Soon, the ASEAN Economic Community will give birth to a region with a highly competitive economy. This integration will transform Southeast Asia into one market with common standards for goods, services, as well as qualifications of professionals.

The question is:

Are you ready for the world?
In the advent of global economies, how will the Filipino professional fare?

Mapúa’s world-class education offers unparalleled edge for future global professionals

In embarking on a journey toward professional success anywhere in the world, a strong educational foundation proves to be invaluable.

The year 2015 will mark the beginning of an economic transformation for the 10 countries of Southeast Asia, merging as one global economic region: the ASEAN Economic Community (AEC). The Philippines will soon form one market and production base with Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, and Vietnam, which will demonstrate free trade and wherein companies and individuals across the region will compete as well as forge strong collaborations guided by common standards for goods and services.

“The Philippines eagerly anticipates the forthcoming ASEAN Integration and views it as an economic milestone that will surely enhance the growth of investments, trade, and tourism among member-states,” said Assistant Secretary Mapúa’s world-class education offers unparalleled edge for future global professionals

“We are ready. Our having had our programs accredited by ABET in 2008-2009 and our having adopted outcomes-based education as early as 2006 are perhaps the best moves we have made in preparing our students as we go into ASEAN 2015. In fact, this kind of preparation goes beyond ASEAN.”

Luis T. Cruz of the Department of Foreign Affairs (DFA) Office of ASEAN Affairs. “There are bigger opportunities for 608 million people with a combined income (gross domestic product) of US$ 2.3 trillion, accounting for 3.1% of total global economic production – equal to Brazil (3.1%) but higher than Russia (2.8%), India (2.6%), and Korea (1.6%).”

Although 2015 is just the beginning of the integration and a huge amount of work still lies ahead in sustaining AEC in the following years, according to Cruz, the Philippines is well positioned to seize the opportunities in AEC.

“We are the fastest growing economy among ASEAN member states; we are the second largest in ASEAN in terms of population; second to Lao PDR, we have the youngest work force with a median age of 23 years old, and so far, we have been having a consistent upward trajectory in terms of indicators in global surveys/reports such as the ‘Enabling Trade Report’ and the ‘Global Competitiveness Report’ by the World Economic Forum,” he said.

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1 In the advent of global economies, how will the Filipino professional fare?

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The Viewbook
An Annual Catalog of Mapúa Institute of Technology

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On the cover:
Engr. Pol John A. Cruz
Cum Laude and Gold Medalist
Top 1, February 2014 Licensure Exam for Electrical Engineers
Photo by Gerry Q. Castro

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Among the biggest benefits expected to be gained from the economic integration is increased employment opportunities. As flow of investments increases, trade expands, and with enhanced cross-border mobility, more opportunities will be created for Filipino professionals to practice their professions not just in the country but in other ASEAN member states. However, as job opportunities grow and the playing field gets bigger, global competitiveness becomes an ever more pressing requirement. With a much larger pool of professionals, standards in recognizing qualifications for professional practice are established with ASEAN-wide Mutual Recognition Arrangements (MRAs), specifically covering the fields of engineering, architecture, accountancy, nursing, surveying, medical and dental practice, and tourism.

On the other hand, to harmonize education and training standards among Southeast Asian countries, the ASEAN Qualifications Reference Framework (AQRF) is established. The Philippine Qualifications Framework (PQF) is currently formulated based on AQRF. “Among us professionals, we should be talking about how we could further improve our individual and collective competitiveness,” stated Engr. Federico Monsada, president of Philippine Technological Council (PTC). “Professionals [need] to further develop their qualifications and register in an established registry of professionals who can offer their services to clients within the region even on a cross-border basis.” PTC is a provisioning Accrediting agency member of the Washington Accord, which is an international agreement among different accreditation bodies responsible for accrediting engineering degree programs.

For Monsada, in order for Filipino professionals to achieve global competitiveness and be recognized at various levels, international standards of academic programs, graduates’ attributes, and professional competencies must be met.

**World-class education for global competitiveness**

For Dr. Reynaldo B. Vea, president and chief executive officer of Mapúa Institute of Technology, Filipino graduates have always been globally competitive as shown by the large number of Filipino professionals working abroad. “One main reason may be that our tertiary curriculum, in its present state, has been benchmarked against the best in the world for many years now. Of course, the use of English as a medium of instruction has also been a distinct advantage for us,” he said. But in the advent of global economies, the challenge now for future professionals is not just to be qualified but to be the best qualified for the job. The government, according to him, should start meeting this challenge in schools. “The government will naturally have a large role to play in the education and the professional regulation sectors. The Commission on Higher Education will have to vigorously promote outcomes-based education and outcomes-based quality assurance. Our curricula and the manner in which they are delivered will have to be sharpened. With support from the Professional Regulation Commission, our professional societies must learn how to manage collective expertise and knowledge,” said Dr. Vea.

For its part, the Institute has led the way toward globalization of Philippine education by being the first school to adopt outcomes-based education (OBE), a rigorous learner-centered education system designed to produce graduates who are suitably trained and globally competitive. “We are ready,” Dr. Vea stated regarding the Institute’s place amid the impending ASEAN integration. “Our having had our programs accredited by ABET in 2008-2009 and having adopted outcomes-based education as early as 2006 are perhaps the best moves we have made in preparing our students as we go into ASEAN 2015. In fact, this kind of preparation goes beyond ASEAN.”

Furthermore, Mapúa’s international on-the-job training, plant visit, and research experience programs have significantly grown, giving students the right exposure and relevant experience to help them prepare for eventual work in international setting. It will also unveil its state-of-the-art research facility late 2014 to beef up research works by faculty and students and ultimately join the ranks of elite research universities of the region. “Concretely, we should produce enough scientists, engineers, and technologists, and we should set up research organizations that will provide new knowledge and that will give us a competitive edge,” said Dr. Vea.

Although there is still a long way to go for various stakeholders to fully sustain the integration, with Mapúa’s own initiatives and the important measures currently being taken by the government and local schools and institutions, the Philippines is seen to produce more globally competitive professionals and to greatly contribute to the progress of AEC.
In year 2000, Mapúa enunciated a vision to be a global center of excellence in education. This was in appreciation of the phenomenon of globalization and its demands on schools worldwide. The technology- driven, knowledge-based global economy called for schools to produce graduates who are educated to international standards. It behooved schools to open up to the global community by exchanging faculty members and students and doing collaborative research with foreign universities and by tying up with foreign companies for international on-the-job-training (OJT) for its students. Mapúa envisioned itself not just meeting these challenges but being among the best in doing so.

Today, Mapúa has 10 engineering and I.T. programs that are accredited by ABET, the accrediting body for engineering, computing, and technology programs in the U.S. It was the first school to get such accreditation in the whole of Southeast Asia. This accreditation is a formal recognition that Mapúa programs lead to the attainment by its graduates of attributes and competencies that are internationally accepted. Today, Mapúa is sending a good number of its students for OJT in the US, Spain, Japan, Taiwan, Singapore, and Malaysia over a wide range of academic programs. Today, Mapúa has linkages with schools in the US, Sweden, Finland, Czech Republic, Greece, India, Japan, Korea, Taiwan, Singapore, Malaysia, Indonesia, Thailand, Vietnam, and Cambodia. Mapúa’s faculty members have co-written scientific research papers, a number of them award-winning in international conferences, with counterparts in other countries. In the past years, major global companies like Fluor, Emerson Process Management, and Cummins have established instructional laboratories within Mapúa. Three Mapúa faculty members have been accredited by Cisco to train trainers for its security course within South Asia. Today, Mapúa’s I.T. curricula accommodate specialization in specific competencies in industry-standard software such as SAS, SAP, Netsuite, Microsoft.NET Technology, JAVA, Oracle, and HP Unix.

In going for international standards, Mapúa has helped Philippine-based firms with their own need to compete worldwide by supplying them with globally competitive talent. This need is never more urgent than now as the full integration of ASEAN comes around the corner next year! The work of past years in providing a learning environment that supports students in attaining learning outcomes that are tuned to international benchmarks will hopefully continue to pay off in terms of the easy mobility of Mapúa graduates across ASEAN and beyond.

Come study with us. We are all leveled up to a global state of play!

–Reynaldo B. Vea, Ph.D.
Mapúa at 89:
Celebrating the Many Colors of Mapúan Excellence

Mapúa Institute of Technology was founded on January 25, 1925, by Don Tomas Mapúa, an architecture graduate of Cornell University in the United States and the first registered Filipino architect. He envisioned an educational institution that would emphasize the importance of science and technology and create an impact on the economy and the quality of life of Filipinos. The Institute was founded as a private non-sectarian institute for higher learning, pioneering in technical education.

Initially a night school, it started with 80 students enrolled in civil engineering and architecture. Classes were held in a rented commercial building on Cardinal swing in Quiapo, Manila. The Institute continued to grow until it could no longer meet its needs; hence, the construction of a new campus was launched in the late 50s, the Institute branched out to Intramuros, Manila, housing the Institute of Technology for higher learning, pioneering in technical education.

Mapúa’s competitive edge in engineering and computing programs, accredited by the US-based ABET to 10 of its engineering and computing programs, is a testament to the success of Mapúa’s engineering and computing programs, which are now endowed with the highest reputation among academic institutions.

The Institute is highly regarded for quality professionals in order to allow the country to move forward. The University of Technology and Science (UTS), a British awareness of the world, is the inspiration of Secretary Yuchengco – for international on-the-job trainings, international linkages with prestigious institutions.

The Institute is highly regarded as Centers of Development (COD) in Science and IT programs declared by CHED as Centers of Development (COD) in Science and IT programs.

The Institute also has an international center of excellence in engineering, in collaboration with the US-based ABET to 10 of its engineering and computing programs.

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Mapúa Institute of Technology: A trailblazer in transforming higher education

The seemingly never-ending road to globalization and the impending ASEAN economic integration create a more intensely competitive professional arena, which increases even more the demand for invaluable professionals. To keep up with these changes, a strong educational foundation is necessary to help young professionals successfully launch global careers.

Mapúa Institute of Technology, like ABET, this will allow Mapúans to meet international standards, and guarantees that Mapúa's programs will be globally competitive students and graduates.

As a move toward its vision of being the first school in Southeast Asia to receive ABET accreditation for its electrical engineering program, the country's premier engineering degree programs. This sets the stage for Mapúa to blaze the trail of educational reform by being the first school in Southeast Asia to receive ABET accreditation for its electrical engineering program, the country's premier engineering degree programs. This sets the stage for Mapúa to be a global center of excellence in tertiary education, Mapúa first sought international standards. Likewise, these accreditations are confirmation that Mapúa, as a Washington Accord member, is one of the proponents of the bid for Washington Accord membership.

The ABET and PTC accreditations are significant in the context of educational reform. They are outward signs of the world-class skills and values standards and quality ever higher are the ultimate objective of accreditation. The ABET and PTC accreditations open the door to a more intense global environment. The ABET and PTC accreditations are confirmation that Mapúa is a Washington Accord member, and continuous quality improvement of engineering education is to gain acceptance and recognition of our capabilities as Filipino engineering professionals. But this is recognition of Mapúa's ability to produce the kind of engineering graduates that we would like the world to see. Mapúa has constantly produced graduates who can contribute to the country's economic development.

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International on-the-job trainings (iOJTs) are part of Mapúa’s long-term initiatives to ensure the students’ professional readiness and competitiveness. In 2010, it started to focus on iOJTs and has since sent over 50 students to various companies in the different parts of the world, such as Singapore, Japan, Vietnam, South Korea, Malaysia, and the United States. In 2013 alone, Mapúa was able to send 20 students to 11 companies in Asia and the United States. This exposed them to first-hand experiences like working with multidisciplinary teams of different nationalities. Some of its partner companies are International Electronic Machines Corporation and Westin Kaanapali Ocean Beach Resort in the US, Continental Automotive Corporation in Japan, Finisar in Malaysia, and Haeundae Grand Hotel in South Korea.

“International OJT gives our students additional knowledge on their future professions as well as the environment and working culture abroad. Their experiences in a diverse working environment will give them an edge as future members of the workforce. They will learn to become team players as well as independent individuals, which makes them an invaluable part of the industry,” said Engr. Rosette Eira E. Camus, Mapúa’s Dean of Admissions and International Programs.

The students who qualify in the OJT program undergo a series of rigid interview and screening, which include a virtual or a face-to-face interview with the representatives of a sponsoring company. Apart from the iOJTs program, Mapúa also forges partnerships for student exchange programs, double-degrees offerings, plant visits, and research collaborations to further widen its global reach.

For the past couple of years, the Institute has partnered with various universities abroad. In 2012 and 2013, it signed agreements with University of Hawai‘i Maui College and Kumoh Electronic Machines Corporation in Japan, Finisar in Malaysia, and Haeundae Grand Hotel in South Korea.

“Internationalization has been one of Mapúa’s benchmarking strategies in improving the quality of its program offerings. To provide its students with relevant working experiences in the fields of engineering, information technology, business, and hospitality management, the Institute forges partnerships with various local and international companies and universities.”

“We want to pass on to our students the legacy of excellence that Mapúa has been known for, producing globally competitive professionals that will contribute in shaping the future.”

National Institute of Technology, respectively. Late last year, it also inked deals with three of the top universities in Taiwan – Chia Nan University of Pharmacy and Science (CNU) in Tainan City, National Taipei University of Technology (Tapei Tech), and National Taiwan University of Science and Technology (NTUST) – to expand its academic programs. And this year, it forged partnership with Lulea University of Technology in Sweden. The partnership with CNU allows the offering of three dual-degree programs, while the memorandum of understanding signed with Tapei Tech covers research, lectures, seminars, distance learning for study and research, and other projects like academic visits, joint teaching programs, and joint research and publications. The collaboration with NTUST is focused on faculty and student exchange programs, joint research projects, conference, and cultural programs.

Prior to the six universities, the Institute has forged partnership with Chung Yuan Christian University (CYCU) in 2008. To date, over 50 students were sent to CYCU for international research internship program.

To expose its engineering students to different technologies and processes employed in other Asian countries, Mapúa also initiated international plant visits to Singapore, Taiwan, Thailand, Malaysia, and Hong Kong. From February to December 2013, over 300 electronics engineering, computer engineering, industrial engineering, engineering management, and chemical engineering students had the chance to visit actual workplaces in these countries.

These collaborations with high-ranking corporations and academic institutions aid Mapúa to study and adopt globally acceptable student learning outcomes and use them as the organizing principle of all its academic and administrative endeavors. These have also led to more foreign enrollees from countries like Nigeria, Iran, South Korea, and China.

“Because of our internationally accredited programs, foreign universities, companies, and government agencies recognize Mapúa as a school that meets international standards. That is the very reason why we attract foreign students and why we get into agreements with foreign universities for exchange programs,” said Engr. Camus.

Engr. Rex Aurelius Robielos, office-in-charge of Continuous Quality Improvement Office, added that the ABET and the newly granted PTC accreditations are also directed to tapping foreign students.

“We want to pass on to our students the legacy of excellence that Mapúa has been known for, producing globally competitive professionals that will contribute in shaping the future.”

Engr. Camus concluded.
Mapúa Institute of Technology has been successful in getting its academic programs accredited by both local and foreign accrediting bodies. These accreditations are external validations of the quality of the Institute’s academic programs. But Mapúa doesn’t stop there. As part of its efforts to continuously improve and enhance its systems and processes, Mapúa created the Continuous Quality Improvement Office (CQIO) in 2004.

The establishment of CQIO was also meant to complement its outcomes-based approach to education. The office has the mandate to consistently move the school toward higher levels of attainment of the program educational objectives and desired learning outcomes of the Institute’s academic programs. It conducts internal quality audits to check and monitor the Institute’s various academic and non-academic processes.

The results of the audits are the bases for improvements in its delivery of academic and student services. CQIO also manages and coordinates all activities relevant to the accreditation of academic programs by both local and foreign accrediting bodies.

ABET Accreditation

As a move toward realizing its vision to be an international center of excellence in education, Mapúa has pursued the accreditation of its academic programs by ABET. ABET accredits college and university programs in applied science, computing, engineering, and technology in the US and 23 other countries. An ABET accreditation is an assurance that a college or university program meets the quality standards established for the profession for which it prepares its students.

ABET only accredits programs and not degrees, departments, colleges, or institutions. To date, the Institute’s eight engineering and two computing programs have ABET accreditation. They are the following:
- Chemical Engineering (ChE)
- Civil Engineering (CE)
- Computer Engineering (CpE)
- Computer Science (CS)
- Electrical Engineering (EE)
- Electronics Engineering (ECE)
- Environmental and Sanitary Engineering (EnSE)
- Industrial Engineering (IE)
- Information Technology (IT)
- Mechanical Engineering (ME)

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PTC Accreditation

Mapúa has also applied for the accreditation of its engineering programs by the Philippine Technological Council (PTC). PTC, an umbrella organization of all engineering professional groups in the country, is currently a provisional accreditation agency member of the Washington Accord. The Washington Accord is an international agreement among different accreditation bodies recognizing engineering degree programs across the globe with member accrediting agencies in at least 12 countries.

With PTC accreditation, Mapúan engineers will be recognized under Washington Accord, consequently gaining mobility to practice their professions in other member countries of the accord. The Institute currently has the following programs accredited by PTC:
- Civil Engineering (CE)
- Electrical Engineering (EE)
- Electronics Engineering (ECE)
- Industrial Engineering (IE)
- Mechanical Engineering (ME)

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- Civil Engineering (CE)
- Electrical Engineering (EE)
- Electronics Engineering (ECE)
- Industrial Engineering (IE)
- Mechanical Engineering (ME)

PACUCOA Accreditation

CQIO oversees preparations for the PACUCOA accreditation of the Institute’s academic programs. Relative to this, it checks the readiness of an academic program for an accreditation visit by ensuring that all accreditation requirements are fully met. To date, there are 13 academic programs of the Institute that are accredited by PACUCOA.

Level IV
- Civil Engineering (CE)

Level III
- Computer Engineering (CpE)
- Electrical Engineering (EE)
- Electronics Engineering (ECE)
- Industrial Engineering (IE)
- Environmental and Sanitary Engineering (EnSE)

Level II
- Chemical Engineering (ChE)
- Mechanical Engineering (ME)

Level I
- Computer Science (CS)
- Information Technology (IT)
- Materials Science and Engineering (MSE)
- Architecture (AR)
- Chemistry (Chm)
Candidate Status Accreditation under PACUCCOA

Nursing
BS Psychology
All Psychology

CHED Center of Development

The Commission on Higher Education has declared the Institute as National Center of Development (COD) for CS, IT, CpE, ECE, ME, EE, CE, EECE, and IE programs. These programs are affirmed to have demonstrated high standards in the areas of classroom instruction, research, and extension service, and manifested institutional leadership in the academic development of information technology.

ISO Certification

As part of its continuous improvement efforts, the Institute is also pursuing an ISO certification to ensure consistency and high standards in all its operating practices.

Aside from the accreditation and recognition of its academic programs, Mapúa remains ahead of its competitors with its other initiatives and achievements. For nearly nine decades, excellence has been the mark of Mapúa education, as reflected on the quality of its graduates. As it moves on with time and embraces globalization in the education sector, the Institute has been taking steps to further improve the quality of its education and other services. These include undergoing critical program and system certifications, fostering academic partnerships, upgrading infrastructures, expanding resources, and engaging in thrusts that will benefit its community and the entire nation such as the following:

Leader in outcomes-based education. Mapúa is the first academic institution in the Philippines to adopt the outcomes-based approach to education. This shift aims to provide Mapúans with a solid educational foundation and qualifications that meet the needs and standards of the industries here and abroad.

Pro-Board Examination. The Institute has consistently produced toppers in national and international examinations.

Passing rates. Mapúa’s Development Office for Information Technology operates and maintains its entire information and communications technology and offers the following services:

- Online Enrollment and Payment
- Computerized Grade Processing
- Online Student Performance Query
- Online Document Sharing
- SkyDrive services
- SMS service through MapúaTXT
- Web Hosting and Development
- Cyberspace Expansion. Learning Management Systems (LMS) like Moodle, Canvas, and Edmodo are now being used to facilitate and supplement teaching and learning activities inside and outside the classroom, including assessments. The Institute has fully networked and Internet-ready computer laboratories (1:1 student-to-computer ratio) equipped with various application software such as MATLAB, DIA/Lux, Microsoft SQL Server, EDISA Technical 2000, TOEIC speaking, FERL, Tekla Structures/Microsoft System Center 2012, and Microsoft Visual Studio.net 2005. These software applications can likewise be used by students and faculty members in the Open Laboratory.

Campus redevelopment is currently being undertaken by the Institute. A two-storey research building will soon rise at the Intramuros campus to house all its research laboratories. The research building is in line with one of Mapúa’s strategic initiatives, which is to develop its research capabilities. The gymnasium has also been renovated.

The Institute also provides comprehensive online resources such as subscription databases that offer full text access to E-books (EBSCO, GVRL, Britannica Online, Access Engineering Library) and E-journals (ScienceDirect, IEEE Xplore, ACM, CINAHL). There is also a platform for searching the Library collection available 24/7 via the Internet through the Library/Solution Web Online Public Access Catalog.

A faster web experience inside the Institute’s campuses. Mapúa’s entire Wi-Fi infrastructure was redesigned to allow easier Web access through mobile devices such as tablets and smartphones. Additional access points were also deployed across the campuses to increase Wi-Fi coverage. International OJTs and plant visits. One of the main initiatives that Mapúa focuses on until 2020 is the international OJT program. In 2008, Mapúa began sending students to Chung Yuan Christian University in Taiwan for research-internship program. By 2010, students were sent to major companies in Singapore. The Institute also holds international plant visits. To date, Mapúa has a growing number of partners in different parts of the world including the US, South Korea, Japan, Malaysia, Thailand, Spain, and Sweden.

The Institute, through its Center for Career Services, offers wide-range placement services that provide opportunities for undergraduates, graduating students, and alumni to be exposed to local and international companies. These activities and initiatives include Career Expo, OJT Fair, Careerlink (Online Placement Services), Career Development Seminars, Graduates directory, On-Campus Recruitment, Job Ads Bulletin, Résumé Book, and On-the-Job Training.

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Mapúa is the only school in the Philippines that offers advanced courses for Cisco Certified Network Professional (CCNP) track.

Mapúa is one of the recognized Academy Support Centers that offer baseline support and services to various Cisco academies in the Philippines.

Mapúans are prepared for the challenges of a multinational and multicultural work environment, with the inclusion of foreign language courses (Nihongo, French, and Mandarin) in its undergraduate programs.

Institutional linkages with universities have been made available for academic program expansion and faculty research collaboration such as the Chung Yuan Christian University, Chia Nan University of Pharmacy and Science, and National Taipei University of Technology in Taiwan, the University of Gaam in Hawaii and University of Hawaii in the US, Luleå University of Technology in Sweden, NARA Institute of Science and Technology in Japan, and South Korea-based schools Chung-Ang University, Changwon National University, Kwang Jin Technical Academy, and Kumh National Institute of Technology.
The Institute, through its president and officers, was instrumental in the Philippines’ successful bid to become a provisional member of the Washington Accord, an agreement signed in 1989 by accreditation bodies of different countries. Accredited programs are recognized as substantially equivalent to those accredited by the other member countries.

The Institute promotes the immediate sharing in the classroom of research findings and contributions to new knowledge of its world-class researchers/faculty members.

Some of the special projects of students that obtained local and international recognitions are the Mechanical Anti-terrorist Concept (MAC) Robot, Gold Medal Awardee in the 1st World Cup of Computer-Implemented Inventions; Atalanta car prototype, 1st runner-up Safety Off-Track Award in 2010 Shell Eco-marathon (SEM) Asia; Amihan car prototype, 1st runner-up Safety Off-Track Award in 2013 SEM Asia; and the Aguila car prototype, Technical Innovation award in 2013 SEM Asia.

Commitment to carbon footprint reduction. As an advocate of environmental protection and preservation, Mapúa has implemented measures to reduce its energy and water consumption.

For the Institute’s recent achievements, please go to Mapúa website.

The Institute’s campus on Muralla Street in the historic Intramuros, Manila, first opened in 1956, housing only its architecture and professional engineering courses. Over time, the Institute expanded its program offerings and facilities. The 17,996-square-meter campus now houses architecture and design, engineering and sciences, engineering management, social sciences, and multimedia and visual arts programs.

The Intramur os campus is easily accessible via buses, passenger jeepneys, and the Light Rail Transit. Inside the campus, all the buildings are interconnected, making the different offices, classrooms, and other facilities easily accessible. It has an air-conditioned gymnasium, audio-visual rooms, laboratories, and a chapel, among others. Soon, a new research facility will rise on its grounds.

The Intramur os campus is equipped with state-of-the-art facilities to aid its students in their learning and development. With more than 12,000 students in Intramuros, the Institute’s population continues to grow. Today, Mapúa is widely recognized as the biggest engineering school in the Philippines.

Facilities

Analytical and Physical Chemistry Lab
Art Studio
AR MAC Laboratory
Astec Power Lab
Automotive Technology
CAD Room
CE-EnSE Materials Testing Lab
CE-EnSE Soil Mechanics Lab
ChE-Chm Biotech Lab
ChE-Chm General Chemistry Lab
ChE-Chm Organic Chemistry Lab
ChE-Chm Pilot Plant
CIM Lab
Drafting/Studio Room
DSP Lab
ECE Communications Lab
EECE Electronics Lab
EE-ECE-CpE Research Lab
EE Power Lab
EnSE Lab
Environmental Research Lab
Food Technology Laboratory
Foundry
HVAC-R
Hydraulics Lab
IE Applications Lab
IE Methods and Ergonomics Lab
Instrumentation and Controls Lab
Logic Circuit Lab
Machine Shop
MAS MAC Computer Laboratories
MAS Post Production Studio
Materials/Nanotech Research Lab
Mechatronics
ME Lab
Microscopy Lab
Microprocessor Lab
Open laboratories
Organic Synthesis Research Lab
PC Troubleshooting Lab
Photography Lab
Physics Lab
Psychology Lab
Seminar Room
Special Projects Lab
UTM Center
Windows Computer laboratories
School of Chemical Engineering and Chemistry

Mapúa’s School of Chemical Engineering and Chemistry (ChE-Chm), which was established in 1934, is the first to offer B.S. Chemical Engineering program in the Philippines. Expanding its program offerings, ChE-Chm now has four individual undergraduate programs, namely, Biological Engineering, Chemical Engineering, Chemistry, and Materials Science and Engineering. The following double degree programs are also being offered to qualified students: Chemical Engineering and Chemistry and Biological Engineering and Chemistry.

Bachelor of Science in Architecture

This program is designed to guide students in progressively assimilating the creative and technical aspects of the profession while developing in them sensitivity to their rich cultural heritage. It aims to develop well-rounded individuals and prepare them to meet the challenges and dynamics of architectural practice.

Its training combines theoretical and practical aspects of the profession, with emphasis on the optimum development of students’ analytical and creative skills. It also provides computer-aided design and drafting courses, building information modelling, architectural internship, and correlation courses to link students to the world of practice.

Graduates of this program are primarily trained for professional practice and may engage in the general practice of architecture and may specialize in the fields of construction management, urban design, or sustainable design.

Bachelor of Science in Industrial Design

This program is designed to develop a multi-disciplinary design professional for the creative industry. It prepares students for a broad range of design services such as development of consumer products, packaging, furniture, craft, environmental, transportation, exhibitions, and graphic and visual communications. Training strategies combine both theoretical and practical aspects of design development, making use of innovative and technologically relevant instructions on general and specialized design courses.

Graduates of this program may become entrepreneurs or may practice professionally in any of the aforementioned range of design services.

Bachelor of Science in Interior Design

This program is designed to guide students in progressively assimilating the creative and technical aspects of the interior design profession while developing in them cultural sensitivity. It aims to develop well-rounded individuals and prepare them to meet the challenges and dynamics of interior design practice. Its training combines theoretical and practical aspects of the profession, with emphasis on the optimum development of students’ conceptualization and creative skills. It is designed to cover a wide range of professional practice such as interior design, furniture and accessories design, visual merchandising, production design, exhibition design, interior landscaping, and lighting design. It also provides computer-aided design and drafting courses, building information modelling, internship, and correlation courses to link students to the latest trends in interior design practice.

Graduates of this program are primarily trained for professional practice and may specialize in any of the broad range of interior design services mentioned above.

School of Architecture, Industrial Design, and the Built Environment

The School of Architecture, Industrial Design, and the Built Environment is a dynamic and innovative center of excellence and a partner of the country in community and nation building. It employs research in creating designs for buildings, spaces, products, and services to keep up with technological developments while addressing social needs, market demands, and environmental concerns. Its main objective is to facilitate the learning and training process of future architects and designers, who are globally competitive and responsive to social and environmental issues.

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In addition to its individual undergraduate programs, ChE-Chm offers these joint programs to qualified students: B.S. Chemical Engineering–M.S. Environmental Engineering; B.S. Chemical Engineering–B.S. Chemistry–M.S. Chemistry; B.S. Chemical Engineering–M.S. Materials Science and Engineering; and B.S. Chemical Engineering–B.S. Chemistry–M.S. Environmental Engineering.
Bachelor of Science in Biological Engineering

This program studies the design, production, and operation of engineered systems in which living organisms are a major component. Our graduates aim to study and deal with structures, machinery, energy, labor, land, water, wastes, and resource variables related to the efficient creation of products and processes to fill human needs. They approach problems in the context of the whole system to balance society’s demand for products from biological resources with environmental integrity and economic success. Graduates of this program may enter professional careers where they can apply fundamental engineering concepts to solve real-world problems. They may serve the needs of society by designing, manufacturing, evaluating, and/or operating systems in which living organisms or biological products are a significant component, and they may contribute to their communities by continuing to engage in professional development, ethical decision-making, and thoughtful discourse on contemporary issues.

Bachelor of Science in Chemical Engineering

This program provides knowledge and training in research, process and product development, and operations in industries such as food and food preparations, pharmaceuticals, semiconductors, soaps and detergents, building materials, metal products, fermentation, textiles, petroleum and petroleum products, polymers, biotechnology, and the like. It also covers design of pilot-scale operations and scale-up of laboratory conversions. Graduates of this program are expected to be involved in the preservation and improvement of society in the areas of process development in energy generation and utilization, food production, resource management, and specification and design of pollution control processes. Students may specialize in any of the four tracks: Food Science and Engineering, Petroleum Refining Technology, Sustainable Engineering, and Applied Biotechnology.

Bachelor of Science in Materials Science and Engineering

This program aims to meet the demand for graduates of industries such as mineral, metal fabrication, foundry, semiconductor, ceramic, and other related industries. It highlights courses in physical and engineering properties of materials, analytical techniques, and material processing technologies. Students may specialize in any of the four tracks: Food Science and Engineering, Petroleum Refining Technology, Sustainable Engineering, and Applied Biotechnology.

In addition, the program is complemented by courses in computer programming, waste recycling, and biotechnology. Students may specialize in any of the two areas of Semiconductors & Electronic Materials and Metallurgy.

Double Degree Programs

B.S. Biological Engineering and B.S. Chemistry

The program provides a strong foundation on core courses in both chemistry and chemical engineering. It complies with the required course offerings prescribed by the Technical Panel for Engineering and Architecture and the Technical Panel for Science and Mathematics of the Commission on Higher Education. Under this program, students will complete two degrees and will receive two diplomas. Graduates of this program may enter professional careers where they can apply fundamental engineering concepts to solve real-world problems. They may serve the needs of society by designing, manufacturing, evaluating, and/or operating systems in which living organisms or biological products are a significant component, and they may contribute to their communities by continuing to engage in professional development, ethical decision-making, and thoughtful discourse on contemporary issues.

Bachelor of Science in Chemistry

This program provides a strong foundation on the core and emerging sub-disciplines of chemistry. It provides knowledge of and develops skills in undertakings such as composition analysis and testing of different materials and products, discovery of new pharmaceutical products and materials for construction, development of methods of pollution control and prevention, and formulations for consumer products, among others. Graduates of the program may engage in one or more of the following activities: research and development, laboratory analysis and testing, quality control, production, environmental pollution control, technical sales and services, and market research and analysis.

B.S. Chemical Engineering and B.S. Chemistry

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School of Civil, Environmental, and Geological Engineering

The School of Civil, Environmental, and Geological Engineering (CEGE) instills the values of critical thinking, social awareness, and environmental concern in its students. It commits itself to developing all frontiers of knowledge in civil, environmental, and geological engineering.

The school ensures that, while it imparts technical knowledge using the latest IT tools and through state-of-the-art delivery of instruction, it also puts emphasis and focuses on promoting a sustainability-oriented society. It is geared towards improving the quality of life of every Filipino and the welfare of the earth by sharing technical expertise and know-how.

Two of CEGE’s programs, Bachelor of Science in Civil Engineering and Bachelor of Science in Environmental and Sanitary Engineering, have been accredited by ABET. CEGE is now offering double degree programs—B.S. Civil Engineering and Environmental and Sanitary Engineering and B.S. Geological Science and Engineering.

Bachelor of Science in Civil Engineering

This program provides an outcomes-based learning experience covering the five major areas of civil engineering, namely, structural engineering, transportation engineering, water resources engineering, geotechnical engineering, and construction engineering and management.

Graduates of this program may engage in any of the following: consultancy, design, preparation of plans, specifications, estimates, erection, installation, and supervision of the construction of streets, bridges, highways, railroads, airports and hangars, port works, canals, river and shore improvements, lighthouses, and dry docks; buildings, fixed structures for irrigation, flood protection, drainage, water supply and sewerage works; demolition of permanent structures; and tunnels.

Bachelor of Science in Construction Engineering and Management

This program is a combined study of the fundamentals of civil engineering and construction management. At the end of the program, students are expected to be knowledgeable on the fundamentals of civil engineering like planning, design and analysis, material testing and quality assurance, building systems, construction technologies, surveying, hydraulics, and geotechnical engineering.

The program aims to produce graduates who can demonstrate deep understanding of management principles and their applications that are essential in construction projects such as economics, business, accounting, law, statistics, ethics, leadership, decision-making and optimization methods, process analysis and design, safety, and cost engineering.

Graduates of this program may practice as project managers, construction engineers, contract administrators, field supervisors, and building contractors in the private and public sectors.

Bachelor of Science in Environmental and Sanitary Engineering

This is an outcomes-based program focusing on the principles of ecology, chemistry, and microbiology in applications that promote hygiene, sanitation, public health, and environmental protection and conservation. Basic courses in civil engineering are also incorporated in this program such as the fundamentals of the study of Earth’s processes, environmental and sanitary engineers for the advancement of society and the promotion of professionalism in the practice.

Bachelor of Science in Geology

This program is designed for students who intend to become professional geologists and/or those who plan to attend graduate school in geosciences. It is an interdisciplinary science that integrates geological observations and concepts with a range of fields including physics, chemistry, mathematics, and modern technologies in the study of Earth’s processes, environments, and history.

Graduates of the program may either pursue careers in industries including mining, petroleum, construction, and academic; or engage in environmental consultancy or government service.

Double Degree Programs

Bachelor of Science in Civil Engineering and Environmental and Sanitary Engineering

This program is an outcomes-based program combining the curriculum of B.S. Civil Engineering and B.S. Environmental and Sanitary Engineering (CESE). It will only take five years for regular students to finish this double degree program. Graduates will receive diplomas in both B.S. Civil Engineering and B.S. Environmental and Sanitary Engineering upon graduation.

Graduates of this program have the opportunity to acquire two licenses for professional practice. The objective of the program is to enable graduates to become successful civil and environmental and sanitary engineers for the advancement of society and the promotion of professionalism in the practice.

Bachelor of Science in Geological Science and Engineering

This program is designed for students who desire to complete two programs, namely B.S. Geology and B.S. Geological Engineering. It is an interdisciplinary degree program that applies physics, chemistry, hydrology, geology, and engineering in order to devise engineering solutions to geological problems faced by society.

Career opportunities for geological engineers include geological, environmental, groundwater, mining, petroleum, and construction companies/consultancy firms or with government agencies.
School of Electrical, Electronics, and Computer Engineering

The School of Electrical, Electronics, and Computer Engineering (EECE) comprises three engineering programs, namely, electrical engineering, electronics engineering, and computer engineering. The three programs of the school were granted Level III Reaccreditation by PACUCOA and non-domestic accreditation by ABET.

Bachelor of Science in Computer Engineering

This program provides required skills and competencies in the combined fields of computers, communications, and information technology. It will also help develop an understanding of the underlying concepts and their applications.

Graduates of this program may engage in the design, development, implementation, maintenance, and management of computer systems through the knowledge gained in the study of computer hardware and software, and their interdependencies in the areas of digital systems, computer architecture, microprocessors, data communications, computer networks, operating systems, and computer programming using machine-level and high-level languages.

Bachelor of Science in Electrical Engineering

This program deals with the study and use of technology and science involving electrical phenomena. It involves application of the basic theories in the design, installation, operation, and maintenance of electrical apparatuses and systems as they are used in the generation, transmission, distribution, and utilization of electrical energy for various purposes.

Its graduates may engage in power generation, transmission, and distribution; electrical system design and implementation; industrial automation; consultancy; communication; instrumentation and control; product design; research and development; writing of performance requirements; and development of maintenance schedules, among others.

Bachelor of Science in Electronics Engineering

This program provides an extremely broad range of exciting activities and opportunities in the field of telecommunications and electronics engineering. It includes such topics as device physics, device operation, design of integrated circuits, communications and network systems, audio and video processing, robotics, electromagnetics, antenna systems, signal processing, control systems, and electronic materials, among others.

Graduates of this program may engage in the design, manufacture, and development of integrated circuits and antenna systems; telecommunication systems and networks; audio and video processing; embedded computing; and the interface between biological and electrical systems.
Bachelor of Science in Industrial Engineering

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

Graduates of this program may pursue a career in operations research, inventory management, facilities engineering, ergonomics, methods engineering, production and operations management, logistics and supply chain management, quality engineering, and systems engineering.

Bachelor of Science in Service Engineering and Management

This program blends technical engineering education with a core set of business and management courses. It aims to provide students with skills and knowledge to manage engineering activities and engineering organizations, leading them toward effective decision-making. It is designed to provide knowledge and develop skills necessary to manage organizations and engineering activities in the areas of planning, organization, control, communication, coordinating activities of people and systems, leading and motivating people, and effective decision-making.

Graduates of this program may pursue a career in business planning, human resources management, project management, and service management.

School of Industrial Engineering and Engineering Management

The School of Industrial Engineering and Engineering Management (IE-EMG) provides state-of-the-art delivery of basic knowledge in science, math, humanities, and engineering. It has constantly produced industrial engineers who are able to plan, design, implement, and manage efficient and quality manufacturing and service systems in a professional and ethical manner.

Engaged in cutting-edge research, the school molds its students to become technically, economically, and managerially capable of pursuing their chosen professions in a humane and ethical manner. IE-EMG’s programs also aim to equip its graduates to successfully practice their professions for the advancement of society.
Bachelor of Science in Mechanical Engineering

This program combines the traditional, new, and emerging fields of mechanical engineering such as mechanics, thermo-fluid sciences, power systems, mechanical design, mechatronics, and renewable energy systems. In the final year of their study, the students undertake a research project and undergo an on-the-job training based on their chosen track, which could either be in mechatronics, automotive, refrigeration and air-conditioning, or petroleum refining. Graduates of this program have a good preparation for professional practice in the areas of manufacturing, operation, maintenance, design, research, and management, and for graduate studies as well.

Bachelor of Science in Manufacturing Engineering

This program is designed to prepare students to practice as engineers who are experts in the production process—from design to manufacturing. It is concerned with the application of basic scientific and engineering knowledge on the development, manufacture, and distribution of products of all types. It also covers areas as diverse as the design and operation of factories, the economic analysis of projects, computer simulation of manufacturing systems, the use of robots in manufacturing, the design of materials handling systems, and the design of systems for controlling production. The program has a concentration in electronics and semiconductor manufacturing.

Graduates of this program have a good preparation for career options in numerous industries such as electronics, energy, food processing, and manufacturing. Possible positions in companies include design engineer, manufacturing engineer/manager, process engineer/manager, and more. Graduates are also well prepared to successfully pursue higher studies.
Bachelor of Science in Management Science and Engineering

This program provides fundamental and advanced knowledge, tools, and methods in decision-making, policies formulation, organizational development, and problem solving associated with information-intensive and technology-based industries and economies. This is made possible by allowing students to explore the depths of the program’s foundation, to be exposed to the functional areas of its applications, and to be involved in the dynamic interaction between the Institute and the industry.

Graduates of this program may pursue a career in actuarial science, entrepreneurship, academe, public policy analysis, consultancy, management, and financial analysis.

Department of Mathematics

Mapúa’s Department of Mathematics epitomizes the spirit of both science and engineering. It is an edifice that exemplifies a tribute to human creativity by transforming students into critical and creative thinkers and lifelong learners.

The department delivers quality education in the field of mathematics, academic culture of performance, and technological advancement through its integrated approach in the development of the whole person. This is a collaborative endeavor of qualified, dedicated, and effective administrators, faculty, and school personnel in well-maintained facilities.

On top of providing the students with a solid foundation and quality education in the field of mathematics, the department cultivates and develops the students’ analytical and methodological abilities in solving various mathematical problems. It also promotes the use of the latest network technologies through the concept of e-learning. The Department of Mathematics offers the program B.S. Management Science and Engineering.

Department of Physics

Established in 1947, the Department of Physics employs a focused and effective approach in teaching the basic principles of physics. It aims to develop a sense of logic and intuition that will benefit the students even after they graduate.

Aside from the students, it also provides support to all schools and departments of the Institute as it continuously promotes excellence, professionalism, and good values by keeping abreast of the new developments in science and technology.

It also ensures that it only employs competent faculty force by promoting extensive faculty development and continuing education program, and enhancing the research capabilities of its teaching staff.
Bachelor of Science in Psychology

This program is designed to provide training in the employment of systematic methods of inquiry in the study of human behavior. It functions as a training ground for students who want to deepen their knowledge of human behavior and psycho-physiological systems by employing concepts of biology, chemistry, biochemistry, and cognitive science.

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

Bachelor of Arts in Psychology

The program is designed to effectively prepare students in employing systematic methods of inquiry in the study of human behavior. It aims to develop competencies in research and practice with special emphasis on the application of psychology in various relevant settings.

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

Bachelor of Science in Technical Communication

This program is a fusion of the traditional Mapúa strength (engineering and technology education) and an emerging strength: English proficiency.

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

Graduates of this program may be hired as technical writers, copywriters, designers and editors of newsletters, brochures, manuals, and websites, designers of sales, marketing and advertising campaigns, instructional materials developers, usability testers, information specialists, creative directors, public relations specialists, lay-out artists, researchers, and trainers.

School of Languages, Humanities, and Social Sciences

The School of Languages, Humanities, and Social Sciences (SLHS) stands in the forefront of Mapúa education. Its program of studies is directed toward fortifying the students’ ability for critical analysis and evaluation of circumstances and events around them. Armed with this ability, the students are able to make intelligent use of their talents and arrive at responsible decisions that spur prudent action.

SLHS believes in making a difference by promoting total human development. It imbues the learners with a strong sense of citizenship and leadership in the country and in the larger global community, as it nurtures in them a keen desire for service. These, together with an emphasis on proficiency in English and Filipino, cultivate in the students a love for lifelong learning. At SLHS, nothing can be more important than the students.
School of Multimedia and Visual Arts

The School of Multimedia and Visual Arts offers programs that explore infinite possibilities in creativity and design. It aims to be the center of excellence in art and design education by providing high-quality learning experience combining traditional and digital arts. Its innovative curricula and instructions are delivered using state-of-the-art facilities and with outcomes-based education system as the foundation to meet the competencies required by the creative industries. The department’s ultimate goal is for its graduates to become successful professionals for the advancement of the society.

Bachelor of Fine Arts in Digital Cinema

This program is designed to train students who will join the ranks of the new breed of independent digital filmmakers. It aims to develop competencies and techniques to produce projects built on specific film tradition and film genre using current digital technology.

Graduates of this program will have careers in entertainment, public relations, advertising, educational media, technical writing, and freelance filmmaking job markets.

Bachelor of Science in Multimedia Arts and Sciences

This program is designed to train students to become contemporary visual artists and interactive media designers.

Integrating the theoretical, creative, conceptual, and technical aspects of design and development through the use of modern technology, the program aims to equip students with competencies in freehand drawing, computer graphic art, communication, and programming for various multimedia applications such as desktop publication, web design, photography and digital imaging, 2D/3D animation, video production, and computer games design.

Graduates of this program may occupy critical posts in printing, advertising, marketing, communications, cyber station, computer simulation and virtual reality laboratories, education, and entertainment industries.

Department of Physical Education and Athletics

It is the main objective of the Department of Physical Education and Athletics to encourage and motivate students to adopt and pursue a healthy and active lifestyle through education and involvement in sports and other variety of physical and recreational activities. It believes that engaging the students in athletic and friendly competitions will help develop and strengthen their character.

The Department of Physical Education and Athletics provides a comprehensive and interdisciplinary education of and through human movement. It provides students with knowledge and skills to help them become physically fit and strong. It hopes that the students will use these knowledge and skills to adopt a healthy lifestyle even after they leave the Institute.

It also encourages innovative approaches and meaningful participation in indigenous games, dances, and sports in a bid to revive and preserve Filipino heritage. The department also provides quality instruction that will enhance students’ critical thinking and creativity for them to be more appreciative of good health and skillful performance.
Mapúans rank first in four engineering licensure exams

Mapúa Institute of Technology has strengthened its hold of its premier spot in engineering education after its graduates ranked first in different licensure examinations given early this year.

Graduates Pol John A. Cruz, Leo V. Punongbayan, Von Joby M. Romero, and Harvey A. Malolos secured the Top 1 spots in electrical engineering (EE), mechanical engineering (ME), chemical engineering (ChE), and civil engineering (CE) board exams, respectively.

Cruz, a cum laude and gold medalist, received the highest rating in the February 2014 EE licensure exam with 88.45%. He was followed by fellow Mapúans Jephraim C. Manansala (88.35%), Eric Joseph R. Mercader (85.80%), Ralph Roland T. Caubalojo (85.70%), Almario F. Alix (85.50%), and Dominic Byron M. Oriño (85.40%).

Despite the seemingly greener pastures overseas, Cruz pledged to stay and serve in the country.

“For me, topping the boards corresponds to the huge responsibility of serving the nation. Many Filipino professionals tend to go abroad, which lessens the manpower of our country. In order for our nation to continue its economic growth, it is important to keep our people. The best way I can be of service to the nation is by utilizing and sharing my knowledge,” he said.

Punongbayan, who graduated magna cum laude last October 2013, got an overall rating of 94.05%, topping 792 ME graduates from Manila and Cebu. His fellow Mapúa ME graduates Jen Sarit M. Alem and Denver Cruz bagged the second and third places with 93.15% and 92.05% ratings, respectively.

In April 2014 ChE exam, Romero led the 242 passers with a rating of 81.80%. Joining him on the top-performing list are Mapúa’s John Philip D. Garcia and Charmaine S. Pintac, both having a rating of 80.50%.

Romero was a former exchange student at the Chung Yuan Christian University in Taiwan, where he did his undergraduate thesis.

CE graduate Malolos sealed an impressive finish for Mapúans in the licensure exams after securing the Institute’s fourth top spot. He topped 1,862 passers with his 95.10% rating. Three CE graduates also landed on the fifth, eighth, and ninth spots in the May board exam, namely, Renee Jimenez D. Hianto (93.95%), Cris Edward F. Monjardin (93.25%), and Ernesto C. Baldonos, Jr. (93.15%).

Mapúa president and chief executive officer Dr. Reynaldo B. Vea takes pride in this significant achievement of the alumni.

“I am so proud of our graduates. I know that they have studied very hard and they deserve whatever honor comes their way. Indeed, they should now be a step closer to the realization of their big dreams. We are also happy to be supplying quality manpower for the advancement of our country,” he said.

He expressed confidence that scoring four Number 1s in the recent round of licensure examinations in various engineering fields is a result of the Institute’s strong commitment to continuously improve the quality of its education.

“We must be doing something right at the institutional level. We must stay a step ahead in our implementation of Outcomes-Based Education and Continuous Quality Improvement system. What we cannot do is to stand still. We believe we have a pretty good playbook, and we shall continue to live and act by it,” Dr. Vea added.

Following these feats, Mapúa has been named one of the two leading electrical engineering schools in the country for its back-to-back impressive performance in the last two board exams. Likewise, it was also recognized as the only top-performing school in the January 2014 Licensure Examination for Architects and in the March 2014 Licensure Examination for Electronics Technicians.
School of Information Technology

Founded in 2000, Mapúa’s School of Information Technology (IT) continues to grow as one of the premier IT educational institutions in the country. Throughout the past decade, the school has achieved tremendous success. From a single program of Bachelor of Science in Computer Science, it now offers three undergraduate programs, namely, computer science, information systems, and information technology. In 2007, the Commission on Higher Education granted Mapúa, through the School of IT, the recognition “Center of Development in Information Technology Education.” In 2011, two of its programs – BS Computer Science and BS Information Technology – were granted accreditation by ABET.

Bachelor of Science in Computer Science

This program provides the understanding of hardware and software concepts of computing and information transfer. It covers the design and analysis of algorithms, computer architecture, operating systems, structure of programming languages, and advanced techniques in programming. The program includes courses for Cisco Certified Network Associates (CCNA) and employs a track-based curriculum where the students can choose from Advanced Cisco Networking, Data Management Systems, Java Programming, HP UNIX Technology, Microsoft .NET Technology, and Oracle Technology as their field of specialization. Graduates of this program may work as computer science researcher, application developer, database programmer/designer, information security engineer, systems developer/analyst, software designer/developer, and quality assurance engineer.

Bachelor of Science in Information Technology

This program deals with the study and development of the use of hardware, software, firmware, services, and supporting infrastructure to provide business solutions. It includes courses for CCNA and employs a track-based curriculum where the students can choose from Advanced Cisco Networking, Database Management Systems, Business Analytics, Java Programming, HP UNIX Technology, and Microsoft .NET Technology as the specialized field. Graduates of this program may pursue careers as application developer, database administrator, information security analyst, network engineer/administrator, systems analyst/designer, information systems analyst/administrator, and Web developer/administrator.

Bachelor of Science in Information Systems

This program provides students with the required skills and competencies in the field of information technology necessary for effective management of work activities related to planning, creation, organization, and storage and protection of information. It focuses on integration of information systems and technologies in the organization and business processes to provide business solutions and competitive advantage. The program includes courses for CCNA and employs a track-based curriculum where the students can choose from IT Service Management, Information Security, Business Analytics, and IT Audit and Control as their field of specialization. Graduates of this program may work as business process analyst, systems auditor, quality assurance analyst, systems implementation officer, management consultant, and management analyst, among others.
E. T. Yuchengco School of Business and Management

Named after the founder of business conglomerate Yuchengco Group of Companies (YGC), Enrique T. Yuchengco, the E.T. Yuchengco School of Business and Management (ETYSBM) was established on March 4, 2005.

The ETYSBM is committed to providing its students with world-class skills and knowledge and molding them so that they will become agents of positive change in the business community and society in general.

Currently, there are almost a thousand students enrolled at ETYSBM. The school's faculty members are composed of highly trained professionals who have vast experience in their respective subjects. The Business Administration, Entrepreneurship, and Hotel and Restaurant Management courses are handled by top corporate executives and industry practitioners.

Bachelor of Science in Accountancy

This program is designed to educate and prepare students who seek profession in the diverse field of accountancy. Students are trained to develop skills in the fields of financial accounting, public accounting, managerial accounting, external and internal auditing, accounting information systems, and taxation to pass the CPA board examination. They are also taught hands-on application in strategic business management.

The curriculum meets the requirements of Commission on Higher Education, Philippine Accounting Standards, International Accounting Standards and International Financial Reporting Standards. Our students join top 100 companies and big accounting firms for their on-the-job trainings.

Graduates of the program are expected to excel in accounting, audit, administration, and finance-related professions such as banking and finance, government, social services, education, and other industries.

Bachelor of Science in Business Administration

This program is designed to equip students with an intrapreneurial attitude and strong business analytical skills to excel as corporate professionals. Senior corporate executives handle courses designed to teach current industry management practices and desired skillsets. Students can choose between two tracks for their major: marketing management and general management.

Graduates of the program are expected to be skilled at seeking business opportunities, managing people, project management, and applying quantitative techniques that are essential in the achievement of organizational goals. Previous graduates have gone on to junior managerial positions at top-ranked companies in multiple industries locally.

Bachelor of Science in Entrepreneurship

This program is designed to enable students to have an entrepreneurial mindset and develop their entrepreneurial research interest, which will enhance their business acumen and help in the improvement of the community.

Students are required to set up their own business ventures in their senior year and are closely mentored by the faculty. Graduates of the program are expected to be opportunity-seeking, innovative, and skilled in all the functional areas of a business operation. They are oriented toward developing their own entrepreneurial ventures and successfully growing them into strong business enterprises.

Bachelor of Science in Hotel and Restaurant Management

This program is designed to integrate theory and technical skills to equip students with strong management and service orientation skills required in running a business in the hospitality industry. These skills meet the increasingly demanding standards of global hospitality. Theories and concepts are paired with realistic and extensive hands-on trainings in our fully equipped food production laboratory, mock-up rooms, bar, dining area, and other facilities.

Graduates of the program will have career opportunities in the hospitality, food and beverage, and travel and tourism industries such as hotels, restaurants, luxury ships, airlines, leisure and recreation, resorts, and other related service industries.
Center for Continuing Education and Special Competencies

The Center for Continuing Education and Special Competencies (CCESC), formerly the Continuing Education Program, was established in 1986 to provide supplemental course programs in computer application to Mapúa students. The success of its initial course offering bolstered CCESC’s resolve to expand its programs by introducing non-conventional and computer-based learning instructions covering advanced courses in engineering and information technology (IT)-related programs (hardware and software applications) and review module for engineering licensure exams. With its vision of becoming a premier center for non-conventional learning, CCESC aims to utilize all technological breakthroughs and, through innovative and state-of-the-art instructions, raise the level of proficiency and global competitiveness of Mapúa graduates and Filipino IT professionals in general.

Short Courses:
- Android Mobile Phone Applications Development
- AutoCAD (Basic and Advance)
- C# Programming
- Cisco Certified Network Associate (CCNA-Exploration)
- CCNA Security
- Cisco Certified Network Professional (CCNP) – ROUTE
- Cisco Certified Network Professional (CCNP) – SWITCH
- Cisco Certified Network Professional (CCNP) – TSHOOT
- IC Design
- IT Essentials
- Java Programming (EJSE, DJSE, JME)
- Linux System and Network Administration
- VB.Net Programming
- Microcontroller Program
- Microsoft Office Applications
- 2+2ET Courses for students
- Financial Management for Engineers and Project Managers
- Quality Management System
- Decision Making Technologies
- Statistics for Engineers
- HVAC / IR
- SAP Business One Program

Review Courses:
- Electronics Technician Licensure Examination
- Psychometrician Licensure Examination
- Cisco Certified Network Associate Bootcamp

Multi-disciplinary Courses:
- Building Maintenance and Safety
- Process Management
- Project Construction Management
- Project Management

Training Courses with Academic Credits:
- Linux System and Network Administration
- SAP Academic Alliance Program
- TOISC
- CCNA Routing & Switching courses:
  - Introduction to Networks
  - Routing & Switching Essentials
  - Scaling Networks
  - Connecting Networks
- CCNA Security
- CCNP Routing & Switching courses:
  - Advanced Routing
  - Multilayer Switching
  - Troubleshooting IP Networks

Risk Control Development Center:
- Basic Occupational Safety and Health - Construction/Safety Management
- Emergency Disaster
- Loss Control Management
- Process Safety Management
- Professional Safety Audit
- Project Risk Management
- Risk Control Management
- Confined Space

VUE Testing Services (Certification Examination):
- CCNA
- CCNP
- Cisco Certified Design Associate
- Cisco Certified Design Professional
- HP-Unix
- Huawei Certified Network Associate
- Linux Professional Institute (LPI)

Contact Information
G/F North Building, 658 Muralla St., Intramuros, Manila 1002, Philippines
Telephone: (+632) 247-5000 loc 2100
E-mail: ccesc@mapua.edu.ph

Foreign Languages:
- French Language in partnership with Alliance Française de Manille
- Mandarin (Basic and Advanced)
- Nihongo (Basic and Advanced)

Academy/Industry Partners
- Microsoft
- PLDT
- Army Management Information Center
- Cisco Systems, Inc.
- Fluor Daniel
- Maginet Philippines
- Nokia Siemens Networks, Philippines
- Philippine Navy
- RX Monster Radio
- SAP University Alliances Program
- Sun Microsystems, Pte. Ltd.
- Sykes Philippines
- Cisco Core Council of the Phil.
- Pearson VUE Testing Services

Cisco Networking Academy:
- Cisco Academy Training Center (CATC) - CCNA Security for South Asia
- Cambodia, Indonesia, Malaysia, Philippines, Singapore, Thailand, and Vietnam
- Cisco Academy Support Center (ASC)
- Cisco Academy for:
  - CCNP Route
  - CCNP Switch
  - CCNA Security
  - CCNA Routing & Switching IT Essentials
ABET advantage at work:
Mapúa alumna continues education at New York University

When Mapúa Institute of Technology obtained ABET accreditation for 10 of its programs in 2010 and 2011, it opened more opportunities for its graduates locally and internationally.

School of Information Technology alumna Maria Christina Louisa Wan is among the many Mapúans who reaped the outcome of this feat when she qualified for a master’s degree at New York University (NYU) in January 2014. A 2012 graduate, she holds a Bachelor of Science degree in Information Technology, one of Mapúa’s ABET-accredited programs. Louisa, as she is fondly called by her family and friends, shared that she did not consider the opportunity to be a big deal when she was still a student. But when she learned that NYU prioritizes students from institutions with ABET-accredited programs, it gave her a different perspective that inspired her to pursue her plan.

“I took the ABET accreditation for granted because I did not expect that it would become a huge factor in applying for continuing education abroad, like in NYU. Passing the rigid application process made me realize that Mapúa indeed gave me quality education,” she said.

She added that the Institute helped her prepare for this rare opportunity, as it provided her with the right skills and experiences needed to qualify for a master’s degree. Based on the application process she went through, she said, entering NYU would not have been possible had she not gone to Mapúa.

Among the things she needed to submit were recommendation letters from her professors and a personal essay indicating her intention to pursue a degree at NYU. She was also required to take the Test of English as a Foreign Language (TOEFL), a standardized English exam for international students that are applying for US schools, where she scored above average. Having IT-related internships also aided her to present an impressive résumé, which added value to her as a student and as an IT professional. As a student, she has worked on a number of projects such as website development for the Municipality of Minalin in Pampanga and La Salle Greenhills. She has also developed a couple of mobile games.

When Mapúa adopted the learner-centered outcomes-based education, the curriculum for each program was improved to ensure that the students are learning and meeting globally acceptable outcomes. The Institute, for one, encourages the students by giving them challenging projects that are at par with the current researches conducted internationally. And while their technical expertise is honed through state-of-the-art facilities and relevant curriculum, Mapúa also ensures that the students are abreast of the social events shaping the nation’s future.

The ABET accreditation guarantees that the academic program meets international standards. The accredited programs of Mapúa give its graduates a wide array of privileges such as automatic eligibility to take Engineer-In-Training exam in the US, easier admission to graduate schools, and automatic academic eligibility for membership in the International Professional Engineers Register. These guarantees that the graduates are getting world-class education, thereby gaining them equal footing with their foreign counterparts.

Despite considering herself as an average student, Louisa was able to juggle academics and non-academic endeavors. Because of the learning environment at Mapúa, she was inspired to be a better student as she neared her graduation. She became president of Illuminati Mapúa, a non-academic photography organization, and a former peer adviser at the Institute’s Center for Student Advising. Currently, she is taking up Master of Science in Integrated Digital Media, which is under NYU’s Polytechnic School of Engineering.

“Mapúa is focused on helping its students achieve their goals. It never ceases to encourage its students to strive harder to improve their craft,” she said. “What is important are the knowledge they gain, the people they meet, and the experiences they acquire. These are the things that they will carry throughout their life, and Mapúa will give them these.”

Both the ABET accreditation and NYU’s admission process were crucial in allowing Louisa to pursue her plan. Despite considering herself as an average student, Louisa was able to juggle academics and non-academic endeavors. Because of the learning environment at Mapúa, she was inspired to be a better student as she neared her graduation. She became president of Illuminati Mapúa, a non-academic photography organization, and a former peer adviser at the Institute’s Center for Student Advising. Currently, she is taking up Master of Science in Integrated Digital Media, which is under NYU’s Polytechnic School of Engineering. “Mapúa is focused on helping its students achieve their goals. It never ceases to encourage its students to strive harder to improve their craft.”

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Mapúa is the first school in Southeast Asia and in the Philippines to receive the prestigious ABET accreditation for eight of its engineering programs and two of its computing programs.

The US-based ABET accredits college and university programs in applied science, computing, engineering, and technology in over 20 countries. An accreditation by ABET means that a program meets the quality standards established for the profession for which it prepares its students.

Graduates of ABET-accredited programs are at par with their counterparts in the US and other countries that recognize ABET.

Mapúa Institute of Technology provides world-class education to its students as it strives to become a global center of excellence in education. The Institute is the premier technological and biggest engineering school in the Philippines, with its graduates comprising professionals whose skills and knowledge meet global standards.

“I am happy to be involved with different kinds of people from different places around the world.

I met them while studying here at Mapúa. Learning doesn’t happen just inside a classroom but also within a group of close friends.”

– Kevin Michael L. Abajero,
BS Multimedia Arts and Sciences, Kuwait/Philippines

“The knowledge and skills I gain at Mapúa will empower me to help others when I return to my country.

I am very excited about what I can do, and I have plenty of ideas that I want to implement, which will be useful to my country. Moreover, Mapúa education delivers the best knowledge to its students, and I am strongly confident that I will be better equipped by the time I graduate.

I am proud to be part of the Mapúa community as an international student.”

– Jacinto Julio Da Silva Soares,
BS Environmental and Sanitary Engineering, East Timor

“Mapúa’s computer engineering program challenges students like me to not only go through the steps of getting a degree but also to get involved in activities outside the classroom.

It’s been rewarding for me to grow as a person – not just academically – throughout my stay here at Mapúa.

Every day, I meet so many different people and I learn new things from them. Mapúa also prepares me for the time when I have to go out and live in the real world.”

– Jaspreet K. Chahal,
BS Computer Engineering, India
Entrance Exam Requirements for International Students

- Applicants must be non-immigrants and have completed secondary education (high school or its equivalent). They must pass the Mapúa Scholastic Aptitude Examination (MSAE) or submit their Scholastic Aptitude Test (SAT) results with a score of at least 1600 before they become eligible for admission as first year students.
- Applicants must be non-immigrants and have completed secondary education (high school or its equivalent). They must pass the Mapúa Scholastic Aptitude Examination (MSAE) or submit their Scholastic Aptitude Test (SAT) results with a score of at least 1600 before they become eligible for admission as first year students.
- Credit of advanced college units is on a case-by-case basis.

For non-native English speakers, applicants are required to take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

SAT, TOEFL, and IELTS Cutoff Scores

- **SAT**
  - Score of at least 1600 for all applicants
  - **TOEFL**
    - Internet-based test: Score of at least 75
    - Paper and pencil-based test: Score of at least 500
  - **IELTS**
    - Overall band of 6.0, no single test score below 5.5

Admission Requirements and Procedures

**A. Change/conversion of admission status**

A foreign applicant who is admitted into the Philippines under any visa category should apply at the Bureau of Immigration (B.I) for the change/conversion of his admission status to that of a student.

**B. Documentary Requirements**

- All international students who wish to study at Mapúa are required to submit the following requirements to the Office of the Registrar for evaluation:
  - Scholastic records or Transcript of Records duly authenticated by the Philippine Embassy in the applicant’s country of origin or legal residence.
  - Certification of Graduation or Certificate of Completion of Secondary Education duly authenticated by the Philippine Embassy in the applicant’s country of origin or legal residence.
  - Clearance from the National Bureau of Investigation (NBI) for a foreign applicant who resided in the Philippines for more than 59 days at the time he applies for the change/conversion of his admission status to that of a student.
  - Photocopy of applicant’s passport bio-page, latest authorized stay of at least 20 days from the date of filing.
  - National Intelligence Coordinating Agency Clearance.
  - BI Clearance Certificate.

**C. Upon submission of all documents, the Office of the Registrar**

The school Liaison Officer claims the documents and submits the documents to the BI and pays the required fees.

**D. Upon satisfying these requirements, an applicant must then submit to the Office of the Registrar the following documents:**

- **BI Checklist of Documentary Requirements for Application for Conversion of Student Visa (Section 9, Para. F)**
- Duly notarized letter of request from the applicant, with a statement that all documents submitted were legally obtained from the corresponding government agencies;
- Duly notarized General Application Form accomplished by the applicant (BI Form No. MCL-07-03).
- Original copy of the Notice of Acceptance (NOA) containing a clear impression of the school’s official dry seal or a duly notarized written endorsement from the school for the conversion of the applicant’s status signed by the school’s Registrar.
- Original copy of Medical Certificate issued by the Bureau of Quarantine and International Health Surveillance or a government medical institution with competence to certify that the applicant is not afflicted with any dangerous, contagious, or loathsome disease and is mentally fit;
- Photocopy of applicant’s passport showing its bio-page, latest admission, and authorized stay of at least 20 days from the date of filing.

**E. Upon submission of all documents, the Office of the Registrar prepares the documents and bills the student of the required fees.**

**F. The school Liaison Officer**

The school Liaison Officer claims the documents and submits the documents to the BI and pays the required fees.

**G. BI processes the conversion of visa.**

**H. The school Liaison Officer**

The school Liaison Officer claims the visa after two weeks.

**I. The Office of the Registrar**

The Office of the Registrar informs the student when the visa is already available and assists the student in the enrollment.

Graduate Programs

**Master of Engineering Program**

**Specialization Track:**
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electronics Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering
- Environmental Psychology
- Vertical Urbanism

**MS in Architecture**

**Specialization Track:**
- Architectural Education
- Environmental Psychology
- Vertical Urbanism

**MS in Civil Engineering**

**Specialization Track:**
- Construction Engineering & Management
- Geotechnical Engineering
- Structural Engineering
- Transportation Engineering
- Water Resources Engineering

**MS in Chemical Engineering**

**MS in Chemistry**

**MS in Computer Engineering**

**MS in Computer Science**

**MS in ECE Major in Control Systems**

**MS in ECE Major in Microelectronics**

**MS in Electrical Engineering (Power Systems)**

**MS in Engineering Management**

**MS in Environmental Engineering**

**MS in Geomatics**

**MS in Materials Science & Engineering**

**Master in Multimedia Arts**

**Post-Graduate Diploma in Power Electronics**

**Ph.D. in Chemistry**

**Ph.D. in Electronics Engineering**

**Ph.D. in Environmental Engineering**

**Ph.D. in Materials Science & Engineering**

**Joint Programs**

**BS Civil Engineering – MS Construction Engineering**

**BS Chemical Engineering – MS Environmental Engineering**

**BS Chemical Engineering – MS Environmental Engineering**

**BS Chemical Engineering & Chemistry – MS Environmental Engineering**

**BS Chemical Engineering & Chemistry – MS Chemistry**

School of Graduate Studies

The School of Graduate Studies provides advanced training in science and technology and conducts research activities that are of national and global significance. It offers excellent graduate programs, and its curricula are continuously updated to meet worldwide academic standards and industry needs. The school also promotes an atmosphere of innovative creations, critical thinking, and incessant questions for answers.
Student Services

Office of Student Affairs
The Office of Student Affairs (OSA) is responsible for creating a campus environment that is conducive to the learning process, safeguarding student welfare, promoting healthy communication among students, faculty members, personnel, and the administration, disseminating information to students, and identifying, monitoring, and acting upon the specific needs of the students.

It also promotes student empowerment by encouraging and supporting activities that cater to the diverse needs and interests of the students and student organizations and breed a sense of social responsibility, spirited citizenship, leadership skills, creativity, and true self-expression among the student body.

Office of the Prefect of Discipline
The Office of the Prefect of Discipline (OPD) is responsible for handling of disciplinary cases and other concerns, issuance of certificates of good moral character, and dissemination of information regarding policies on student activities and on student discipline.

Center for Guidance and Counseling
The Center for Guidance and Counseling (CGC) is an indispensable part of the academic community created to provide programs and activities that will facilitate students’ holistic development. With an adequate number of counselors, the center offers various services that aim at developing students’ educational, vocational, and psychological potentialities.

The center employs developmental approaches in carrying out its objectives of supporting the school in creating an environment that is conducive to learning. Through an orchestrated program of activities, the center seeks to facilitate adjustment of students from the time they get into the Institute up to their graduation.

Moreover, CGC also finds ways to reach out to its graduates or alumni as part of its follow-up services. The center upholds its goal and thrust of providing the means to help students achieve an optimum level of personal happiness and social usefulness.

Center for Scholarships and Financial Assistance
The Center for Scholarships and Financial Assistance (CSFA) ensures that scholarships, academic grants, financial aids, and all its services are made available to academically deserving, creatively gifted, and financially challenged students.

CSFA is responsible for the dissemination of information regarding the openings of scholarships grants both for undergraduate and postgraduate studies sponsored by the Mapúa administration, private companies, foundations, government agencies, and other entities.

Applicants are screened by the center to fully utilize and maximize its services for the benefit of Mapúans.

Financial Assistance Programs are also made available to help indigent but deserving and qualified students. As part of this program, CSFA, in coordination with the various departments of the Institute, recruits, screens, and recommends student assistants for part-time employment.

Center for Student Advising
The Center for Student Advising (CSA) is envisioned as an integral part of the undergraduate experience at Mapúa. This service is provided by faculty members, guidance counselors, and student volunteers.

The nature of support ranges from academic to peer to personal. Major objectives of the center include helping students adjust to college life and providing assistance to students in the development of their academic plans to increase their chances of completing their program of study. Free tutorial is also being offered by the center.

Center for Career Development
The Center for Career Development offers a diverse cultural treat for Mapúa students to showcase their creative and artistic talents through the Mapúa Tekno Teatro, the Sining Kalinangan, and the Mapúa Cardinal Singers.

The goal of the Center for Career Services is to support the transition of students from classrooms into work place with job and career opportunities that are closely aligned with the graduates’ interests and capabilities.

Among its services and projects are the MIT Career Link, career development seminar, on-campus recruitment, and local and international on-the-job-training program.

Campus Ministry/Center for Spiritual Development
The Campus Ministry caters to the spiritual well-being of students within the campus and embarks on such organizations as the MIT Student Catholic Action, Youth for Christ, Youth on Fire, Campus Crusade for Christ, Campus Ministry Volunteers, and other spiritually oriented organizations.

The main objective of Mapúa Tekno Teatro is to develop the talents of students in the field of performing arts. The group holds major and minor productions every year to showcase their theatrical talents.

Mapúa Dance Company
The Sining Kalinangan—Mapúa Dance Company members regularly train and attend seminars and workshops conducted by different dance associations in order to develop the art of gracefulness and projection in their performances. The group performs in activities within and outside the campus.

Center for Student Publications
The Center for Student Publications aims to help students enhance their journalistic and literary skills. It also strives to foster effective and fair print media manipulation.

The center publishes the school organs, The New Builder, and the school yearbook, Cardinal and Gold.

Health Services Department
The Health Services Department’s main goal is to promote, protect, and maintain the good health of the school population. It conducts initial medical and dental examinations of freshman students, facilitates the annual physical examination of regular employees, makes vaccinations available upon patients’ requests, and conducts seminars relevant to health awareness. It also accommodates students and employees for medical consultation, first aid treatment, and basic dental services.
Academic excellence through Quarterm

As a move to improve its delivery of instruction, Mapúa pioneered in the country the quarter system (Quarterm), which divides the academic year into four terms. Since 2002, the Institute has proven the increase in effectiveness of its instruction with the Quarterm through the students’ performance. Below is the comparison between the Semestral system and the Quarterm.

### Competitive Edge

Quarterm provides an opportunity to students to be in the mainstream of a productive career in the shortest possible time. The system allows a full engineering program to be completed in about four to four and a half years, and an IT program in about three and a half years at no additional costs. Graduates have the option to pursue advance programs leading to an MS degree, or further take a specialized program to upgrade their academic credentials and enhance their competitiveness in a highly selective global job market environment.

### Greater Focus

Instead of taking 7 to 10 courses per term (for semestral), a student will be taking fewer courses in any given quarter. While the examinations may be spaced at shorter intervals, the total number of examinations a student takes in any given term is less. Less “shifting of gears” will be required as a student juggles his study hours for the different courses.

### Improved Performance

Mapúa’s implementation of the Quarterm has shown improved performance among its students. Higher grades have been obtained with more students qualifying for academic scholarships. Mapúa graduates under the Quarterm have also shown impressive performance in the board examinations.

### Flexibility

Under the Quarterm, students have the option to finish a five-year program in just about four to four and a half years, or a four-year program in just about three to three and a half years.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Quarterm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units Full Program (BS CIE)</td>
<td>208</td>
</tr>
<tr>
<td>Units per Term</td>
<td>22 max</td>
</tr>
<tr>
<td>Courses per Term</td>
<td>7-8</td>
</tr>
<tr>
<td>Units per Year</td>
<td>44-53</td>
</tr>
<tr>
<td>Hours per Week per Unit</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Hours per Week</td>
<td>22</td>
</tr>
<tr>
<td>Terms per Year</td>
<td>2 plus summer</td>
</tr>
<tr>
<td>Weeks per Term</td>
<td>18</td>
</tr>
<tr>
<td>Years to Graduate</td>
<td>5</td>
</tr>
</tbody>
</table>

### Quarterm Calendar

<table>
<thead>
<tr>
<th>Term</th>
<th>Start</th>
<th>End</th>
<th>Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2nd week of July</td>
<td>3rd week of September</td>
<td>1 week</td>
</tr>
<tr>
<td>2</td>
<td>1st week of October</td>
<td>2nd week of December</td>
<td>2 weeks Christmas Break</td>
</tr>
<tr>
<td>3</td>
<td>1st week of January</td>
<td>2nd week of March</td>
<td>1 month Summer break, inclusive of Holy Week</td>
</tr>
<tr>
<td>4</td>
<td>4th week of April</td>
<td>1st week of July</td>
<td>1 week</td>
</tr>
</tbody>
</table>

### Financial assistance programs

<table>
<thead>
<tr>
<th>Name of Programs</th>
<th>Qualifications</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income-Based Financial Assistance Program (IBFAP)</td>
<td>- Incoming freshmen starting Batch 2008</td>
<td>- 40% discount on tuition</td>
</tr>
<tr>
<td></td>
<td>- Combined annual family income of not more than P500,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Must obtain a score of not lower than 60% in the Mapúa Scholastic Aptitude Examination (MSAE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Must maintain a GPA of 2.75 per term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No shifting to another program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No failing grade in any course</td>
<td></td>
</tr>
<tr>
<td>Student Assistantship</td>
<td>- Open to currently enrolled second, third, and fourth-year students</td>
<td>- Minimum wage allowance</td>
</tr>
<tr>
<td></td>
<td>- Academic status should be &quot;OK&quot;*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Shall render work for a maximum of 24 hours/week at assigned offices/departments. Combined class and duty hours should not exceed 12 hours per day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Must work for a maximum of 8 hours a day during term breaks and non-class days</td>
<td></td>
</tr>
<tr>
<td>YGC Promotional Discount</td>
<td>- Incoming freshmen starting Batch 2008</td>
<td>- 40% discount on tuition</td>
</tr>
<tr>
<td></td>
<td>- Must pass the MSAE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- At least one parent is a regular employee of any YGC company/subsidiary</td>
<td></td>
</tr>
<tr>
<td>Sibling Discount*</td>
<td>- Open to students belonging to Batch 2011 onwards</td>
<td>- 2nd child – 15% discount</td>
</tr>
<tr>
<td></td>
<td>- Applicants can avail of the discount provided that their siblings are enrolled with them</td>
<td>- 3rd child – 25% discount</td>
</tr>
</tbody>
</table>
|                  | - Applicants availing of the discount must not be under any other Mapúa-sponsored scholarship/financial assistance/discount (FAMIT/MITLU/NFMS/YGC Promo) program. | - 4th and succeeding children – 50% discount .
|                  | - Discounts are in tuition only |                       |
# Mapúa-sponsored scholarship programs

<table>
<thead>
<tr>
<th>Name of Scholarship</th>
<th>Qualifications</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.T. Yuchengco Scholarship*</td>
<td>• Must obtain a rating of not lower than 80% in the MSAE</td>
<td>• Free tuition and miscellaneous fees for the entire duration of the program</td>
</tr>
<tr>
<td></td>
<td>• Must pass the scholarship examination and panel interview</td>
<td>• Quarterly stipend of P5,000</td>
</tr>
<tr>
<td></td>
<td>• Must maintain a CGWA of 2.00 per quarter or higher</td>
<td>• Quarterly book allowance of P5,000</td>
</tr>
<tr>
<td></td>
<td>• No failing grade in any course/subject</td>
<td></td>
</tr>
<tr>
<td>Don Tomas Mapúa Scholarship*</td>
<td>• Valedictorian or salutatorian graduate from a batch of at least 60 students</td>
<td>• Full (for valedictorian) or half (for salutatorian) tuition for two quarters only</td>
</tr>
<tr>
<td></td>
<td>• Must pass the scholarship examination and panel interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Must have an academic load of not less than 10 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No failing grade in any course/subject</td>
<td></td>
</tr>
<tr>
<td>Academic Scholarship</td>
<td>• Must obtain a weighted grade average of 1.00 to 1.75 every quarter</td>
<td>• Full tuition including miscellaneous</td>
</tr>
<tr>
<td></td>
<td>• Currently enrolled student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Must comply with the requirements set by Mapúa Athletics Department</td>
<td></td>
</tr>
<tr>
<td>Athletic Scholarship*</td>
<td>• Full tuition only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• For athletes representing Mapúa in the NCAA &amp; other athletic meets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Must comply with the requirements set by Mapúa Athletics Department</td>
<td></td>
</tr>
<tr>
<td>Cheerleader Scholarship</td>
<td>• Full tuition only</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• For cheerleaders representing Mapúa in the NCAA &amp; other athletic meets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Must comply with the requirements set by Mapúa Athletics Department</td>
<td></td>
</tr>
<tr>
<td>P.D. 577 Scholarship*</td>
<td>• Dependents of military personnel who died or incapacitated in the line of duty</td>
<td>• Full tuition only</td>
</tr>
<tr>
<td></td>
<td>since September 21, 1972</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Must comply with the requirements set by the Center for Scholarships and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial Assistance</td>
<td></td>
</tr>
<tr>
<td>The New Builder Scholarship</td>
<td>• Must not be under any scholarship sponsored by Mapúa</td>
<td>• Editor: Full tuition including miscellaneous</td>
</tr>
<tr>
<td></td>
<td>• The Editor-in-Chief &amp; four staff members of The New Builder, the official</td>
<td>• Staff: Full tuition</td>
</tr>
<tr>
<td></td>
<td>student publication of Mapúa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Must comply with the requirements set by The New Builder</td>
<td></td>
</tr>
</tbody>
</table>

*Available to incoming freshmen

### Sponsored by Private Agencies/Companies/Foundation
- Air Lift Asia Foundation
- Aboitiz Equity Ventures
- Analog Devices, Inc.
- AV Foundation, Inc.
- DCK Worldwide, LCC
- Esolair Manufacturing Phils, Inc.
- FCE Minerals
- Fujitsu Philippines Scholarship Program
- Megaworld Foundation, Inc.
- MegaFIlChI Scholarship
- Merck, Inc. Philippines
- Mines and Geosciences Bureau
- Modlite Mantika Co. Ltd. Inc.
- Petron Corporation
- Petron Foundation
- Philippine Development Foundation (SuperFund Scholarships)
- PHINMA Foundation, Inc.
- Seaoil Philippines
- SGV Foundation Inc.
- Startek Philippines

### Sponsored by Mapúa Alumni and Alumni Associations
- Guinhawa Family Scholarship
- Mapúa Alumni Association
- Alberta Chapter (MAAAC)
- Mapúa Alumni Association of Eastern USA (MAAUSA)
- Mapúa Alumni Association of San Diego (MAAASD) Scholarship
- MIT CHE-Chm Alumni Association (MITCCAA) Scholarship
- MIT FIl-ChI Alumni Association Scholarship (MITFIlC)
- MIT FIl-ChI Alumni Association Scholarship II (MITFIlC II)
- National Association of Mapúa Alumni (NAMA)
- National Association of Mapúa Alumni-British Columbia (NAMA-BC)
- Southern California Mapúa Alumni Scholarship (SCMA)
- Texas Association of Mapúa Alumni (TAMA)

### Sponsored by Government Agencies
- CHED scholarships (HEDP/ PESFA/ RSP/ SSP/ NISGP)
- DOST-SEI
- OWWA
- PVAO
Industry Partners and Linkages

At Mapúa Institute of Technology, students don’t only learn the theories; they apply them. It is of utmost importance that every Mapúaian experiences first-hand the industry he has chosen. Through practical work experience, a student gets to know and anticipates challenges in the field and is able to recognize opportunities for progress. All these are part of good planning, which is the key toward work success.

With that, Mapúa has partnered with different institutions, organizations, and companies, local and international, to give its students the best training ground before they set out to the real world. Apart from this, the Institute has also formed tie-ups with the biggest names in different institutions for its faculty development, research, and job placement of its graduating students and alumni. Some of these big industry partners and linkages are listed below. For the complete list, please visit the Mapúa website.
Admission Guidelines

Entrance examinations are administered yearly from August to April. Applicants will be informed of the date and time of the examination upon their application at the Admissions Office.

ENTRANCE EXAM REQUIREMENTS

For Incoming Freshmen

1. Fully accomplished application form (To download form, scan the Admission Forms QR code on the next page.)
2. Two identical pictures (plain background), size 1½” x 1½”
3. Application fee
4. Additional requirements:
   - For applicants who graduated from schools in the Philippines or schools abroad under DepEd:
     a. Graduation Year is 2014
     b. Certificate of Good Moral Character
     c. Original or certified true copy of passport
   - For foreign nationals:
     i. Original and photocopy of passport
     ii. Certificate of Good Moral Character
     iii. For applicants who graduated from schools abroad:
        a. Transcript of Records
        b. Certificate of completion of secondary education (high school or its equivalent)
        c. Certificate of Good Moral Character

Processing of Applications

1. Original 4th year high school report card with the applicant’s eligibility for admission to college duly signed by the principal.
2. Certificate of Good Moral Character recently issued by the high school (with school seal)
3. Mapúa Examination Permit or Examination Result Letter or Notice of Results
4. Fully accomplished Student Data Sheet/Enrollment Form

For graduates of Non-Formal Education Accreditation and Equivalency Programs:

a. Transcript of Records
i. No failing grade
ii. Weighted average of at least 2.00 or its equivalent, excluding Religion, PE, and NSTP
b. Photocopy of Certificate of Good Moral Character

For graduates of Associate Degree Programs:

a. Transcript of Records
i. No failing grade
ii. Weighted average of at least 2.00 or its equivalent, excluding Religion, PE, and NSTP
b. Certificate of Good Moral Character

For graduates of Non-Formal Education and Equivalency Programs:

a. Transcript of Records
i. No failing grade
ii. Weighted average of at least 2.00 or its equivalent, excluding Religion, PE, and NSTP
b. Certificate of Good Moral Character

For Filipinos who graduated from schools in the Philippines or schools abroad under DepEd:

a. Graduation Year is 2014
b. Certificate of Good Moral Character

c. Recently issued Certificate of Good Moral Character

d. Photocopy of Certificate of Transfer Credential

e. Original or certified true copy of passport

For graduates of Non-Formal Education Accreditation and Equivalency Program:

a. Certificate of Rating (with passing marks in all subjects)
b. Photocopy of diploma
c. Certificate of Good Moral Character

d. Two (2) identical pictures

For Filipinos who graduated from schools abroad:

a. Transcript of Records
b. Certificate of Good Moral Character

c. Certificate of Transfer Credential

d. Photocopy of Certificate of Good Moral Character

e. Original or certified true copy of passport

For graduates of Associate Degree Programs:

a. Transcript of Records
i. No failing grade
ii. Weighted average of at least 2.00 or its equivalent, excluding Religion, PE, and NSTP

Note:
1. For enrollees beginning 2nd or 3rd term: You also need to submit the official Results of Basic Medical Laboratory Work-up (CBC, Urinalysis, Chest X-Ray: PA View) from any major hospital.
2. For valedictorians and salutatorians of duly accredited Philippine high schools with at least 60 graduating students: You are also required to submit a certification of honors indicating the total number of graduates signed by the high school principal (with school seal).
3. For scholars, scan the Scholarship QR code at the bottom of the page to see the list of other requirements.

OTHER APPLICANTS

Transferees and bachelor degree holders from other schools may be subjected to different types of exams depending on the applied academic programs.

TRANSFEREEs

1. Original transcript of records
a. No failing grade
b. Weighted average of at least 2.00 or its equivalent, excluding Religion, PE, and NSTP

2. Original Certificate of Good Moral Character issued by the college Student Affairs Office (with school seal)
3. Letter of Intent addressed to the Executive Vice President for Academics Affairs (EVPPA). Please state the program applied for.
4. Once approved by the EVPPA, additional requirements:
   a. Original or certified true copy of detailed course (subject) descriptions
   b. Original of Honor roll or certificate of Transfer Credentials
   c. Original or certified true copy of passport

Note:
1. Transferees and Bachelor Degree holders from other schools must submit the official results of their basic medical laboratory work-up (CBC, Urinalysis, Chest X-Ray: PA View) from any major hospitals upon enrollment.

BACHELOR’S DEGREE HOLDERS FROM OTHER SCHOOLS

1. Original transcript of records
a. No failing grade
b. Weighted average of at least 2.75 or its equivalent, excluding Religion, PE, and NSTP

2. Additional requirements after passing the entrance examination:
   a. Two recommendation letters from previous school (forms issued by the Admissions Office)
   b. Original copy of Honor roll or Certificate of Transfer Credential
   c. Original or certified true copy of passport

For Filipinos who graduated from schools abroad under DepEd:

a. Transcript of Records
b. Certificate of Good Moral Character

c. Recently issued Certificate of Good Moral Character

d. Photocopy of Certificate of Transfer Credential

e. Original or certified true copy of passport

For foreign nationals:

a. Transcript of Records
b. Certificate of Good Moral Character

c. Recently issued Certificate of Good Moral Character

d. Photocopy of Certificate of Transfer Credential

e. Original or certified true copy of passport

For graduates of Non-Formal Education Accreditation and Equivalency Programs:

a. Certificate of Rating (with passing marks in all subjects)
b. Photocopy of diploma
c. Recently issued Certificate of Good Moral Character

For graduates of Associate Degree Programs:

a. Transcript of Records
i. No failing grade
ii. Weighted average of at least 2.00 or its equivalent, excluding Religion, PE, and NSTP
b. Certificate of Good Moral Character
**Intramuros**
The Mapúa Intramuros campus is strategically located at the heart of the City of Manila, specifically within the walls of historic Intramuros. Its immediate neighbors are the Department of Labor and Employment (DOLE), Manila Bulletin Publishing Corp., and Manila High School. Within reach from the campus are historic places such as the Fort Santiago, San Agustin Church, Manila Cathedral, and places such as the Fort Santiago, San Agustin Church, Manila Cathedral, and amusement parks such as Robinson's Place Ermita, Harrison Plaza, and recreational centers such as SM City Manila.

**How to get there**
From Quezon City (northern part of the metropolis), one can take any TM Kalaw- or Vito Cruz-bound public utility vehicle (PUV) going to Victoria Street, fronting Manila City Hall. For those using the MRT, they may get off at Taft Avenue Station then tread the bridge connecting to LRT Line 1. From there, get off at the Central Station and take a 15-minute walk via the city hall underpass.

**Housing**
Dormitories, boarding houses, and apartments are located along Victoria, Magallanes, and Solana Streets in Intramuros. Students also have the option to stay in nearby districts like Binondo, Sta. Cruz, Valenzuela, or Mahnila-bound PUV going to Victoria Street, fronting Manila City Hall. From there, it is a five-minute walk to Manilla Street. From the southern part of the metropolis, one can hail any PUV bound for Quirino, Lawton, Sta. Cruz, or Divisoria going to the Manila City Hall. From there, it is a 10-minute walk via the city hall underpass.

For those taking the LRT Line 1, they may get off at the Central Station and take a 15-minute walk via the city hall underpass.

For those taking the LRT Line 2, they may get off at Domixon Jose Station and take any TM Kalaw-, Vito Cruz-, or Mahnila-bound PUV going to Victoria Street.

**Makati**
The Mapúa Makati campus, located in the country’s premier city and financial district, occupies the former RCBC building along Sen. Gil Puyat Ave. (Buendia) and Nicanor Garcia St. (Buendia). Among its immediate neighbors are the World Center, the Yupangco Building, the Ospital ng Makati, and the newly built Jazz Condominium. Accessible from the campus are malls and recreational centers such as the Ayala Center, where Global Building is located, SM Department Store Makati, Landmark, Greenbelt Mall, and Rockwell Center.

**How to get there**
For those taking the EDSA route, they may take the MRT or a public utility bus and get off at Sen. Gil Puyat Ave. (Buendia), and hail any PUV going to Crispa, Washington, or Taft Ave. For those taking the Taft Ave. route, they may take the LRT Line 1 or any PUV and get off at Sen. Gil Puyat Ave. (Buendia), and hail any PUV going to Bel-Air and get off in front of the campus. For those using the LRT, they may get off at Bel-Air Station and hail any PUV going to Taft or Washington, and get off in front of the campus.

**Housing**
Students may stay in apartments, boarding houses, or dormitories in nearby barangays such as Sta. Cruz, Valenzuela, Olympia, Poblacion, La Paz, San Miguel, or San Antonio.
Mapúa Institute of Technology

Founded on January 25, 1925, Mapúa Institute of Technology remains to be the leading technological academic institution and biggest engineering school in the Philippines. It envisions to become a global center of excellence in education. To ensure professional readiness of its students, it adopted the outcomes-based approach to education, the first academic institution in the country to do so. It also pursued and succeeded in getting 10 of its engineering and computing programs accredited by widely recognized accrediting body – the US-based ABET. Mapúa is the first school in the Philippines and entire Southeast Asia to receive the ABET accreditation for its programs.

With its strong systems and processes, global outlook on education, world-class curricula, highly trained professors, and state-of-the-art facilities, Mapúa provides unparalleled opportunities and a decided advantage to its graduates.

Admissions Office
Mapúa Institute of Technology
Muralla Street, Intramuros, Manila, 1002 Philippines
Tel.: +63 2 524-5570
Email: admissions@mapua.edu.ph

If you have BIG DREAMS, start HERE.
www.mapua.edu.ph