonable disciplinary measures on the bully or offending student that is proportionate to the act committed.

2. Written reprimand, community service, suspension, exclusion or expulsion, in accordance with existing rules and regulations of the school or of the Department for public schools, may be imposed, if the circumstances warrant the imposition of such penalty, provided that the requirements of due process are complied with.

3. In addition to the disciplinary sanction, the bully shall also be required to undergo an intervention program which shall be administered or
g. Due Process

In all cases where a penalty is imposed on the bully or offending student, the following minimum requirements of due process shall be complied with:

a) The student and the parents or guardians shall be informed of the complaint in writing;

b) The student shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian;

c) The decision of the school head shall be in writing, stating the facts and the reasons for the decision; and

d) The decision of the school head may be appealed to the Division Office, as provided in existing rules of the Department.

h. Applicability of RA 9344, as amended, and other related laws

If the bullying incident or retaliation resulted in serious physical injuries or death, the case shall be dealt with in accordance with the provisions of Republic Act 9344 or the “Juvenile Justice and Welfare Act,” as amended, and its Implementing Rules and Regulations, in connection with other applicable laws, as may be warranted by the circumstances attendant to the bullying incident.

i. False Accusation of Bullying

If the student, after an investigation, is found to have knowingly made a false accusation of bullying, the said student shall be subjected to disciplinary actions or to appropriate interventions in accordance with the existing rules and regulations of the Department or the private school.

Section 11. Confidentiality.

Any information relating to the identity and personal circumstances of the bully, victim, or bystander shall be treated with utmost confidentiality by the Child Protection Committee and the school personnel, provided that the names may only be available to the school head or administrator, teacher or guidance counselor designated by the school head, and parents or guardians of students who are or have been victims of bullying or retaliation.

Any school personnel who commits a breach of confidentiality shall be subject to appropriate administrative disciplinary action in accordance with the existing rules and regulations of the Department of Education or the private school, without prejudice to any civil or criminal action.

RULE VII
MISCELLANEOUS PROVISIONS

Section 12. Training and Development

The Department shall include in its training programs courses or activities which shall provide opportunities for school administrators, teachers and other employees to develop their knowledge and skills in preventing or responding to incidents of bullying or retaliation.

Section 13. Reporting Requirement

All private and public kindergarten, elementary and secondary schools shall submit a copy of their child protection or anti-bullying policy to the Division Office within six (6) months from the effectivity of this IRR. They shall also submit to the Division Office within the first week of each school year a report on relevant information and statistics on bullying and retaliation from the preceding school year.

In addition to the requirements for an application for a permit to operate and/or recognition as prescribed by the existing rules of this Department, private schools shall submit a child protection or anti-bullying policy to the Regional Director. The Regional Director shall review the policy to ensure that it is consistent with the Act and this IRR.
Section 14. Sanctions for Non-compliance

14.1. Public Schools

School personnel of public kindergarten, elementary or secondary schools who fail to comply with the provisions of the Act or this IRR shall be subject to administrative disciplinary proceedings in accordance with the Civil Service Rules and the relevant issuances of the Department of Education.

14.2. Private Schools

School personnel of private kindergarten, elementary or secondary schools who fail to comply with the requirements of the Act or this IRR shall be subject to appropriate disciplinary sanctions as may be imposed by the private school. A copy of the decision in such cases shall be submitted to the Division Office.

Private schools that fail to comply with the requirements of the Act or this IRR shall be given notice of such failure by the Division Office. The school shall be given thirty (30) days to comply. An extension of not more than one (1) month may be granted by the Regional Director in meritous cases.

The Secretary of the Department of Education, through the Regional Director, may suspend or revoke, as appropriate, the permit or recognition of a private school that fails to comply with the requirements under the Act or this IRR.

Section 15. Separability Clause

Any part or provision of this Department Order which may be held invalid or unconstitutional shall not affect the validity and effectivity of the other provisions.

Section 16. Amendment of DepED Order No 40, s. 2012

The provisions of DepED Order No 40, s. 2012, on bullying are hereby deemed amended by this IRR. All other provisions of DepED Order No 40, s. 2012 shall remain in full force and effect.

Section 16. Repealing Clause

All prior Department Orders or other issuances, or provisions thereof, inconsistent with this IRR are hereby repealed, revised or modified accordingly.

Section 17. Effectivity

This IRR shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

This IRR shall be registered with the Office of the National Administrative Register at the UP Law Center, University of the Philippines, Diliman, Quezon City.

Signed this 13th day of December 2013, Pasig City, Philippines.

BR. ARMIN A. LUSTRO FSC
Secretary
Department of Education
GUIDELINES IN PROBATIONARY STATUS IN STEM STRAND

I. PURPOSE
The following guidelines detail the requirements to be complied with by incoming Senior High School students who enroll in the STEM strand on PROBATIONARY STATUS.

II. SCOPE
These guidelines cover all incoming Senior High School students who enroll in the STEM strand on PROBATIONARY STATUS.

III. DEFINITIONS
STEM - Science, Technology, Engineering and Mathematics
ABM - Accountancy, Business and Management
HUMSS - Humanities and Social Sciences
GAS - General Academic Strand

IV. DETAILS OF THE REFERENCE GUIDELINES
1. A student who shall obtain a semestral general average of at least 80% shall have an academic status of ACADEMIC GOOD STANDING IN STEM in the succeeding semester.
2. A student who shall obtain a semestral general average lower than 80% shall be placed on ACADEMIC FINAL PROBATIONARY STATUS IN STEM in the succeeding semester.
3. A student shall also be placed on ACADEMIC FINAL PROBATIONARY STATUS IN STEM in the succeeding semester due to FAILURE in any of the Specialized Courses.
4. The ACADEMIC FINAL PROBATIONARY STATUS IN STEM due to Rule 3 will be given an OUT STATUS IN STEM if he/she has a failing grade in any of the Specialized Courses in the succeeding semester.
5. The ACADEMIC PROBATIONARY and ACADEMIC FINAL PROBATIONARY STATUS IN STEM shall be removed and be changed to ACADEMIC GOOD STANDING IN STEM once the student obtains a semestral general average of at least 80% and a passing grade in ALL the Specialized Courses in the succeeding semester.
6. A student with an OUT STATUS IN STEM shall not be readmitted to STEM but can be admitted in either ABM, HUMSS, or GAS.
GUIDELINES FOR ADVANCED PLACEMENT (AP) COURSES IN STEM STRAND TO EARN COLLEGE CREDIT

I. PURPOSE
The following guidelines describe the requirements in granting college credits to students when taking Advanced Placement Courses (AP) courses in the STEM strand.

II. SCOPE
These guidelines cover ALL Grade 12 students under the STEM STRAND who will take the Advanced Placement (AP) courses, as follows:
- AP01: CALCULUS 1
- AP02: CALCULUS 2

III. DEFINITIONS
- STEM - Science, Technology, Engineering and Mathematics
- ABM - Accountancy, Business and Management
- HUMSS - Humanities and Social Sciences
- GAS - General Academic Strand
- Advanced Placement Courses (AP) - Courses that grant college credits to students when they enter any program in Mapúa which requires Calculus 1 and Calculus 2.
- Advanced Placement Examination (APE) - An Examination in Calculus 1 and Calculus 2 for College Credit

IV. DETAILS OF THE REFERENCE GUIDELINES
1. Students who obtained a grade of (at least) 90% in AP01 shall be given college credit in Engineering Mathematics and Calculus 1.
2. Students who obtained a passing grade lower than 90% in AP01 should take and pass the Advanced Placement Examination (APE1) in Calculus 1 to be given college credit in Engineering Mathematics and Calculus 1.
3. Students who will be given college credit in Engineering Mathematics and Calculus 1 has the option to enroll AP02 in the following semester.
4. Students who will NOT be given college credit in Engineering Mathematics and Calculus 1 will not be qualified to enroll AP02 the following semester.
5. Students who obtained a grade of (at least) 90% in AP02 shall be given college credit in CALCULUS.
6. Students who obtained a passing grade lower than 90% in AP02 should take and pass the Advanced Placement Examination (APE2) in CALCULUS 2 to be given college credit in CALCULUS.

GUIDELINES FOR RETENTION IN SHS STEM STRAND

I. PURPOSE
The following guidelines detail the requirements to be complied with by Senior High School students who enroll in the STEM STRAND.

II. SCOPE
These guidelines cover all Senior High School students enrolled in the STEM STRAND.

III. DEFINITIONS
- STEM - Science, Technology, Engineering and Mathematics
- ABM - Accountancy, Business and Management
- HUMSS - Humanities and Social Sciences
- GAS - General Academic Strand
- Advanced Placement Courses (AP) - Courses that grant college credits to students when they enter any program in Mapúa which requires Calculus 1 and Calculus 2.

IV. DETAILS OF THE REFERENCE GUIDELINES
1. A student who shall obtain a semestral general average of at least 80% shall have an academic status of ACADEMIC GOOD STANDING IN STEM.
2. A student who shall obtain a semestral general average lower than 80% for the first time shall be placed on ACADEMIC PROBATIONARY STATUS IN STEM in the succeeding semester.
3. A student shall ALSO be placed on ACADEMIC PROBATIONARY STATUS IN STEM in the succeeding semester due to FAILURE in any of the Specialized Courses.

4. A student who shall obtain a semestral general average lower than 80% for the second time shall be placed on ACADEMIC FINAL PROBATIONARY STATUS IN STEM in the succeeding semester.

5. A student on ACADEMIC PROBATIONARY STATUS IN STEM due to Rule 3 will be given an OUT STATUS IN STEM if he has a failing grade in any of the Specialized Courses in the succeeding semester.

6. The ACADEMIC PROBATIONARY AND FINAL PROBATIONARY STATUS IN STEM shall be removed and be changed to ACADEMIC GOOD STANDING IN STEM once the student obtains a semestral general average of at least 80% and a passing grade in ALL the Specialized Courses in the succeeding semester.

7. A student on ACADEMIC FINAL PROBATIONARY STATUS IN STEM who obtained a semestral general average lower than 80% or a failing grade in any of the Specialized Courses in the succeeding semester shall be given an OUT STATUS IN STEM.

8. A student with an OUT STATUS IN STEM shall not be readmitted to STEM but can be admitted in either ABM, HUMSS, or GAS.

GUIDELINES FOR TRANSFEREES FROM OTHER SCHOOLS

I. PURPOSE
The following guidelines describe the requirements for the admission of Senior High School students from other schools at Mapúa Institute of Technology for school year 2016-2017 and onwards.

II. SCOPE
These procedural guidelines cover all Senior High School Students transferring to Mapúa Institute of Technology.

III. DEFINITIONS
Mapúa Scholastic Aptitude Exam (MSAE) - Entrance Examination given to applicants wishing to be enrolled and admitted in the institute

Bridging Policy - Guidelines on the courses to enroll when shifting from one strand to another

STEM - Science, Technology, Engineering and Mathematics
ABM - Accountancy, Business and Management
HUMSS - Humanities and Social Sciences
GAS - General Academic Strand

IV. DETAILS OF THE REFERENCE GUIDELINES

1. All applicants shall be required to submit the following documents.

1.1. Initial requirements
1.1.1 Original report card
1.1.2 Original certificate of good moral character (with school seal)
1.1.3 Letter of intent addressed to the SHS principal. In the letter, state the STRAND applied for.

1.2. Additional requirements
1.2.1 Honorable dismissal/Certificate of Transfer of Credentials
1.2.2 Original birth certificate printed on National Statistics Office (NSO) paper
1.2.3 Two (2) identical pictures (plain background), size 1 ½" x 1 ½"
1.2.4 - Official results of Basic Medical laboratory Work-Up (CBC, Urinalysis, Chest X-Ray: PA View) from any major hospitals/clinics.
1.2.5 - Photocopy of Alien Certificate of Registration (ACR) for foreign students
1.2.6 - Admission Fee

2. The following rules shall govern the admission of transfer students:

2.1. Transferees of Sports, Arts and Design, and Technical Vocational Livelihood are required to take the Mapúa Scholastic Aptitude Examination (MSAE).

2.2. Shifting Policy (refer to RG-SHS-05-00) is applied to all transferees who are shifting from one strand to another.

2.3. Bridging (refer to RG-SHS-06-00) is required for all accepted transferees who are shifting from one strand to another.

2.4. Retention Policy in STEM strand is applied once accepted in STEM (refer to RG-SHS-03-00).

2.5. Transferees may be admitted to any Strand provided that they have accomplished and submitted the Fraternity Contract (form issued by the Registrar’s Office during enrollment).

GUIDELINES FOR SHIFTING FROM ONE STRAND TO ANOTHER

I. PURPOSE
The following guidelines describe the requirements to be complied with by Senior High School Students in shifting from one strand to another.

II. SCOPE
These guidelines cover all Senior High School Students shifting from one strand to another.

III. DEFINITIONS
Bridging Policy - Guidelines on the courses to enroll when shifting from one strand to another
STEM - Science, Technology, Engineering and Mathematics
ABM - Accountancy, Business and Management
HUMSS - Humanities and Social Sciences
GAS - General Academic Strand

IV. DETAILS OF THE REFERENCE GUIDELINES

1. All SHS students must take the prescribed SPECIALIZED COURSES when shifting from one strand to another as described in the Bridging Policy (refer to RG-SHS-06-00).

2. Students shifting from any of ABM, HUMSS or GAS to STEM strand must have a semestral general average of at least 80% and no failing grade in all courses excluding PE.

3. Retention Policy in the STEM STRAND (refer to RG-SHS-03-00) is applied once accepted in STEM.

4. The Center for Guidance and Counseling (CGC) and the Office of Prefect of Discipline (OPD) shall assist the SHS students requesting to shift.

5. The Office of the Registrar shall evaluate all courses taken by the student for credit in the new STRAND.
## ACCOUNTANCY, BUSINESS AND MANAGEMENT

(Curriculum applicable to students who entered as Grade 11 beginning school year 2016-2017)

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## COURSE DESCRIPTIONS

**Science, Technology, Engineering and Mathematics**

(Curriculum applicable to students who entered as Grade 11 beginning school year 2016-2017)

### Grade 11

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<tr>
<th>Code</th>
<th>General Biology 1</th>
<th>English Communication</th>
<th>General Chemistry 1 (with Lab)</th>
<th>Reading and Writing Skills</th>
<th>Statistics and Probability</th>
<th>Basic Calculus</th>
<th>Physical Education and Health</th>
<th>Understanding Culture, Society and Politics</th>
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<th>21st Century Literature from the Philippines and the World</th>
<th>Introduction to Philosophy of the Human Person</th>
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<th>Entrepreneurship</th>
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Total Academic Units: 30.00
ACT01. FUNDAMENTALS OF ACCOUNTANCY, BUSINESS AND MANAGEMENT 2
This is an introductory course in accounting, business, and management data analysis that will develop students’ appreciation of accounting as a language of business and an understanding of basic accounting concepts and principles that will help them analyze business transactions.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

ACT02. FUNDAMENTALS OF ACCOUNTANCY, BUSINESS AND MANAGEMENT 2
The course deals with the preparation and analysis of financial statements of a service business and merchandising business using horizontal and vertical analyses and financial ratios. Knowledge and skills in the analysis of financial statements will aid the future entrepreneurs in making sound economic decisions.
Credit : 1 unit
Prerequisite/s : ACT01
Corequisite/s : none
Paired : none

BIO01. GENERAL BIOLOGY 1
This course is designed to enhance the understanding of the principles and concepts in the study of biology, particularly heredity and variation, and the diversity of living organisms, their structure, function, and evolution.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

BIO02. GENERAL BIOLOGY 2
This course is designed to enhance the understanding of the principles and concepts in the study of biology, particularly heredity and variation, and the diversity of living organisms, their structure, function, and evolution.
Credit : 1 unit
Prerequisite/s : BIO01
Corequisite/s : none
Paired : none

CAP01. CULMINATING ACTIVITY (CREATIVE PORTFOLIO)
This course is designed to provide students the opportunity to integrate their learning in the different learning areas of the humanities and social sciences through a creative culminating activity. It focuses on the exhibitions/exhibits of authentic products and performances as evidence of their learning in the humanities and social sciences.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

CHM01. GENERAL CHEMISTRY 1 (WITH LAB)
This course deals with the composition, structure, and properties of matter; quantitative principles, kinetics, and energetics of transformations of matter; and fundamental concepts of organic chemistry.
Credit : 1 unit
Prerequisite/s : ACT02
Corequisite/s : none
Paired : none

CHM02. GENERAL CHEMISTRY 2 (WITH LAB)
This course deals with the composition, structure, and properties of matter; quantitative principles, kinetics, and energetics of transformations of matter; and fundamental concepts of organic chemistry.
Credit : 1 unit
Prerequisite/s : CHM01
Corequisite/s : none
Paired : none

COM01. MEDIA AND INFORMATION LITERACY
This course introduces the learners to basic understanding of media and information as channels of communication and tools for the development of individuals and societies. It also aims to develop students to be creative and critical thinkers as well as responsible users and competent producers of media and information.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

ECO01. APPLIED ECONOMICS
This course deals with the basic principles of applied economics, and its application to contemporary economic issues facing the Filipino entrepreneur such as prices of commodities, minimum wage, rent, and taxes. It covers an analysis of industries for identification of potential business opportunities. The main output of the course is the preparation of a socioeconomic impact study of a business venture.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

ENG01. ORAL COMMUNICATION
This course deals with the development of listening and speaking skills and strategies for effective communication in various situations.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

ENG02. READING AND WRITING SKILLS
This course deals with the development of reading and writing skills as applied to a wide range of materials other than poetry, fiction, and drama.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

ENG03. ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES
This course deals with the development of communication skills in English for academic and professional purposes.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

FILO1. KOMUNIKASYON SA PANANALIKSIK SA WIKANG PILIPINO
Ang kursong ito ay tungkol sa pag-aaral tungo sa pananaliksik ukol sa kalikasan, katangian, pag-unlad, gamit, at paggamit ng Wikang Filipino sa mga sitwasyong komunikasyo at kultural sa lipunan Pilipino.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

FILO2. PAGBASA AT PAGSUSURI NG IBAT-IBANG TEKSTO TUNGO SA PANANALIKSIK
Ang kursong ito ay tungkol sa pag-aaral sa proseso ng pagbasa at pagbasa ng ibat-ibang anyo at uri ng teksto sa nakatutulong sa pagsuot ng sistemang pananaliksik.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none
FILO3. FILIPINO SA PILING LARANGAN (AKADEMIK)
Ang kursong ito ay tungkol sa pagpapalat ng iba't-ibang anyo ng sulatang Pilipino sa mga kakayahanang magdalagay tungo sa mabisa, mabuti, at masanip na pagpapalat sa piniling larangan.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

FINO1. BUSINESS FINANCE
This course deals with the fundamental principles, tools, and techniques of the financial operation involved in the management of business enterprises. It covers the basic framework and tools for financial analysis and financial planning and control, and introduces basic concepts and principles needed in making investment and financing decisions. Introduction to investments and personal finance are also covered in this course.
Using the dual-learning approach of theory and application, each chapter and module engages the learners to explore all stages of the learning process from knowledge, analysis, evaluation, and application to preparation and development of financial plans and programs suited for a small business.
Credit : 1 unit
Prerequisite/s : ACT01
Corequisite/s : ACT02
Paired : none

GEOO1. EARTH SCIENCE
This course is designed to provide a general background for the understanding of the Earth on a planetary scale. It presents the history of the Earth through geologic time. It discusses the Earth’s structure and composition, the processes that occur beneath and on the Earth’s surface, as well as issues, concerns, and problems pertaining to Earth’s resources.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

HUMO1. 21ST CENTURY LITERATURE FROM THE PHILIPPINES AND THE WORLD
This course aims to engage students in appreciation and critical study of 21st Century literature from the Philippines and the World encompassing their various dimensions, genres, elements, structures, contexts, and traditions.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

HUMO2. CONTEMPORARY PHILIPPINE ARTS FROM THE REGIONS
This course covers various contemporary arts practices of the region where the school is located. It aims to provide students with an appreciation of a broad range of styles in the various disciplines with consideration on their elements and principles, and engage them to an integrative approach in studying arts. Through this subject, students will broaden and acquire the necessary creative tools that open opportunities in pursuing their individual career goals and aspirations.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

HUMO3. INTRODUCTION TO WORLD RELIGIONS AND BELIEF SYSTEMS
This course explores the main tenets and practices of major world religions: Judaism, Christianity, Islam, Hinduism, Theravada Buddhism, Mahayana Buddhism, Confucianism, Taoism and Shintorism. It aims to help learners understand the historical contexts of nine religions, appreciate their uniqueness and similarities, and promote mutual understanding among believers of different faiths. They are expected to demonstrate understanding and appreciation of one’s faith and that of others.
Credit : 1 unit
Prerequisite/s : HUMO4
Corequisite/s : none
Paired : none

HUMO4. CREATIVE WRITING/MALIKHAING PAGSULAT
This course aims to develop practical and creative skills in reading and writing; introduce students to the fundamental techniques of writing fiction, poetry, and drama; and discuss the use of such techniques by well-known authors in a variety of genres. Each class will be devoted to the examination of techniques and to the workshop of students’ drafts toward the enrichment of their manuscripts. Students learn how to combine inspiration and revision, and to develop a sense of form.
Credit : 1 unit
Prerequisite/s : HUMO1
Corequisite/s : none
Paired : none

HUMO5. CREATIVE NONFICTION
This course will be focusing on formal elements and writing techniques, including autobiography and blogging, among others. The subject introduces students to the reading and writing of Creative Nonfiction as a literary form. The subject develops in students skills in reading, and thinking critically and creatively, that will help them to be imaginative readers and writers.
Credit : 1 unit
Prerequisite/s : HUMO4
Corequisite/s : none
Paired : none

HUMO6. TRENDS, NETWORKS, AND CRITICAL THINKING IN THE 21ST CENTURY
This course provides opportunities for students to discover patterns and extract meanings from emerging trends. It aids in developing the critical and creative thinking skills—essential tools for decision making and understanding “ethics of care.” Global trends in the 21st century are examined and are either accepted or rejected on a sound set of criteria. Students will be asked to create and analyze scenarios that will challenge them to (1) formulate their stances on issues or concerns; (2) propose interventions and (3) formulate alternative futures. The students will visualize the realizations between their neural connections and social realities.
Credit : 1 unit
Prerequisite/s : PHIL01, SS01
Corequisite/s : none
Paired : none
ICTD01. EMPOWERMENT TECHNOLOGIES: ICT FOR PROFESSIONAL TRACKS
This course will be about information and communication technologies as a tool for curating, contextualizing, collaborating, and creating content and experiences for learning in the professional tracks.
Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

MATH01. GENERAL MATHEMATICS
At the end of the course, the students must know how to solve problems involving rational, exponential, and logarithmic functions; to solve business-related problems; and to apply logic to real-life situations.
Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

MATH02. BUSINESS MATHEMATICS
This course will provide an understanding of the basic concepts of mathematics as applied in business. It includes a review of the fundamental mathematics operations using decimals, fractions, percent, ratio and proportion; mathematics concepts and skills in buying and selling, computing gross and net earnings, overtime, and business data presentation; analysis and interpretation. The use of computer and software applications for computation and data presentation is encouraged.
Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

MATH03. STATISTICS AND PROBABILITY
At the end of the course, the students must know how to find the mean and variance of a random variable, to apply sampling techniques and distributions, to estimate population mean and proportion, to perform hypothesis testing on population mean and proportion, and to perform correlation and regression analyses on real-life problems.
Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

MATH04. PRE-CALCULUS
At the end of the course, the students must be able to apply concepts and solve problems involving conic sections, systems of nonlinear equations, series and mathematical induction, circular and trigonometric functions, trigonometric identities, and polar coordinate system.
Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

MATH05. BASIC CALCULUS
At the end of the course, the students must know how to determine the limit of a function, differentiate, and integrate algebraic, exponential, logarithmic, and trigonometric functions in one variable, and to formulate and solve problems involving continuity, extreme values, related rates, population models, and areas of plane regions.
Credit: 1 unit
Prerequisite(s): Math04
Corequisite(s): none
Paired: none

MGTO1. ORGANIZATION AND MANAGEMENT
This course is designed to familiarize the students with the basic concepts, principles, and processes related to business organization, and the functional areas of management. Particular emphasis will be given to the study of management functions such as planning, organizing, leading, and controlling, and orient the students on the importance of these functions and the role of each area in entrepreneurship.
Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

MGTO2. PRINCIPLES OF MARKETING (PM)
This course deals with the principles and practices of marketing and services. It also focuses on the development of integrated marketing programs that will help grow businesses.
Credit: 1 unit
Prerequisite(s): EC001, MTG01
Corequisite(s): none
Paired: none

MGTO3. ENTREPRENEURSHIP
This course deals with the concepts, underlying principles, processes and implementation of a business plan. The preliminaries of this course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts of common competencies; 3) explanation of core competencies relative to the course; and 4) exploration of career opportunities.
Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

MGTO4. BUSINESS ETHICS AND SOCIAL RESPONSIBILITY
This course deals with the fundamental concepts, principles, and practices of ethical standards in the business environment. It combines the theoretical foundations of setting up business enterprises with the conduct of entrepreneurial activities in the context of one’s accountability and social responsibility.
Credit: 1 unit
Prerequisite(s): ACT02, MTG02, MATH02
Corequisite(s): none
Paired: none

MGTO5. CULMINATING ACTIVITY (BUSINESS ENTERPRISE SIMULATION)
This course integrates all the key concepts and processes of Accounting, Business and Management (ABM) as applied in real-life activities following the business cycle: business opportunity search, product/service development, business formation and organization, business implementation and control, business wind-up, and relevant management reporting in the context of ethical standards and social responsibility. Technologies are used in a business enterprise as appropriate.
Credit: 1 unit
Prerequisite(s): ACT02, MTG02, MATH02, FIN01
Corequisite(s): MTG04
Paired: none
PE02. PHYSICAL EDUCATION AND HEALTH

This course offers experiential learning for learners to adopt an active life for fitness and lifelong health. The knowledge, skills and understanding which include physical and health literacy competencies support them in accessing, synthesizing and evaluating information; making informed decisions; enhancing and advocating their own as well as others’ fitness and health. This course is aimed at enriching learners’ engagement in physical activity and identifying the need to develop and maintain a physically healthy lifestyle. It consists of an array of offerings which learners can choose from.

Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

PHL01. INTRODUCTION TO THE PHILOSOPHY OF THE HUMAN PERSON/PAMBUNGAD SA PILOSIOPIYA NG TAO

This course will be about an initiation to the activity and process of philosophical reflection as a search for a symphonic vision of life. Topics to be discussed include the human experiences of embodiment, being in the world with others and the environment, freedom, intersubjectivity, sociality, being unto death.

Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

RES01. PRACTICAL RESEARCH 1

This course develops critical thinking and problem-solving skills through qualitative research.

Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

RES02. PRACTICAL RESEARCH 2

This course develops critical thinking and problem-solving skills through qualitative research.

Credit: 1 unit
Prerequisite(s): RES01, MATH03
Corequisite(s): none
Paired: none

PHY01. GENERAL PHYSICS 1 (WITH LAB)

This course deals with the mechanics of particles, rigid bodies, and fluids; waves; and heat and thermodynamics using the methods and concepts of algebra, geometry, trigonometry, graphical analysis, and basic calculus.

Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

PHY02. GENERAL PHYSICS 2 (WITH LAB)

This course deals with electricity and magnetism; optics; the basics of special relativity, atomic and nuclear phenomena using the methods and concepts of algebra, geometry, trigonometry, graphical analysis, and basic calculus.

Credit: 1 unit
Prerequisite(s): PHY01
Corequisite(s): none
Paired: none

SCI01. EARTH AND LIFE SCIENCES

This course is designed to provide a general background for the understanding of Earth Science and Biology. It presents to the history of the Earth through geologic time. It discusses the Earth’s structure, composition, and processes. Issues and concerns, and problems pertaining to natural hazards are also included. It also deals with the basic principles and processes in the study of biology. It covers life processes and interactions at the cellular, organism, population, and ecosystem levels.

Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

RES03. INQUIRIES, INVESTIGATIONS, AND IMMERSION

This culminating activity develops critical thinking and problem-solving skills through qualitative and quantitative researches.

Credit: 1 unit
Prerequisite(s): RES02
Corequisite(s): none
Paired: none

RES04. RESEARCH PROJECT

In this course, students, under the guidance of a research adviser, will identify a scientific, technological, or mathematical problem, design and apply an appropriate methodology, formulate a hypothesis, and draw conclusions based on their investigation. At the end of the semester students will prepare a scientific report/paper to be presented/defended in a forum.

Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none

PDV01. PERSONAL DEVELOPMENT/PANSARILING KAULANAN

This course makes senior high school students aware of the developmental stage that they are in, for them to better understand themselves and the significant people around them as they make important career decisions as adolescents. The course consists of modules, each of which addresses a key concern in personal development. Using the experiential learning approach, each module invites students to explore specific themes in their development. Personal reflections, sharing, and lectures help reveal and maintain concepts, theories, and tools in different areas in psychology.

Credit: 1 unit
Prerequisite(s): none
Corequisite(s): none
Paired: none
SCI02. PHYSICAL SCIENCE
This course deals with the evolution of our understanding of matter, motion, electricity, magnetism, light, and the universe from ancient times to the present; this will also be about applications of physics and chemistry concepts in contexts such as atmospheric phenomena, cosmology, astronomy, vision, medical instrumentation, space technology, drugs, sources of energy, pollution and recycling, fitness and health, and cosmetics.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

SCI03. DISASTER READINESS AND RISK REDUCTION
This course focuses on the application of scientific knowledge and the solution of practical problems in a physical environment. It is designed to bridge the gap between theoretical science and daily living.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

SS01. UNDERSTANDING CULTURE, SOCIETY, AND POLITICS
This course uses insights from Anthropology, Political Science, and Sociology to develop students' awareness of cultural, social and political dynamics, and sensitivity to cultural diversity; provide them with an understanding of how culture, human agency, society and politics work; and engage them in the examination of the country's current human development goals. At the end of the course, students should acquire ideas about human cultures, human agency, society and politics; recognize cultural relativism and social inclusiveness to overcome prejudices; and develop social and cultural competence to guide their interactions with groups, communities, networks, and institutions.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

SS02. DISCIPLINES AND IDEAS IN THE SOCIAL SCIENCES
This course introduces students to basic concepts, subjects, and methods of inquiry in the disciplines that comprise the Social Sciences. It then discusses influential thinkers and ideas in these disciplines, and relates these ideas to the Philippine setting and current global trends.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

SS03. DISCIPLINES AND IDEAS IN THE APPLIED SOCIAL SCIENCES
This course introduces some Applied Social Sciences, namely, Counseling, Social Work, and Communication, which draw their foundation from the theories and principles of Psychology, Sociology, Anthropology, and other Social Sciences. The course highlights the seamless interconnectivity of the different applied social science disciplines while focusing on the processes and applications of these applied disciplines in critical development areas.
Credit : 1 unit
Prerequisite/s : SS02
Corequisite/s : none
Paired : none

SS04. PHILIPPINE POLITICS AND GOVERNANCE
This course introduces the students to the basic concepts and vital elements of politics and governance from a historical-institutional perspective. In particular, it attempts to explain how the important features of our country's political structures/institutions, processes, and relationships developed across time. In the process, the course helps the learners gain a better appreciation of their rights and responsibilities as individuals and as members of the larger sociopolitical community to strengthen their civic competence of one's faith and that of others.
Credit : 1 unit
Prerequisite/s : none
Corequisite/s : none
Paired : none

ELECTIVE 1
Choices are:
- MATH02. BUSINESS MATH (ABM)
- B1001. BIOLOGY 1 (STEM)
- MATH04. PRE CALCULUS (STEM)

ELECTIVE 2
Choices are:
- ACT01. FUNDAMENTALS OF ACCOUNTANCY, BUSINESS, AND MANAGEMENT 1
- CHM01. GENERAL CHEMISTRY 1

NOTE: The course descriptions of all the other courses in GAS are included in either ABM, HUMSS, or STEM.
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