





MAPÚA UNIVERSITY

Always Building the Future

ACADEMIC HANDBOOK

A.Y 2026 - 2027

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MESSAGE OF THE PRESIDENT



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

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

Let me break it down for you.

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

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

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

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

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

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

Dr. Dodjie S. Maestrecampo

President and CEO



MAPÚA THROUGH TIME

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

1925

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



1926

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

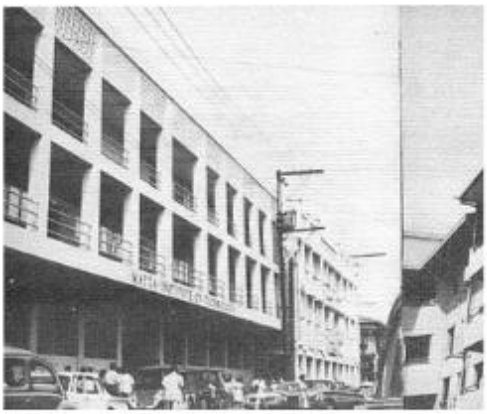
1928

Mapúa opened the doors of its high school department.

1929

Mapúa had its first licensed Civil Engineers, earning a passing rate of 92%,





1930s

- The Doroteo Jose campus was constructed housing new classrooms, drafting rooms, laboratories and other facilities.
- Civil engineering graduates topped the board examinations solidifying Mapúa's claim of being a premier engineering and technological school in the Philippines.
- Mapúa joined the National Collegiate Athletics Association (NCAA)



1940s

- Mapúa became the first private institution to offer electrical engineering and mechanical engineering in the country.
- MIT had its first high school graduates.
- Mapúa Cardinals won their first NCAA basketball championship

1950s

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



1953

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

1958

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

1960s

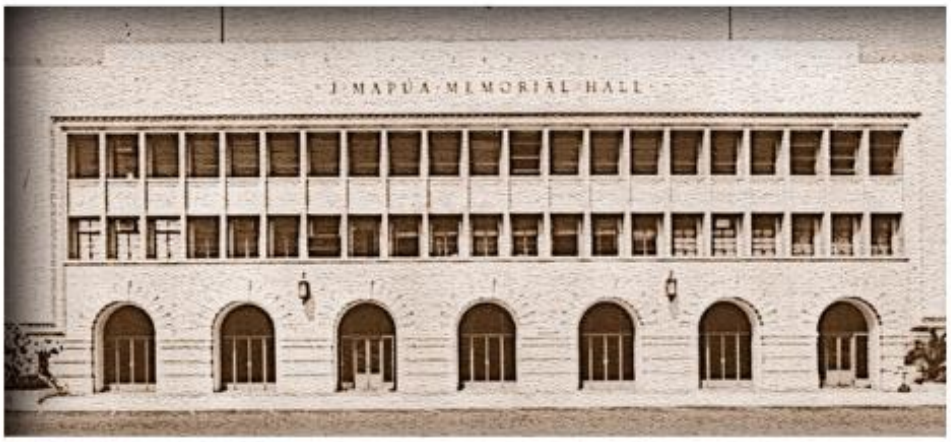
From 75 students and 15 college instructors in 1925, MIT now has 15, 713 students and 336 instructors.

1963

Mapúa becomes the first educational institution in Southeast Asia to acquire an electronic digital computer - the IBM 650.



COMPUTER ACQUISITION — Executive Vice President Oscar B. Mapua signs the papers on the acquisition of a computer. Registrar Edilberto de Jesus and the IBM officials look on.



1967

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



1968 - 1989

- Engineering testing services were first offered.
- MIT continued to display its remarkeable performance with Mapúans bagging the number one spot in Engineering board examinations.
- Mapúa institutes the Center for Continuing Education and Special Competencies (CCESC), now renamed to Innovation and Development Office for Career Advancement and Lifelong Learning (idCALL).
- Mapúa offered Master of Science in Chemistry, its first graduate program.

1996

Mapúa publishes its first two SCOPUS-indexed papers, reflecting its ability to produce papers of higher scientific quality.

1997

Mapúa establishes the Office of Social Orientation and Community Involvement Program (SOCIP) to deliver community extension services for the welfare of people and planet.



1999

The Yuchengco Group of Companies, headed by Ambassador Alfonso T. Yuchengco, takes ownership of Mapúa.



2000

Dr. Reynaldo B. Vea assumed office as the third president of Mapúa.



2002

- Mapúa pioneered the Quarter System or Quarterm in the Philippines.
- Mapúa opened its extension campus in Makati, which housed the School of Information Technology and the E.T. Yuchengco School of Business and Management.



2003

- Mapúa is granted full autonomous status by Commission on Higher Education (CHED) for its high-quality education.
- Mapúa started offering consultancy services through Mapúa TechServ..



2004

Mapúa Cheerping Cardinals became NCAA's first cheerleading competition champion.

2005

Mapúa offers its first two doctorate degrees, the Doctor of Philosophy in Chemistry and Doctor of Philosophy in Environmental Engineering.

2006

- Mapúa offers its first two doctorate degrees, the Doctor of Philosophy in Chemistry and Doctor of Philosophy in Environmental Engineering.
- Mapúa opens the Malayan High School of Science, its wholly owned science high school in Pandacan, Manila.
- Mapúa founds Malayan Colleges Laguna, carrying its renowned topnotch education in engineering, maritime, and technological programs in Southern Luzon.



2008

Mapúa offers Bachelors of Science in Biological Engineering, the first in the Philippines.

2009

Mapúa's Civil Engineering program is granted Level IV accreditation by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). this demonstrates its prestige and authority as a very high academic program in the country.

2010

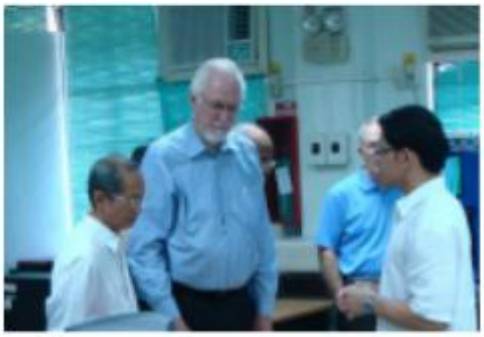
- Mapúa becomes the first school in Southeast Asia to receive accreditation for its Electronics Engineering, Electrical Engineering, and Computer Engineering programs. This international accreditation provides assurance that these programs meet the quality standards of the professions for which they prepare graduates.
- Mapúa starts offering international academic programs: international on-the-job (OJT) trainings, international plant visits, and student exchange.
- Industrial Engineering students are sent to Singapore for Mapúa's first international OJT.

2011

- ABET-EAC granted accreditation to five more engineering programs and two computing programs.
- Industrial Engineering students are sent to Singapore for Mapúa's first international OJT.

2012

Patenting services were started.



2014

- Mapúa received the highest level of accreditation from the Philippine Technological Council – Accreditation and Certification Board for Engineering and Technology (PTC-ACBET) for its Industrial, Civil, Electrical and Electronics Engineering Program. Mapúa is the first private institution in the Philippines to receive accreditation from PTC-ACBET.
- Mapúa records six first placers in licensure examinations for chemical engineers, civil engineers, electrical engineers, mechanical engineers, sanitary engineers, and geologists.



2015

Mapúa opened Yuchengco Innovation Center (YIC) to actively participate in the global conduct of research.



2016

- Four more programs of Mapúa were granted PTC-ACBET accreditation: Chemical Engineering, Computer Engineering, Mechanical Engineering, and Environmental and Sanitary Engineering programs. Mapúa now has eight engineering programs with full accreditation from the PTC-ACBET.
- Mapúa's Computer Science, Information Systems, and Information Technology programs received accreditation from the Philippine Computer Society Information and Computing Accreditation Board (PICAB). PICAB is a provisional signatory member of the Seoul Accord.
- CHED granted Center of Excellence (COE) status to eight of Mapúa's undergraduate programs: Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Environmental and Sanitary Engineering, Information Technology, and Mechanical Engineering. Mapúa currently has the most number of engineering programs with COE status.
- Mapúa opened its Senior High School, supporting the country's implementation of the K to 12 system of basic education.
- Mapúa's Team Aguila ranked 2nd among 35 competitors in the Prototype Gasoline Category on the seventh year of Shell Eco-Marathon (SEM) Asia. The annual energy efficiency competition challenges students from different colleges and universities from 17 participating countries across Asia and Australia to build a car designed to run the longest distance with the least amount of fuel.



2017

Helen Yuchengco Dee assumed office as the new chairperson of Mapúa University Board of Trustees.

2017

- On May 18, CHED granted university status to Mapúa. Mapúa Institute of Technology became Mapúa University.
- Mapúa became the institution to have the most number of ABET-accredited programs in a single campus in the country, with 11 ABET-EAC-accredited engineering programs: Biological Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Environmental and Sanitary Engineering, Industrial Engineering, Manufacturing Engineering, Materials Science and Engineering, and Mechanical Engineering; and three ABET-CAC-accredited computing programs: Computer Science, Information Systems, and Information Technology.
- Mapúa was awarded an overall rating of three stars for excellence by Quacquarelli Symonds (QS). The University received a five-star rating for three major categories: employability, social responsibility, and facilities. It has also earned four stars in inclusiveness and teaching categories.
- Mapúa had its first application for patent in the University's Universal Structural Health Evaluation and Recording System (USHER).
- Mapúa moved to transform the university into a Digital, Research-Driven, Outcomes-Based, and International Domain (D.R.O.I.D.).
- Mapúa established Digital Days, delivering simultaneous online lectures to about 2,300 students in about 100 classes in a single timeslot.
- Mapúa launched Digital Academics, its online education platform, with the initial offering of fully online Master of Engineering in Industrial Engineering program, the Philippines' first fully online graduate program in engineering.







2018

- Mapúa University entered the list of QS Asia Top 500 Universities, earning a spot in Rank 401-450.
- Mapúa implemented Digital Rush, a set of fully online courses offered to undergraduate students during the morning and evening rush hours. This enables students to avoid traffic.
- Mapúa launched the Master in Business Analytics (MAN) program, the Philippines' first graduate program in business analytics.
- Mapúa became the first university in the Philippines to be granted an ISO certification on environmental management systems (ISO 14001:2015) by TÜV-SÜD. Mapúa also upgraded its ISO certification on quality management systems, from 9001:2008 to 9001:2015.
- Mapúa University opened its subsidiary school in Davao City, the Malayan Colleges Mindanao, offering programs in engineering and architecture, arts and sciences, and computer studies.





2019

- Mapúa University was included in the Sustainable Development Goals (SDGs) ranking in the first ever Times Higher Education (THE) University Impact Rankings. Mapúa placed 301+ for the SDG Partnership for the Goals. The 2019 THE University Impact Rankings recognized universities across the world for their social and economic impact, based on the United Nations' Sustainable Development Goals.
- Mapúa's BS Civil Engineering program was recognized by United Kingdom's Institution of Civil Engineers (ICE). Recognition is given to civil engineering degrees accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET), ensuring graduates of the programs their global professional qualification.
- Mapúa University unveiled its project Universal Structural Health Evaluation and Recording System or USHER, a major breakthrough in disaster preparedness that determines the structural integrity of buildings and other infrastructure in hopes of reducing casualties in the event of a devastating earthquake.
- Mapúa kicked off its first Paskong Mapúan, an annual university-wide tradition of celebrating Christmas and of thanksgiving.







2020

- Mapúa enters the global Times Higher Education (THE) Impact Rankings 2020, ranking in five Sustainable Development Goals out of 17: SDG 6–Clean Water and Sanitation (Rank 101-200 out of 330 institutions); SDG 7–Affordable and CleanEnergy (Rank 201-300 out of 361 institutions); SDG 8– Decent Work and Economic Growth (Rank 401+ out of 479 institutions); SDG 12–Responsible Consumption and Production (Rank 301+ out of 360 institutions); and SDG 17–Partnership for the Goals (Rank 601+ out of 806 institutions). Overall, Mapúa places 601+ out of 766 participating institutions worldwide.

- Mapúa University is lauded by US-based education and technology company Cengage for having the highest digital activation initiatives in a single campus in the Philippines and in Asia, recognizing it as among Asia's most digital-ready universities.

- Mapúa University moves up from being a 3-Star to a 4-Star institution under the QS Intelligence Unit's (QSIU) QS Stars Rating System. The QSIU is an independent organization providing global intelligence in line with the higher education sectors around the world. A 5 Stars rating is given to Mapúa under the Employability, Facilities, and Social Responsibility categories for its graduates' readiness for work, various facilities, and environmental impact and efforts in the community. It is also awarded a 4 Stars rating under the Teaching and Inclusiveness categories and a 3 Stars rating for Internationalization and Academic Development, considering the University's international collaboration, international faculty international diversity, and faculty development.

- Mapúa University has started offering six Commission on Higher Education (CHED)-approved fully online bachelor's degree programs in Computer Engineering, Electrical Engineering, Electronics Engineering, Industrial Engineering, Computer Science, and Information Technology, with credentials equal to their regular undergraduate program counterparts.

2021

- Mapúa has been included in the 2021 QS Asia University Rankings, ranking in the Top 501-550.
- Mapúa Makati has transferred to its new location at Pablo Ocampo Sr. Extension.
- Mapúa has entered the global Times Higher Education (THE) University Impact Rankings for second year straight, increasing its significance by ranking in six of the 17 SDG categories (from five SDGs in 2020): SDG 3 – Good Health and Well-being (Rank 601- 800); SDG 6 – Clean Water and Sanitation (Rank 301-400); SDG 7 – Affordable and Clean Energy (Rank 401+); SDG 8 – Decent Work and Economic Growth (Rank 601+); SDG 12 – Responsible Consumption and Production (Rank 301-400); and SDG 17 – Partnerships for the Goals (Rank 601-800). It placed 801-1000 out of 1,115 participating universities from 94 countries.







2022

- Mapúa partnered with Arizona State University, through Cintana Education, as it launches its programs in business and health sciences.
- Mapúa improves to Rank 601-800 in the THE Impact Rankings 2022, its third straight appearance in the rankings.
- Mapúa realized its vision of becoming one of the best universities in the world, placing 1501+ in the THE World University Rankings 2023. It also ranked in three subject areas—Computer Science (801+), Engineering (1001+), and Physical Sciences (1001+).
- Mapúa emerged as a top 100 Southeast Asian university, marking its fifth straight appearance in the QS Asia University Rankings.
- In partnership with the Fintech Alliance Philippines and powered by the Cambridge Centre for Alternative Finance at the University of Cambridge Judge Business School, Mapúa launched its Fintech and Regulatory Innovation (FTRI) Program.
- Mapúa ÚOx won the Gold Award for Digital Readiness from the prestigious Wharton-QS Reimagine Education Awards 2022, giving the Philippines its first top-category award in the global competition.





2023

- On its 98th founding anniversary, Mapúa commences its centennial celebration by unveiling the logo and theme, "Always Building the Future."
- Mapúa launches its undergraduate program on Energy Engineering, the first of its kind in the Philippines.
- Mapúa has produced its 400th topnotcher in 11 of Professional Regulation Commission-administered licensure examinations since 2000.
- Mapúa places in the THE Impact Rankings for the fourth straight year, landing in the 801-100 bracket.
- Mapúa debuts in the THE Asia University Rankings, placing in the 601+ bracket and joining three other Philippine universities in the rankings.
- Dr. Dodjie S. Maestrecampo becomes the first true-blue Mapúan to serve the University as its fourth president.

2024

- Mapúa, for the second year in a row, is recognized by the THE World University Rankings as one of the best schools in the world, placing 1501+, and joining four other Philippine universities. It also secured positions in three subject areas, clinching the top spot in the country for Physical Sciences (Rank 801-1000) and sharing the top spot in Computer Science (Rank 801-1000) and Engineering (Rank 1001+) with other esteemed local universities.

- Mapúa expanded its School of Health Sciences in collaboration with Arizona State University with the launch of two new programs: BS Physical Therapy and BS Pharmacy. Strengthening its commitment to healthcare education, the university has also established its School of Medicine, further advancing its role in shaping future medical and health professionals.

- Mapúa University, Mapúa Malayan Colleges Laguna, and Mapúa Malayan Colleges Mindanao became the first school system in the country to receive certifications from Quality Matters (QM). QM is an internationally recognized organization that evaluates and awards innovative, top-tier online courses from institutions around the globe, ensuring they meet the demands of today's digital learning environment.



2025



- Mapúa marks a century of shaping future leaders, innovators, and changemakers. As it celebrates this milestone, the university reaffirms its commitment to academic excellence, cutting-edge research, and global competitiveness.
- For the third consecutive year, Mapúa is recognized in the Times Higher Education (THE) World University Rankings, placing 1501+ globally alongside four other top Philippine universities.
- Mapúa continues to lead in specialized fields, securing the highest rank in the THE-WUR by Subject among Philippine universities in Physical Sciences (Rank 801-1000), Computer Science (Rank 801-1000) and Engineering (Rank 1001-1250).
- Mapúa launches the new School of Tourism and Hospitality Management (STHM), extending its 100-year legacy of academic excellence into the world of service, travel, and global experience.
- Mapua was certified in ISO 21001:2018 demonstrating the university's dedication to educational quality, learner satisfaction, and continual improvement. The university also maintained its certification in ISO14001:2015.





QS WORLD UNIVERSITY RANKINGS 2026 RANKED

QS WORLD UNIVERSITY RANKINGS ASIA RANKED 2026

QS WORLD UNIVERSITY RANKINGS ASIA 2026 RANKED BY SOUTH-EASTERN ASIA

QS WORLD UNIVERSITY RANKINGS SUSTAINABILITY RANKED 2026

QS WORLD UNIVERSITY RANKINGS SUSTAINABILITY RANKED OVERALL 2026

QS ★★★★ RATED VERY GOOD

THE World University Rankings 2026 Top 1501+

THE World University Rankings 2026 by Subject

Times Higher Education Impact Rankings 2025 Top 801-1000

ABET Engineering Accreditation Commission

ABET Computing Accreditation Commission

TÜV SÜD ISO 14001 ISO Certification on Environmental Management Systems (EMS) - ISO 14001:2015

TÜV SÜD ISO 21001 ISO Certification on Educational Organizations Management Systems (EOMS) - ISO 21001:2018

MAPÚA IN INTRAMUROS

658 Muralla St, Intramuros, Manila

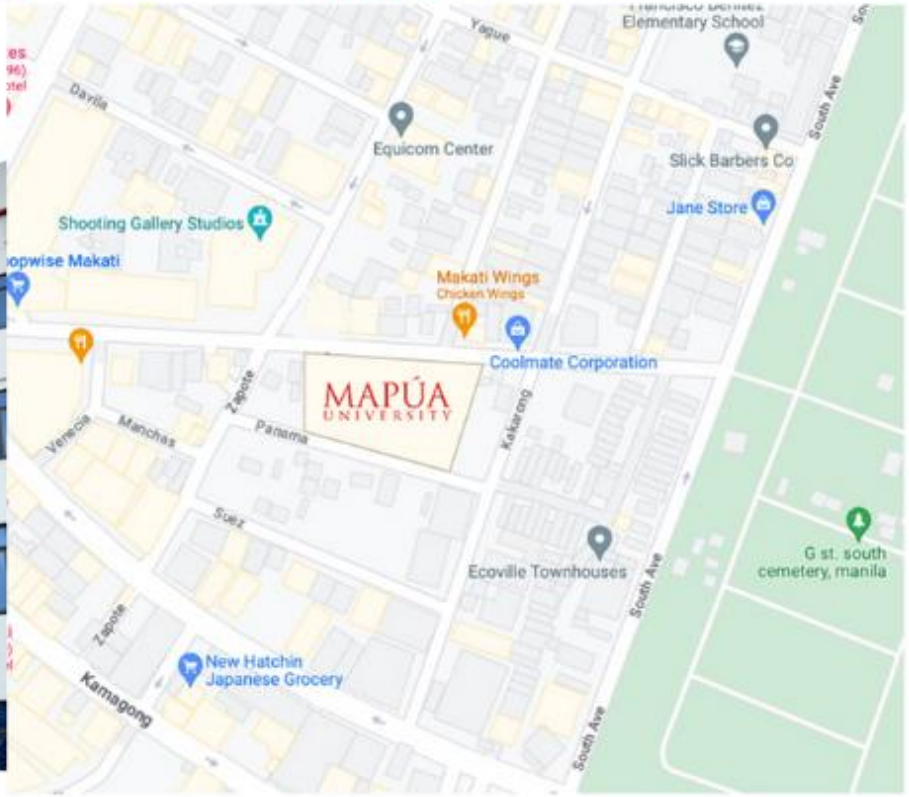




1191 Pablo Ocampo Sr. Extension, Brgy. Sta. Cruz, Makati City

MAPÚA IN MAKATI





MAPÚA IN AYALA MALLS MANILA BAY

Abueva Road cor. Asean Avenue, Aseana City, Parañaque City










MAPÚA UNIVERSITY

Always Building the Future

PART A
INTRODUCTION

VISION, MISSION, EDUCATIONAL PHILOSOPHY, AND CORE VALUES

Vision

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

Mission

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

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

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

Educational Philosophy

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

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

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

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

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

Alignment of Educational Philosophy to Mission Statements

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

Core Values

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

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

MAPÚA emphasizes the importance of the following core values:

DISCIPLINE
EXCELLENCE
COMMITMENT
INTEGRITY
RELEVANCE

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

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

Passion for Excellence
Sense of Urgency
Professional Discipline
Teamwork
Loyalty

HISTORY

Founded in 1925 by Don Tomas Mapúa, an architecture graduate of Cornell University in the United States and the first registered architect of the Philippines, Mapúa University is the Philippines' premier engineering and technological school.

Mapúa is a topnotch, globally recognized University. In 2022, it has realized its vision of becoming one of the best universities in the world, placing 1501+ in the Times Higher Education (THE) World University Rankings 2023.

Mapúa has been recognized as a top 100 university in Southeast Asia, placing in the Quacquarelli Symonds (QS) Asia University Rankings for the fifth straight year in 2022. In 2020, it has been named as a 4-Star institution under the QS Intelligence Unit (QSIU) QS Stars Rating System, coming from 3 Stars in 2017. The University garnered high ratings under eight performance categories: 5 QS Stars rating under Employability, Facilities, and Social Responsibility categories; 4 QS Stars rating under Teaching and Inclusiveness categories; 4 QS Stars rating under the Program Strength category for its Bachelor of Science in Computer Science program; and 3 QS Stars rating under Internationalization and Academic Development categories.

The University unceasingly fosters its tradition of excellence in engineering, sciences, architecture and design, information technology, media studies, liberal arts and education, business, and health sciences.

Mapúa's undergraduate programs are recognized by various local and international accreditation bodies. It is the first school in Southeast Asia to obtain accreditation from the United States-based ABET (www.abet.org). To date, the University offers 11 engineering programs accredited by the Engineering Accreditation Commission of ABET, namely, Biological Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Environmental and Sanitary Engineering, Industrial Engineering, Manufacturing Engineering, Materials Science and Engineering, and Mechanical Engineering. It also offers 3 computing programs accredited by the Computing Accreditation Commission of ABET, namely, Computer Science, Information Systems, and Information Technology.

It also has the most number of engineering programs recognized as Centers of Excellence by the Philippines' Commission on Higher Education (CHED): Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Environmental and Sanitary Engineering, and Mechanical Engineering. Mapúa is also a named Center of Excellence for Information Technology Education with Computer Science, Information Systems, and Information Technology as program offerings in the field.

Championing sustainable engineering and innovations, Mapúa advocates for environment protection and preservation. Mapúa was granted an ISO certification on environmental management systems (ISO 14001:2015), testifying to its dedication in reducing its carbon footprint, and has upgraded its ISO certification on quality management systems (ISO 9001:2008 to 9001:2015), demonstrating its processes and management systems' adherence to international standards. For five straight years, Mapúa has been included in the THE Impact Rankings, a global performance table that evaluates universities based on their alignment with the United Nations' Sustainable Development Goals, since its inception in 2019.

Mapúa programs are powered by cutting-edge 21st century innovations for teaching and learning. Through the Cardinal EDGE (Education in a Digital and Global Environment), Mapúa provides a virtual classroom that can deliver real-time video conferencing across 100 classes involving 2,300 students in a single period. It launched Digital Day, initiative to continuously deliver classes in the event of sudden face-to-face class suspensions due to unforeseen situations such as calamities and threats and Digital Rush, its online undergraduate classes scheduled from 7 a.m. to 9 a.m. and from 7 p.m. to 9 p.m., for its students to avoid the traffic rush hours.

The University also established Mapúa ÚOx or Ubiquitous Online Experience to offer asynchronous fully online graduate and undergraduate programs that allow students to learn at their own pace and space. It houses a total of 9 fully online master's degree programs in engineering and IT: Master of Engineering (MEP) programs in Computer Engineering, Electrical Engineering, Electronics Engineering, and Industrial Engineering; Master of Science (MS) programs in Computer Engineering, Electrical Engineering, Electronics Engineering, and Mechanical Engineering programs; and Master in Information Technology (MIT). Mapúa is the first to offer CHED-approved fully online bachelor's degree programs in engineering and information technology in the country, namely, Computer Engineering, Electrical Engineering, Electronics Engineering, Industrial Engineering, Computer Science, and Information Technology.

The University ensures its graduates are of high caliber, ready to take lead roles in the global arena. To date, it has produced a total of 400 board topnotchers across 11 of Professional Regulation Commission (PRC)-administered licensure examinations since 2000. Its students are also prepared for the world of practice through their exposure to international programs, such as, international on-the-job trainings, international plant visits, summer school, English camp, study abroad program, and dual-degree programs. Mapúa also exposes them to research, development, and innovation (RDI) initiatives as their training ground to become future enablers of state-of-the-art solutions to problems of industries and communities.

OFFICE OF PLANNING AND QUALITY MANAGEMENT (OPQM)

The Office for Planning and Quality Management of Mapúa University **orchestrates strategic planning, quality assurance, academic accreditation, and international ranking efforts** to bolster the institute's performance and global standing.
This multifaceted approach ensures alignment of administrative and academic goals, adherence to high quality and accreditation standards, and enhancement of Mapúa University's reputation on the world stage.

Institutional Planning Section:
The Institutional Planning Section is primarily in charge of coordinating and monitoring planning activities. This requires enhancing the principles of integrity, coordination, and cooperation between administrative and academic divisions in planning-related operations. It also plays a crucial role in policy, programs, and project creation, establishing itself as a critical supporter and contributor to the process of continuous improvement and development.

Quality Assurance/Academic Accreditation Section:
The Quality Assurance component is responsible for ensuring the quality of academic and administrative systems and programs. This is achieved through coordinating with Internal Quality Assurance Teams to document and improve work processes, establish standards, and ensure adherence to these standards. The section also focuses on continuous development and improvement, aligning with the University's vision and mission.

The Academic Accreditation component oversees the accreditation of both institutional and academic programs, as well as managing both external and self-evaluation processes to ensure compliance with national and international accreditation standards.

International Ranking Section:
The International Ranking Section is dedicated to enhancing the university's global reputation and academic excellence. Through its focused efforts in monitoring, strategic management, reputation building, networking, participation in impactful rankings and awards, and commitment to continuous improvement, the unit plays a crucial role in positioning Mapúa University as a leading educational institution on the world stage.

MAPUA CQI Process
To complement the outcomes-based approach to education adopted by the university, the Continuous Quality Improvement Office (CQIO) was established in 2004, renamed as the Office of Planning and Quality Management (OPQM) and includes the International Ranking Management Office (IRMO). The office has the mandate to move consistently the school toward higher levels of attainment of the program educational objectives and desired student learning outcomes of the academic programs. In doing so, it ensures that the university implements the P-D-C-A (Plan-Do-Check-Act) approach, including the maintenance of its educational organizations management system (EOMS) and environmental management system (EMS) certifications. and coordinates all activities relevant to the accreditation of academic programs by both local and foreign accrediting agencies.

Continuous improvement of the program offerings includes the implementation of value-adding activities through regular consultations with the stakeholders (faculty, students, alumni, industry partners and government regulating bodies) to gather valuable inputs and suggestions. Information obtained from the stakeholders through surveys, consultative meetings and focused discussions serves as valuable input during annual planning sessions of the schools. These value-adding activities include, but are not limited, to the following:

1. Curriculum and syllabi review and revision.
2. Monitoring the extent of achievement of the student outcomes through the Student Outcomes Assessment and Evaluation Plan.
3. Tracer studies of graduates and surveys from employers when students undertake their on-the-job training (OJT); and
4. Regular meetings with the Program Academic Advisory Panel (PAAP) members to keep abreast of the industry and business community requirements and expectations.

The administration provides the essential institutional support, the financial resources and the constructive leadership to achieve quality education. Development of human and physical resources (faculty and staff development, modernization program for the laboratory facilities and equipment, enhancement of the learning resources, and enhancement of the institutional services) support the achievement of quality education.

To close the loop of the Mapua CQI process, OPQM conducts a first party (internal) quality audit, covering all academic and non-academic departments. The results of the quality audit are cascaded to all departments via audit reports. CQIO monitors, verifies and validates implemented corrective/preventive actions that generate improvement plans. Through the Management Review, OPQM provides the Administration with a status report and recommendations for continuous quality improvement.

Validity of Accredited Status of Academic Programs

Program	ABET-EAC/CAC	AUN-QA	PTC-ACBET/PICAB	PACUCOA	COE/COD
1. BS CE	Oct 1, 2008 – present by ABET-EAC		Pending final report from PTC	Level IV 2nd RA Aug 2027	COE
2. BS CPE	Oct 1, 2008 – present by ABET-EAC	Dec 18, 2026	AY2022-2023 to AY 2027-2028	Level III 1st RA Aug 2027	COE
3. BS EE	Oct 1, 2008 – present by ABET-EAC		Pending final report from PTC	Level III 1st RA Aug 2027	COE
4. BS ECE	Oct 1, 2008 – present by ABET-EAC	Dec 18, 2026	Pending final report from PTC	Level III 1st RA Aug 2027	COE
5. BS ENSE	Oct 1, 2008 – present by ABET-EAC		AY2022-2023 to AY 2027-2028	Level III 1st RA Aug 2027	COE
6. BS ME	Oct 1, 2008 – present by ABET-EAC		AY2022-2023 to AY 2027-2028	Level III 1st RA Aug 2027	COE
7. BS IE	Oct 1, 2008 – present by ABET-EAC		Pending final report from PTC	Level III 1st RA Aug 2027	COD
8. BS CHE	Oct 1, 2008 – present by ABET-EAC	Dec 18, 2026	AY2022-2023 to AY 2027-2028	Level III RA – May 2030	COE
9. BS BE	Apr 1, 2016 – present by ABET-EAC				
10. BS MSE	Oct 1, 2014 – present by ABET-EAC			Level II 1st RA Feb 2027	
11. BS MFGE	Oct 1, 2014 – present by ABET-EAC				
12. BS CS	Oct 1, 2009 – present by ABET-CAC	July 2, 2027	Feb 6, 2016 – present by PICAB	Level III RA July 2027	COE
13. BS IT	Oct 1, 2009 – present by ABET-CAC	July 2, 2027	Feb 6, 2016 – present by PICAB	Level II 1st RA Feb 2027	COE
14. BS IS	Oct 1, 2015 – present by ABET-CAC		Feb 6, 2016 – present by PICAB	Level II 1st RA Feb 2027	COE
15. BS CEM		Dec 15, 2028			
16. BS CHM		Dec 15, 2028		Level II 1st RA Feb 2027	

17. BMMA		July 2, 2027			
18. BA DF		July 2, 2027			
19. BS AR		Dec 18, 2026		Level II 1st RA Feb 2027	
20. BS BA		Dec 15, 2028		Level II 1st RA July 2027	
21. AB PSY		Dec 15, 2028		Level III RA – August 2030	
22. BS PSY				Level III RA – August 2030	

- **UNIVERSITY STATUS** – granted by CHED on **May 9, 2017**
- **AUTONOMOUS STATUS** – granted by CHED, effective from **Sept 15, 2024 – Sept 15, 2027**
- **ISO 21001:2018 and ISO 14001:2015 CERTIFICATION –** granted by TUV SUD from **July 4, 2025 – July 3, 2028**






MAPÚA UNIVERSITY

Always Building the Future

PART B
ACADEMIC POLICIES AND GENERAL INFORMATION ON UNDERGRADUATE OFFERINGS

Section I: GENERAL INFORMATION

1.Educational Philosophy

(a) The MAPÚA UNIVERSITY offers its students professional and advanced scientific and engineering education with a healthy dose of the arts, letters, philosophy, and social sciences to form men and women who shall possess not only technological expertise but also the human values and the perspectives that promote moral development.
(b) Mapúa provides quality academic curricula that are current in content and state-of-the-art in delivery.
(c) Mapúa provides a learning environment that encourages the exercise of creativity and the experience of discovery.
(d) Mapúa captures the full synergy among instruction, research and extension work to heighten the learning experience of its students.
(e) Mapúa builds linkages with industry and government in order to maintain the relevance of its academic programs and to engage in collaborative research.

2.Objectives

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

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

3.Mapúa Institutional Learning Outcomes (MILOs)

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

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

4. Mapúa Education System

Mapua University implements the quarterm system that divides the academic year into four terms. Each term is 11 weeks long.

Section II: UNDERGRADUATE PROGRAM OFFERINGS

1. TITLES AND CODES OF UNDERGRADUATE PROGRAM OFFERINGS

Mapua University offers the following undergraduate programs:

CODE	PROGRAM TITLE
AIE	BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE ENGINEERING
ACT	BACHELOR OF SCIENCE IN ACCOUNTANCY
AIS	BACHELOR OF SCIENCE IN ACCOUNTING INFORMATION SYSTEMS
AR	BACHELOR OF SCIENCE IN ARCHITECTURE
BA	BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
BE	BACHELOR OF SCIENCE IN BIOLOGICAL ENGINEERING
BAN	BACHELOR OF SCIENCE IN BUSINESS ANALYTICS WITH AI
BIO	BACHELOR OF SCIENCE IN BIOLOGY
BMA	BACHELOR OF ARTS IN BROADCAST MEDIA
BMMA	BACHELOR OF ARTS IN MULTIMEDIA ARTS
BMMABMA	BACHELOR OF ARTS IN MULTIMEDIA ARTS AND BROADCAST MEDIA (DOUBLE DEGREE)
BPE	BACHELOR IN PHYSICAL EDUCATION MAJOR IN SPORTS AND WELLNESS MANAGEMENT
CCE	BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING AND CHEMISTRY (DOUBLE DEGREE)
CE	BACHELOR OF SCIENCE IN CIVIL ENGINEERING
CEM	BACHELOR OF SCIENCE IN CONSTRUCTION ENGINEERING AND MANAGEMENT
CEMSE	BACHELOR OF SCIENCE IN CIVIL ENGINEERING AND MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)
CESE	BACHELOR OF SCIENCE IN CIVIL ENGINEERING AND ENVIRONMENTAL AND SANITARY ENGINEERING (DOUBLE DEGREE)
CHE	BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING
CHM	BACHELOR OF SCIENCE IN CHEMISTRY
CPE	BACHELOR OF SCIENCE IN COMPUTER ENGINEERING
CS	BACHELOR OF SCIENCE IN COMPUTER SCIENCE
DF	BACHELOR OF ARTS IN DIGITAL FILM
DS	BACHELOR OF SCIENCE IN DATA SCIENCE
ECE	BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING
EE	BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING
EMC	BACHELOR OF SCIENCE IN ENTERTAINMENT AND MULTIMEDIA COMPUTING
EP	BACHELOR OF SCIENCE IN ENVIRONMENTAL PLANNING
ESE	BACHELOR OF SCIENCE IN ENVIRONMENTAL AND SANITARY ENGINEERING
GEO	BACHELOR OF SCIENCE IN GEOLOGY
GSE	BACHELOR OF SCIENCE IN GEOLOGICAL SCIENCE AND ENGINEERING
HM	BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT
ID	BACHELOR OF SCIENCE IN INDUSTRIAL DESIGN
IE	BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING
INB	BACHELOR OF SCIENCE IN INTERNATIONAL BUSINESS (Formerly GLM)
INT	BACHELOR OF SCIENCE IN INTERIOR DESIGN
IS	BACHELOR OF SCIENCE IN INFORMATION SYSTEMS

IT	BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY
MDT	BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY
ME	BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING
MEBE	BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING AND BIOLOGICAL ENGINEERING (DOUBLE DEGREE)
MEMSE	BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING AND MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)
MFGE	BACHELOR OF SCIENCE IN MANUFACTURING ENGINEERING
MGTE	BACHELOR OF SCIENCE IN MANAGEMENT ENGINEERING
MKT	BACHELOR OF SCIENCE IN MARKETING
MSE	BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING
NRGE	BACHELOR OF SCIENCE IN ENERGY ENGINEERING
NRS	BACHELOR OF SCIENCE IN NURSING
PHEC	BACHELOR OF SCIENCE IN PHYSICS - BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING (DOUBLE DEGREE)
PHEE	BACHELOR OF SCIENCE IN PHYSICS - BACHELOR OF SCIENCE IN ELECTICAL ENGINEERING (DOUBLE DEGREE)
PHMS	BACHELOR OF SCIENCE IN PHYSICS - BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING (DOUBLE DEGREE)
PHR	BACHELOR OF SCIENCE IN PHARMACY
PHY	BACHELOR OF SCIENCE IN PHYSICS
PT	BACHELOR OF SCIENCE IN PHYSICAL THERAPY
PSYA	BACHELOR OF ARTS IN PSYCHOLOGY
PSYB	BACHELOR OF SCIENCE IN PSYCHOLOGY
REM	BACHELOR OF SCIENCE IN REAL ESTATE MANAGEMENT
RT	BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY
TCB	BACHELOR OF SCIENCE IN TECHNICAL COMMUNICATION
TM	BACHELOR OF SCIENCE IN TOURISM MANAGEMENT
UP	BACHELOR OF SCIENCE IN URBAN PLANNING (PREVIOUSLY ENVRONMENTAL PLANNING)

Mapua University offers the following fully online undergraduate programs:

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

Mapua University offers the following ladderized undergraduate programs:

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

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

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

2.1 BACHELOR OF SCIENCE IN ARCHITECTURE

The Architecture program is a dynamic and future-forward academic journey that prepares students to become visionary architects and leaders in the built environment. Rooted in the rich traditions of design, culture, and sustainability, the program embraces innovation and technological advancement to address the evolving challenges of contemporary society.

In response to the rapid transformation of the architectural profession, the program integrates emerging technologies such as Artificial Intelligence (AI), Building Information Modeling (BIM), and smart design systems to enhance creativity, precision, and efficiency in architectural practice. Students are equipped not only with foundational knowledge in design, history, theory, and construction, but also with critical thinking and digital fluency needed to thrive in a global and interdisciplinary context.

The Architecture program fosters a culture of design excellence, ethical responsibility, and social relevance, empowering graduates to shape sustainable, inclusive, and resilient environments. Through studio-based learning, collaborative research, and community engagement, students are challenged to become agents of change—architects who design with purpose, empathy, and innovation.

2.1.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

2.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:

A. Keep abreast with the developments in the field of architecture practice
B. Effectively communicate orally and in writing using both English and Filipino
C. Work effectively and independently in multi-disciplinary and multi-cultural teams
D. Recognize the professional, social and ethical responsibility
E. Create architectural solutions by applying knowledge in history, theory, planning, building technology and utilities, structural concepts and professional practice
F. Use concepts and p[principles from specialized fields and allied disciplines into various architectural problems
G. Prepare contract documents, technical reports and other legal documents used in architectural practice adhering to applicable laws, standards and regulations
H. Interpret and apply relevant laws, codes, charters and standards of architecture and the built environment
I. Apply research methods to address architectural problems
J. Use various information and communication technology (ICT) media for architectural solutions, presentation and techniques in design and construction
K. Acquire entrepreneurial and business acumen relevant to architecture practice

L. Involve in the management of the construction works and building administration

2.2 BACHELOR OF SCIENCE IN INDUSTRIAL DESIGN

The Industrial Design program is a forward-thinking and interdisciplinary course that prepares students to become creative problem-solvers and design innovators in a rapidly evolving global landscape. Rooted in the principles of aesthetics, functionality, and user-centered design, the program equips students with the skills to conceptualize and develop products, systems, and experiences that improve everyday life.

In response to the increasing integration of technology in design, the program incorporates emerging tools such as Artificial Intelligence (AI), virtual and augmented reality (VR/AR), sustainable materials, and human-centered design methodologies. Students are trained to balance creativity with technical proficiency, enabling them to design solutions that are not only visually compelling but also socially responsible and environmentally sustainable.

Through studio-based learning, collaborative projects, and industry immersion, Industrial Design program fosters a culture of innovation, empathy, and adaptability. Graduates are empowered to lead in diverse fields such as product design, mobility, furniture, packaging, and strategic design—ready to shape the future of design with purpose and impact.

2.2.1 PROGRAM EDUCATIONAL OBJECTIVES

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

- Analytical abilities and methodologies to design products and services that are innovative, useful, safe, aesthetically appropriate, culturally acceptable, ecologically sound and socially beneficial to serve the needs of society, consumers, manufacturers and the environment.
- Creative visualization and presentation skills as well as techniques in various forms of information communication technology (ICT) media for design concept presentations, preparation of technical drawings and models.
- Design practitioners who promote the highest ethical standards of the profession.

2.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:

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

2.3 BACHELOR OF SCIENCE IN INTERIOR DESIGN

The Interior Design is a comprehensive and forward-looking academic program that prepares students to become creative, socially responsive, and technically proficient interior design professionals. Grounded in the principles of aesthetics, functionality, and human-centered design, the program emphasizes the creation of interior environments that enhance quality of life, reflect cultural identity, and promote sustainability.

In response to the evolving demands of the design industry, the program integrates emerging technologies such as Artificial Intelligence (AI) and smart building systems to enrich the design process and improve spatial performance. Students are trained to approach interior design holistically—balancing creativity, technical knowledge, and ethical responsibility in shaping residential, commercial, institutional, and hospitality spaces.

Through studio-based learning, interdisciplinary collaboration, and real-world exposure, the Interior Design program fosters a culture of innovation, empathy, and adaptability. Graduates are equipped to lead in diverse design fields, contributing to the transformation of interior environments that are inclusive, sustainable, and responsive to the needs of contemporary society.

2.3.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

2.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:

A. Articulate and discuss the latest developments in the specific field of practice
B. Effectively communicate in oral and written English and Filipino
C. Work efficiently and independently in multi-disciplinary and multi-cultural team
D. Act in accordance with professional, social and ethical responsibility
E. Conserve and promote Philippine historical and cultural heritage
F. Identify, analyze and solve interior design problems
G. Formulate and implement design concepts, strategies and/or approached using new technology in interior design
H. Integrate theories, current issues and design philosophies
I. Demonstrate knowledge of history of arts and period styles, materials of décor, furniture design, building construction, utilities and legislation and color studies
J. Function and assimilate within a collaborative framework effectively
K. Articulate design proposals through visual, oral, written and virtual communication
L. Practice ethical professional values
M. Perform according interior design global standards
N. Exhibit sensitivity to cultural, social and environmental issues and advocacies

2.4 BACHELOR OF SCIENCE IN ENVIRONMENTAL PLANNING

The Environmental Planning program is a progressive and interdisciplinary academic course designed to prepare future planners to lead in shaping sustainable, resilient, and inclusive communities. Grounded in the principles of responsible land use, environmental stewardship, and participatory governance, the program equips students with the knowledge and skills to address complex urban and regional challenges.
In response to the growing impact of climate change, rapid urbanization, and technological disruption, the program integrates contemporary tools such as Geographic Information Systems (GIS), Artificial Intelligence (AI), and data-driven planning models to support evidence-based decision-making and strategic development. Students are trained to analyze spatial patterns, assess environmental risks, and formulate policies that promote balanced growth and ecological integrity.

Through studio work, field immersion, and collaboration with government and private sectors, the Environmental Planning program fosters a culture of innovation, civic engagement, and ethical leadership. Graduates are empowered to contribute meaningfully to national development, disaster risk reduction, climate adaptation, and sustainable urban and rural planning—ready to serve as catalysts for change in both local and global contexts.

2.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Environmental Planning program shall:

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

2.4.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:

A. articulate the latest developments in environmental planning and allied sustainable environmental design disciplines.
B. show awareness, understanding, and appreciation of professional, social and ethical responsibility and civil liability of environmental planners.
C. discuss broad and coherent knowledge and understanding in core planning practices.
D. demonstrate knowledge pertaining to sound environmental planning, sustainable environmental design, development, conservation and management.
E. conduct research for planning.
F. assist, prepare and implement plans for the natural and built environment.
G. analyze environmental planning issues and problems in the local, regional and global contexts, and possess adequate knowledge of the history and theories of environmental planning.
H. formulate design concepts, approaches, solutions and presentations applying various information and communication technology (ICT) media and ethical integration of emerging technologies such as artificial intelligence (AI) to enhance design process, sustainability, and decision-making.
I. work in multi-disciplinary and multi-cultural teams.
J. articulate policies, strategies, practices, and solutions in preserving and promoting Filipino historical and cultural heritage.

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

3.1 BACHELOR OF SCIENCE IN BIOLOGICAL ENGINEERING

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

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

3.1.1 PROGRAM EDUCATIONAL OBJECTIVES

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

1. Had substantial involvement in projects that show ability to solve problems in engineering, taking into consideration safety, health, environmental concerns and the public welfare, in adherence to national and international codes and laws.
2. Demonstrated aptitude for life-long learning via professional promotion, continuing education courses, entrepreneurship, or progress toward advanced degrees.
3. Exhibited professional conduct in the practice of Biological Engineering or related fields.

3.1.2 PROGRAM OUTCOMES

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

1. an ability to identify, formulate, and solve complex Biological Engineering problems by applying principles of engineering, science, mathematics and a Biological Engineering specialization
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies
8. an ability to articulate and discuss the latest developments in the field of Biological Engineering (PQF Level 6 descriptor)
9. an ability to apply techniques, skills and modern engineering tools necessary for Biological Engineering practice
10. an ability to demonstrate knowledge of engineering and management principles as a member and/or in a team to manage projects in multidisciplinary environments
11. an ability to participate in the generation of new knowledge or in research and development projects
12. an ability to preserve and promote the Filipino historical and cultural heritage (based on RA 7722)

3.2 BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING

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

3.2.1 PROGRAM EDUCATIONAL OBJECTIVES

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

1. Had substantial involvement in projects that show the ability to solve problems in chemical engineering, taking into consideration safety, health, environmental concerns, and the public welfare, in adherence to national and international codes and laws

2. Demonstrated aptitude for life-long learning via professional promotion, continuing education courses, entrepreneurship or progress towards advanced degrees
3. Exhibited professional conduct in the practice of chemical engineering or related fields
4.

3.2.2 PROGRAM OUTCOMES

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

1. an ability to identify, formulate, and solve complex Chemical Engineering problems by applying principles of engineering, science, mathematics and a Biological Engineering specialization
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies
8. an ability to articulate and discuss the latest developments in the field of Chemical Engineering (PQF Level 6 descriptor)
9. an ability to apply techniques, skills and modern engineering tools necessary for Chemical Engineering practice
10. an ability to demonstrate knowledge of engineering and management principles as a member and/or in a team to manage projects in multidisciplinary environments
11. an ability to participate in the generation of new knowledge or in research and development projects
12. an ability to preserve and promote the Filipino historical and cultural heritage (based on RA 7722)

3.3 BACHELOR OF SCIENCE IN CHEMISTRY

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

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

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

3.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three years after graduation, the graduates of Chemistry program shall have:

1. Obtained the current qualification requirements of professional chemists for local and/or overseas employment
2. Demonstrated professional success via promotions and/or positions of increasing responsibility or engagement in entrepreneurship
3. Demonstrated life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses, or industrial training courses

3.3.2 PROGRAM OUTCOMES

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

A. Broad and coherent knowledge and understanding in the core areas of chemistry; inorganic, organic, physical, biological, and analytical chemistry; and in addition, the necessary background in mathematics and physic
B. An ability to gather data using standard laboratory equipment, modern instrumentation, and classical techniques

C. An ability to identify and solve problems involving chemistry, using current disciplinary and interdisciplinary principles
D. The capacity to qualify for further study and/or for entry-level professional employment in the general workplace
E. An ability to work effectively and independently in multi-disciplinary and multi-cultural teams
F. An understanding of professional and ethical responsibility.
G. An ability to effectively communicate orally and in writing using both English and Filipino
H. An ability to articulate and discuss the latest developments in the specific field of practice (PQF level 6 descriptor)
I. An ability to interpret relevant scientific data and make judgments that include reflection on relevant scientific and ethical issues
J. The capacity to preserve and promote "Filipino historical and cultural heritage"

3.4 BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING

The synthesis of knowledge on how the properties of materials relate to its structure and apply this to materials processing and performance is the core teaching and collective outcome of the Materials Science and Engineering program of the university. The program equips students with the knowledge and the analytical and problem-solving skills to take on various roles in a wide range of scientific and technological fields such as in nanotechnology, biotechnology, chemical technology, electronics, automotive, intelligent machines and robots, construction, and other engineering disciplines. The program provides instructional facilities where students can experience hands-on training on the development, modification, testing and evaluation of different materials for the improvement of a wide array of products and devices – from the smallest parts of a computer microchip, solar cells, batteries and supercapacitors, up to the material components of automobiles, airplanes, and even the biggest buildings and infrastructures. Integrating advanced sciences, mathematics and engineering, the program curricula are also designed to produce graduates with capabilities to take on roles in research and development, quality control, technical sales and marketing, consultancy, management, and entrepreneurship. Overall, the entire program of study trains the students to become adept in creating new materials to satisfy the needs of different industries and institutions.

3.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three years after graduation, the graduates of the Materials Science and Engineering program shall have:

1. Had substantial involvement in projects that show ability to solve problems in engineering, taking into consideration safety, health, environmental concerns and the public welfare, in adherence to national and international codes and laws.
2. Demonstrated aptitude for life-long learning via professional promotion, continuing education courses, entrepreneurship, or progress toward advanced degrees.
3. Exhibited professional conduct in the practice of Materials Science and Engineering or related fields.

3.4.2 PROGRAM OUTCOMES

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

1. an ability to identify, formulate, and solve complex Material Engineering problems by applying principles of engineering, science, mathematics and a Material Engineering specialization
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies
8. an ability to articulate and discuss the latest developments in the field of Material Engineering (PQF Level 6 descriptor)
9. an ability to apply techniques, skills and modern engineering tools necessary for Material Engineering practice
10. an ability to demonstrate knowledge of engineering and management principles as a member and/or in a team to manage projects in multidisciplinary environments

11. an ability to participate in the generation of new knowledge or in research and development projects
12. an ability to preserve and promote the Filipino historical and cultural heritage (based on RA 7722)

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

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

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

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

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

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

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

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

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

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

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

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

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

4.1 BACHELOR OF SCIENCE IN CIVIL ENGINEERING

The Civil Engineering program, recognized by UK's Institution of Civil Engineers (ICE) in 2019, aims to provide the highest quality, broad-based technical, scientific, and liberal education to enable students to qualify for graduate or advanced

education and professional work in a wide range of civil engineering activities. It adopts an outcomes-based learning experience program covering structural engineering, geotechnical engineering, transportation engineering, water resources engineering, construction engineering and management, and environmental engineering.

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

4.1.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

4.1.2 PROGRAM OUTCOMES

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

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively in a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8. Articulate and discuss the latest developments in the field of civil engineering (PQF Level 6 descriptor).
9. Apply techniques, skills and modern engineering tools necessary for civil engineering practice.
10. Demonstrate knowledge of engineering and management principles as a member and/or in a team to manage projects in multidisciplinary environments.
11. Graduates of universities shall be able to participate in the generation of new knowledge or in research and development projects.
12. Graduates of HEIs shall preserve and promote the Filipino historical and cultural heritage (based on RA 7722).

4.2 BACHELOR OF SCIENCE IN ENVIRONMENTAL AND SANITARY ENGINEERING

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

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

4.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three to five years after graduation, the graduates of Environmental and Sanitary Engineering program shall have:

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

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

4.2.2 PROGRAM OUTCOMES

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

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively in a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8. Articulate and discuss the latest developments in the field of environmental and sanitary engineering (PQF Level 6 descriptor).
9. Apply techniques, skills and modern engineering tools necessary for environmental and sanitary engineering practice.
10. Demonstrate knowledge of engineering and management principles as a member and/or in a team to manage projects in multidisciplinary environments.
11. Graduates of universities shall be able to participate in the generation of new knowledge or in research and development projects.
12. Graduates of HEIs shall preserve and promote the Filipino historical and cultural heritage (based on RA 7722).

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

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

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

4.4 BACHELOR OF SCIENCE IN CONSTRUCTION ENGINEERING AND MANAGEMENT

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

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

4.4.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three to five years after graduation, the graduates of Construction Engineering and Management program shall have:

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

4.4.2 PROGRAM OUTCOMES

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

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively in a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8. Articulate and discuss the latest developments in the field of construction engineering and management.
9. Apply techniques, skills and modern engineering tools necessary for civil engineering practice.
10. Demonstrate knowledge of engineering and management principles as a member and/or in a team to manage projects in multidisciplinary environments.
11. Graduates of universities shall be able to participate in the generation of new knowledge or in research and development projects.
12. Graduates of HEIs shall preserve and promote the Filipino historical and cultural heritage (based on RA 7722).

4.5 BACHELOR OF SCIENCE IN GEOLOGY

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

4.5.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three to five years after graduation, the graduates of Geology program shall have:

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

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

4.5.2 PROGRAM OUTCOMES

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

a. Apply knowledge of mathematics, natural science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
b. Conduct investigations of complex engineering problems using research-based knowledge and research methods, including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions.
c. Design solutions for complex engineering problems and design systems, components, or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations.
d. Function effectively as an individual and as a member or leader of diverse teams and in multidisciplinary settings.
e. Identify, formulate, research literature, and analyze complex engineering problems, reaching substantiated conclusions using the first principles of mathematics, natural sciences, and engineering sciences.
f. Apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice.
g. Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
h. Understand and evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in a societal and environmental context.
i. Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.
j. Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems.
k. Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modelling, to complex engineering problems with an understanding of the limitations.
l. Demonstrate knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
m. Apply knowledge of geology in at least one specialized field of geology practice.

4.6 BACHELOR OF SCIENCE IN GEOLOGICAL SCIENCE AND ENGINEERING

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

4.6.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Geological Science and Engineering program shall have:

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

4.6.2 PROGRAM OUTCOMES

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

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively in a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8. Articulate and discuss the latest developments in the field of geological science and engineering.
9. Apply techniques, skills and modern engineering tools necessary for civil engineering practice.
10. Demonstrate knowledge of engineering and management principles as a member and/or in a team to manage projects in multidisciplinary environments.
11. Graduates of universities shall be able to participate in the generation of new knowledge or in research and development projects.
12. Graduates of HEIs shall preserve and promote the Filipino historical and cultural heritage (based on RA 7722).

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

5.1 BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

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

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

5.1.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

5.1.2 PROGRAM OUTCOMES

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

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.

4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

5.2 BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

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

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

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

5.2.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

5.2.2 PROGRAM OUTCOMES

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

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

5.3 BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING

The Electronics Engineering program provides an infrastructure that will allow the full development of the student in preparation for professional life as an electronics and communications engineer. Its curriculum provides diverse activities

and opportunities in the fields of telecommunications and electronics engineering. This program includes such topics as device physics, device operation, design of integrated circuits, communications and network systems, audio and video processing, robotics, electromagnetics and antenna systems, and electronic materials to name a few.

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

5.3.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

5.3.2 PROGRAM OUTCOMES

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

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

5.4 BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE ENGINEERING

A Bachelor of Science in Artificial Intelligence Engineering (BS AIE) is an interdisciplinary undergraduate degree program that combines principles from mathematics, engineering, computer science, and other related fields to equip students with the knowledge and skills necessary to design, develop, innovate, and deploy artificial intelligence (AI) systems and technologies. This program typically provides students with a thorough understanding of various aspects of AI Engineering, including machine learning, neural networks, natural language processing, computer vision, robotics, data analytics, and more. Students learn to employ mathematical and statistical techniques to analyze and interpret data, as well as to develop algorithms and models that enable machines to learn from data and make intelligent decisions.

5.4.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

5.4.2 PROGRAM OUTCOMES

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

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

6. PROGRAMS OFFERED BY THE SCHOOL OF INDUSTRIAL ENGINEERING AND ENGINEERING MANAGEMENT (IE-EMG)

6.1 BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING

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

The program provides a strong foundation in mathematics, physical sciences, information technology, methods improvement programs, work measurement, optimization, quality engineering, systems engineering, ergonomics, logistics and supply chain, and production systems. In the third year of the program, students are required to choose 1 among several specialization tracks: Data Analytics, Ergonomics, Supply Chain Management, Financial Management and Investment, Service and Value Management, Production and Quality Assurance.

The Data Analytics track equips students with skills in statistical modeling, machine learning, and AI to support data-driven decision-making in an increasingly digital world. Ergonomics focuses on optimizing work environments by aligning system design with human capabilities to ensure safety, efficiency, and well-being. Supply Chain Management prepares students to manage logistics, procurement, and distribution systems with agility and sustainability in mind, addressing modern global challenges. The Financial Management and Investment track introduces students to financial modeling, risk management, and investment analysis, enabling them to make value-based decisions and support entrepreneurial initiatives. In Service and Value Management, students learn to enhance customer experiences and streamline service systems through process improvement and value creation strategies. Lastly, the Production and Quality Assurance track develops expertise in lean manufacturing, Six Sigma, and quality control tools to ensure product reliability and operational excellence across industries.

6.1.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

6.1.2 PROGRAM OUTCOMES

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

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

6.2 BACHELOR OF SCIENCE IN MANAGEMENT ENGINEERING

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

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

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

6.2.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

6.2.2 PROGRAM OUTCOMES

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

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

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

7.1 BACHELOR OF SCIENCE IN COMPUTER SCIENCE

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

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

7.1.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

7.1.2 PROGRAM OUTCOMES

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

1. Analyze complex computing problems and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practices based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.
7. Preserve and promote "Filipino historical and cultural heritage"
8. Participate in the generation of new knowledge or in research and development projects.

7.2 BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

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

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

7.2.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

7.2.2 PROGRAM OUTCOMES

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

1. Analyze complex computing problems and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practices based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals.
7. Preserve and promote "Filipino historical and cultural heritage"
8. Participate in the generation of new knowledge or in research and development projects.

7.3 BACHELOR OF SCIENCE IN INFORMATION SYSTEMS

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

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

7.3.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

7.3.2 PROGRAM OUTCOMES

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

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practices based on legal and ethical principles.

5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Support the delivery, use, and management of information systems within an information systems environment.
7. Preserve and promote "Filipino historical and cultural heritage
8. Participate in the generation of new knowledge or in research and development projects.

7.4 BACHELOR OF SCIENCE IN ENTERTAINMENT AND MULTIMEDIA COMPUTING

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

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

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

7.4.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

7.4.2 PROGRAM OUTCOMES

Graduates of the BSEMC program shall have:

1. An ability to apply knowledge of mathematics, physical sciences, computing sciences to being an entertainment and multimedia computing professional.
2. Specialized computing knowledge in each applicable field, and the ability to apply such knowledge to provide solutions to actual problems.
3. A knowledge of contemporary issues.
4. An ability to analyze project requirements and to design and implement project prototypes.
5. An ability to recognize, formulate, and solve computing problems.
6. An ability to design, build, improve, and deploy products that meet client needs with realistic constraints.
7. An ability to use the appropriate techniques, skills, and modern computing tools necessary for being a professional game developer or animator.
8. An ability to work effectively in multi-disciplinary and multi-cultural teams.
9. An ability to effectively communicate orally and in writing using English language.
10. An ability to understand and assess local and global impacts of computing on society relevant to professional computing practices and subscription to accepted industry standards.
11. An understanding of the effects and impacts of entertainment and multimedia computing projects on nature and society, and of their social and ethical responsibilities.
12. An ability to create or use modified artifacts in consideration of intellectual property rights of the author.
13. An ability to engage in life-long learning and an acceptance of the need to keep current of the development in the specific field of specialization.
14. An ability to demonstrate original creative outputs

15. An ability to demonstrate innovativeness in their outputs.
16. An ability to demonstrate client-centric service.
17. Preserve and promote "Filipino historical and cultural heritage"
18. Participate in the generation of new knowledge or in research and development projects.

7.5 BACHELOR OF SCIENCE IN DATA SCIENCE

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

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

7.5.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three to five years after graduation, the graduates of BS Data Science shall have:

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

7.5.2 PROGRAM OUTCOMES

Graduates of the program shall have the ability to:

1. Analyze complex computing problems and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practices based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply theory, techniques, and tools throughout the data science lifecycle and employ the resulting knowledge to satisfy stakeholders' needs.
7. Preserve and promote "Filipino historical and cultural heritage"
8. Participate in the generation of new knowledge or in research and development projects.

7.6 BACHELOR OF SCIENCE IN CYBERSECURITY

The Bachelor of Science in Cybersecurity program is designed to equip students with the knowledge and skills necessary to protect digital information and systems from cyber threats. This program offers a comprehensive curriculum that covers a wide range of cybersecurity topics, including network security, digital forensics, ethical hacking, and information security management.

7.6.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three to five years after graduation, the graduates of BS Cybersecurity shall have:

- Been able to manage as a team leader and/or participate as a team member in undertaking cybersecurity projects whose results will lead to significant societal, organizational, national, and/or global benefits.
- Engaged in lifelong learning toward the pursuit of graduate and/or post-graduate degrees and/or professional development.

- Demonstrated utmost standards of professionalism, attitude, and ethics to achieve excellence in the practice of his/her profession.

7.6.2 PROGRAM OUTCOMES

Graduates of the program shall have the ability to:

1. Analyze complex computing problems and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practices based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply security principles and practices to maintain operations in the presence of risks and threats.
7. Preserve and promote "Filipino historical and cultural heritage"
8. Participate in the generation of new knowledge or in research and development projects.

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

8.1 BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

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

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

8.1.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

8.1.2 PROGRAM OUTCOMES

ABET Program Outcomes

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

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.

4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

8.2 BACHELOR OF SCIENCE IN MANUFACTURING ENGINEERING

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

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

8.2.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

8.2.2 PROGRAM OUTCOMES

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

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

8.3. BACHELOR OF SCIENCE IN ENERGY ENGINEERING

Energy Engineering is a profession that concerns itself with sustainable energy and energy efficiency. Energy Engineering also deals with energy utilization for conventional power generation, alternative sources of energy, and non-power application with focus on energy conversion, combustion technologies, heat transfer, energy materials, thermodynamics,

built environment, and technological impacts to society. Energy engineers study the behavior of different engineering systems and improve their efficiency. Energy professionals optimize the designs and operations of power generation facility, transmission and distribution facility, manufacturing facility, office buildings, residential towers, airports, industrial plants, cold storages, and energy intensive engineering systems such as, but not limited to, automobiles and transportation systems, cooling systems, heating systems, and fluid machinery systems. Energy engineers work on utilities, air-conditioning, refrigeration, electric vehicles, energy converters, pumps, blowers, materials, heat exchangers, and energy management sectors (e.g., energy supply, energy access, energy storage, energy efficiency, energy audits, energy services, and energy policies).

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

8.3.1 PROGRAM EDUCATIONAL OBJECTIVES

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

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

8.3.2 PROGRAM OUTCOMES

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

a. Apply knowledge of mathematics, natural science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
b. Conduct investigations of complex engineering problems using research-based knowledge and research methods, including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions.
c. Design solutions for complex engineering problems and design systems, components, or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations.
d. Function effectively as an individual and as a member or leader of diverse teams and in multidisciplinary settings.
e. Identify, formulate, research literature, and analyze complex engineering problems, reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
f. Apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice.
g. Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
h. Understand and evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in a societal and environmental context.
i. Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.
j. Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems.
k. Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modelling, to complex engineering problems with an understanding of the limitations.
l. Demonstrate knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

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

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

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

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

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

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

9. PROGRAMS OFFERED BY THE SCHOOL OF MULTIMEDIA AND DIGITAL ARTS (SoMDA)

9.1 BACHELOR OF ARTS IN MULTIMEDIA ARTS

The Bachelor of Arts in Multimedia Arts (BMMA) is a creative and interdisciplinary program that equips students with the artistic, technical, and conceptual skills needed to design and communicate across diverse media platforms. Grounded in traditional visual arts and fueled by emerging technologies, BMMA cultivates innovative thinking, cultural sensitivity, and ethical practice in the development of multimedia content and solutions. Graduates are prepared to pursue careers in design, animation, interactive media, advertising, creative entrepreneurship, and other digital creative industries.

9.1.1 PROGRAM EDUCATIONAL OBJECTIVES
Within five years after graduation, graduates of BA Multimedia Arts are expected to demonstrate the following:

- Build careers in creative and digital industries as innovative, skilled, and ethical multimedia professionals
- Create impactful multimedia content that reflects cultural awareness, social responsibility, and artistic excellence
- Pursue lifelong learning, entrepreneurship or advanced studies to adapt to evolving tools, trends, and creative practices

9.1.2 PROGRAM OUTCOMES
By the time of graduation, students are expected to demonstrate the following:

A. Design multimedia projects creatively, based on a knowledge of multimedia and communication theories, aesthetic principles and approaches
B. Critically evaluate and articulate the societal, aesthetic, communicative and ethical value of a multimedia project based on global trends and issues in multimedia technologies, design and practice
C. Demonstrate proficiency in the visual arts required in the production of multimedia projects
D. Demonstrate technical proficiency in the use of appropriate technologies required in the production of multimedia projects
E. Demonstrate professionalism and ethical behavior in the practice of multimedia in the creative industries and other community contexts
F. Collaborate effectively in multidisciplinary and multicultural teams.

9.2 BACHELOR OF ARTS IN DIGITAL FILM

The Bachelor of Arts in Digital Film (BA DF) trains students in the arts and craft of cinematic storytelling, combining technical mastery with cultural and critical insight. Students learn to write, direct, and produce films while exploring Philippine and

global cinema from historical, aesthetic, and ethical perspectives. The BADF prepares graduates to contribute to the film and media industries as creative professionals, research, or cultural workers, equipped to adapt to new forms, platforms, and technologies.

9.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, graduates of BA Digital Film are expected to demonstrate the following:

- Pursue meaningful careers in film, media and allied creative industries applying cinematic knowledge and skills.
- Exhibit professional excellence in all aspects of filmmaking and related creative practices and contribute to the development of Philippine cinema and its allied fields
- Engage in continuous professional growth through advanced studies or creative exploration, staying attuned to emerging trends, technologies and other opportunities.

9.2.2 PROGRAM OUTCOMES

By the time of graduation, students are expected to demonstrate the following:

A. Analyze the historical, cultural, and socio-political contexts that shape world and Philippine cinema, gaining an in-depth understanding of their influence.
B. Evaluate films through critical analysis, identifying key filmmakers, movements, and seminal works to interpret their significance within cinematic discourse.
C. Synthesize key theoretical frameworks in film studies to contribute to film scholarship.
D. Craft compelling narratives for film, integrating new approaches to storytelling and film language to push the boundaries of cinematic expression.
E. Demonstrate mastery in all aspects of the filmmaking process.
F. Apply problem-solving skills to address challenges creatively and effectively within the filmmaking process.
G. Integrate emerging technologies seamlessly into the filmmaking process.
H. Exhibit a strong ethical foundation in filmmaking, collaborating effectively with cultural sensitivity and professionalism in film projects.
I. Contribute actively to the development and promotion of the Philippine film industry, whether through creative works, research, festival participation, or industry engagement.
J. Demonstrate an understanding of film's pivotal role in reflecting, shaping, and preserving Philippine culture, emphasizing its cultural significance and impact on society.

9.3 BACHELOR OF ARTS IN BROADCAST MEDIA

The Bachelor of Arts in Broadcast Media (BA BMA) prepares students for dynamic careers in broadcast and emerging media platforms. Integrating media production, communication theory, and ethical practice, the program develops professionals who can create socially responsible and engaging content across formats. With a strong emphasis on collaboration, cultural sensitivity, and technological adaptability, BMA prepares graduates to excel in traditional broadcast, entertainment media, and content creation in a rapidly evolving landscape.

9.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, graduates of BA Broadcast Media are expected to demonstrate the following:

- Build successful careers in broadcast and emerging media as content creators, producers, or media professionals who are globally competitive and technically skilled.
- Promote ethical and socially responsible media that values cultural diversity, national identity, and community engagement.
- Pursue lifelong learning through further studies, professional development, or creative ventures, adapting to new trends and technologies in the media industry.

9.3.2 PROGRAM OUTCOMES

By the time of graduation, students are expected to demonstrate the following:

A. Competency in at least six (6) enumerated skills: scriptwriting, directing, producing, performing, news reporting, production designing, postproduction, web content creation, graphic designing, cinematography, musical scoring
B. Prepare communication/media plan
C. Conduct media research: audience research, textual analysis, political economic analysis of media;
D. Apply basic media management and leadership skills
E. Exemplify ethical standards and practices
F. Abide by laws pertinent to broadcasting and other media
G. Demonstrate a sense of social responsibility
H. Apply media theories/models, principles, practices and tools in broadcasting and other media

9.4. BACHELOR OF ARTS IN MULTIMEDIA ARTS-BACHELOR OF ARTS IN BROADCAST MEDIA (DUAL DEGREE)

This dual degree program is a five year degree program that combine the creative versality of multimedia arts with the communicative impact of broadcast media. Students are trained in both visual storytelling and media production. enabling them to create compelling content across traditional and digital platforms. With a strong foundation in design, communication, and emerging technologies, graduates are equipped to work across creative and broadcast industries.
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10. PROGRAMS OFFERED BY THE SCHOOL OF HEALTH SCIENCES (SoHS)

10.1 BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

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

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

10.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within a few years after graduation, graduates of the BS Medical Technology/Medical Laboratory Science program are expected to:

1. Demonstrate competence as professional medical technologists, applying foundational knowledge and technical skills in diverse areas of medical laboratory science and the broader healthcare system, in accordance with national and international standards.
2. Pursue advanced studies or training in medical laboratory science, allied health and life sciences, or medicine, contributing to the advancement of scientific knowledge and healthcare practice.
3. Exhibit professional growth and leadership, as evidenced by career advancement, involvement in professional organizations, continuing education, and increased responsibilities in clinical, academic, research, or industry settings.

10.1.2 PROGRAM OUTCOMES

Upon completion of the program, graduates of the BS Medical Technology/Medical Laboratory Science program shall be able to:

1. Demonstrate technical competence in performing clinical laboratory procedures in the diagnosis, treatment, and management of diseases, while strictly adhering to principles of biosafety, biosecurity, and proper waste management.
2. Apply analytical and critical thinking skills in problem-solving, decision-making, and interpretation of laboratory results in diverse medical laboratory settings.

3. Collect, analyze, and utilize health information, demonstrating leadership and initiative in improving healthcare delivery systems and public health programs.
4. Exhibit effective interpersonal and communication skills, uphold ethical standards, and demonstrate leadership in professional practice across various settings.
5. Conduct scientific research and apply evidence-based practices in relevant areas of medical laboratory science to contribute to innovations in healthcare.
6. Participate actively in community engagement activities, promoting health education, disease prevention, and public health awareness.
7. Demonstrate proficiency in teaching, communication, and information dissemination, contributing to academic and professional development in the field of medical laboratory science.

10.2 BACHELOR OF ARTS IN PSYCHOLOGY

The 3-year Bachelor of Arts in Psychology program provides students with a comprehensive grounding in the core areas of psychology, human behavior, and mental processes, with a liberal arts orientation. Emphasizing theoretical understanding, interpersonal communication, and the application of psychology in diverse human and organizational contexts, the program develops students' competencies in research, social responsiveness, and critical analysis. The AB Psychology curriculum is designed to prepare students for careers in education, business, law, human resources, and community development, or for graduate studies in psychology and the social sciences. With further training, graduates may pursue roles in helping professions, education, public policy, and advocacy work.

10.2.1 PROGRAM EDUCATIONAL OBJECTIVES

The AB Psychology program offers foundational training in psychology as a liberal arts discipline, providing flexibility for diverse career paths in the humanities, social services, and education. Within five years after graduation, the graduates of AB Psychology program shall have:

1. ***Foundational Competence in Human Behavior Analysis.*** Graduates will demonstrate a strong grasp of core psychological concepts, theories, and applications relevant to understanding human behavior, with the ability to support psychological interventions and community initiatives under supervision.

2. ***Breadth of Psychological and Social Applications.*** Graduates will engage in people-centered work such as guidance and counseling, education, human resource support, and community service, applying psychological principles to promote well-being, diversity, and inclusion in varied sociocultural contexts.

3. ***Ethical Engagement and Lifelong Learning.*** Graduates will recognize ethical and cultural considerations in psychological service delivery, and pursue lifelong learning through further studies, advocacy work, or professional development in fields where psychology serves a supporting role.

10.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed the ability to:
1. Demonstrate the capability to discuss and analyze the major theories, concepts, and principles in psychology, particularly as they apply to individual and group behavior. *(Knowledge in Psychology)*
2. Demonstrate the ability to apply methods of psychological inquiry in building scientific knowledge on human behavior, with emphasis on local culture and context. *(Psychological Research)*
3. Demonstrate the capacity to use psychological theories and methods in personal and professional settings to solve real-world problems in various domains such as education, health, industry, and community development. *(Application of Psychology)*
4. Demonstrate the capability for critical self-reflection and lifelong learning, with readiness to pursue graduate studies or adapt to evolving professional demands. *(Independent Learning)*
5. Demonstrate professional and ethical behavior in the conduct of psychological research and practice, with awareness of legal and moral responsibilities. *(Ethics)*
6. Demonstrate the ability to build and maintain harmonious interpersonal relationships with clients, peers, and professionals in culturally diverse settings. *(Interpersonal Skills)*
7. Demonstrate competence in the administration, scoring, interpretation, and communication of psychological assessments and evaluation tools in appropriate contexts. *(Psychological Assessment)*

10.3 BACHELOR OF SCIENCE IN PSYCHOLOGY

The Bachelor of Science in Psychology is a 3-year program equips students with a strong foundation in psychological theories, scientific research methods, and evidence-based practices, with a particular emphasis on clinical, health, and assessment domains. Integrating classroom instruction, research training, laboratory work, and community immersion, the program prepares students for advanced studies in psychology, medicine, or allied health fields. Graduates are trained to apply psychological principles in diagnosing, assessing, and intervening in various individual and group contexts while upholding ethical and professional standards. The BS Psychology curriculum places strong emphasis on psychological measurement, research, and practical applications in clinical, educational, and industrial-organizational settings.

10.3.1 PROGRAM EDUCATIONAL OBJECTIVES

The BS Psychology program is designed to prepare graduates for research-intensive, scientific, and technical roles in the field of psychology, particularly in clinical, industrial, and educational settings. Within five years after graduation, the graduates of BS Psychology program shall have:

1. ***Technical Competence in Psychological Practice.*** Graduates will be capable of administering and interpreting psychological tests and protocols, conducting evidence-based interventions, and utilizing quantitative and qualitative methods in assessment and research. They will demonstrate readiness for further specialization in allied health, clinical, or research domains.

2. ***Applied Multidisciplinary Expertise.*** Graduates will contribute to applied psychological solutions in diverse fields such as organizational development, education, community mental health, and scientific research, particularly in roles requiring scientific rigor, data-driven analysis, and psychometric expertise.

3. ***Professional Growth and Ethical Leadership.*** Graduates will exhibit a high standard of ethical, professional, and cultural sensitivity in handling psychological practice. They will actively pursue continuing education, collaborate effectively in interdisciplinary teams, and remain updated on current trends and laws governing psychology practice in the Philippines and beyond.

10.3.2 PROGRAM OUTCOMES

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

1. Demonstrate the capability to discuss and analyze the major theories, concepts, and principles in psychology, particularly as they apply to individual and group behavior. *(Knowledge in Psychology)*
2. Demonstrate the ability to apply methods of psychological inquiry in building scientific knowledge on human behavior, with emphasis on local culture and context. *(Psychological Research)*
3. Demonstrate the capacity to use psychological theories and methods in personal and professional settings to solve real-world problems in various domains such as education, health, industry, and community development. *(Application of Psychology)*
4. Demonstrate the capability for critical self-reflection and lifelong learning, with readiness to pursue graduate studies or adapt to evolving professional demands. *(Independent Learning)*
5. Demonstrate professional and ethical behavior in the conduct of psychological research and practice, with awareness of legal and moral responsibilities. *(Ethics)*
6. Demonstrate the ability to build and maintain harmonious interpersonal relationships with clients, peers, and professionals in culturally diverse settings. *(Interpersonal Skills)*
7. Demonstrate competence in the administration, scoring, interpretation, and communication of psychological assessments and evaluation tools in appropriate contexts. *(Psychological Assessment)*

10.4 BACHELOR OF SCIENCE IN BIOLOGY

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

10.4.1 PROGRAM EDUCATIONAL OBJECTIVES

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

1. Had substantial involvement in projects that show ability to solve problems in Biological Sciences, considering safety, health, environmental concerns, and the public welfare, in adherence to national and international policies.
2. Demonstrated aptitude for life-long learning via professional promotion, continuing education courses, entrepreneurship, or progress toward advanced degrees.
3. Exhibited professional conduct in the practice of Biological Sciences or related fields

10.4.2 PROGRAM OUTCOMES

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

1. Articulate the latest developments in their specific field of practice.
2. Effectively communicate orally and in writing using both English and Filipino languages.
3. Work effectively and independently in multi-disciplinary and multicultural teams.
4. Demonstrate professional, social, and ethical responsibility, especially in practicing intellectual property rights and sustainable development.
5. Preserve and promote "Filipino historical and cultural heritage" (based on RA No. 7722).
6. Demonstrate broad and coherent knowledge and understanding in the core areas of physical and natural sciences.
7. Apply critical and problem-solving skills using scientific methods.
8. Interpret relevant scientific data and make judgments that include reflection on relevant scientific and ethical issues.
9. Carry out basic mathematical and statistical computations and use appropriate technologies in (a) the analysis of data; and (b) in pattern recognition, generalization, abstraction, critical analysis and problem solving
10. Communicate information, ideas, problems and solutions, both, orally and in writing, to other scientists, decision makers and the public.
11. Relate science and mathematics to the other disciplines.
12. Design and perform safe and responsible techniques and procedures in laboratory or field practices.
13. Critically evaluate input from others.
14. Appreciate the limitations and implications of science in everyday life.
15. Commit to the integrity of data.
16. Develop an in-depth understanding of the basic principles governing the science of life;
17. Utilize techniques/procedures relevant to biological research work in laboratory or field settings;
18. Apply basic mathematical and statistical computations and use of appropriate technologies in the analysis of biological data;
19. Extend knowledge and critically assess current views and theories in various areas of the biological sciences

10.5 BACHELOR OF SCIENCE IN PHYSICAL THERAPY

The Bachelor of Science in Physical Therapy (BSPT) program is designed to prepare students for a dynamic and fulfilling career in healthcare. It equips future physical therapists with the comprehensive knowledge and clinical skills necessary to assess, diagnose, and manage individuals with physical impairments, functional limitations, and disabilities. The curriculum integrates foundational sciences—such as anatomy, physiology, and kinesiology—with specialized courses in physical therapy applications and medical-surgical conditions. Students engage in rigorous hands-on clinical training, practicing evidence-based therapeutic interventions tailored to diverse patient populations across all stages of life. Emphasizing patient-centered care, ethical practice, and interdisciplinary collaboration, the program fosters both competence and compassion. Students and graduates are empowered to promote physical health, restore function, and enhance quality of life in a wide range of healthcare settings.

10.5.1 PROGRAM EDUCATIONAL OBJECTIVES

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

1. **Demonstrate advanced clinical competencies** in physical therapy practice, including effective collaboration with other healthcare professionals in the assessment, diagnosis, and management of patients across various clinical settings.

2. **Exhibit a commitment to lifelong learning** through active participation in professional development, continuing education, and pursuit of advanced academic or clinical degrees.
3. **Uphold professional and ethical conduct** in the practice of physical therapy and related health science fields, reflecting integrity, accountability, and respect in all professional interactions.

10.5.2 PROGRAM OUTCOMES

At the end of the courses in BS Physical Therapy, students are expected to:

1. Apply knowledge of physical sciences, social sciences, health sciences and natural sciences to the practice of physical therapy.
2. Demonstrate consistent competence in conducting a comprehensive examination, evaluation, and assessment of patients/clients across the lifespan within a broad continuum of care.
3. Demonstrate consistent competence in planning and implementing appropriate physical therapy interventions for patients/clients across the lifespan within a broad continuum of care.
4. Apply teaching-learning principles in different learning environments.
5. Practice beginning management and leadership skills in various practice settings.
6. Demonstrate research-related skills in the application of best practice evidence in the performance of various roles in different practice settings.
7. Promote health and improved quality of life through the practice of the profession.
8. Actively engage in lifelong learning activities.
9. Work effectively in an inter-professional collaborative setting.
10. Demonstrate proficiency in oral and written communication skills as well as reading and listening.
11. Demonstrate social and professional responsibility and ethical behaviors in multi-cultural settings and scenarios.
12. Maximize the use of innovative technology in the practice of the profession.

10.6 BACHELOR OF SCIENCE IN PHARMACY

The program is composed of general education courses, science-based core courses, and professional pharmacy courses. This program enables students to acquire technical and practical experience in the areas of Community, Hospital, Public Health and Regulatory Pharmacy, Manufacturing Pharmacy, and Research. This undergraduate program aims to provide the country with pharmacists who are scientifically, morally and clinically competent to deliver the full spectrum of pharmaceutical service consistent with international standards, in the community, pharmaceutical industry, research, health centers, drug information centers, and laboratories. Furthermore, the BS Pharmacy program of Mapua University enables their graduates to have digital mastery and are internationally competent individuals.

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10.6.1 PROGRAM EDUCATIONAL OBJECTIVES

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

1. Exhibit professionalism and ethical responsibility in various pharmacy practice settings by upholding legal, ethical, and social standards in the delivery of pharmaceutical services.
2. Deliver patient-centered pharmaceutical care and contribute to health improvement by applying clinical knowledge, communication skills, and evidence-based practices in collaboration with other healthcare professionals.
3. Demonstrate leadership, innovation, and continuous improvement through the application of research, entrepreneurial initiatives, and effective management strategies to address current and emerging needs in pharmacy and healthcare.

10.6.2 PROGRAM OUTCOMES

At the end of the program, graduates of BS Pharmacy will have the ability to:

1. Engage in lifelong learning activities to keep abreast with continuing developments in the fields of pharmacy practice.
2. Effectively communicate both orally and in writing using both Filipino and English languages.
3. Work effectively and independently in multi-disciplinary and multi-cultural teams.

4. Demonstrate professional, social, and ethical responsibility, especially in practicing intellectual property rights and sustainable development.
5. Preserve and promote "Filipino historical and cultural heritage" (based on RA No. 7722).
6. Demonstrate clinical competence in handling health problems of individuals, families, and communities.
7. Demonstrate higher order thinking skills, problem-solving, decision-making, and critical-thinking skills in the conduct of professional duties and responsibilities.
8. Exercise professional, legal, and ethical practice in all aspects in the practice of pharmacy.
9. Practice inter-professional collaboration.
10. Demonstrate effective professional communication skills using culturally appropriate language.
11. Apply suitable techniques and principles in the compounding, storage, manufacturing, distribution, administration, and disposal of pharmaceutical products to ensure quality, safety, and efficacy of products.
12. Exhibit competence and compassion as a health educator by following evidence-based practices in the provision of relevant medication information and designing drug therapy plans as part of the practice of pharmaceutical care.
13. Conduct and participate in relevant research development and utilization activities and initiatives in accordance with scientific research guidelines to address public health concerns.
14. Demonstrate efficient and effective managerial and entrepreneurial skills while ensuring patient safety in any field of pharmacy practice.
15. Take an active role in social advocacies and mobilization that contributes meaningfully to the country's development.

10.7 BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY

The Bachelor of Science in Radiologic Technology is a four-year degree program consisting of general education courses, science-based core courses, and professional radiologic technology courses. The fourth year is undertaken as a clinical education training program in accredited affiliation centers. The program affords training in general radiography and the special fields of radiology including ultrasound, computed tomography, magnetic resonance imaging, mammography, nuclear medicine, radiotherapy, interventional radiology, and other emergent fields. Furthermore, the BS Radiologic Technology program of Mapua University enables their graduates to have digital mastery and are internationally competent individuals.

10.7.1 PROGRAM EDUCATIONAL OBJECTIVES

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

1. Demonstrate professional competence and ethical responsibility in performing diagnostic and therapeutic imaging procedures, ensuring radiation safety and high-quality patient care in diverse healthcare settings.
2. Pursue leadership and innovation in administration, management, education, or entrepreneurship within the field of radiologic technology, contributing to the improvement of healthcare services.
3. Engage in lifelong learning and research to adapt to advancements in medical imaging technologies, and actively participate in knowledge generation, dissemination, and continuing professional development.

10.7.2 PROGRAM OUTCOMES

At the end of the program, graduates of BS Pharmacy will have the ability to:

1. Engage in lifelong learning activities to keep abreast with continuing developments in the fields of radiologic technology practice.
2. Effectively communicate both orally and in writing using both Filipino and English languages.
3. Work effectively and independently in multi-disciplinary and multi-cultural teams.
4. Demonstrate professional, social, and ethical responsibility, especially in practicing intellectual property rights and sustainable development.
5. Preserve and promote "Filipino historical and cultural heritage" (based on RA No. 7722).
6. Demonstrate clinical competence in handling health problems of individuals, families, and communities.
7. Demonstrate higher order thinking skills, problem-solving, decision-making, and critical-thinking skills in the conduct of professional duties and responsibilities.

8. Exercise professional, legal, and ethical practice in all aspects in the practice of radiologic technology.
9. Practice inter-professional collaboration.
10. Demonstrate effective professional communication skills using culturally appropriate language.
11. Implement radiation safety and protection measures by following professional and ethical practice guidelines.
12. Apply scientific knowledge, technical skills, and proper work attitude and values necessary for the practice of radiologic technology.
13. Conduct and engage in relevant research activities in radiologic sciences that adhere to ethical and scientific standards, aiming to address diagnostic imaging challenges and public health concerns.
14. Demonstrate effective managerial and entrepreneurial skills in the field of radiologic technology, while upholding standards of patient safety and quality imaging services.
15. Actively participate in social advocacies and community initiatives that promote health awareness and contribute to national development through responsible radiologic technology practice.

10.8 BACHELOR OF SCIENCE IN SPORTS SCIENCE AND PERFORMANCE PROGRAMMING

The Bachelor of Science in Sports Science and Performance Programming at Mapua University is a health science program which equips students to work directly with athletes, tactical professionals, and recreational participants by applying evidence-based methods to enhance human performance.

Through extensive hands-on learning, students engage with advanced performance technologies—including force plates, motion-capture systems, and wearable monitoring devices—allowing them to develop the ability to gather, interpret, and apply data to guide training, recovery, and long-term performance planning.

The curriculum highlights the integration of biochemistry, nutrition, physiology, biomechanics, and performance analytics in designing innovative and population-specific performance solutions. Emphasis is placed on critical thinking and problem-solving, enabling students to accurately assess physical demands, craft effective exercise programs, and create recovery strategies aligned with the stresses encountered in sport and occupational settings.

10.8.1 PROGRAM EDUCATIONAL OBJECTIVES
Within three years of graduation,

1.Graduates will apply evidence based principles of exercise science, human physiology, biomechanics, and performance analytics to design, implement, and evaluate training, health, and performance programs for athletes, tactical personnel, and diverse populations in both clinical adjacent and performance driven environments.
2. Graduates will demonstrate ethical practice, professional integrity, and effective communication, working collaboratively with health and performance professionals (e.g., physicians, physical therapists, nutritionists, psychologists, coaches) to support safe, inclusive, and holistic performance and health outcomes.

3. Graduates will take on roles that contribute to leadership, innovation, and problem solving in the health and performance sector by utilizing technology, data driven decision making, and continuous quality improvement to advance human performance, wellness, and occupational readiness.

10.8.2 PROGRAM OUTCOMES

11. PROGRAMS OFERED BY THE SCHOOL OF NURSING (SoN)
11.1 BACHELOR OF SCIENCE IN NURSING

BS Nursing provides an intensive nursing practicum that will refine clinical skills from the first-year level to ensure basic clinical competencies required of a beginning nurse practitioner. Mapúa University provides a nurturing environment for investigating the life sciences, interpreting nursing phenomena and integrating skills learned from other scientific disciplines to understand nursing processes. The program aims to prepare a nurse, who, upon completion of the program, demonstrates beginning professional competencies and shall continue to assume responsibility for professional development and utilizes

research findings in the practice of the profession. Furthermore, the specialized courses prepare the students for advanced post graduate studies in both nursing and allied health sciences including a degree in medicine.

11.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within 3 to 5 years after graduation, graduates of the BS Nursing program shall have:

1. Develop socially accountable nurses that are fully equipped with competencies in providing high-quality care in diverse healthcare settings.
2. Plan and carry out research projects to fill up the knowledge gaps in nursing on delivering high-quality care in a variety of settings.
3. Prepare graduates for lifelong learning in varied fields of practice and specialization.

11.2.2 PROGRAM OUTCOMES

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

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

BSN Level Outcomes

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

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

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

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

The Related Learning Experience (RLE): Cultivating Competence Through Immersive Training
The Related Learning Experience (RLE) is a cornerstone of professional development, meticulously designed to build essential competencies in learners. It encompasses more than just theoretical knowledge, focusing on a dynamic blend of simulation, peer-to-peer, and task training, meticulously integrated with invaluable professional clinical experience. Through these diverse teaching-learning opportunities, the RLE provides a realistic and comprehensive environment for learners to hone their skills and judgment across various health scenarios.

Preceptorship Program Enhancing Learning Through Strategic Partnerships
We facilitate learner development in any institutional or community setting where a Memorandum of Agreement (MOA)

has been established between Mapúa University and the collaborating agency. This MOA solidifies our partnership, enabling us to provide exceptional learning opportunities within diverse and relevant environments

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

12.1 BACHELOR OF SCIENCE IN ACCOUNTANCY

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

12.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Accountancy program shall be able to:

- Practice as successful accountants for the advancement of society.
- Promote professionalism in accounting practice.
- Promoted ethical, societal, and professional responsibilities as practitioners.
- Applied acquired knowledge and skills to pass professional licensure/certification examinations.
- Engage in lifelong learning for professional development, specifically in the following fields: entrepreneurship, accounting education research, assurance and consultancy services, project management, software development and new emerging technologies.

12.1.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:

A. Resolve business issues and problems with a global and strategic perspective and technical proficiency in financial accounting and reporting, cost accounting and management, accounting and control, taxation, and accounting information systems.
B. Conduct accountancy research through independent studies of relevant literature and appropriate use of accounting theory and methodologies.
C. Employ technology as a business tool in capturing financial and non-financial information, generating reports, and making decisions.
D. Apply knowledge and skills that will successfully respond to various types of assessments, including professional licensure and certifications.
E. Confidently maintain a commitment to good corporate citizenship, social responsibility, and ethical practice in performing functions as an accountant.

12.2 BACHELOR OF SCIENCE IN ACCOUNTING INFORMATION SYSTEM

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

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

12.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Accountancy program shall be able to:

- Practice as a successful Accounting Information systems professional for the advancement of society.
- Promoted professionalism in the use of efficient accounting information systems.
- Promoted ethical, societal, and professional responsibilities as practitioners.
- Applied acquired knowledge and skills to pass professional licensure/certification examinations.
- Engage in lifelong learning for professional development, specifically in the following fields: entrepreneurship, accounting education research, assurance and consultancy services, project management, software development and new emerging technologies.

12.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:

A. Resolve business issues and problems, with a global and strategic perspective using knowledge and technical proficiency in the areas of financial accounting and reporting, cost accounting and management accounting, management and control, taxation and accounting information systems.
B. Conduct Accounting Information System research through independent studies of relevant literature and appropriate use of accounting theory and methodologies.
C. Employ technology as a business tool in capturing financial and non-financial information, generating reports and making decisions.
D. Apply knowledge and skills that successfully respond to various types of assessments (including professional licensure and certifications).
E. Confidently maintain a commitment to good corporate citizenship, social responsibility and ethical practice in performing functions as an accountant.

12.3 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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

12.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Business Administration program shall be able to:

- Practice as successful business executives for the advancement of society.
- Promote professionalism in their respective marketing, operations, sales, finance, and general management fields.
- Engage on lifelong learning toward the pursuit of graduate and/or post-graduate degrees and/or professional development in the different fields of business and management.

12.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:

A. Perform the basic functions of management such as planning, organizing, staffing directing and controlling.
B. Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations
C. Select the proper decision-making tools to critically, analytically and creatively solve problems and drive results.
D. Express oneself clearly and communicate effectively with stakeholders both in oral and written forms.
E. Apply information and communication technology (ICT) skills as required by the business environment.
F. Work effectively with other stakeholders and manage conflict in the workplace.
G. Plan and implement business related activities.
H. Demonstrate corporate citizenship and social responsibility.
I. Exercise high personal moral and ethical standards.
J. Analyze the business environment for strategic direction.
K. Prepare operational plans.
L. Innovate business ideas based on emerging industry trends.
M. Manage a strategic business unit for economic sustainability.
N. Conduct business research.
O. Demonstrate a service orientation in one's profession.

12.4 BACHELOR OF SCIENCE IN BUSINESS ANALYTICS WITH AI

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

12.4.1 Program Educational Objectives

Within five years after graduation, graduates of BS Business Analytics and AI shall be able to:

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

12.4.2. Program Outcomes

A graduate of a BS Business Analytics and AI degree shall have developed an ability to:

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

12.5 BACHELOR OF SCIENCE IN INTERNATIONAL BUSINESS

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

12.5.1 Program Educational Objectives

Within five years after graduation, graduates of BS International Business Analytics shall be able to:

- Apply concepts and principles of international management in a global setting.
- Demonstrate professional success via promotions and/or positions of increasing responsibility in a global organization or global setting.
- Demonstrate life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses or industry-based training courses.
- Exhibit and implement actions toward the improvement of international business practice or related fields.
- Initiate and implement actions toward improving the practice of international business or related fields.

12.5.2 Program Outcomes

A graduate of a BS in International Business degree shall have developed an ability to:

A. Apply concept, theories, and fundamentals principles of international business.
B. Communicate effectively with a range of audiences of different nationalities and cultures.

C. Recognize ethical and professional responsibilities in different scenarios in the practice of international business.
D. Function effectively in international teams.
E. Conduct research studies in the field.

12.6 BACHELOR OF SCIENCE IN MARKETING

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

12.6.1 Program Educational Objectives

Within five years after graduation, graduates of BS Marketing shall be able to:

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

12.6.2 Program Outcomes

A graduate of a BS Marketing degree shall have developed an ability to:

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

12.7 BACHELOR OF SCIENCE IN REAL ESTATE MANAGEMENT

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

12.7.1 Program Educational Objectives

A graduate shall have developed an ability to:

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

12.7.2 Program Outcomes

A graduate of a Real Estate Management degree shall have developed an ability to:

A. Offer or render professional advice and judgment on: (i) the acquisition, enhancement, preservation, utilization or disposition of lands or improvements thereon; and (ii) the conception, planning, management and development of real estate projects.

B. Perform or render, or offer to perform services in estimating and arriving at an opinion of or acts as an expert on real estate values, such services of which shall be finally rendered by the preparation of the report in acceptable written form.
C. Perform local government appraisal and assessment of real properties, including plants, equipment, and machineries, essentially for taxation purposes and other public service purposes.
D. Act as an agent of a party in a real estate transaction to offer, advertise, solicit, list, promote, mediate, negotiate or effect the meeting of the minds on the sale, purchase, exchange, mortgage, lease or joint venture, or other similar transactions on real estate or any interest therein.
E. Perform service for, and in behalf of a real estate broker who is registered and licensed for or in expectation of a share in the commission, professional fee, compensation or other valuable consideration.
F. Convey ideas clearly both oral and written in English or Filipino.
G. Prepare, analyze, and evaluate reports, proposals and concept papers.
H. Demonstrate the values of fairness, transparency, accountability, hard work, honesty, patience, diligence, innovativeness and risk taking.
I. Apply the principles of the different forms of communication.
J. Develop the ability to access, retrieve and disseminate information using Information Technology.
K. Perform quality real estate service work.
L. Understand and apply the concepts and principles of good interpersonal relations.
M. Develop a wholesome personality aligned to his/her profession.
N. Participate actively in business associations and comply with their policies and regulations.
O. Demonstrate leadership qualities, civic-mindedness and responsible citizenship.
P. Conduct environmental scanning of the real estate industry and practices.
Q. Conduct feasibility study and other business research/plan related to real estate.
R. Explain the concepts, approaches, and techniques of environmental conservation as applied to the real estate industry.
S. Know and understand the country's national development thrusts, concerns, socio-economic and real estate indicators.
T. Perform fair market value assessment in the municipal, city and provincial levels for real estate taxation and public services purposes.

12.8 BACHELOR OF SCIENCE IN FINANCIAL MANAGEMENT AND TECHNOLOGY

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

12.8.1 Program Educational Objectives

A graduate of a Financial Management and Technology degree shall be able to:

- Bridge the gap between finance and technology, driving innovation and efficiency in the financial industry while adhering to ethical and regulatory standards.
- Pursue diverse career opportunities in this dynamic and fast- growing field.
- Demonstrate life-long learning via progress toward completion of an advanced degree, professional development/continuing education courses or industry-based training courses.

12.8.2 Program Outcomes

A graduate of a BS Financial Management and Technology degree shall have developed an ability to:

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

13. PROGRAM OFFERED BY THE SCHOOL OF FOUNDATIONAL STUDIES AND EDUCATION (SFSE)

13.1 BACHELOR OF SCIENCE IN TECHNICAL COMMUNICATION

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

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

13.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Technical Communications program shall have:

- Demonstrated excellent communication skills and good grasp of science, business, and information and engineering technology concepts enable them to effectively design, disseminate, and assess technical and scientific information and materials.
- Undertaken singly or in teams, projects that show ability to design and formulate solutions to problems and concerns involving communication in any organization or sector in society;
- Had substantial involvement in communication projects that contribute to the welfare and betterment of groups, organizations, or any identified publics;
- Demonstrated professional success via promotions and/or positions of increasing responsibility;
- Demonstrated life-long learning via progress toward completion of an advanced degree, or professional development / continuing education courses, or industrial training courses;
- Exhibited professional behavior and attitude in practice of Technical Communication or related fields; and,
- Initiated and implemented actions towards the professionalization of Technical Communications.

13.1.2 PROGRAM OBJECTIVES

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

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

13.2 BACHELOR OF PHYSICAL EDUCATION MAJOR IN SPORTS AND WELLNESS MANAGEMENT

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

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

Graduates of this program may have good preparation for career options in the corporate industry such as Fitness and Wellness Supervisors, Gym Managers, Recreation Directors, Corporate Wellness Trainers, Supervisors and Managers,

Sports Complex Administrators, Events/Tournament Coordinators and Directors, Corporate Human Resource Development Officers, Sports Tourism Officers, Sports and Wellness Facilities Managers.

13.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, graduates of the Bachelor of Physical Education program should have:

A. Excel as professionals in the fields of sports and wellness management, demonstrating expertise in designing, implementing, and evaluating comprehensive fitness and wellness programs for diverse populations.
B. Become leaders and innovators in the sports and wellness industry, contributing to the promotion of healthy lifestyles and the advancement of community health through ethical practices and evidence-based strategies.

13.2.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have developed an ability to:

A. Understand sports history, the foundation of physical education and sports, and the essentials of fitness and wellness, analyze scientifically, and understand the body parts and how it functions in various physical movement and activities.
B. Define the importance of physical education, lifelong sports, fitness, and exercise, and recite and relate sports historical accounts in relation to present-day and cultural activities and trends.
C. Demonstrate proficiency and efficiency in all movement forms.
D. Apply movement concepts and principles to the learning and development of physical/motor activities.
E. Exhibit moral and ethical standards in social and physical activities.
F. Exhibit and promote an active and healthy lifestyle, the value of fitness, and experience lifelong activity.
G. Conduct research and prepare technical reports on sports and physical education studies and related fields.
H. Present a feasible and workable plan for organization, supervision, and management of physical education, sports competition leagues, and other related activities.
I. Organize and supervise programs and activities for physical education, fitness, sports, tourism, and cultural programs.
J. Understand legal and professional administrative, supervisory, and managerial functions and programs.
K. Develop assessment and evaluation tools in the planning and preparation of physical education activities, sports, and wellness programs.
L. Develop and maintain optimal individual muscular strength, endurance, and cardiovascular fitness.
M. Demonstrate interest in a variety of wholesome recreational activities as a release from mental and emotional pressures and strains.
N. Exhibit marketing and industrial economic skills in sports, fitness, and wellness activities.
O. Demonstrate management capabilities and techniques in dealing with sports tourism activities and marketing promotions.
P. Develop proficiency in verbal and written communication skills via reports, presentations, and work outputs in various physical and sports activities, and as research production.
Q. Practice theories and principles in dealing with emergencies and natural disaster preparedness in the workplace, school setting, and recreational and sports facilities.
R. Apply principles of food and nutrition in a practicum setting for athletic programs, wellness and fitness centers, nutritional supplementation, and ergogenic.

13.3 BACHELOR OF SCIENCE IN PHYSICS

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

The program would be sufficient to enable the students to pursue areas such as:

- Advanced physics research

- University physics teaching
- Graduate studies
- Employment in physics-related jobs in business, industry or the government

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

13.3.1 PROGRAM EDUCATIONAL OBJECTIVES

Within five years after graduation, the graduates of Bachelor of Science in Physics shall have:

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

13.3.2 PROGRAM OUTCOMES

By the time of graduation, the students shall have:

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

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

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

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

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

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

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

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

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

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

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

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

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

14. PROGRAMS OFFERED BY THE SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT (STHM)

14. 1 BACHELOR OF SCIENCE IN TOURISM MANAGAMENT

BS in Tourism Management features a forward-thinking curriculum designed to cultivate the skills and knowledge needed to build tomorrow's tourism industry. Offered under the School of Tourism and Hospitality Management, it prepares students for leadership roles in world-class tourism businesses and government agencies, as well as equips them with the relevant innovative technology.

14.1.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three to five years from graduation, the graduates of the BSTM program shall have:

- Created, as part of a group or individually, a tourism plan or roadmap applying the essential knowledge and skills required to solve various scenarios of tourism operations.
- Developed, as part of a group or individually, a proposal for a productive tourism destination, integrating all related business concepts learned.
- Introduced new concepts in product and service as would be discovered through research and innovation.
- Demonstrated the necessary knowledge and skills needed to work as a tourism professional, made special with a touch of extra care.
- A steadfast desire to contribute to and lead in nation-building, and life-long learning.

14.1.2 PROGRAM STUDENT OUTCOMES

A student completing the program at the minimum shall have:

A. The ability to conduct a variety of plans, proposals, or research on how to set up, grow and sustain a tourism product, service or business activity.
B. The ability to conceptualize, create and communicate materials and messages for tourism in various platforms.
C. The acumen to operate a tourism business, adept in all tasks to deliver the product or service to the customer.
D. The proficiency to communicate in one other foreign language aside from English.
E. The tenacity to lead a diverse group of tourism or hospitality professionals.
F. Active involvement in lifelong learning and nation building.

14.2 BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT

BS in Hospitality Management is designed to develop globally competitive leaders for placement in premium hospitality establishments in the Philippines and abroad. With a state-of-the-art curriculum, the program prepares students to excel in key industry sectors such as accommodation and lodging, food and beverage service, culinary arts, and emerging fields, with aid of innovative technology.

14.2.1 PROGRAM EDUCATIONAL OBJECTIVES

Within three to five years from graduation, the graduates of the BSHM program shall have:

1. Created, as part of a group or individually, a hospitality plan or roadmap applying the essential knowledge and skills required to solve various scenarios of hospitality operations.
2. Developed, as part of a group or individually, a proposal for a productive hospitality venture, integrating all related business concepts learned.

3. Introduced new concepts in product and service as would be discovered through research and innovation.
4. Demonstrated the necessary knowledge and skills needed to work as a hospitality professional, made special with a touch of extra care.
5. A steadfast desire to contribute to and lead in nation-building, and life-long learning.

14.2.2 PROGRAM STUDENT OUTCOMES

A student completing the program at the minimum shall have:

A. The ability to conduct a variety of plans, proposals or research on how to set up, grow and sustain a hospitality product, service or business activity.
B. The ability to conceptualize, create and communicate materials and messages for hospitality on various platforms.
C. The acumen to operate a hospitality business, adept in all tasks to deliver the product or service to the customer.
D. The proficiency to communicate in one other foreign language aside from English.
E. The tenacity to lead a diverse group of hospitality professionals.
F. Active involvement in lifelong learning and nation building.

15. FULLY ONLINE UNDERGRADUATE PROGRAMS (UOx UNDERGRADUATE PROGRAMS)

15.1 Mapua University offers the following fully online undergraduate programs:

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

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

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

Section III: POLICIES AND GUIDELINES ON ADMISSION

1. POLICIES AND GUIDELINES ON THE ADMISSION OF FRESHMEN

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

1.2 Applications are accepted around September or October of each school year and the MPASS is administered from October until the end of application. Applicants may take the MPASS anytime, anywhere through the Cardinal Edge.

1.3 MPASS results for successful applicants, are available in the Applicant Portal right after taking the assessment.

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

1.5 The following documents must be submitted to the Office of the Registrar after the online enrollment:

1.5.1 Original Grade 12 Report Card (Form 138) with the applicant's eligibility for admission to college duly signed by the school principal.

1.5.2 Fully accomplished Student Data Sheet / Undergraduate Enrollment forms

1.5.3 Original Birth Certificate printed on Philippine Statistics Authority (PSA) paper.

1.5.4 Original certificate of good moral character (dated not earlier than February of the graduation year) from the high school (with school seal)

1.5.5 1 pc. ID picture (plain background), size 1½" x 1½"

1.5.6 For Valedictorians and Salutatorians of duly accredited Philippine high schools with at least 60 graduating students: A certification of honors, indicating the total number of graduates, (one (1) original copy and two (2) photocopies) signed by the high school principal (with school seal)

1.5.7 For previously graduated enrollees (graduation year is prior to the current school year) : Original and photocopy of Grade 12 report card, and Certification from the high school principal regarding the student's F137-A.

1.5.8 For foreign nationals: Alien Certificate of Registration (ACR) or Special Study Permit, Original and photocopy of Passport

1.5.9 For enrollees coming from schools abroad, except Filipino schools under DepEd: Original certificate of completion of secondary education (high school or its equivalent), scholastic records (duly authenticated by the Philippine Foreign Service Post located in the applicant's country of origin or legal residence), and certificate of good moral character.

1.5.10 For graduates of Non-Formal Education Accreditation and Equivalency or ALS: Certificate of Rating (with passing marks in all subjects) and Learner's Permanent Record (AF-5) with eligibility for admission to college.

2. POLICIES AND GUIDELINES ON ADMISSION OF TRANSFEREES

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

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

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

2.4 Applicants applying for Architecture, Industrial Design, Interior Design and Multimedia Arts & Sciences are required to submit 3 portfolios as an additional examination/requirement.

2.5 Transferees may be admitted to a degree program provided that:

2.5.1 They would complete in Mapúa at least 60% of the units required for the degree program.

2.5.2 The maximum number of students quota set by the School and the Registrar for the degree program to which admission is sought has not yet been filled up.

2.5.3 They have accomplished and submitted the Fraternity Contract (form issued by the Registrar's Office during enrollment).

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

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

2.8 All students applying to transfer to Mapua University are required to submit the following requirements thru admissions email (admissions@mapua.edu.ph):

2.8.1 Original transcript of records or certified true copy of grades with grading system indicated duly signed by the university registrar

2.8.2 Original certificate of good moral character issued by the college Student Affairs Office (with school seal)

2.8.3 Letter of Intent addressed to the Executive Vice President for Academic Affairs for Academic Affairs (EVPAA). In the letter, state the program applied for.

2.9 Upon the approval of transfer application by the Executive Vice President for Academic Affairs (EVPAA), the applicant must submit the following requirements thru admissions email (admissions@mapua.edu.ph).

2.9.1 Honorable dismissal/Certificate of Transfer Credential
2.9.2 Original or certified true copy of detailed course (subject) descriptions
2.9.3 Original birth certificate printed on Philippine Statistics Authority (PSA) paper
2.9.4 Two (2) identical pictures (plain background), size "1 ½" x "1 ½"
2.9.5 Photocopy of Alien Certificate of Registration (ACR), for foreign nationals
2.9.6 Official Results of Basic Medical Laboratory Work-up (CBC, Urinalysis, Chest X-Ray: PA View) from any major hospitals/clinics
2.9.7 Admission fee

Note: The physical copies must be submitted to the Office of the Registrar window #5 upon enrollment.

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

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

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

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

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

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

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

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

4.2 Applicants must have no failing grade.

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

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

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

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

4.7 Applicants must submit the following requirements:
4.7.1 Original transcript of records
4.7.2 Two (2) recommendation letters from previous school (forms issued by the Admissions Office if grades are qualified)
4.7.3 Original copy of Honorable Dismissal/Certificate of Transfer Credential
4.7.4 Original or certified true copy of course (subject) descriptions
4.7.5 Original certificate of good moral character issued by the college Student Affairs Office (with school seal)

4.7.6 Two (2) identical pictures (plain background), size "1 ½" x "1 ½"
4.7.7 Letter of intent addressed to the Executive Vice President for Academic Affairs for Academic Affairs
4.7.8 Original copy of birth certificate printed on Philippine Statistics Authority (PSA) paper
4.7.9 Photocopy of Alien Certificate of Registration (ACR) for foreign nationals
4.7.10 Official Results of Basic Medical Laboratory Work-up (CBC, Urinalysis, Chest X-Ray: PA View) from any major hospital/clinic

Note: The physical copies must be submitted to the Office of the Registrar window #5 upon enrollment.

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

5. POLICIES AND GUIDELINES ON ADMISSION OF INTERNATIONAL STUDENTS

5.1. Admission requirements

5.1.1 Requirements for foreign graduates in Philippine Schools

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

5.1.1.2 Original and Photocopy of Passport

5.1.1.3 Original Grade 12 report card (Form 138) with applicant's eligibility for admission to college duly signed by the school principal.

5.1.1.4 Original Good Moral Character (dated not later than February of the graduation year) from the high school (with school seal).

5.1.2 Requirements for enrollees with dual citizenship with Philippine Passport or Recognition as Filipino

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

5.1.2.2 Original and photocopy of Philippine and Foreign passport bio-page

5.1.2.3 A copy of Naturalization/Recognition document

5.1.2.4 Original Birth Certificate

5.1.2.5 Original Certificate of Good Moral Character

***NOTE:** Students with dual citizenship shall sign the Affirmation of Dual Citizenship Form stating he/she shall be considered a Filipino student who shall therefore be subject to all requirements and conditions that are applied to other Filipino students. (AC Resolution 19 s. 2019)

5.1.3 Requirements for foreign students

5.1.3.1 Applicants must be non-immigrants and have completed secondary education (high school or its equivalent)

5.1.3.2 Applicant must pass the Mapúa Program Placement Assessment (MPASS) or submit their Scholastic Aptitude Test (SAT) results with a score of at least 1600 before they can become eligible for admission as first year student.

5.1.3.3 Crediting of advanced college units is on a case-by-case basis.

5.1.3.4 For non-native English speakers, applicants are required to take and pass the Test of English as a Foreign a Language (TOEFL) or International English Language Testing System (IELTS) with the following scores:

TOEFL: Internet-based test, score of at least 75

Paper-and-pencil based test, score of at least 500

Computer-based-test, score of at least 173

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

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

5.2 Visa Application

5.2.1. Regular documentation for Foreign Students

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

- **Requirements for conversion of tourist visa with ACR-ICARD (valid for one year)**

- List of documents for submission of foreign student to the office of the Registrar
  - Valid Passport with Bureau of Quarantine Stamp or Medical Clearance from Level 3-Accredited Hospitals upon arrival
  - 2x2 picture with white background
  - NBI clearance upon arrival
- List of documents to be prepared by the petitioning school
  - Joint letter of request addressed to the Commissioner signed by the foreign student and the authorized representative of the petitioning school, stating that the applicant qualifies for the application of conversion of tourist to student visa (In school letterhead with school dry seal)
  - Photocopy of passport bio-page, visa implementation page and latest admission with valid authorized stay
  -Notice of acceptance address to foreign student
  -Certification of eligibility address to commissioner thru student visa chief
  -Request for student visa address to commissioner thru student visa chief
  -Photocopy of BI school accreditation ID of school's authorized representative

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

- **Requirements for extension of student visa with ACR I-card (valid for one year)**
  - List of documents for submission of foreign student to the Office of the Registrar
    - Valid Passport with Bureau of Quarantine Stamp
    - Duly accomplished CGAF ()
    - 2x2 picture with white background
    - Photocopy of ACR ICARD
    - Photocopy of payment for annual reports fee in BI
  - For transferee, another degree, graduate studies – must submit transfer credentials, CTC of transcript of records from the previous school and NBI
  - List of documents to be prepared by petitioning school
    - Joint letter of request addressed to the Commissioner signed by the foreign student and the authorized representative of the petitioning school, stating that the applicant qualifies for the application of extension of student visa (In school letterhead with school dry seal)
    - Photocopy of passport bio-page, visa implementation page and latest admission with valid authorized stay.
    - Certification of eligibility address to commissioner thru student visa chief
    - Certified true copy of grades for 1 year or 3 trimesters
    - Photocopy of BI school accreditation ID of school's authorized representative
    - For new graduate studies student – must request an acceptance letter from GS
    - For transferee, new graduate studies student and shifter – must submit letter of indorsement to CHED and get the approval before application of extension of visa to BI

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

5.2.2.1. SSP (applicable to 18 years below)

***Requirements for SSP**

- List of documents for submission of foreign student to the Office of the Registrar
  - Original passport with a least 1 month authorized stay in the Philippines (from BI)
  - Original ACR ICARD
  - Special Study Permit (SSP) if the student graduated from Philippine School
  - 2pieces (2x2 picture)
  - Fees for SSP
    - Valid Passport
    - Duly accomplished CGAF (BI Form CGAF-STUDENT-JAMV.pdf)
    - 2x2 picture with white background
    - Annual Report Fee receipt in BI
- List of documents to be prepared by the petitioning school
  - Joint letter of request addressed to the Commissioner signed by the foreign student and the authorized representative of the petitioning school. For minor age (below 18) with the name and signature of guardian (In school letterhead with school dry seal).
  - Photocopy of passport bio-page, visa implementation page and latest admission with valid authorized stay

- Duly accomplished CGAF (BI form CGAF-003-Rev 0)
- Certificate of acceptance issued by the learning institution accredited by the Bureau of Immigration to accept foreign students Photocopy of BI school accreditation ID of school's authorized representative

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

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

5.3. Foreign Student Fees

5.3.1. By Mapua University

5.3.1.1. One-time Acceptance Fee – Php6,000.00

- Permanent Resident/Native Born are exempted from one-time acceptance fee

5.3.1.2. Foreign student service fee (per term)

- Non-Immigrant Visa – Php2,500.00
- Immigrant Visa – Php500.00

5.3.1.3 Processing fee for Conversion of Tourist Visa to Student Visa, Extension of Student Visa and Student Visa and Special Study Permit – Php1,000.00

5.3.2. By Bureau of Immigration

5.3.2.1. Conversion of Student Visa including ACR-ICARD – Php15,000.000

5.3.2.2 Extension of Student Visa including the ACR-ICARD – Php17,000.00 (For late filing is Php1,000.00 first month and Php500.00 for succeeding month)

5.3.2.3 Special Study Permit including ACR-ICARD – Php10,000.00

5.3.2.4 Annual Report Fee – Php300.00 (to be paid by the student in BI Main Office every January to Febraury to avoid penalty)

5.3.2.5 Administration fine Php70,000.00 (Breakdown – Php50,000.00 for school and Php20,000.00 for FS). For case of:

- Late extension after 3 months
- Enrolled FS without visa
- Accepts FS without one-year residency from previous school.

***Fees are subject to change without prior notice**

5.4. Visa Types

5.4.1 Non-Immigrant Visa

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

5.4.2 Immigrant Visa

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

***Submit a copy of ACR-ICARD**

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

The Mapúa Program Placement Assessment (MPASS) is a unique university admissions assessment tool that measures the cognitive and academic development of the applicant.

6.1 Accomplished Application Form
6.2Scanned copy of the following:
6.2.1 Grade 12 Report Card
6.2.2 Certificate of Enrollment
6.2.3 Current school ID with school year and grade level6.2.4 Application fee (if applicable)
6.5 Additional Requirements:
6.5.1 For applicants from schools in the Philippines or schools abroad under DepEd and who did not enroll in any college/university after graduation
6.5.1.1 Original and photocopy of Grade 12 Report Card
6.5.1.2 Certification from the high school principal regarding the student's F137-A. Certification must indicate that the student's Form 137-A is still in the school file and that the student's Form 137-A has not been forwarded to another college / university.

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

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

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

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

6.5.5 For applicants from schools abroad (except Filipino schools under DepEd)
6.5.5.1 Scholastic records duly authenticated by the Philippine Foreign Service Post located in the student applicant's country of origin or legal residence
6.5.5.2 Certificate of completion of secondary education (senior high school / grade 12 or its equivalent)
6.5.5.3 Certificate of Good Moral Character or Recommendation from the School Guidance Counselor or Principal
6.5.5.4 For Filipino applicants
6.5.5.4.1 Birth certificate printed on PSA paper
6.5.5.4.2 Original and photocopy of Filipino passport
6.5.5.5 For foreign nationals
6.5.5.5.1 Alien Certificate of Registration (ACR) or Special Study Permit (SSP)
6.5.5.5.2 Original and photocopy of data page of the applicant's passport showing date and place of birth, and birth certificate or its equivalent duly authenticated by the Philippine Foreign Service Post

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

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

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

The Mapúa Program Placement Assessment (MPASS) is a unique university admissions assessment tool that measures the cognitive and academic development of the applicant.

7.1 Accomplished Application Form
7.2 Scanned copy of the following:
7.2.1 Grade 9 Report Card
7.2.2 Application fee (if applicable)
7.5 Additional Requirements
7.5.1 Additional Requirements for Junior High School completers who did not enroll the following school year in Senior High School.

7.5.1.1 Original and photocopy of Grade 10 Report Card

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

7.5.2 For foreign nationals

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

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

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

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

TOEFL: *Internet-based test,* score at least 75
Paper and pencil-based test, score at least 500
Computer-based test, score at least 173
IELTS: Overall band of 6.0, no single test score below 5.5

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

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

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

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

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

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

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

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

Section IV: ACADEMIC POLICIES AND GUIDELINES

1. DEFINITION OF TERMS

1.1 FULL-TIME STUDENT. A full-time student carries a term's load as prescribed in his curriculum of not less than 15 units. A graduating student who carries a load of less than 15 units is considered a full-time student.

1.2 PART-TIME STUDENT. A part-time student carries a load below 9 units.

1.3 MAXIMUM COURSE LOAD. The maximum course load per term is prescribed in the curriculum of the student. It should, however, not exceed 21 units. A student with a remaining load of 34 units are allowed to apply for an overload of four (4) units over the prescribed maximum load for the last two terms (if there is no prerequisite violation and the number of laboratory/drafting units does not exceed two).

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

1.5 PREQUISITE: A course that must be completed before enrolling on another course.

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

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

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

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

1.10 SHIFTING. Shifting means transferring from one program to another program and/or changing modality.

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

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

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

2. OFFICIAL CONDUCT OF ACADEMIC ACTIVITY

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

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

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

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

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

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

3. POLICIES ON ATTENDANCE

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

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

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

* LFD stands for Laboratory, Field or Drafting

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

4. POLICIES ON EXAMINATION

4.1 In addition to the regular quizzes required in the course syllabi, students are required to take the following examinations, if applicable, or if required in the program curriculum:

4.1.1 Final examination
4.1.2 Diagnostic examination in Mathematics
4.1.3 Exit examination
4.1.4 Mock board examination
4.1.5 Test of English in International Communication (TOEIC) Certification Examination

4.2 Exemption from taking the final examination is not allowed.

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

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

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

4.5 The diagnostic examination is considered as one quiz.

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

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

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

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

4.6.4 A student must get a score of at least 70% to pass an exit examination or special exit examination. There is no limit, however, to the number of times a student can take an exit examination or special examination.

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

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

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

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

4.7.3.1 The student should have ONLY one correlation course left before graduating (i.e., the student should have already finished the thesis, OJT, *etc*.). If he meets this condition, he can request a retake of the mock board examination in Week 1 of the next term. Please contact Innovation and Development Office for Career Advancement and Lifelong Learning (idCALL) for the retake.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.8.8 Test duration:

a. Listening and Reading = 3 hours
b. Speaking and Writing = 2 hours

4.8.9 Test results:

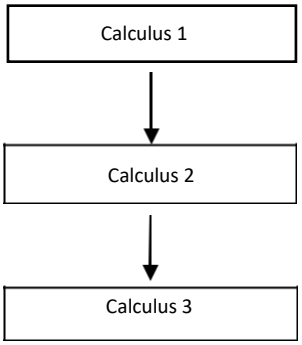
a. Listening and Reading = few minutes after the exam
b. Speaking and Writing = after 10 Working Days

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

5. CRITICAL COURSE SERIES

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

5.1.1 Critical course series in Mathematics



6. SUPERCRITICAL COURSES

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

6.1.1 BS Architecture

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

6.1.2 B.S. Chemical Engineering

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

6.1.3 BS Chemistry

Codes	Course Titles
CM123	Analytical Chemistry Lecture 1
CM124	Analytical Chemistry Lecture 2
CM125	Analytical Chemistry Lecture 3
CM133	Organic Chemistry Lecture 1
CM134P	Organic Chemistry Lecture 2
CM150	Physical Chemistry Lecture 1
CM151	Physical Chemistry Lecture 2
CM152	Physical Chemistry Lecture 3
CM162	Biochemistry Chemistry Lecture 1

CM163	Biochemistry Chemistry Lecture 2
CM176	Advanced Inorganic Chemistry 1
CM177	Advanced Inorganic Chemistry 2

6.1.4 B.S. Civil Engineering

Codes	Course Titles
MEC30-7	Static of Rigid Bodies for CE
MEC32P-5	Mechanics of Deformable Bodies
CE120-05 and CE120-05F	Fundamentals of Surveying and Fundamentals of Surveying Field
CE142P-5	Hydraulics
CE122-5	Traffic and Highway Engineering
CE123-5	Principles of Transport Engineering
CE131P-5	Structural Theory 1
CE132P-5	Structural Theory 2
CE133P-5	Reinforced Concrete Design and Basic Concepts of Prestressed
CE134P-5	Structural Steel and Timber Design
CE161P-5	Geotechnical Engineering 1 (Soil Mechanics)
CE162P-5	Foundational Design and Retraining Structures
CE168P-5	Construction Methods and Project Management

6.1.5 B.S. Environmental and Sanitary Engineering

Codes	Course Titles
MEC30-5	Static of Rigid Bodies
MEC32P-5	Mechanics of Deformable Bodies
CE141-5	Hydrology
CE142P-5	Hydraulics
ESE150-5	Environmental Science and Engineering
ESE144P-5	Water Purification Process Design
ESE131P-5	Sanitary Science, Fire Protection and Plumbing as Applied to Buildings
ESE132-5	Public Health Engineering
ESE143-5	Water Supply Planning and Development
ESE145-5	Sewage and Urban Drainage Engineering
ESE156-5	Environmental Planning, Laws, and Impact Assessment
ESE183-5	Solid and Hazardous Waste Engineering
ESE122P-5	Sewage and Industrial Wastewater Treatment Processes and Design

6.1.6 BS Electronics Engineering

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

6.1.7 BS Electrical Engineering

Codes	Course Titles
EEA101	Electrical Circuits 1
EEA102	Electrical Circuits 2
EEA103	Engineering Mathematics for EE
EEA104P	Electrical Machines 1
EEA105	Electrical Machines 2
EEA107	Electrical Apparatus and Devices
EEA108	Power System Analysis
EEA109	Engineering Economics

EEA126	Instrumentation and Control
EEA112P	Illumination Engineering Design
EEA118	EE Law, Codes, and Professional Ethics
EEA114P	Electrical Systems Design
EEA111	Distribution Systems and Substation Design
EEA115D	Fundamentals of Power Plant Engineering and Design
EEA116F	Electrical Standards and Practices

6.1.8 B.S Industrial Engineering

Codes	Course Titles
IE184-1P	Operations Research 1
IE189P	Operations Research 2

6.1.9 B.S. Mechanical Engineering

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

6.10 B.S Nursing

Codes	Course Titles
NCM104-1	Community Health Nursing I: Individual and Family as Clients
NCM113-1	Community Health Nursing II: Population, Groups, Community as Clients
NCM107-1	Care of Mother, Child, Adolescent (Well Client)
NCM109-1	Care of Mother and Child At-Risk or with Problems (Acute and Chronic)
NCM112-1	Care of Clients with Problems in Oxygenation, Fluids, Electrolytes, Infectious Inflammatory and Immunologic Response, Cellular Aberration Acute and Chronic
NCM116-1	Care of Clients with Problems in Nutrition and GI Metabolism and Endocrine, Perception and Coordination, Acute and Chronic
NCM117-1	Care of Clients with Maladaptive Patterns of Behavior, Acute and Chronic
NCM118-1	Nursing Care of Clients with Life Threatening Conditions/Acutely Ill/Multi-organ problems/High Acuity and Emergency Situations, Acute and Chronic

6.11 B.S Geological Sciences and Engineering

Codes	Course Titles
GEO140-5	Field Geology Lecture
GEO140F-5	Field Geology

7. GRADING SYSTEM

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

7.1.1 Table of Grades

Numerical Grade	Letter Grade	Passing Rate (70%)	Passing Rate (80%)	Description
1.00	A	98 – 100	98 – 100	Excellent
1.25	A-	95 – 97.99	96 – 97.99	Highly Meritorious
1.5	B+	91 – 94.99	94 – 95.99	Meritorious
1.75	B	88 – 90.99	92 – 93.99	Very Good
2.0	B-	85 – 87.99	90 – 91.99	Good
2.25	C+	81 – 84.99	88 – 89.99	Satisfactory
2.5	C	77 – 80.99	86 – 87.99	Fair

2.75	D+	73 – 76.77	83 – 85.99	Marginal
3.0	D	70 – 72.99	80 – 82.99	Lowest passing grade
5.0	F	0 – 69.99	0 – 79.99	Failure
ABS				Failure due to absences
C				Continuing
I				Incomplete
W				Official Withdrawal
IP				In Progress
P				Passed
F				Failed

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

7.3 The grade of "5.00" (FAILURE)

7.3.1 The grade of "5.00" is given to:

7.3.1.1 A student whose performance is poor.

7.3.1.2 A student who has stopped attending classes at any time without officially withdrawing his courses through the Office of the Registrar.

7.3.1.3 A student who has accumulated a number of absences equivalent to 20% of the prescribed number of school days in one (1) term. After this number of absences has been recorded, a module grade of 5.00 is given to all remaining modules regardless of class standing.

7.3.1.4 A student who has not accomplished or submitted more than 50% of the course assessments and requirements in a module.

7.3.1.5 A student who violated the Academic Integrity policies of the university.

7.3.2 The grade of "5.00" for a course within the program of study shall disqualify a student from academic scholarship and academic honors.

7.4 The grade of "I" (INCOMPLETE)

7.4.1 The grade of "I" is equivalent to an incomplete grade and is not a mark of conditional failure.

7.4.2 The grade of "I" should only be given under the following conditions:

7.4.2.1 The student was not able to take the final examination because of justifiable reason, provided that his class standing is passing before the final examination.

7.4.2.2 In case of extraordinary or special circumstance, the Dean or Department Chair can approve the request, on a case-to-case basis, after weighing all factors and considerations which would properly justify the giving of a grade of "I".

7.4.3 The grade of "I" for a course outside the program of study of a student shall not affect his/her scholarship privileges (except for the eligibility in the academic scholarship).

7.4.4 The grade of "I" for a course within the program of study shall disqualify a student from his/her academic scholarship.

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

7.4.6 No general weighted average shall be reflected in the grade report if all courses for a particular term are given the grade of "I".

7.4.7 The grade of "I" must be completed within the next two (2) terms for undergraduate programs.

7.4.8 If the student fails to complete the requirements within the prescribed period, the grade of "I" lapses and the student shall be required to repeat the course. During the prescribed period of completion, the student may opt to re-enroll the course in lieu of completing the requirements; in such case, he will have to repeat the same course and satisfy all its requirements. The student shall inform his Section Chief at the Registrar's Office of his intent to re-enroll the course and accomplish the necessary documentations.

7.4.9 Requirements for completion of a grade of "I":

7.4.9.1 For Non-modular courses, student shall submit duly accomplished Request to Complete Course Form (FM-RO-19) to the Customer Service for billing and processing of Completion Report Form (FM-RO-20). The student shall submit the CRF to the faculty to accomplish. The completely signed CRF shall be forwarded to the Registrar's Office for encoding.

7.4.9.2 For Modular courses, Completion form signed by the professor and dean/department chair concerned should be submitted to the Office of the Registrar. The instructor shall encode completion grade via Module Grade Completion in his/her MyMapua account.

7.5 The grade of "P" (PASSED)

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

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

7.6 The grade of "C" (CONTINUING)

7.6.1 The grade of "C" shall be given only for dissertation, thesis, or research practicum course which is not finished during the prescribed term.

7.6.2 The grade of "C" shall be replaced by the final grade "P" or "F" once the course is completed.

7.6.3 The grade of "C" shall always appear in the student's course load enrolled every term until he completes the dissertation, thesis, or research practicum course, or until the grade of "IP" lapses.

7.6.4 While the student need not to pay the tuition fee for this course in this situation, the dissertation, thesis, or research practicum course units will be considered in the computation of the total units enrolled by the student for a particular term.

7.6.5 The grade of "C" shall appear in the final grade report of the student every term until it is completed and given a final grade of "P" or "F".

7.6.6 The grade of "C" must be completed within one academic year. After such period, the student must re-enroll the course.

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

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

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

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

7.6.10.1 Student shall submit duly accomplished Request to Complete Course Form (FM-RO-19) to the Customer Service for billing and processing of Completion Report Form (FM-RO-20).

7.6.10.2 The student shall submit the CRF to the faculty to accomplish. The completely signed CRF shall be forwarded to the Registrar's Office for encoding.

7.7 The grade of "IP" (IN PROGRESS)

7.7.1 The grade of "IP" is only applicable to students enrolled in UOx programs.

7.7.2 The grade of "IP" is given to a student who failed in a module.

7.8 The grade of "F" (FAILED)

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

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

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

7.9 The grade of "W" (Official Withdrawal)

7.9.1 A student desiring to withdraw a course must do so not later than Friday of the 6th week of the term.

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

7.9.3 A student wishing to withdraw a course must apply through the link: https://www.mapua.edu.ph/pages/academics/registrar/downloadable-forms - FM-RO-21-02 Request for Official Withdrawal of Course.

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

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

7.9.6 A student may withdraw from any course except PE and NSTP.

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

7.9.7.1 Prerequisite course regulation

7.9.7.2 Paired lecture and laboratory/field/drafting courses regulation

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

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

7.9.10 A student is allowed only to withdraw twice on the same course

8. ACADEMIC SCHOLARSHIPS

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

8.2 Only students on the President's List shall be qualified for Academic Scholarship. In addition, only students included in the Dean's list will be qualified for the President's list. For more details regarding the criteria for being a President's or Dean's List, refer to Part F. Student Affairs, Section VI: Center for Scholarships and Financial Assistance (CSFA).

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

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

8.5 Students, after the release of the final grades, must inform their course teachers if they notice that there are inconsistencies in their encoded grades. Grade correction/completion must be done and encoded within one (1) week after the release of final grades. The corrected grade must be encoded before the generation of the Dean's/President's list. NO APPEAL shall be entertained after said period and after the release of the President's and Dean's List awardees.

8.6 If several attempts by the student to reach out to their instructor or professor yield no response from the teacher and if found that an error exists in the student's final grade, the dean or department chairperson, with the approval of the University President, may request for grade correction on the faculty member's behalf. The case shall be subjected to PCM-AA-10-01 (Merit-based assignment of Overload Teaching Units) and the Amended Academic Council Resolution 2021-07 (Resolution on Non-Submittal of Final Grades on Time) and the faculty member shall be reprimanded accordingly.

8.7 Students who are on the Dean's List but failed to be included in the President's List and in financial need can apply for available slots in the Need-Based Academic Scholarship (NBAS). These additional slots shall be based on the financial position and need of the qualified applicant.

9. AWARDS AND ACADEMIC HONORS

9.1 Undergraduate Academic Awards

9.1.1 President's List Award

9.1.1.1 The President's List will be announced every term for each undergraduate program.

9.1.1.2 The President of Mapua University will give all students on the President's List a Certificate of Award.

9.1.1.3 Students on the Dean's List who belong to the top spot/spots for each program will be included in the President's List.

9.1.1.4 A student in a double-degree undergraduate program included in the President's List in two undergraduate programs can avail of the academic scholarship for one program only.

9.1.1.5 The number of top spots for each program that will be included in the President's List will be determined based on the total number of students in a program:

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

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

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

9.1.1.6 In the event the scholar qualifies in more than one Mapua-sponsored scholarship program or discount, whichever scholarship program with the highest benefit will be granted.

9.1.1.7 For FAMIT/MITLU scholars who also qualifies in the Academic Scholarship program, the guidelines are set in the Collective Bargaining Agreement (CBA).

9.1.2 Dean's List Award

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

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

a. has no failed course grades of F, 5.00, ABS in any course in any term
b. has no course grade of IP starting 1Q AY 2020-2021
c. has a running GWA of 2.00 to 1.00
d. has a QWA of 1.75 to 1.00
e. enrolled in a curricular number of units for the term but not less than 12 units
f. has not been academically dismissed from a previous program
g. has not received a course grade of C (Continuing) for the term
h. has not received a modular or course grade of I (Incomplete) for the term
i. has not received a course grade of W (Official Withdrawal Course/Dropping of Course) for the term

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

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

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

a. A student who has obtained any of the following grades qualifies for the Dean's List provided the total number of units including the course with such grade is not less than the curricular number of units.
   i. P (Passed)
b. A student who has obtained N/R (No Report) should inform his/her instructor to be considered in the Dean's List Award, N/R must be changed to a passing mark within one (1) week after the release of final grades. Failure to do so disqualifies the student for the Dean's List Award.

9.1.2.6 CSFA will send the verified list to the Deans/Department Chairperson and shall inform students who are part of the Dean's/President's List via their myMapua mail.

9.1.7 The Dean's Award shall be conferred during the school's respective recognition day.

9.2 Baccalaureate Awards

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

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

9.2.1.2 The student must have completed in the university a minimum of 75% of the total units required for the degree. The time of residency of a student is the number of elapsed term from first-time enrollment to graduation minus the term when he officially cancelled his enrollment or took an official

leave of absence. His time of residency must no more than one term beyond the regular number of terms indicated in his program of study. In the case of a transferee, his program of study must be defined at the time of his admission to the university.

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

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

9.2.2 The Baccalaureate Awards are as follows:

9.2.2.1 The GOLD MEDAL AWARD is given to a student who has obtained the highest GWA in a program of study. In no case should his/her GWA be lower than "1.75". He/she must satisfy all the requirements stated in 9.2.1. If the student who has obtained the highest GWA in a program of study does not satisfy any of the requirements stated in 9.2.1, no award shall be given.

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

9.2.2.2 The SILVER MEDAL AWARD is given to a student who has obtained the second highest GWA in a program of study. In no case should his/her GWA be lower than "1.75". He/she must also satisfy all the requirements stated in item 9.2.1. If the student who has obtained the second highest GWA in a program of study does not satisfy any of the requirements stated in 9.2.1, no award shall be given.

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

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

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

10. POLICIES AND GUIDELINES ON GRADUATION

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

10.1.1 Graduates of the 1st Quarter — December
10.1.2 Graduates of the 2nd Quarter — March
10.1.3 Graduates of the 3rd Quarter — June
10.1.4 Graduates of the 4th Quarter — September

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

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

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

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

10.3 Specific Requirements for Granting a bachelor's degree Program

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

Undergraduate Program	MINIMUM PUBLICATION REQUIREMENT		
	Batch 2018, Batch 2019, Batch 2020	**Batch 2021, Batch 2022, Batch 2023, Batch 2024**	**Batch 2025 Onwards**
Artificial Intelligence Engineering	-	-	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
Biological Engineering	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Chemical Engineering	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Chemistry	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Civil Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Computer Engineering	**Batch 2018**: At least one (1) Scopus-index conference certificate of presentation OR Scopus-indexed journal article proof of registration **Batch 2019, Batch 2020:** At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
Computer Science	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings
Construction Engineering and Management	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Data Science	-	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Review notification for an article submitted in a conference with a Scopus-indexed proceedings
Electrical Engineering	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
Electronics Engineering	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in a Scopus-indexed publication (conference proceedings or journal)
Environmental and Sanitary Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)

Geology/Geological Science and Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Industrial Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	At least one (1) article in Scopus-indexed publication (conference proceedings or journal)	At least one (1) article in Scopus-indexed publication (conference proceedings or journal)
Information Systems	Submission of at least one (1) article in Scopus-indexed conference proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings
Information Technology	Submission of at least one (1) article in Scopus-indexed conference proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings	Review notification for an article submitted in a conference with a Scopus-indexed proceedings
Materials Science and Engineering	Submission of at least one (1) article in any local journal	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)
Manufacturing Engineering	-	**Batch 2022 onwards:** Publication in the School's Research Colloquium Proceedings	Publication in the School's Research Colloquium Proceedings
Mechanical Engineering	-	Publication in the School's Research Colloquium Proceedings	Publication in the School's Research Colloquium Proceedings
Energy Engineering	-	**Batch 2022 onwards**: Publication in the School's Research Colloquium Proceedings	Publication in the School's Research Colloquium Proceedings
Physics	-	Submission of at least one (1) article in a local or international publication (conference proceedings or journal)	Submission of at least one (1) article in a local or international publication (conference proceedings or journal)
Management Engineering	Submission of at least one (1) article in Scopus-indexed publication (conference proceedings)	At least one (1) article in Scopus-indexed publication (conference proceedings)	At least one (1) article in Scopus-indexed publication (conference proceedings)

10.4 Format of Thesis

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

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

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

11. REVIEW OF ACADEMIC STATUS / POLICIES ON RETENTION

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

For students who entered the University during the first quarter, all courses enrolled during the first curriculum quarter shall not be included in the evaluation for academic status review. The first academic review of new students who did not start in the first quarter shall be done at the end of the quarter when they are admitted into the University. Academic review shall be done every quarter thereafter.

1. A student who obtained a quarterly weighted average between 1.00 and 3.50 shall have an academic status of ACADEMIC GOOD STANDING.
2. A student who obtained a quarterly weighted average between 3.51 and 4.50
    a. For the first time, shall be given ACADEMIC WARNING STATUS.
    b. For the second time, shall be placed on ACADEMIC PROBATIONARY STATUS.
3. The ACADEMIC WARNING STATUS shall be removed once the student obtains a quarterly weighted average better than 3.51 in the succeeding term.
4. The ACADEMIC PROBATIONARY STATUS shall be reduced to ACADEMIC WARNING STATUS once the student obtains a quarterly weighted average better than 3.51 in the succeeding term.
5. A student on ACADEMIC PROBATIONARY STATUS who shall obtain a quarterly weighted average between 3.51 and 4.50 in the succeeding term shall be placed on ACADEMIC FINAL PROBATIONARY STATUS for the next term.
6. A student on ACADEMIC FINAL PROBATIONARY STATUS can only enroll a maximum academic load of 12 units.
7. The ACADEMIC FINAL PROBATIONARY STATUS shall be reduced to ACADEMIC PROBATIONARY STATUS once the student obtains a quarterly weighted average better than 3.51 in the succeeding term.

Additional guidelines for students enrolled in a program with licensure and certification examination

1. A student shall also be placed on ACADEMIC FINAL PROBATIONARY STATUS for the succeeding term due to any of the following reasons:
    a. Obtained a quarterly weighted average between 4.51 and 5.00
    b. Received a failing mark in any of the professional courses for the third time
    c. Received a failing mark in the same course in science or mathematics for the third time
2. A student on ACADEMIC FINAL PROBATIONARY STATUS who obtained a quarterly weighted average between 3.51 and 5.00 in the succeeding term shall be placed on PROGRAM DISMISSAL STATUS and shall not be readmitted to his program or to any program with licensure examination.
3. A student shall likewise be given a PROGRAM DISMISSAL STATUS and shall not be readmitted to his program or to any program with licensure examination due to any of the following reasons:
    a. Received a failing mark in any of the professional courses for the fourth time
    b. Received a failing mark in the same course in any science or mathematics for the fourth time
4. A student on PROGRAM DISMISSAL STATUS who shifted to a program without licensure examination shall be granted an ACADEMIC STATUS reset.

Additional guidelines for students enrolled in a program with no licensure examination

1. A student who obtained a quarterly weighted average between 4.51 and 5.00 shall be placed on ACADEMIC FINAL PROBATIONARY STATUS.
2. A student on ACADEMIC FINAL PROBATIONARY STATUS shall be placed on CONDITIONAL PROGRAM DISMISSAL STATUS if he obtains a quarterly weighted average between 3.51 and 5.00 in the succeeding term.

3. The CONDITIONAL ACADEMIC DISMISSAL STATUS cannot be reduced to a better academic status despite improvement in academic performance.
4. A student in CONDITIONAL ACADEMIC DISMISSAL STATUS who obtains a quarterly weighted average between 3.51 and 5.00 four times over in the succeeding terms shall be given a PROGRAM DISMISSAL STATUS and shall not be readmitted to his program or to any program with or without licensure examination.

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

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

A student who shall be denied TRANSFER to any program shall not be readmitted to the University. He must secure TRANSFER credentials from the Office of the Registrar. The above guidelines shall not apply to students with only 30 units or less remaining to graduate.

12. POLICIES AND GUIDELINES FOR SHIFTING

12.1 A student may apply to shift to another program provided he or she meets all the requirements of the accepting program.

12.2 A student who has not met the academic requirements of his/her current program may apply to shift:

a. to another program in any non-licensure program (e.g. non-board program)
b. to a licensure program not belonging to his/her current program group

Provided that he/she meets all the requirements of the accepting program (please see list and table below for program groups and specific academic requirements)

12.3 A student may no longer return to a program where he/she did not meet its academic requirements.

12.4 A student may shift programs multiple times and to multiple programs provided he/she meets all the academic requirements of the accepting programs.

12.5 All applications must be approved by the Dean of the accepting program.

12.6 Academic scholarship will be determined based on the program the student is currently enrolled in.

12.7 Cumulative GWA will be computed based on the program the student is currently enrolled in.

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

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

Procedure

1. The student must fill out the Program Shifting Request Form (the "Form").
2. The student submits the Form to the Dean of his/her current program for notation.
3. After notation, the Form is submitted by the student to the Dean of the accepting program.
4. The Dean of the accepting program may request to interview the student.
5. The Dean evaluates the application of the student.
6. Within three (3) school days from submission of the Form or interview, the student may secure the Form.

7. If approved, the student submits the Form to the Registrar.
8. The Registrar prepares and provides the billing to the student
9. The student pays the fee in Treasury.
10. After payment, the student files the Form with the Registrar.
11. The Registrar evaluates the courses that can be credited and updates the records of the student.

Program Groups
A. With Licensure Examination
1. Accountancy
2. Architecture
3. Allied Fields of Architecture (Interior Design)
4. Basic and Applied Sciences (Chemistry, Geology)
5. Engineering (Civil, Chemical, Electrical, Electronics, Environmental and Sanitary, Geological Science, Mechanical)
6. Health Sciences (Nursing, Medical Technology, Pharmacy, Physical Therapy, Psychology and Radiologic Technology)

B. Without Licensure Examination
1. Allied Fields of Architecture without licensure exam (Industrial Design)
2. Arts (Multimedia, Digital Film)
3. Basic and Applied Sciences (Biology, Physics)
4. Business and Management (Business Administration, Hospitality Management, Management Engineering, Tourism Management)
5. Information Technology (Computer Science, Data Science, Entertainment and Multimedia Computing, Information Technology, Information Systems)
6. Communication (Technical Communication)
7. Engineering (Artificial Intelligence, Biological, Computer, Construction, Energy, Industrial, Materials Science and Engineering, Manufacturing)

Specific Requirements for Shifting

Engineering and Science Programs with Licensure Exam Requirement	**Health Sciences**	**AR/INT**	**Accountancy**	**Arts/SoMDA Programs (Multimedia Arts, Digital Film, etc.)**
Cumulative average of 2.50 or better with no record of failure in any course. The weighted average in Mathematics (up to Integral Calculus), Physics, and Chemistry must be 2.50 or better.	Cumulative average of 2.50 or better, with no record of failure in any course.	Cumulative average of 2.50 or better with no record of failure in any course. All basic courses that are similar to those in the first year level of AR or INT program, including PE and NSTP must have been completed. Weighted average for drawing courses must be 2.00 or higher.	Cumulative average of 2.50 or better with no record of failure in any course.	Submission of a creative works portfolio related to the degree program being applied for.

		Weighted average in Mathematics (up to Integral Calculus) and Physics must be 3.00 or higher.		

13. POLICIES ON CANCELLATION OF ENROLLMENT

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

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

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

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

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

13.4.1 A certificate of matriculation (CM)

13.4.2 A letter from parents or guardian

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

13.4.4 Employment certificate (if student is employed)

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

14. POLICIES ON MAXIMUM RESIDENCY RULE (MRR)

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

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

14.3 Example, based on what is stated in 14.1, the effectivity of the curriculum of a program requiring 12 terms (3 years) is 24 terms (6 years). Beyond this period, except for some courses in languages, humanities, and social sciences, all courses will be considered obsolete; hence, crediting of such courses will no longer apply. Students returning after this period, if accepted, will have to repeat the whole program using the latest curriculum.

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

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

15. POLICIES ON STUDENT LEAVE OF ABSENCE

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

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

16. POLICIES ON REACTIVATION

16.1 Students are qualified for reactivation when:

16.1.1 They have been inactive/have not enrolled for one term or more than one term but with a readmission status of OK prior to inactivity;

16.1.2 They have no accountability with the Institute.

16.2 Students are not qualified for reactivation when:

16.2.1 Their transfer credentials have already been issued; or,

16.2.2 Their readmission status has been declared "OUT".

16.3 Students are advised to apply for reactivation using the link:
https://www.mapua.edu.ph/pages/academics/registrar/downloadable-forms (FM-RO-23-02 Request for Reactivation) two weeks before the enrollment period.

16.4 Under meritorious cases, reactivation may be granted.

17. POLICIES ON APPLYING FOR SECOND BACCALAUREATE DEGREE

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

17.2 Students are advised to apply for reactivation using the link:
https://www.mapua.edu.ph/pages/academics/registrar/downloadable-forms (FM-RO-12-03 Request for Another Degree)

17.3 A non-Mapúa graduate applying for admission to a second-degree program is required to take the Mapua Scholastic Aptitude Examination. Please refer to Admission Office Policy.

18. POLICIES FOR BET-BE IN ENGINEERING LADDERIZED PROGRAM

18.1 Students enrolled in a specific BET – BS in Engineering ladderized program shall first take the courses in the Engineering Technology program (8 - trimester program).

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

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

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

18.5 Should the student decide to continue with the corresponding BS in Engineering degree program to earn a diploma in BS in Engineering degree, the courses that the student shall take are those starting from the 9th term of the BET – BS in Engineering ladderized program.

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

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

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

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

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

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











MAPÚA UNIVERSITY

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PART C
INSTITUTE FOR DIGITAL LEARNING

1. INTRODUCTION

The Institute for Digital Learning (IDL) is at the forefront of implementing the digital initiatives of Mapúa University. The primary mission of IDL is to create, promote, and manage fully online undergraduate and graduate degree programs called UO^X (Ubiquitous Online Experience).

2. PROGRAMS

IDL offers a wide range of UO^X fully online undergraduate and graduate degree programs. These programs are designed to provide flexibility and convenience for the students, allowing them to balance their studies with their personal and professional commitments.

Undergraduate UOx Programs:

1. Bachelor of Science in Electrical Engineering
2. Bachelor of Science in Electronics and Communications Engineering
3. Bachelor of Science in Computer Engineering
4. Bachelor of Science in Computer Science
5. Bachelor of Science in Information Technology
6. Bachelor of Science in Industrial Engineering
7. Bachelor of Science in Data Science (New)
8. Bachelor of Arts in Business Administration (New)
9. Bachelor in Multimedia Arts (New)

3. GENERAL AND SPECIFIC POLICIES OR GUIDELINES APPLICABLE TO FULLY ONLINE UNDERGRADUATE DEGREE PROGRAMS

These guidelines encompass the implementation of modularization of fully online courses, including the grading system, learner progression within UO^X courses, and the procedural aspects of the two delivery modalities: Fully Online Self-Paced and Fully Online Instructor-Facilitated.

I. Modular Course Delivery

1. All Fully Online Courses under the UO^X programs are offered and implemented using the modularized approach.
2. The number of learning modules corresponds to the number of academic units of a course (e.g., 2-unit course = 2 modules; 3-unit course = 3 modules).
3. Learning modules are evenly distributed over the term's duration.
    - For Example: Quarter system Calendar = 11 Weeks for a 3-Unit Course
        - Module 1 will span Weeks 1 to 4
        - Module 2 will span Weeks 5 to 8
        - Module 3 will span Weeks 9 to 11

4. Grading and Progression in a Modularized System for Fully Online Courses

    4.1. Grading in UOX courses follow the grading system in their counterpart blended courses. It is based on a “Whole-Course Grading Model”.

    4.2. Cumulative Grading: Instead of giving credits per module, the learner receives a single final grade based on performance across all modules.

    4.3. The Course Grade, NOT the individual Module Grades, will be recorded on the student's Transcript of Record.

    4.4. Students unable to complete the final assessment or project for a course *will be given an Incomplete grade ("I")*. This grade may be resolved within a maximum two-term extension following the initial course enrollment term. For example, if a student is enrolled in Term 1, they have until the end of Term 3 to complete the requirements. The resolution of an "I" grade involves calculating the final grade based on all previously completed assessments and the final assessment or project, with possible grades ranging from 3.00 to 1.00. Failure to resolve the "I" grade within the two-term extension period will result in a failing grade (5.00) for the course, necessitating re-enrollment of the course in another term.

4.5. Grading Schema for 1st Term S.Y. 2026-2027

Numerical Grade	Letter Grade	Passing Rate (70%)	Passing Rate (80%)	Description
1.00	A	98 – 100	98 – 100	Excellent
1.25	A-	95 – 97.99	96 – 97.99	Highly Meritorious
1.5	B+	91 – 94.99	94 – 95.99	Meritorious
1.75	B	88 – 90.99	92 – 93.99	Very Good
2.0	B-	85 – 87.99	90 – 91.99	Good
2.25	C+	81 – 84.99	88 – 89.99	Satisfactory
2.5	C	77 – 80.99	86 – 87.99	Fair
2.75	D+	73 – 76.77	83 – 85.99	Marginal
3.0	D	70 – 72.99	80 – 82.99	Lowest passing grade
5.0	F	0 – 69.99	0 – 79.99	Failure
ABS				Failure due to absences
C				Continuing
I				Incomplete
W				Official Withdrawal
IP				In Progress
P				Passed
F				Failed

UOx Course Types

There are two (2) UOx course types that students can enroll in. Both of which are offered using modular approach.

1. **Fully Online Self-Paced Courses (with optional and minimal live interventions)** – This course type affords learners the autonomy to navigate through the material at their discretion. It enables learners to access content, fulfill assignments, and undertake assessments independently, customizing their educational journey to fit their individual timetables and learning preferences. The course is structured for complete self-paced engagement by the students, with a designated facilitator responsible for evaluating assessment tasks (e.g., assignments, assessments, exams, projects), calculating and recording grades, and submitting the final grades to the Registrar's Office. This course type includes Tier 1 and Tier 2 courses covering: General Education Courses, Physical Education, NSTP, General Engineering, Engineering Graphics (Drawing), Science, and IT Courses.
2. **Fully Online Instructor - Facilitated Course Type (with regular consultation, advising, or coaching with facilitators)** - This course type merges the adaptability of online learning with the proactive involvement of a designated facilitator. Learners interact with course content, partake in discussions, and complete assignments in a virtual environment, while facilitator offers support, critiques, and orchestrates the learning interactions. This model integrates self-directed study with instructional oversight. This course type includes Tier 3 to Tier 4 courses covering: Professional (Major) Courses, Paired (Lecture and Lab.) Courses, and Terminal Courses (Thesis, Practicum, Seminars and Plant Visit.

II. Applicability and Exception of University's Academic Policies and Guidelines to UO^{x} Programs

All pertinent academic guidelines stated in Section IV (Academic Policies and Guidelines) of this handbook applies to fully online degree programs except for *Policies on Attendance* considering that the class participation and engagement of UOx students is rated differently from blended classes.

4. ACADEMIC SCHOLARSHIP

Course grades will be used to determine academic scholarships. Aside from other criteria, all students with a course grade of I or 5.00 will be disqualified for academic scholarships. Grade correction must be done within one (1) week after the release of final grades. NO APPEAL will be entertained after said period, and after the release of the President's and Deans' List awardees.

5. ACADEMIC HONORS

Course grades will be used to determine academic honors. Aside from other criteria, students with a course grade of I or 5.00 in modular course will be disqualified for any academic honors.







MAPÚA UNIVERSITY

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PART D
INSTITUTIONAL POLICIES AND GUIDELINES

Section I: GENERAL GUIDELINES

1. All online exams must be proctored or monitored in Zoom.

2. Students must open their webcams or cell phone cameras to participate in online examinations. Students who fail to do so will not be allowed to participate in the examination.

3. All examinations must be time limited.

4. The examination proceedings must be recorded in Zoom. Faculty members cannot post the recordings in any site or social media platforms.

5. For courses with McGraw-Hill Connect, Proctor U will be used.

6. Expanding opportunities to students to achieve the outcomes is one of the principles of OBE. This is highly encouraged but we should make the implementation of this practice fair to all students. Some ways to implement this principle fairly will be through the following:

   a. Extending the schedule of task submissions by implementing soft and hard deadlines with varying maximum grade/points/score/rating based on the submission date.

   b. Giving multiple attempts with varying maximum grade/points/score/rating based on the number of attempts.

7. Removal or make up exams can be done only once before the end of each module. The maximum grade in removal or make up exams is 3.0 (or passing score). Removal or make up exam is only applicable to missed quizzes or examinations due to valid reasons.

Section II: ACADEMIC INTEGRITY POLICY OF MAPUA UNIVERSITY

Academic Integrity Policy

It is the student's responsibility to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Any of the following sanctions may be imposed to any student who is found guilty of committing online academic dishonesty:

a. failed mark in the course.
b. suspension for a period of less than one term, with or without community service.
c. suspension for a period of one term or more, with or without community service.
d. non-readmission to the university.
e. dismissal from the university.
f. expulsion.

The following are considered academic dishonesty:

1. using another Mymapua email address to login to any platform (such as Blackboard and Coursera) with or without permission.
2. asking or hiring someone else to do their exams, homework, Coursera course, papers, projects or other academic requirements.
3. recording and saving copies of exam questions or answers, or answer keys for distribution.
4. receiving copies of exam questions or answers, or answer keys to an exam from someone who has already taken it.
5. plagiarizing or the unethical act of stealing the thoughts of another without proper citation or reference, acquiring information from the internet without acknowledging the author, copying from another student's work without permission and submitting it as own work.
6. massive, pre-meditated, organized online cheating using instant messaging/email during a quiz or exam.
7. any form of dishonesty in peer-reviewed assignments/submissions (e.g., Coursera peer-graded submissions).
8. engaging in any activities that will dishonestly improve results, or dishonestly improve or damage the results of others.
9. any other form of dishonesty or cheating in any assessment or course requirement.

All students who will violate the Academic Integrity Policy of the university will be given zero mark for the exam or for the activity and will be given a failing grade for the course. He or she will also be referred to the Prefect of Discipline for appropriate sanction.

Section III: ACADEMIC POLICY ON GENERATIVE AI AT MAPUA UNIVERSITY

General Statement

As it envisions to entrench itself among the ranks of the world's best universities, Mapúa University seeks to deliver world-class education to all its students and to deliver state-of-the-art results useful to socio-economic development. These vision and mission reflect not only the University's commitment to students' accumulation of knowledge and teachers' contribution to knowledge production, but also, and more importantly, its dedication to the pursuit of truth and wisdom, guided by one of the three timeless Greek maxims "*Nothing in excess"* and the Aristotle's *"Golden mean".* As Mapúa University aims to engender these, it shall embrace every available technological tool that will enrich teachers', students' and researchers' academic experience and contribute to society. At the same time, the University shall not shut its eyes to the risks and threats that these technologies expose the community with, which could potentially undermine the vision and mission. This general statement provides an overarching framework for Mapúa's academic, research and development policy on Generative Artificial Intelligence (henceforth AI).

Definition of Terms:

Academic – work/s carried out in, or relating to school, that involve/s studying and reasoning.

Artificial Intelligence (conventional/classic) – models, and/or programs to solve specific problems. It could make predictions using input dataset/s and trained models with specific domain for specific problem/s.

Development (in research) – systematic use of assimilated knowledge acquired from research works useful to societal transformation and socio-economic development.

Generative Artificial Intelligence (AI) – is an artificial intelligence technology, that generates on its own, and produces various information, contents such as texts, image/s, audio, and synthetic data. This includes learning algorithms that make predictions that can use prompts to autonomously produce synthetic data, write article/s and visuals (figures, paints, and related others).

Research – systematic process/es to learn, acquire new scientific knowledge, and/or improved understanding of the subject studied to contribute solution to societal problems for socio-economic development.

Purpose and Goals

The purpose of this academic policy is to describe and explicate the institutional stance on the use of generative artificial intelligence (AI) in the areas of teaching, learning, assessment, and research at Mapúa University.

Its goals are as follows:

1. Explain the guiding ethical principles on the use of generative AI at Mapúa University.
2. Identify the types of generative AI that will be allowed in each area of academics, i.e., teaching, learning, assessment, and research.
3. Enumerate recommendations for good practices on the use of AI and generative AI in each area.

Guiding Principles on the Ethical Use of Generative AI

Mapúa University's guiding principles on the ethical use of generative AI tools in the areas of teaching, learning, assessment, and research have been adapted from the widely accepted and widely cited Ethical Framework for AI in Education by The Institute for Ethical AI in Education. These principles also strictly comply with the Philippines' Republic Act No. 10173, or the Data Privacy Act of 2012.

1. *Achieving Educational Goals.* AI should be used to achieve well-defined educational goals based on strong societal, educational, or scientific evidence that this is for the benefit of learner.
2. *Forms of Assessment.* AI should be used to assess and recognize a broader range of learners' talents.
3. *Administration and Workload.* AI should increase the capacity of organizations whilst respecting human relationships.
4. *Equity.* AI systems should be used in ways that promote equity between different groups of learners and not in ways that discriminate against any group of learners.

5. *Autonomy.* AI systems should be used to increase the level of control that learners have over their learning and development.
6. *Privacy.* A balance should be struck between privacy and the legitimate use of data for achieving well-defined and desirable educational goals.
7. *Transparency and Accountability.* Humans are ultimately responsible for educational outcomes and should therefore have an appropriate level of oversight of how AI systems operate.
8. *Informed Participation.* Learners, educators, and other relevant practitioners should have a reasonable understanding of artificial intelligence and its implications.
9. Ethical Design. AI resources should be designed by people who understand the impacts these resources will have.

Types of AI

The University shall endorse and, in cases identified to be of high relevance to the institutions' strategic initiatives, adapt the use of the following types of AI tools for different groups in the University:

1. For students

a. Tools that produce better learning experience – those that facilitate personalized learning experience for each student and tailoring materials to their specific skill set and needs and those that give students greater degree of control and self-regulated learning over their learning experience, such as but not limited to:
   i. adaptive learning tools;
   ii. virtual assistant chatbots;
   iii. personalized learning platforms;
   iv. personalized content curation platforms; and
   v. virtual reality, augmented reality, and internet of things (IoT).

b. Tools that improve self-educational and self-reflective skills – those that engender critical thinking, problem-solving, and creativity, which are becoming increasingly important skills in their careers, and those that allow them to identify patterns quickly and craft creative solutions to academic problems at hand, such as but not limited to:
   i. tools that measure attention, empathy, motivation, goal-directedness, and emotions;
   ii. automatic writing and design evaluation tools;
   iii. intelligent language learning apps; and
   iv. personalized guided learning apps.

2. For teachers

a. Tools that create more efficient schools – those that automate routine tasks and provide target recommendations and those that generally free up teachers' time to focus on evidence-based and data-driven decision making for student learning, engagement, and success, such as but not limited to:
   i. web-scraping tools;
   ii. intelligent scheduling and course planning;
   iii. online syllabus design apps;
   iv. automatic assignment grading; and
   v. student performance monitoring and intervention apps.

b. Tools for better student engagement – those that spark students' interest and improve motivation in a course and those whose long-term impact are to make students feel more valued and supported, as teachers aim for students' commitment, control, and challenge in the course, such as but not limited to:
   i. classroom management tools;
   ii. curriculum design tools;
   iii. student progress analytics platforms;
   iv. gamification tools; and
   v. online community apps.

c. Tools for generation of content – tools that help teachers in creating engaging and dynamic presentations, developing handouts, and quizzes.
   i. Speaker coach tools;
   ii. Writing assistant tools;
   iii. Video and image background remover tools;
   iv. Text to speech tools;
   v. Image creator tools;
   vi. Formative AI tools;
   vii. Game-based learning platforms;

viii. Project Management Software;
ix. Interactive Lecture Video tools.

3. For student- and faculty-researchers

a. Tools for easier curation of literature review items – those that streamline the process of searching, sorting, and compiling related studies, making the process of exploring scientific papers quick and efficient, such as but not limited to:
   i. language models trained using actual published papers;
   ii. literature visualization tools; and
   iii. citation and reference management apps.

b. Tools for easier and more efficient writing – those that assist the researchers in improving their written output, such as but not limited to:
   i. AI writing assistants;
   ii. OpenAI chatbots, e.g., ChatGPT; and
   iii. AI-powered article summarizers; and

c. Tools for more efficient research publication process and management – those that facilitate the submission to production process of research papers intended for publication and those that facilitate collaboration with co-researchers, such as but not limited to:
   i. Tools that provide predefined manuscript templates and automated formatting tools; and
   ii. AI-powered project management and collaboration tools.

d. Tools for generating creative works in the visual arts, music, and the like, as well as in architecture – those that assist the researchers in creative processes and analysis and design new artwork such as but not limited to:
   i. Text to image tools;
   ii. Music production tools;
   iii. Art generator tools;
   iv. Writing assistant tools;
   v. Computer-aided drawing tools;
   vi. Generative Adversarial Networks;
   vii. Art Chatbots;
   viii. Image Classification Systems;
   ix. Image Style Algorithms.

Recommendations for Good Practices on the Use of Generative AI

1. For teachers

a. In the beginning of every term, discuss, as part of class orientation, this academic policy on generative AI. Inform students that, as with any other technological tool, outputs from AI tools often do not meet the standards expected from specific school or workplace performance or output. Missing or outright false citations or references, inconsistency of outputs despite consistent prompts or inputs, inequitable sourcing of information and lack of accountability, and AI "hallucinations" are just some of the impediments of many AI-powered tools out there. As such, critical thinking and writing skills, including the use of reliable and state-of-the-art sources, are tedious but crucial components of success in schools and workplaces.

b. Be upfront and straightforward about your expectations on the use of different AI-powered technologies for teaching and learning. For example, for a writing course that is part of general education, the teacher may prohibit the use of these technologies; but, for an advanced writing course, such as research conceptualization, the teacher may even encourage the use of these technologies for specific purposes or parts of the written output. In any way, it is the responsibility of the teacher to communicate explicitly the expectations from the students on the use, or otherwise, of AI technologies. It is important to reiterate that the use of AI technologies is still covered by the University's Academic Integrity Policy, which prohibits any form of academic dishonestly, such as cheating, plagiarism, and misrepresentation, at every stage of the students' academic journey.

c. Add a specific statement in the course syllabus or course platform on Cardinal Edge on the use of AI tools and technologies. Here are some statements that you may use to base your own AI statements for the courses you handle:
   i. When you started your studies at Mapúa University, you signed the University's Academic Integrity Policy, which is your expressed written commitment to avoid all forms of academic dishonesty. As this course requires you to reflect on your personal experiences as you journey through understanding the self, I do not allow you to use any AI technology in producing

your reflections and metacognitive reading reports in class. Instead, I encourage you to introspect and muster your own thinking and writing skills in engaging with the course tasks and assessments, because, anyway, it not the precision of your grammar but the authenticity of experience as expressed in your outputs that matters in this course.

ii. *AI tools, such as ChatGPT, may not be generally used for assignments in this course. However, Assignments 3 and 4 of Module 2 are exempt and instructions for those assignments shall include the explicit use of ChatGPT. Proper attribution shall be required for those two course assignments. Besides in those two, the use of ChatGPT or any other AI tool in the production and submission of all other assignments and coursework puts your academic integrity at risk and shall be dealt with within the scope of University's Academic Integrity Policy.*

iii. *The use of AI tools and technologies is generally acceptable in this design course. However, when such tools and technologies are used at any stage of the creative process, the student must do so in a manner that allows the teacher and peers (for peer feedback and/or peer collaboration activities) to reproduce the AI-generated content. This can be done by attributing the date access, the web address or URL accessed, and a detailed description of the prompt used for each AI-generated or AI-assisted submission. When using these technologies as data or information sources, the student is responsible for ensuring that the output meets the required level of quality, completeness, and accuracy.*

d. Familiarize oneself with the AI tools and technologies, which can be used (or misused) in the process of teaching and learning in the course handled. Here, the teacher's technological competence will be front and center as the rise of good student practices and deterrence of bad ones will depend on the teacher's familiarity with the AI tools and technologies that are now available at practically everyone's disposal. For a start, the following quick tips may prove helpful for teachers teaching in the age of generative AI:

i. Engage in healthy discussions and dialogue with stakeholders, i.e., fellow teachers, students, the Development Office for Information Technology, and the Center for Teaching and Learning, on the use and misuse of generative AI in teaching, learning, and assessment.

ii. Try your own test or coursework instructions as prompts in generative AI tools, such as ChatGPT, to see how it responds.

iii. Be careful in accusing students of academic dishonestly when using AI detectors. The current tools for this purpose are not entirely fool-proof and may therefore lead to many false negatives or false positives to solely use as basis for detecting academic integrity infractions.

2. For students

a. Know the AI policy on the institutional level and the course level. While this academic policy on the use of generative AI for learning provides for a central document to refer your queries about the matter, your teachers might adapt policies, which differ from each other and are based on the nature of the course at hand. As such, it will be a good starting point to always inquire about the course policies on the use of AI tools during every course orientation, for every course every term

b. Generative AI technologies are used to support learning, not replace it. Thus, when you use these tools to replace the rigor and engagement required of outstanding academic performance, you undermine the purpose of education, which is to bring out in you a disciplined, excellent, committed, integrous, and relevant Mapúan.

c. Be upfront and straightforward in your use of AI for coursework and assignments. When allowed for certain coursework or assignment, make sure to refer to reproducible attribution, such as the date accessed, the website or URL accessed, and the detailed description of the prompt you used to generate parts of your submission. This will allow your teacher and peers to vet whether you used the tool or technology in a manner allowed in the task.

d. Always observe academic honesty. Even during this unprecedented change in the learning landscape, plagiarism, cheating, and invasion of data privacy remain to be infractions of academic integrity. This will be dealt with accordingly based on the University's Academic Integrity Policy.

3. For researchers

a. Student- and faculty-researchers are solely responsible and accountable for the originality, validity, and integrity of the content of their research. Student- and faculty-researchers are therefore required to verify any AI-generated portions of their work.

b. When conference organizers, publishers, or journal editors allow the use of large language models (LLMs), generative AI, and chatbots in the production of parts of a research report or paper, researchers are expected to use these tools responsibly. They must comply with editorial policies on authorship and

principles of publishing ethics as stated in the specific conference, publisher, or journal website. While these editorial policies vary from one to another, some generally accepted researcher responsibilities are listed for your guidance:

i. Indicate clearly that you used an LLM, generative AI, or chatbot in the manuscript and indicate which tool did you use, on which part of the paper, and for what purpose.
ii. Check the accuracy, validity, and appropriateness of the content and any citations generated using any LLM, generative AI, or chatbot. Many of the existing LLMs, such as ChatGPT, exhibit AI "hallucinations", i.e., outright falsehoods or untruths, which therefore demands the researchers' careful and thoughtful evaluation of generated material.
iii. List all sources used to generate content and references. When AI tools are used to produce written parts of a research report or paper, the researchers are responsible in checking the generated material for originality, validity, and integrity. These AI tools must be acknowledged and documented properly, usually in the methods or acknowledgements section.
iv. Be on the lookout for potential plagiarism, which is the case when a LLM, for example, reproduces a substantial amount of text from other sources. As stipulated, you are solely responsible for checking the accuracy and proper referencing of generated materials.
v. Explicitly state the limits of LLMs and generative AI in the manuscript. That way, your readers can evaluate AI-generated parts of your paper with due diligence.

c. Authorship in research means being accountable for content, consenting to publication, assuring integrity of work, among other uniquely human responsibilities, which cannot be done by AI tools and technologies.
d. AI tools must not be listed as an author, but all such tools must be acknowledged in the appropriate acknowledgement or reference sections of a research report or paper.
e. Authors and creators should indicate their original intellectual contribution in any work that contains AI-generated parts for the purpose of determining ownership of intellectual property in the work.
f. The University IP policy needs to be revised to include applicable provisions of this policy on Generative AI.

4. In general, all researchers, faculty members, and students are bound by the same attribution rules and policies on disclosure of sources as required in the case of conventional sources, these sources now being construed to include AI.






MAPÚA UNIVERSITY

Always Building the Future

PART E
INNOVATION FOR LIFELONG LEARNING, INTERNATIONALIZATION & FUTURE TALENT

Section I: INTRODUCTION

The Office of Innovation for Lifelong Learning, Internationalization and Future Talent (iLIFT) is responsible for cultivating and sustaining global and local partnerships to deliver innovative, flexible learning pathways, robust international learning experience and industry-aligned and internationally oriented career opportunities for students and professionals. The office advances Mapúa's commitment to developing future-ready, globally competitive, and culturally competent lifelong learners by leading initiatives under three core pillars: Lifelong Learning Education, Internationalization and Career Advancement.

In line with the University's vision of becoming a global leader in education, iLIFT serves as Mapúa University's hub for lifelong learning, global engagement and career development recognized for its transformative impact on individual career trajectories and the cultivation of a culture of lifelong learning, ultimately driving personal and professional success. Its mission is to cultivate a dynamic ecosystem that fosters innovation, develops future-ready skills, and provides accessible pathways for lifelong career advancement.

iLIFT empowers individuals to achieve their professional goals and global aspirations by delivering innovative programs that connect education, international engagement, and career opportunities. Through its integrated approach to lifelong learning, internationalization, and career advancement, iLIFT prepares students and professionals to thrive in an increasingly, interconnected and rapidly evolving world. Our focus includes:

1. Ensuring career readiness through targeted skill development and placement support
2. Promoting internationalization and global citizenship
3. Providing diverse lifelong learning opportunities to adapt to evolving industry demands
4. Building strategic local and international partnerships that create meaningful learning experiences, foster innovation and collaboration and expand career and global opportunities for students and professionals.

iLIFT provides the following services:

1. Integrated Learning and Career Development – a seamless pathway from education to employment, ensuring that learners can continuously develop skills that are relevant to the job market.
2. Career Readiness and Placement - offer robust career services, including job placement, internships, and career mentoring to ensure that learners are prepared for the workforce
3. International Experiential Learning – provides students with transformative global learning opportunities that foster intercultural competence, global citizenship, and international career readiness.
4. Lifelong Learning Opportunities - promote continuous education through exclusive upskilling and microcredential certifications, postgraduate certification programs, Recognition of Prior Learning (RPL) programs and others to help learners advance in their careers
5. Industry partnerships – foster strong relationships with industry partners to align educational programs with current and future job market needs.

LIFELONG LEARNING PILLAR

The Lifelong Learning Pillar is the University's engine for lifelong learning and skills development providing Curriculum Integrated Program (CIP) for the Mapua learners, Continuing Professional Education (CPE) for professionals, and flexible modular programs for non-traditional learners.

CIP are certification-integrated courses embedded within the curricula of both engineering and non-engineering degree programs. These courses are aligned with industry standards and requirements, equipping learners with relevant competencies and globally recognized certifications that enhance their employability and competitiveness upon graduation

CPE programs are designed for professionals seeking to upskill, reskill, or enhance their expertise in specific fields. These programs may carry Continuing Professional Development (CPD) credit units in compliance with the Professional Regulation Commission (PRC) requirements for the renewal of Professional Identification Cards (PIC) in the Philippines.

In August 2019, Mapúa launched its Microcredential Program, under which most Mapúa iLIFT microcredential courses may be credited as elective units toward selected master's degree programs. These credits remain valid for up to two (2) years, providing learners with flexible pathways toward advanced education.

As part of its capacity-building initiatives, Mapúa iLIFT has established strategic partnerships with leading training providers and industry organizations to deliver globally recognized programs, including the Cisco Networking Academy Program and the CompTIA Academy Program, among others.

Mapúa through iLIFT is also accredited by Pearson VUE, both static and mobile, enabling the delivery of certification examinations for more than 500 globally recognized credentials, including those from Microsoft, Cisco, CompTIA, Oracle, and other leading technology providers.

In addition, Mapúa is accredited by the Professional Regulation Commission (PRC) as a Continuing Professional Development (CPD) Provider, authorized to conduct approved CPD activities such as training programs, webinars, seminars, workshops, and related learning interventions.

Specialized Professional Academies
To support career advancement and professional specialization, Mapúa iLIFT has established several industry-focused academies designed to address the evolving needs of various sectors. These include:

- Project Management Academy
- Cybersecurity Academy
- Design for Manufacturing and Assembly (DFMA) Academy
- Language Academy (Japanese, Korean, Spanish, French, and English)
- Data Science Academy
- Digital Transformation Academy
- Energy Academy

These academies provide learners with targeted upskilling pathways aligned with industry demands and emerging workforce requirements.

Innovation and Educational Advancement
In support of the University's vision of becoming a global leader in education, Mapúa iLIFT has introduced several innovative initiatives, including:

- Development of Artificial Intelligence (AI) courseware and microcredential learning modules
- Creation of market-responsive microcredential programs focused on emerging technologies and future-ready skills
- Development and implementation of Flexible Modular Programs to promote accessible, learner-centered education

Through these initiatives, Mapúa iLIFT continues to drive innovation in lifelong learning, professional development, and industry-aligned education.

CAREER ADVANCEMENT AND PLACEMENT PILLAR

The Career Advancement and Placements Pillar is dedicated to preparing students for successful and meaningful careers by equipping them with the competencies, industry exposure, and professional networks required in today's dynamic workforce. Serving as the vital link between academic learning and professional practice, the pillar ensures that students are career-ready and well-positioned to transition seamlessly into employment upon graduation.

This pillar oversees the implementation and management of the On-the-Job Training (OJT) Program across all academic programs, providing students with valuable hands-on experience in real-world work environments. In addition, it delivers a comprehensive suite of career development services, including career coaching, employability skills training, industry engagement activities, networking opportunities, and recruitment programs.

Through strong partnerships with leading organizations across various sectors, the Career Advancement and Placements Pillar creates opportunities for experiential learning, internships, and employment pathways. These initiatives are designed to develop highly competent, industry-responsive graduates who possess the skills, professionalism, and adaptability sought by employers, ultimately enhancing their career prospects and long-term professional success.

Programs and Services

1. On-the-Job Training (OJT) Program

The On-the-Job Training Program provides students with hands-on experience in real-world work settings, enabling them to apply their academic learning in professional environments. Through partnerships with various industries, students engage in structured internships aligned with their fields of study. The program enhances their technical expertise, professional skills, and industry readiness, ultimately increasing their employability upon graduation.

2. International On-the-Job Training (iOJT) Program

An internship program that is intended for students and graduates of various disciplines to get actual experience of how it is like to live and train in another country as student-trainee. International OJT will not only give students the best possible training, but also open a lot of doors to professional opportunities.

3. Career Expo (Job Fairs)

The Career Expo serves as a premier platform for students and alumni to explore employment and internship opportunities with top companies and organizations. Through job fairs and industry networking events, participants gain direct access to recruiters, hiring managers, and career prospects across diverse sectors. The expo also features company presentations, on-the-spot interviews, and career guidance sessions to support students in their job search.

4. Career Springboard

To prepare students for the evolving job market, iLIFT offers the Career Springboard that enhances their professional competencies and workplace readiness. These include:

- Industry-Specific Information Sessions

  Hosted in collaboration with industry leaders, these sessions provide students with insights into current job trends, career pathways, and employer expectations in their respective fields. Experts share real-world experiences and guidance to help students align their skills with industry needs.

- Career-Readiness Workshops

  These interactive workshops cover essential career skills, including resume writing, job interview techniques, networking strategies, personal branding, and job market navigation. Students receive practical training to enhance their employability and confidence in securing job opportunities.

- Transferrable Skills Micro-Credentialing through Coursera

  CAPD offers micro-credentialing programs focused on developing essential soft skills aligned with the Philippine Skills Framework. Students can earn certifications in areas such as communication, teamwork, problem-solving, adaptability, and leadership, among others—critical competencies that complement their technical expertise and enhance their career prospects.

5. Cardinal Mentors Program

The Cardinal Mentors Program connects students with experienced alumni and industry professionals who provide guidance, career advice, and personal development support. Through structured mentoring relationships, students gain valuable insights into career planning, workplace expectations, and industry trends. The program fosters professional growth, networking opportunities, and leadership development, empowering students to navigate their career journeys with confidence.

6. Online Verification of Graduates (http://www.Mapúa.edu.ph/Registrar/Graduates.aspx)

Online facility for the verification of Mapúa graduates form Year 2005 onwards.

7. Graduates Directory

A comprehensive list of graduates and their contact details given to potential employers for recruitment purposes.

8. In-Campus Recruitment

This service is available to all local and international companies who are interested in conducting in-house recruitment activity for employment and training purposes. Invitations and schedules are announced via email, SMS, phone calls, online and offline postings.

9. Job Ads Bulletin

This service is purposely designed to channel out employment and training opportunities to qualified Mapúa alumni and students as required by different companies here and abroad. This allows employers to post job/training requirements and invite Mapúa alumni and students to apply and fill out application form or submit resumes for advertised position. CCS events and other career-related activities are like posted online and offline.

Posting Sites:

Offline Posting – Bulletin Boards & Electronic Panels (Intramuros & Makati Campus) Online Posting – Careerlink, Facebook, Twitter, LinkedIN, and Mapúa Alumni Portal

10. Resume Book

A set of clear-cut resumes of alumni and graduating students designed uniformly to provide potential employers with complete information on prospect talent/s for possible placement.

INTERNATIONALIZATION PILLAR

The Internationalization Pillar advances Mapúa University's commitment to developing globally competent graduates by providing meaningful international learning experiences, fostering cross-cultural understanding, and expanding access to

global opportunities. Through strategic partnerships with educational institutions, industry organizations, government agencies, and international networks, the Pillar creates pathways for students to engage with the global community while enhancing their academic, professional, and personal growth.

Serving as the University's gateway to international engagement, the Internationalization Pillar oversees the planning, implementation, and management of international learning and mobility programs. These initiatives enable students to gain global perspectives, develop intercultural competencies, and build the skills required to thrive in an increasingly interconnected and multicultural world.

Programs and Services

1. Student Exchange Programs that provide opportunities for academic immersion at partner institutions abroad.
2. International Educational Tours that expose students to global industries, institutions, and best practices.
3. Summer Programs and International Camps that promote cross-cultural learning and global collaboration.
4. Research Internships and Academic Mobility Opportunities that allow students to engage in international research and scholarly activities.
5. Language and Intercultural Development Programs that strengthen communication skills, cultural awareness, and global citizenship.
6. Global Engagement Initiatives that connect students with international peers, faculty, experts, and organizations through collaborative learning experiences.

The Internationalization Pillar works closely with local and international stakeholders to ensure that all mobility and engagement programs adhere to institutional and regulatory requirements, including compliance with policies and guidelines issued by the Commission on Higher Education (CHED), immigration authorities, embassies, and partner institutions. This commitment ensures safe, seamless, and enriching international experiences for students.

Through the Internationalization Pillar, Mapúa seeks to expand students' horizons beyond the classroom, nurture their appreciation for diverse cultures and perspectives, and prepare them to contribute meaningfully to local and global communities. By integrating international experiences into the student journey, Mapúa empowers graduates to become globally competitive, culturally agile, and socially responsible leaders in their chosen fields

Section II: iLIFT OFFERINGS

1. CURRICULUM INTEGRATED PROGRAMS (CIP)

These are the courses with certifications that are embedded and aligned in the curricula of engineering and non-engineering programs that will prepare the students to become competitive in the industry upon graduation.

1. Cisco Courses
    1. Data Communications
    2. Data and Digital Communications
    3. Computer Networks
    4. Computer Networks and Security
    5. Advanced Internet Protocol

2. Correlation Courses
    1. Accountancy
    2. Chemical Engineering
    3. Chemistry
    4. Civil Engineering

5. Electrical Engineering
6. Electronics Engineering
7. Geology
8. Mechanical Engineering
9. Psychology
10. Sanitary Engineering

3. Safety Courses

1. Basic Occupational Safety and Health
2. Safety Engineering Management

4. Foreign Language – credit to Student Global Experience (SGE)

1. Mandarin
2. Japanese
3. Korean
4. French
5. Filipino
6. Spanish

2.CONTINUING PROFESSIONAL EDUCATION (CPE)

As a champion of lifelong learning and workforce development, iLIFT has developed a comprehensive portfolio of micro course offerings designed to support the upskilling, reskilling, and continuous professional development of students, professionals, and industry practitioners. These programs enable learners to acquire new competencies, enhance existing expertise, and stay relevant in an increasingly dynamic and technology-driven global economy.

Focused on emerging industry demands and evolving workforce requirements, iLIFT's courses provide practical, industry-aligned knowledge in the latest technologies, methodologies, and professional practices. The programs are designed not only to help learners adapt to changing job roles and career transitions but also to prepare them for globally recognized certifications that validate their skills and increase their employability and career mobility.

iLIFT's microcredential offerings span a wide range of disciplines, including:

1. Engineering and Construction Courses
2. Information Technology
3. Project Management
4. Environmental
5. Safety and Health
6. Foreign Languages
7. Essential Skills (Soft Skills)
8. Business Management
9. Finance

10. Marketing
11. Communication

Module Development

1. Constructive Alignment in Curriculum and Syllabus Design: An Outcome-Based Approach
2. Curriculum Development for Organization Learning
3. Development and Design of a Training Module
4. Instructional Design
5. Navigating the Paradigm Shift: Technology-Enabled Learning
6. Leadership and Management
7. Professional Service and Customer Service

3. MICROCREDENTIAL PROGRAM

In August 2019, the Mapúa launched its **Microcredential Program**, pioneering a flexible and innovative approach to graduate education and professional development. Under this initiative, many of the Mapúa's short courses were granted equivalent credit units toward **Master of Science (MS), Master of Engineering (MEng), and Master of Information Technology (MIT)** programs. These microcredentials may be credited as elective units in selected master's and doctoral degree programs and remain valid for up to two (2) years.

The program redefined traditional learning pathways by allowing learners to earn academic credit through focused, industry-relevant training. Rather than enrolling in a conventional elective course delivered over an eleven-week academic term, learners can complete an equivalent learning experience through intensive short courses ranging from **8 to 40 hours**. This flexible model enables working professionals and lifelong learners to acquire specialized knowledge, earn academic credits, and progress toward advanced degrees while balancing personal and professional commitments.

Building on the success of this initiative, Mapúa expanded its digital learning ecosystem in August 2024 with the launch of its **Microcredential Academies** through the **MapúaX Portal**. Through strategic partnerships with selected academic institutions and industry organizations, iLIFT introduced a portfolio of **fully online, co-branded microcredential programs** that provide learners with accessible, flexible, and industry-aligned learning opportunities. Participants who successfully complete these programs receive **digital certificates**, validating the knowledge and competencies acquired.

Complementing these collaborative offerings, Mapúa iLIFT has also invested in the development of its own suite of **fully online microcredential courses**, designed to address emerging industry needs, support workforce upskilling and reskilling, and provide learners with future-ready competencies in high-demand fields. Through these initiatives, iLIFT continues to strengthen its commitment to lifelong learning, workforce transformation, and educational innovation.

4. SPECIALIZED ACADEMIES FOR CAREER ADVANCEMENT, UPSKILLING AND PROFESSIONAL GROWTH

To support workforce development and lifelong learning, iLIFT has established specialized academies in Project Management, Cybersecurity, and Design for Manufacturing and Assembly (DFMA). These academies are designed to provide learners with structured learning pathways that align with specific industry domains, enabling them to systematically build expertise, earn industry-recognized credentials, and advance their careers.

Each academy offers a curated roadmap of training programs and microcredentials tailored to various roles, functions, and levels of specialization within a particular industry. Through these guided learning pathways, participants can identify the competencies required for their desired career trajectory and strategically select the courses needed to enhance their skills, deepen their expertise, and remain competitive in an evolving professional landscape.

Beyond immediate workforce needs, the academies also serve as pathways for continuing education and academic progression. Many of the courses offered under these academies are part of the **Microcredential Program**, allowing learners to earn units that may be credited toward relevant master's or doctoral degree programs. This integrated approach enables professionals to pursue industry specialization while simultaneously advancing their academic qualifications

In developing these academies, iLIFT has brought together its extensive network of industry partners, subject matter experts, and academic practitioners to design comprehensive and industry-responsive learning ecosystems. The resulting portfolio of courses is aligned with current industry standards, emerging technologies, and workforce demands, ensuring that learners acquire practical, relevant, and future-ready competencies.

Through these academies, iLIFT strengthens its commitment to empowering professionals with clear and accessible pathways for **upskilling, reskilling, specialization, and career advancement**, while helping organizations build a highly skilled and globally competitive workforce.

A. Project Management Academy

Date Launched: January 15, 2021

Track	**Courses**
Business Analysis	Business Analysis IT Business Analysis
Project Management	Project Management Fundamentals (IT, Construction) Project Cost Management Project Quality Management Project Risk Management Project Contract Management
Project Management Sustainability	Building Design and Construction Overview of Green Building Certification Program LEED Green Associate WELL Accredited Professional LEED APP Building Design and Construction LEED AP Operation and Maintenance
Program Management	Program Management
Portfolio Management	Portfolio Management
Agile Management	Agile 101 Agile Leadership Large Scale Scrum Enterprise Agile Product

B. CyberSecurity Academy

Date Launched: January 22, 2021

Track	**Courses**
Core Fundamentals	CompTIA IT Fundamentals
	CompTIA Network+
	CompTIA A+

CyberSecurity	Introduction to CyberSecurity
	CyberSecurity Essentials
	CyberSecurity Operations
	CCNA Security
	CompTIA CySA+
	CompTIA Security+
Threat Intelligence	Cyber Security Operations Center (CSOC)
	Certified Threat Intelligence Analyst (CTIA)
Security Operation Center	Security Operation Center
Network Security	Certified Security Analyst
	Certified Network Defender (CND)
Digital Forensic	Digital Forensic
	Certified Incident Responder
	Computer Hacking Forensic Investigation (CHFI)
Incident Response	Incident Response
	Security Operations
	EC-Council Certified Incident Handler (ECIH)
Vulnerability Analysis and Penetration Testing	Vulnerability Analysis and Ethical Hacking
	Certified Pentester
	Certified Ethical Hacker (CEH)
	EC - Council Certified Security Analyst (ECSA)
	Licensed Penetration Tester (LPT Master)
	CompTIA Pentest+
System Hardening	CompTIA Server+

	CompTIA Linux+
Configuration	Storage
	Cloud
Cloud Security	CompTIA Cloud+
	Certified Cloud Security Professional (CCSP)

C. Design for Manufacture and Assembly (DfMA) Academy

Date Launched: January 29, 2021

Track	**Courses**
DfMA Fundamental Principles and its Application to Construction Industry	Introduction to Design for Manufacture & Assembly (DfMA) in Construction
DfMA in Architectural Design: Building Code and Space Planning	Architectural Design in DFMA
DfMA: Ergonomics: Safety and Design	Basic Ergonomics Advanced Ergonomics
DfMA: Structural Design and Seismic Design	Application of Design for Manufacture and Assembly in Structural Design of a Building Application of Seismic Conditions for Design for Manufacture and Assembly
DfMA for Pre Fabrication of Mechanical, Electrical, and Plumbing (MEP) System	Introduction to MEP DfMA and Good Industry Practices in Project Planning and Design Good Industry Practices for Successful Fabrication and Installation Project Execution and Case Studies Advanced Illumination Engineering
DfMA Project Management	Initiation Process Group Planning Process Group Project Execution Project Quality Management Project Risk Management Project Procurement Management
DfMA: Sustainability Engineering	Sustainability in Design for Manufacture and Assembly

DfMA Laboratory Courses	Autodesk Revit Architecture Revit MEP Customized Autodesk Revit Structure Navisworks Fundamentals Autodesk Fusion 360 ENOVIA Project Management

D. Language Academy

Date Launched: February 2021

Track	**Courses**
Japanese	Japanese Language for Beginners 1 Japanese Language for Beginners 2
Mandarin	Introductory Mandarin 1 Introductory Mandarin 2
French	Basic Professional Language Level 1
Korean	Basic Korean Language
Spanish	Basic Spanish Language

5. TESTING SERVICES

1. Pearson VUE. Mapua through iLIFT is also accredited by Pearson VUE, both static and mobile, in providing certification exams for 500 plus certifications such as Microsoft, Cisco, CompTIA, Oracle, Cloud, Programming, Project Management, Language Proficiency Test and many more.
2. Certiport Authorized Testing Center. Mapua through iLIFT is authorized by Certiport to administer computer-based certification exams for various Certiport programs, such as Microsoft Office Specialist (MOS) and Adobe Certified Associate among others.

Both are in Mapúa Intramuros.

OTHER SERVICES

a. Provide or approve Resource Speaker for Student Organization's activity

b. Organize webinars or forums or exhibits

c. Prepare student for partner/vendor sponsored competition






MAPÚA UNIVERSITY

PART F
STUDENT AFFAIRS

Section I: INTRODUCTION

The MAPÚA UNIVERSITY is committed to providing excellent services to its students through the different offices that implement student-centered programs, academic-related or otherwise.

1.1 The following offices are under the direct supervision of the Office of the Executive Vice President for Academic Affairs.

1.1 1 Office of Student Affairs and Alumni Relations

1.1.1. 1 Performing Arts Cluster

1.1.1. 2. Student Leadership Cluster: University Student Government

1.1.1.3 Cardinal and Gold

1.1.1.4. Campus Ministry

1.1.1.5 Student Media Cluster: The New Builder and Radio Cardinal

1.1.1.6 Office of Prefect of Discipline

1.1.1. 7 Center for Student Advising and Counseling

1.1.1 7.1 Center for Guidance and Counseling

1.1.1 7.2 Center for Student Advising

1.1.1. 8 Center for Scholarships and Financial Assistance

1.1.1 9 Alumni Relations Cluster

1.1.2 Office of International Programs and Career Services

1.1.4.1 Center for Career Services (CCS)

1.1.4.2 Center for International Students (CIS)

1.1.3 Office of Marketing and admissions

1.1.3.1 Admissions Office (AO)

1.2 The mission of the different offices handling student affairs and services are as follows:

1.2.1 Fully support the vision and mission of the university by providing high quality services to students.

1.2.2 Enhance and deepen the students' commitment to positive values and to inculcate in them a strong sense of honesty, compassion, personal responsibility and respect for others.

1.2.3 Address the needs of the students and shall have an active partnership with the faculty to ensure more effective services.

1.2.3.1 Provide comprehensive programs and services integral to the educational process

1.2.3.2 Promote programs and services to ensure that students will succeed in all their undertakings during their entire residence in the university.

1.3 The objectives of the different offices handling student affairs are as follows:

1.3.1 Create a campus environment that is conducive to the learning process

1.3.2 Identify, monitor and act upon the specific needs of students through its programs and projects.

1.3.3 Provide an atmosphere for a wholesome student life and development.

1.3.4 Safeguard student welfare.

1.3.5 Establish and maintain productive communication among students, faculty members, personnel and the administration.

1.3.6 Inform students about the vision, mission and core values of the university; academic policies, guidelines and procedures; policies and guidelines on student affairs; and other pertinent matters.

Section II: OFFICE OF STUDENT AFFAIRS AND ALUMNI RELATIONS (OSAAR)

2.1 FUNCTIONS AND RESPONSIBILITIES OF OSAAR

Aside from approving student activities and disseminating student-related information, the Office of Student Affairs and Alumni Relations (OSAAR) has the following functions and responsibilities.

(1) Inform students of their rights and responsibilities
(2) Appraise students of the rules/codes on student discipline, and proper decorum and behavior in their association with fellow students, teachers, employees and administrative officers
(3) Organize various activities for students/student organizations in coordination with the other centers.
(4) Supervise, regulate and facilitate the co-curricular and extra-curricular activities of accredited/recognized student organizations and student councils

2.2. UNITS UNDER OSA

2.2.1 PERFORMING ARTS CLUSTER

The Performing Arts Cluster (PAC) aims to provide a venue to develop and hone the creativity and talents of MAPÚA students in the performing arts through, music, theater, folk dance and modern dance. As a facet of providing holistic growth and development of our student, the cluster aim to celebrate our rich culture and traditon through public performances intended to fully engage the community

Under this Cluster are the MAPÚA Cardinal Singers, Folklorico Cardinales Dance Troupe, Nexxus and XDC.

The FOLKLORICO CARDINALES DE MAPUA showcases cultural and heritage dance. Its members undergo training and must attend seminars and workshops conducted by different dance associations to develop their skills and enhance their projection during the performances. The group aims to participate in dance festivals here and abroad.

The MAPÚA CARDINAL SINGERS (MCS), formerly known as the Mapúa Singing Ambassadors and the Mapúa Concert Singers has embarked on various performances here and abroad showcasing the musical talents of MAPÚA students. Under the supervision of its conductor, it has performed in gatherings and functions within and outside the campus, and even in engagements outside the country. The chorale, with its excellent renditions of local and foreign songs has gained distinction and praise. It shall continue to carry with it the name of the Institute and its goal of promoting talents in the field of music.

The Nexxus and XDC dance groups are permanent staple during institutional events and celebration by showcasing modern dance, jazz and hiphop.

2.2.2 Cardinal and Gold

The CARDINAL AND GOLD is the official yearbook of the university. Printed twice a year, it publishes individual photos as well as group pictures of the graduates of the different schools. It also presents the activities of graduating students during the school year.

2.2.3 STUDENT MEDIA CLUSTER

THE NEW BUILDER is the official publication of the university for its students. It publishes news, features, literature, views and opinions, schedules of classes, examination schedules, and announcements on seminars, exhibits, lectures, field trips, as well as rules and regulations regarding the use of the library, laboratories, the study hall, and audio-visual rooms, among

others. An alumni section featuring outstanding achievements of MAPÚA graduates is also published to inspire students to become successful in their chosen careers.

Mapúa Radio Cardinal (MRC) on the other hand is the official campus radio of Mapúa University. Broadcasting through the internet since 2016, MRC was set up to fill the need for a viable means to further strengthen the identity of the Mapúa University by giving the students, faculty, employees, alumni, and other stakeholders a common platform for information, entertainment, and engagement.

The MRC works to disseminate information about Mapúa's key achievements, engagements, and abilities; enhance and solidify

Mapúa culture; showcase homegrown talent; provide a laboratory for sharpening the communication and skills of its students; present an opportunity for collaborative work among the different schools in Mapúa; and serve the broadcasting needs of subsidiaries and the entire YGC.

Programs provide a balanced mix of music, talk, and news meant to cater to the diverse interests of the community. Moreover, these programs have also harnessed the power of social media (Facebook and Twitter) to stimulate interest, listenership, and audience interaction.

2.2.4 Campus Ministry

The Campus Ministry is an extension of the ministries of the Archdiocese of Manila. It aims to engage in a partnership with the Institute in building an environment of faith, charity and peace in the MAPÚA campus.

The Mapúa Campus Ministry shall help in fostering or deepening God's life-giving presence in the Mapúa community, regardless of religious affiliations. The Ministry shall be ecumenical in its approach and shall foster understanding and respect for the different expressions of faith which may exist in the campus. For this reason, the Campus Ministry student volunteers and staff too shall be ecumenical in their approach.

The Campus Ministry hold the following services:

(1) Mass celebration
(2) Moral formation through recollection
(3) Spiritual accompaniment program through prayer meetings
(4) Coordination with student organizations for spiritual development activities

3. LEADERSHIP AND SERVICE AWARDS

The prestigious Leadership and Service awards are given to Mapúa student leaders, who have shown exemplary leadership performance and dedication to service. These are the student leaders who have provided invaluable support and genuine service to their fellow students and to the academic community. The Office of Student Activities facilitates the submission of requirements and the selection process. The awarding ceremony is held during the induction rites of the Student Councils and Council of Organizations. A leadership awardee may be given a medal in recognition for leadership during the commencement exercise.

3.1 The selection process involves:

1. The formation of the Screening Committee composed of one (1) administrator, one (1) faculty member and at least a former student leader
2. The evaluation of the student leader's performance within a period of one (1) year based on a set of criteria and qualifications
3. The validation of the scores or percentages acquired by the nominees; the nominee with the highest score will receive the Leadership award, and the ten (10) student leaders with high scores will receive the Service awards.

3.2 Qualifications

1. For the Leadership Award: A cumulative average of at least "2.75" with no failing grade of more than six (6) units
2. For the Service Awards: A cumulative average of at least "2.75"

3. Residence at Mapúa for at least two (2) years
4. Officer or committee chair or head of one recognized/accredited student organization for at least one (1) and conduct of relevant major activities
5. Of good moral character or with no record of any major offense

3.3 Requirements

1. A nomination from a recognized or accredited organization/council
2. Application form
3. Certificate of Recognition or Accreditation of Organization/Council
4. Three (3) sealed testimonies regarding the character and integrity of the nominee from three (3) different school officials (*e.g.,* Adviser, Dean, Administrator or Faculty member)
5. Three (3) sealed testimonies from different school officials on the nominee's leadership skills
6. Personal testimony (an essay of at least 200 words) by the nominee on his/her service contribution/s to the students, the academic community or the university.
7. List of positions held, inclusive of date
8. List of projects implemented or conducted, inclusive of date, proof or portfolio
9. Quantifiable substantial contribution to the community by promoting student life through an advocacy, project or policy

3.4 Criteria

a.	Academic excellence	20
b.	Character/Integrity	20%
c.	Leadership/ community impact	60%

4. GUIDELINES FOR HOLDING ACTIVITIES WITHIN OR OUTSIDE THE CAMPUS

4.1 Extra-Curricular Activities

4.1.1 Students or student organizations or student councils who wish to conduct an extra-curricular activity (*e.g.,* sports festival, team building, outreach program, cultural shows, prayer meeting, general assembly, intramurals, etc.) must fill out an Extracurricular Activity Application Form in triplicate copies for (1) the student, student organization, student council or faculty adviser; (2) the Office of Student Affairs and Alumni Relations (OSAAR); and (3) the Security Office

4.1.2 All activity application forms must be filed (received by the OSAAR) at least seven (7) days before the scheduled activity date. It is important to plan the activity in advance. If the activity is filed only within a week or less, the Director for Student Activities (Director) shall have the prerogative to approve or disapprove the extracurricular activity. In any case, the Director for Student Activities, after due consultation with the organizer (adviser or student organization/class officer), has the option to postpone or re-schedule the extra-curricular activity due to unavoidable circumstances, such as typhoon, black-out, holidays, natural disaster, jeepney strike, etc.; or if there is a perceived risk on the safety of the participants.

4.1.3 The adviser or student organizer shall not finalize any arrangement or contract with the outsiders like performer/s, sponsor/s, guest/s, speaker/s, resource person/s, resort personnel, plant personnel, factory representative/s, transportation company staff, etc., until the application is approved. Violation of this rule shall be ground for the disapproval of the application.

4.1.4 The application form shall be accompanied by a detailed agenda or program of the activity and a financial statement or projected cost of expenses (budget), including the expected income, if any, or individual contributions, ticket sales, donations, sponsorships, etc. A list of requirements is available at OSA.

4.1.5 The Head for Student Affairs shall have the authority to ask for additional information or documents from the organizer, if necessary, before approving the co-curricular activity. The Director shall check and note if the application guidelines are followed. Major extra-curricular activity pertains to the activity involving 60% or more of the members of the class or organization. Minor extra-curricular activity pertains to the activities involving less than 60% of the members of the class or organization.

4.1.6 For an extra-curricular activity that has a "fund-raising" component (raffle draw, ticket selling, or donation), refer to Reference Guideline for Holding Activities available at the OSAAR.

4.1.7 An off-campus extra-curricular activity shall require the student/s (participant/s) to fill out a PARENT CONSENT form. The form must be signed by the parent or the guardian before the activity date. This form must be notarized. A "no parent's (guardian) signature, no outside trip" policy shall be implemented.

4.1.8 The organizer (adviser or class officer) shall provide OSAAR with a complete list of the participants for the off-campus activity before the scheduled date.

4.1.9 The organizer shall conduct a post-evaluation of the activity. The post-event evaluation forms for student activity are available at the OSA. At least 30% or more of the participants are expected to fill out the evaluation forms.

4.1.10 Before the conduct of the next activity, the organizer shall submit the evaluation report to the OSA. The Director shall collate the evaluation report. Any irregularity or anomaly found shall be grounds for disciplinary action on the organizer or those directly responsible for the activity.

4.1.11 The evaluation report shall be used by the organizers in the planning and in applying improvement measures to future extracurricular activities. Before the end of the school year, the evaluation results shall be reviewed by the respective student organizations and advisers and submitted to the Director for Student Activities.

4.1.12 No extracurricular activities shall be allowed 10 days before the final examination week.

4.2 Co-Curricular Activities of Student Organizations, Student Councils and Graduating Class

4.2.1 A student organization, a student council, a graduating class, a faculty adviser or a class who wish to conduct a co-curricular activity (e.g., technical seminar, plant visit, educational trip, conference, orientation, quiz show, writing contest, course competition, presentation etc.) must ensure faithful compliance with the guidelines set forth in the PCM for Off-Campus activity providing the requirements set forth in CHED CMO. The proponent must fill out a Co-Curricular Activity Application Form in triplicate copies for (1) the faculty or student organizer; (2) the OSAAR; and (3) the Security Office.

4.2.2 All activity application forms must be filed (received by OSAAR) at least seven days (7) before the scheduled activity date. It is important to plan the activity in advance. If the activity is filed only within a week or less, the Dean or Subject Chair or Head for Student Affairs shall have the prerogative to approve or disapprove the co-curricular activity. In any case, the Dean or the Subject Chair, after due consultation with the organizer (faculty member or student organization/class officer), has the option to postpone or re-schedule a certain co-curricular activity due to unavoidable circumstances, such as typhoon, black-out, holidays, natural disaster, jeepney strike, etc.; or if there is a perceived risk on the safety of the participants.

4.2.3 A faculty member or student organizer shall not finalize any arrangement or contract with the outsiders –like performer/s, sponsor/s, guest/s, speaker/s, resource person/s, resort personnel, plant personnel, factory representative/s, transportation company staff, etc., until the application is approved. Violation of this rule shall be ground for the disapproval of the application.

4.2.4 The application form shall be accompanied by a detailed agenda or program of the activity and a financial statement or projected cost of expenses (budget), including the expected income, if any, or individual contributions, ticket sales, donations, sponsorships, etc. A list of requirements is available at OSA.

4.2.5 The Dean or Chair shall have the authority to ask for additional information or documents from the organizer, if necessary, before approving the co-curricular activity. The Head of Student Affairs shall check and note if the application guidelines are followed. Major co-curricular activity pertains to the activity involving 60% or more of the members of the class or organization. Minor co-curricular activity pertains to the activities involving less than 60% of the members of the class or organization.

4.2.6 For a co-curricular activity that has a "fund-raising" component (raffle draw, ticket selling, merchandizing or donation), refer to Reference Guideline for Holding Activities available at the OSAAR.

4.2.7 An off-campus co-curricular activity shall require the student/s (participant/s) to fill out a Notarized PARENT CONSENT form. The form must be signed by the parent or the guardian before the activity date. A "no parent's (guardian) signature, no outside trip" policy shall be implemented.

4.2.8 The organizer (faculty member or class officer) shall provide the OSAAR with a complete list of the participants for the off-campus activity before the scheduled date.

4.2.9 The organizer shall conduct a post-evaluation of the activity. The post-event evaluation forms for student activity are available at the OSAAR. At least 30% or more of the participants are expected to fill out the evaluation forms.

4.2.10 Before the term ends, the organizer shall submit the evaluation report to the department/school and/or the OSA. Any irregularity or anomaly found shall be grounds for disciplinary action on the organizer or those directly responsible for the activity.

4.2.11 The evaluation report shall be used by the organizer in the planning and in applying improvement measures on future co-curricular activities.

5. RULES AND REGULATIONS GOVERNING STUDENT ORGANIZATIONS

5.1 GENERAL POLICIES

Section 1. RATIONALE FOR THE ESTABLISHMENT OF STUDENT ORGANIZATIONS - Subject to the limitations provided for under these rules, the establishment and operation of student organizations shall be allowed to provide students opportunities to make productive use of their free time by engaging in constructive and wholesome extracurricular activities to complement their academic development, through guided group planned studies and projects, aimed at developing student leadership qualities and fostering a closer and a more harmonious relationship, not only among the members within the student organization but also with the faculty and the administration as well. Furthermore, as part of a realistic and progressive policy of the Office of Student Activities, the Administration recognizes the need for student participation in co-curricular and extra-curricular activities, provided, however, that such activities shall be confined only to *scientific, technological, spiritual, cultural, civic, or sports related* objectives and provided further, that these shall previously be *approved by the Office of Student Affairs and Alumni Relations.*

Section 2. AUTHORITY TO OPERATE – Subject to rules and regulations promulgated by the Commission of Higher Education (CHED), the President of the Institute shall authorize the establishment and operation of the student organizations upon compliance with the requirements of the CHED and the Institute.

Section 3. SUPERVISION OF THE ORGANIZATION'S ACTIVITIES –Director for Student Activities shall have the authority to supervise and regulate the operation as well as activities of all duty accredited or recognized student organizations for the purpose directing their resources and efforts toward the attainment of their avowed and approved objectives.

Section 4. *THE HEAD OF STUDENT AFFAIRS* shall enforce the provisions of this set of rules and regulations and shall:

(1) Review and screen all new and renewal applications of student organizations, and may tap the help of the Central Student Council (CSC) and the Council of Organization Officers (COO), make the necessary recommendations for the accreditation or recognition of the organizations by the Institute.
(2) Regulate and supervise student activities and conduct hearings in cases involving violations of any of these rules and regulations. Serious violations shall be referred to the Committee on Decorum and Investigation (CDI).
(3) Review, revise and formulate rules and regulations governing student organizations in the Institute and recommend them to the EVP for Academic Affairs.

Section 5. STUDENT PUBLICATIONS – No student organization, or group of students or any individual student shall utilize or avail of the use of the name of the MAPÚA UNIVERSITY, its logo or emblem and/or the name, logo or emblem of any department, office or school in the Institute in any publication, be it as magazine, newsletter, newspaper, periodical, handbill or circular of any form.

The publisher or circular of any publication shall be directly liable and responsible for the contents of the materials

published or circulated. MAPÚA shall in no way or manner be liable or responsible for the consequences arising from or in connection with the unofficial publications.

5.2– DEFINITION OF TERMS

Section 6. *Definition* – The use of the following terms in these rules and regulations shall be understood and taken as defined below:

(a) Student organization- means any organization composed of bona fide MAPÚA students whose membership in general comes from a school or department, or from different schools or departments of the university. The number of members of the organization should not be lower than thirty (30) students.

(b) Accredited student organization – refers to a recognized student organization that has attained a high compliance score (81% and above) or has satisfied all requirements during the accreditation process (i.e., 4 major activities per year, attendance in regular meetings, submission of a revised constitution and by-laws, with track record for good discipline, for submission of activity evaluation documents).

(c) Recognized student organization – a student organization that has attained a score of 70% to 80% compliance with accreditation requirements.

(4) On–probation student organization: a student organization that attained low compliance score during student organizations' accreditation. This also applies to new student organizations applying for recognition.
(5) MU/MIT, MAPÚA or University/Institute – refers to the MAPÚA UNIVERSITY.
(6) President – refers to the highest executive officer of the MAPÚA University.
(7) Committee on Decorum and Investigation – refers to the special committee created by the President to assist him and the Vice Presidents of the university.
(8) EVP for Academic Affairs (EVPAA) – refers to the official of the university involved in the supervision of academic services (admissions and registration) and student services.
(9) Prefect of Discipline - refers to the official of the university involved in the enforcement of student rules and regulations of the university
(10) Head of Student Affairs – known as the AVP and Head, refers to the official of the university involved in the supervision of all matters pertaining to student affairs and alumni relations.
(11) Dean– refers to the academic head of a school.
(12) Faculty Adviser– refers to the faculty member designated to directly supervise a student organization.
(13) Council of Organizations Officers (COO) – refers to the elected officers representing the different accredited or recognized student organizations.
(14) Central Student Council (CSC) – refers to the highest elected student body representing the different schools of the university.
(15) Council of Presidents (COP) - refers to the elected officers representing the presidents of each School Student Council.
(16) University Student Government: refers to the core leadership team composed of executives from the CSC, COP and COO.

5.3 ACCREDITATION

Section 7. APPLICATION – Any group of 30 bona fide students at the university may apply at the Office of Student Affairs for permit to organize a student organization provided, however, that for the specific purpose of accreditation of such organization, the *total membership thereof shall not be less than 30 students at the time of the issuance of its certificate of accreditation or recognition. Refer to Guidelines for Accrediting Student Organizations.*

Section 8. CERTIFICATE OF ACCREDITATION OR RECOGNITION – The acknowledgement of the student organization shall be a pre-condition for its operation in the university. A corresponding certificate of accreditation or recognition shall be issued by the Director to each student organization upon compliance with the requirements herein prescribed (Sec. 13) provided, however, that such certificate shall be effective for one year only and subject to renewal for a similar period and provided, further, that the certificate may be revoked or cancelled for violation of school rules and regulations.

Student organizations seeking acknowledgement for recognition shall comply with the following requirements:

a) Student organizations applying acknowledgement for recognition shall fall under any of the following classifications:
    a. Scientific or technological groups (academic/technical)
    b. Cultural groups – (social dent)
    c. Civic groups – (community service)
    d. Religious groups – (spiritual development)
    v. Sports oriented groups – (physical development and recreation)

b) No student organizations falling under any of the following categories shall be permitted to operate within the Institute:
    a. Fraternities
    b. Organizations that carry Greek letter names
    c. Organizations of political nature
    d. Regional organizations such as Ilocano organization, Bicolano group, etc.
    e. Organizations that confine their activities to purely social affairs.
    f. Secret societies
    g. Organizations that practice religious or racial intolerance.
    h. Organizations whose policies and practices are not in consonance with the rules and regulations of the Institute and the laws of the land.

c) Purposes and/or objectives of the organization shall be clearly stated.

d) Only student organizations officially acknowledged, accredited and recognized by the university may use the name MAPÚA UNIVERSITY. The name of the university should not, however, be directly or indirectly used in connection with any extracurricular activities, without the prior approval of any of the following: the Prefect, the Head of Student Affairs and/or the EVPAA, the EVPA and the President of the University.

e) Any student organization desiring to hold any activity whether on or off-campus shall fill up the required application forms and secure the written approval of the Head of Student Affairs at least one week before the event takes place and before notices of the affair are posted or published. For off-campus activities, notarized parent consent forms of the participants are necessary, and should be presented to the Head of Student Affairs. The officers and members of the student organization concerned shall be held jointly and severally responsible for any injury to persons and/or damage of property or facilities arising from the holding of any activity either on or off-campus. The faculty adviser shall, however, be held liable for any consequence resulting from his negligence.

f) No student organization or their officers and members shall individually represent the university in activities of existing or proposed national or international youth groups or endorse their objectives without the approval of any of the following: the Prefect, Head of Student Affairs, the EVPAA, the EVPAA, or the President.

g) All student organizations duly recognized shall comply with the University's rules and regulations. Any organization that violates or circumvents this set of rules and regulations and those of the university shall have its officers and members subjected to individual and collective disciplinary action.

h) The application for recognition of a proposed student organization shall not be considered if there is already an existing organization with the same objectives and purposes or nature of activities.

i) No recognized student organization shall be allowed to affiliate with outside or extramural organizations without the previous approval of the Head of Student Affairs. Any violation of this rule will mean the immediate cancellation and withdrawal of the organization's recognition. In the event that a student organization is allowed to affiliate with outside or extramural organizations, the rules, regulations and policies of MAPÚA shall prevail over the rules, regulations and policies of the outside organization.

Similarly, chapters of outside or extramural organizations shall not be established in the University without likewise complying with the same requirements *supra,* plus other requirements the University may impose on such organizations.

5.4 CONSTITUTION

Section 9. CONSTITUTION AND BY-LAWS - Each student organization shall have a constitution and by-laws which shall be approved by the Head of Student Affairs, the Central Student Council and the Council of Organizations Officers. No student organization shall be allowed to function in the University without the prior approval herein required.

5.5 FACULTY

Section 10. FACULTY ADVISERS – Each student organization shall have not more than two faculty advisers who shall have the following qualifications:

a) The faculty advisers of recognized or accredited student organizations shall be recommended and chosen by the officers and members of the respective student organizations subject to the approval of the Director for Student Activities, the Council of Organizations Officers and the Central Student Council.

b) The faculty adviser shall be a faculty member who has been with the University for at least three years at the time of his/her appointment. The adviser is a regular faculty member unless otherwise approved by the Director for Student Activities in the absence of a qualified adviser.

c) The faculty adviser shall coordinate with the Head of Student Affairs in the supervision of the student organization.

d) The faculty adviser shall be required to sign a letter of acceptance, signifying his/her willingness to act in an advisory capacity and to be held responsible to the MAPÚA Administration and to the government authorities for the proper conduct of the organization and its members.

e) The faculty adviser shall be required to sign a letter of assurance that he/she would be present in the general meetings and major affairs of the student organization and shall be jointly responsible with the officers for the conduct of such activities.

f) The faculty adviser shall review, correct, revise and submit for the approval of the Head all proposed programs, press releases and publications of the organization, and shall see to it that everything contained therein is in accordance with the MAPÚA rules and regulations and that the materials are decent and of good taste. He/she should also see to it that the names and designation of the officers of the MAPÚA administration (including the Deans, Heads, Chairpersons and Faculty Members) are correctly printed in accordance with the MAPÚA prospectus.

g) The faculty adviser shall:

i. Submit all requests for permission to hold meetings and other activities of the organization to the Office of Student Affairs and to the other departments concerned.
ii. Certify all official letters and reports of the student organization and copies thereof before they are forwarded to the OSA and other departments.
iii. Review the constitution and by-laws of the student organization.
iv. Check the qualifications of student nominees for elective positions of the organization and inform the
v. Director accordingly.
vi. Supervise the election of officers and certify the election results and submit the same to the OSA.
vii. Supervise all activities of the organization and submit written reports and evaluation results thereof to the OSA

h) No faculty member shall act as adviser to more than one student organization nor shall any student organization have more than two (2) faculty advisers. No honorary faculty advisers shall be allowed.

I) No faculty member shall accept advisorship to any student organization if his/her duties as adviser shall conflict with his/her teaching and/or administrative duties in the University.

J) The faculty adviser shall help in promoting and instilling the core values, the mission and the vision of MAPÚA to the officers and members of the student organization.

5.6 ELECTIONS

Section 11. ELECTIONS AND QUALIFICATIONS OF OFFICERS – The officers of each student organization, as provided for in its approved constitution and by-laws, shall be elected by the members thereof; provided, however, that the

election of officers of the organization shall be under the supervision of, and subject to regulation by, the faculty adviser/s, and provided further, that each nominee for election or appointment or designation to any position of the organization shall possess the following qualifications:

a) He/she must be a bona fide student at the university and must have been actually enrolled and duly registered.

b) He/she must be a responsible person with high moral and ethical standards, without any previous conviction in any court of law.

c) He/she must have had no disciplinary action of any kind meted out to him/her for violation of MAPÚA rules and regulations.

d) He/she must have passed all his/her courses of not less than twelve (12) units of academic load in the term immediately preceding his election or appointment.

e) He/she must have had a continuous residence in the university for not less than two school yes and must have earned at least sixty (60) units of college work in the university.

f) He/she must have carried an academic load of not less than twelve (12) units every term since his/her admission to the university and is presently enrolled in not less than twelve (12) units, unless he/she is a graduating student.

g) He/she must not be an officer of another student organization or student council.

h) He/she must have no financial liability with the university.

i) An elected officer shall not be qualified to run for re-election if he/she failed in or drops any course in the preceding term or had previously resigned from his/her position.

j) The term of office shall be for one school year, or several terms indicated in the constitution and bylaws of the organization.

5.7 MEMBERSHIPS

Section 12. MEMBERSHIP – Admission for membership in the student organization shall be in accordance with the provisions of the approved constitution and by-laws of the organization and shall be in compliance with the following:

(1) Every organization shall hold once a year an open ceremony (not closed or secret) for admitting new members.
(2) Every candidate for admission to a student organization shall be informed beforehand of the proposed calendar of events and the estimated total amount of dues and expenses which the applicant will incur during the school year.
(3) All candidates for admission shall know by heart the lyrics of the National Anthem and the Alma Mater Song and shall know how to sing them.
(4) All applicants for membership shall know the names of the officials of MAPÚA, its core values and its mission and vision.
(5) Only enrolled and bona fide students at the university are eligible for membership to any student organization.
(6) All applicants for membership under eighteen (18) years of age shall submit written evidence of parental or guardian consent and such shall have to be approved by the Director for Student Activities. NO HAZING OR INITIATION IN ANY FORM SHALL BE ALLOWED.
(7) Students who are under probation (academic or otherwise) are not qualified for membership.
(8) Students meted out disciplinary action are not qualified for membership.
(9) Members of student organizations who have been meted out disciplinary action for violation of Mapua University (MU) rules and regulations shall be dropped from the organization immediately.
(10) Members of student organizations who drop wholly or partly their course load so that the total is less than nine (9) units shall also be dropped from the organization, unless they are graduating. Members of organizations shall not have any property/financial liability with the University.

5.8 – REGISTRATION OF STUDENT ORGANIZATIONS

Section 13. REGISTRATION – Student organizations shall apply for registration at the Office of Student Affairs. A

letter of application for accreditation and/or recognition is required upon registration. Student organizations shall submit the necessary requirements for accreditation/recognition:

a. A letter of application signed by the president of the organization and noted by its adviser
b. A copy of the by-laws of the organization
c. A copy of the objectives of the organization
d. A letter of acceptance of the advisory post signed by the adviser
e. A list of officers of the organization with their respective biodata and grades
f. A list of at least thirty (30) active members
g. A list of proposed activities with their tentative dates
h. A report on post activities including financial reports
i. A report on the performance of the organization from its adviser
j. A certificate of affiliation (optional)

Refer to the Office of Student Affairs for the current and official list of accredited, recognized and probationary student organizations.

5.9 – ORGANIZATION FUNDS

Section 14. DUES, COLLECTIONS AND FINANCES

(1) No student organization, group of students, party or parties shall collect, solicit and receive funds, contributions, donations or any form of exaction from students for any purpose or project, except from their own membership or officially approved projects.
(2) No student organization, group of students or any individual student is/are permitted to engage the assistance, services or representation of any department of the university, any member of the Institute's faculty or personnel in collecting, soliciting or keeping of the said funds, collections or donations.
(3) Student organizations may collect a reasonable amount as yearly membership fee from the members provided, however, that every collection shall be correspondingly covered by a receipt issued by the Treasurer of the organization. A permit for such collection shall have been previously approved by the Head of Student Affairs.
(4) Collections and dues shall not exceed the amount stated in the approved permit.
(5) Collections shall be solicited only from members of the organization. No solicitation or fund-raising project of any kind shall be made unless previous permission has been granted by President or his authorized representative. A guideline for fund raising activity is available at the OSA.
(6) Faculty advisers shall see to it that a permit has been granted by the Director for Student Activities and the President or his authorized representative, for any major fund-raising activity. They shall see to it that collection to raise the necessary amount to meet the expenses of the affair is done before the activities are held and not after. A list of possible expenses shall be attached to the letter of application.
(7) Ideally, within one (1) week after an activity is held, or before the next activity, a detailed financial report of said activity shall be submitted to the Director for Student Affairs.
(8) All and any amount as may accrue to the organization, whether from voluntary contributions of the members or otherwise, shall likewise be included and/or accounted for in the financial report and a copy of the report thereof shall be submitted to the Head of Student Affairs.
(9) The list of contributions for all student activities, together with the amounts contributed, and the financial reports of activities shall be posted in a conspicuous place for the information of all concerned.

Section 15. BOOK OF ACCOUNTS or Financial Record Book – A Book of Accounts shall be maintained by each student organization, on which shall be indicated all collections and disbursements of the organization. The Book of Accounts may be inspected and shall be open for inspection, during regular office hours, by any member of the organization and by the assigned faculty adviser or by the Director whenever the need for such an inspection arises.

Section 16. DISBURSEMENTS – If the organization has a bank account, authority for all disbursement from the funds of the student organization shall be affected only upon the previous approval by its governing board with the concurrence of the faculty adviser of the organization. The bank withdrawal slips for any amount withdrawn shall carry the signatures of both the President and the Treasurer of the organization. Furthermore, if the organization maintains a checking account, all checks shall be signed jointly by the President and the Treasurer of the organization.

Section 17. AUDIT AND REPORT – Each student organization shall submit one (1) copy to the Director for Student Activities

its financial statement on or before the end of term per major activity. The financial statement, containing total receipts and expenditures, shall be prepared by the Treasurer of the organization, audited by the Auditor of the organization, approved by the President of the organization, and duly noted by the faculty adviser of the organization.

This financial statement should be included in the portfolio of requirements (Plan, Do, Check and Assess documents) per major activity. *This shall be a requisite for re-application or* renewal of the permit previously granted to the organization to function in the Institute.

The Head of Student Affairs may order that the financial statement of each student organization be audited by a competent official of the University at least once every year, and that whenever there is a finding of misappropriation of the funds of the organization, the officers of the organization shall be held administratively liable jointly and severally without prejudice to criminal prosecution if the evidence so warrants.

5.10 – MEETINGS AND ACTIVITIES

Section 18. MEETINGS – No secret meetings shall be allowed. Permission to hold meetings and/or to post notices must be requested from the Head of Student Affairs and received by OSA at least seven (7) days before the meeting takes place. Requests for meetings shall state the agenda and bear the faculty adviser's recommendation. The University, upon the advice of the Head of Student Affairs, reserves the right to cancel for cause any permit previously granted any organization to hold a meeting.

Section 19. ACTIVITIES - Permission to hold an activity must be requested from the university through the Office of Student Affairs at least one (1) week before the event takes place and before notices of the affair are posted or published. The following regulations shall be observed and implemented:

(1) The University, upon the advice of the Head of Student Affairs reserves the right to cancel for cause any authority previously granted to any student organization to hold an affair.
(2) All extracurricular or co-curricular activities shall not conflict with the University's official calendar of activities. Academic, co-curricular and official Institutional activities shall take precedence over extracurricular activities of student organizations.
(3) Permission to hold an affair that will entail expenses will be granted by the University only after the officers of the organization planning the activity shall have submitted a written assurance duly certified by the faculty adviser, that the organization has on demand, enough to cover all needed expenses. Expensive affairs shall not be allowed. Participation in all activities must be purely voluntary and activities must be characterized by austerity and moderation.
(4) Every affair that is social in nature must be preceded by an activity of a technological, scientific, cultural and/or educational nature.
(5) When a permit previously issued is cancelled or when the activity is postponed, a letter to request to hold the same activity shall be submitted to OSA subject to the approval of the Head of Student Affairs unless the organization is advised to secure new permit depending on the nature of the activity.

No meetings or major extracurricular activities of any kind shall be allowed ten (10) days before or during the final examinations. Co-curricular activities may be allowed subject to the approval of the Dean and noted by the Director for Student Activities.

5.11 – USE OF UNIVERSITY FACILITIES

Section 20. LIMITED ONLY TO ACCREDITED OR RECOGNIZED STUDENT ORGANIZATIONS – The use of available school facilities shall be limited only to such student organizations which are duly acknowledged, accredited or recognized under the rules and regulations of the university. The Head of the Campus Development and Maintenance Office (CDMO) has the authority to approve or disapprove the use of facilities by the student organization.

Section 21. CHARGES FOR USE OF SCHOOL FACILITIES - Subject to the applicable rules and policies, the use of facilities of the university by a student organization shall be upon payment of such reasonable fee or charges as may be deemed necessary for the operation, depreciation and/or maintenance, and subject to a contract to be executed by the Office of the President (OP), Office of the Executive Vice President for Academic Affairs (OEVPAA) or Office of the Vice President for Administration (OEVPA).

Section 22. RESPONSIBILITY - The officers of the student organizations concerned shall be jointly and severally responsible and liable for any injury to persons and/or damage to the property or facilities of the University and of other third parties

arising from the use thereof by the organization.

5.12– RENEWAL OF AUTHORITY AND DISSOLUTION OF ORGANIZATIONS

Section 23. RENEWAL OF AUTHORITY – Each accredited or recognized student organization shall apply for renewal of its authority to operate within thirty (30) days after the start of the fourth (4th) term. All requirements and conditions for renewal are contained in the application form available in the Office of Student Affairs. Failure by the organization to apply for renewal of its authority to operate as provided herein shall be considered sufficient cause for the cancellation of the organization from the official list of student organizations of the university.

Section 24. FORMAL DISSOLUTION – When the dissolution of the student organization is through the voluntary action of its members, it shall be the responsibility of its president, subject to the consultation with the faculty adviser, to formally issue a corresponding written notice to the school administration through the Director for Student Activities who shall record such dissolution in the official list of student organizations of the university.

Section 25. CERTIFICATE OF CLEARANCE – Whether the dissolution of the student organization is voluntary or otherwise the officers of the organization shall be required to secure a certificate of clearance for money, property, civil or criminal liabilities from the faculty adviser and the Head for Student Affairs. Dissolution of an organization does not absolve the organization from liabilities and responsibilities arising from previous activities for which they will still be held liable jointly and severally.

5.13– STUDENT CONDUCT AND DISCIPLINE

Section 26. GENERAL BEHAVIOR – Every student shall observe and obey the laws of the land, the rules and regulations of the University, and the standards of good society; shall be courteous and considerate on all occasions as befitting men and women of refinement and good breeding; and shall always act with fairness, tolerance, moderation, respect for the opinion and feelings of others, bearing in mind that education stands for broadness of views and for appreciation and understanding of principles and core values.

Section 27. PROHIBITED ACTIVITIES - Activities which partake of the nature of subversion or insurgency, or which are deemed to be unlawful under existing legislations or under the rules and regulations of the University are strictly prohibited. The members as well as the officers of any student organization including the faculty adviser, if warranted by the circumstances of each case, shall be administratively liable jointly and severally for any illegal activity of the organization and in condition, the case shall be referred to proper government authorities for proper action.

Generally, student organizations as such shall not be allowed to engage in political partisan activities within the campus in keeping with the non-partisan and independent policy of the University. However, such prohibition shall not deny the student as an individual his political right as guaranteed by the Constitution.

Section 28. ADMINISTRATIVE SANCTION – In addition to the revocation of the authority to operate the student organization as provided under the CHED Rules and the Manual of Regulations for Private Schools, thereof, the members as well as the officers of the organization who may be found guilty of violating any of the foregoing regulations, shall either be reprimanded, suspended, or dropped from the rolls of students at the University, or may be recommended for expulsion.

MISCELLANEOUS PROVISIONS

Section 29. – FUNCTIONAL COORDINATION – In the interest of national security, the President of the University shall coordinate closely with the Commissioner of Higher Education or their duly authorized representatives, toward the effective and proper implementation of these rules, per Letter of Instruction No. 438 of the President of the Philippines.

Section 30. DATE OF EFFECTIVITY – These rules shall take effect upon the approval of the President of MAPÚA UNIVERSITY.

6. RULES AND REGULATIONS GOVERNING SCHOOL STUDENT COUNCILS

6.1 – GENERAL POLICIES

Section 1. RATIONALE FOR THE ESTABLISHMENT OF SCHOOL STUDENT COUNCILS – Subject to the limitations provided for under these rules, the establishment and operation of School Student Councils shall be allowed:

(1) to give the students an opportunity to be heard on matters of student concerns and welfare or on problems and/or questions pertaining to their program.
(2) to provide the students opportunities to make productive use of their time through constructive and wholesome extracurricular activities to complement their academic programs through guided group-planned studies and projects.
(3) to foster and develop responsible student leadership qualities, and
(4) To promote a closer and more harmonious relationship among School Student Council members.

Section 2. AUTHORITY TO OPERATE – The President of the University shall have the sole power to authorize and approve the establishment of the Central Student Council and the School Student Councils.

Section 3. SUPERVISION OF ACTIVITIES – Each School Student Council shall recommend its respective Dean and the faculty member of its choice and of the same school to be its advisers who shall supervise and regulate the operations as well as the activities of the School Student Council according to the Rules and Regulations promulgated by the University.

Section 4. The Head of Student Affairs, the Executive Vice President for Academic Affairs and the President of the Central Student Council (CSC) or its representative shall have the authority to enforce, clarify and interpret the provisions of this set of rules and regulations and shall:

(1) coordinate all activities and operations of the School Student Councils.
(2) conduct investigation of all cases involving violations embodied in these rules and regulations.
(3) from time to time, with the approval of the Executive Vice President for Academic Affairs, review, revise and formulate additional rules and regulations governing School Student Councils in the Institute within the framework of the guidelines of the Commission on Higher Education.

6.2 – DEFINITION OF TERMS

Section 5. DEFINITION – The use of the following terms in these rules and regulations shall be understood as defined or delimited hereunder:

(1) School – Refers to the specific school of the University, such as the School of Electrical Engineering, the School of Civil Engineering, etc. or an academic department offering programs such as the Department of Mathematics and the Department of Physics.
(2) School Student Council – Refers to the organization composed of MAPÚA students officially enrolled in a particular School or program.
(3) MAPÚA or University or MU – Refers to the MAPÚA UNIVERSITY.
(4) The President – Refers to the highest official of the MAPÚA University.
(5) EVP for Academic Affairs – Refers to the MAPÚA official directly in charge of all student services.
(6) Director for Student Activities– Refers to the MAPÚA official directly in charge of the supervision of student organizations, student councils and the graduating class. The Director for Student Activities or Director -is the equivalent head of the Office of Student Activities.
(7) Dean of School – Refers to the Academic Head of each School in the University.
(8) Faculty Adviser – Refers to the faculty member supervising the student council.
(9) Registrar – Refers to the official of the University who is the custodian of all student records.
(10) Treasurer – Refers to the official of the University directly in charge of financial matters.

6.3 – ACCREDITATION

Section 6. CERTIFICATE OF RECOGNITION – The accreditation of a School Student Council shall be a condition precedent to its operation in the University. A corresponding certificate of recognition shall be issued to each School Student Council upon full compliance with the requirements herein prescribed provided, however, that such certificate shall be effective for only one school year and provided, further, that the certificate may be revoked or cancelled at any time for violation of University rules and regulations.

School Student Councils seeking accreditation shall comply with the following mandatory requirements:

(1) Only School Student Councils officially recognized by the University may use the name MAPÚA UNIVERSITY. The name of the University should not, however, be directly or indirectly used in connection with any extracurricular activities, without the prior recommendation of the Dean of the School and the Director for Student Activities and/or the approval of the Executive Vice President for Academic Affairs.
(2) School Student Councils shall not interfere in curricular, academic and administrative matters of the University.
(3) School Student Councils shall not engage in any national/international political activities/matters nor favor any national/international political party
(4) School Student Councils desiring to hold any activity whether on or off-campus shall fill up the required application forms and secure the written recommendation of the Faculty Adviser, the Dean of the School and the approval of the Head of Student Affairs. The officers and members of the School Student Council concerned shall be held jointly and severally responsible for any injury to persons and/or damage to property or facilities arising from the holding of any activity sponsored by the School Student Council either on or off-campus. See the guidelines in the holding of activities for extra-curricular activities.
(5) No School Student Council or its officers and members shall individually or as a group officiate, participate or represent the University in activities of existing or proposed national or international youth groups or other organizations in the Philippines or abroad without the recommendation of the Dean of the School, the Head of Student Affairs and the Executive Vice President for Academic Affairs.
(6) No recognized School Student Council shall be allowed to affiliate with outside or extramural organizations without the previous study and recommendation of the Dean of the School, the Head of Student Affairs and the approval of the Executive Vice President for Academic Affairs.
(7) All rules, regulations and policies of the University shall prevail over the rules of any other outside organizations. (See Rules and Regulations governing Student Organizations.)
(8) No "hazing" or initiation in any form shall be allowed in all School Student Councils.
(9) All School Student Councils duly recognized shall comply with all the rules and regulations of the University. Any School Student Council that violates or circumvents its set of rules and regulations and those of the University shall have its officers and members subjected to proper individual and collective disciplinary action as well as immediate cancellation of its authority to operate and withdrawal of its recognition.

6.4-CONSTITUTION

Section 7. CONSTITUTION AND BY-LAWS – Each School Student Council shall have a proposed constitution and by-laws within the framework of these rules and regulations which shall be approved by the Head of Student Affairs and/ the Executive Vice President for Academic Affairs, upon the recommendation of the Dean of the School. Nothing in the proposed constitution shall conflict with, be contrary to or circumvent said rules and regulations, of pertinent CHED rules and the laws of the land. No School Student Council shall be allowed to function in the University without the required duly approved constitution and by-laws.

6.5 ADVISERS

Section 8. ADVISERS – Each School Student Council shall have as advisers its respective Dean and a faculty member of its choice and of the same school who:

(1) shall coordinate with the Director in the supervision of the School Student Council.
(2) shall be required to sign letters of acceptance, signifying willingness to act in an advisory capacity and to be held responsible not only to the Institute but also to proper government authorities for the conduct of the School Student Council and its members.
(3) shall review, correct, revise and pass approval on any printed matter for circulation by the School Student Council to the mass media and shall see to it that everything contained therein are correct and proper and in accordance with MAPÚA rules and regulations, and that the names and designations of the Officers of the MAPÚA Administration are correctly printed therein in accordance with the MAPÚA CATALOGUE OF INFORMATION.
(4) shall certify all official requests for permission to hold meetings and other activities of the School Student Council for submission to the Head.
(5) shall certify all official letters and reports of the School Student Council before they are forwarded to the Head.
(6) shall review the qualifications of student nominees for elective positions to the School Student Council and inform the Head accordingly.

(7) shall supervise or request their faculty representatives to supervise the election of officers for the School Student Council and shall certify the results thereof to the Head.
(8) shall supervise all affairs of the School Student Council and shall submit written reports thereof including financial statements to the Head.
(9) shall review the qualifications of students applying for membership to the School Student Council and shall decide on any case that may develop or arise regarding membership.

6.6- MEMBERSHIP

Section 9. MEMBERSHIP – All bona fide students at the University are eligible to become in their individual capacity as members of the School Student Council provided that:

(1) They maintain an active academic load of not less than nine (9) units a term.
(2) They are not under academic and/or disciplinary probation. (c) They have no unpaid back accounts with the University.

In addition to the foregoing provisions, the following procedure shall be followed in determining who are considered as qualified for membership in the School Student Council:

(1) The Registrar shall issue a certification on the number of students officially enrolled in the school.
(2) The Registrar shall certify those students of the school who carry an academic load of less than nine (9) units and are therefore not qualified to become members of the council.
(3) The Registrar shall likewise certify those students of the school who have academic deficiencies and are therefore not qualified to become members of the council.
(4) The Treasurer of the Institute shall certify those students of the school with back accounts and are therefore not qualified to become members.

The number of students thus certified as belonging to the last three (3) categories shall be subtracted from the total enrollment of the school and the remainder shall be considered as the only ones qualified for membership. For validity of any election of officers, 50% plus one of this number shall have cast their votes. Below 50% of the votes may still be considered valid but subject to the approval of the Director for Student Activities and the Executive Vice President for Academic Affairs.

Section 10. QUALIFICATIONS OF OFFICERS – The officers of each School Student Council shall be elected by a simple majority vote of all bona fide and qualified members as provided for in the preceding section (Section 9); provided, however, that no officer elected shall be re-nominated for reelection to the same or lower position in the next school year and thereafter and provided further that the election shall be under the supervision of, and subject to regulation by, the advisers and/or by their authorized representatives from the School's roster of faculty members and provided, finally, that the candidate for election shall possess the following qualifications:

(1) He must be a bona fide student of the university and must have been actually enrolled and duly registered.
(2) He must be a person of good moral character and must have no disciplinary action of any kind meted out to him.
(3) He must have started his freshman year in MAPÚA and must have had continuous residence therein.
(4) He must have passed all his/her courses with a weighted average of 2.75 or higher in the term immediately preceding his election.
(5) He must be classified at least as a 2nd year student (candidates for graduation are disqualified).
(6) He must be classified as a third- or fourth-year student (candidates for graduation are disqualified) or at least second year student for a 3-year program.
(7) He must have carried an active academic load of more than 18 units (3rd or 4th year) since his/her admission to the University and is presently enrolled in and maintaining not less than nine (9) units.
(8) He must not be an officer of more than one (1) student organization.
(9) He must have no unpaid back accounts in the previous term.

After considering all qualifications as mentioned above and no officers are qualified to run, the matter shall be settled with the Committee on elections under the supervision of the Director for Student Activities.

6.7 ELECTIONS

Section 11. ELECTIONS AND/OR VOTING REQUIREMENTS

(1) Elections shall be held within thirty (30) days after authority to operate has been granted under Section 22. Elections shall be supervised by the Director, the Dean or by the authorized representatives (from the school's roster of faculty members). Students casting their votes shall be required to present their I.D. and such other papers or documents as may be required.
(2) Advisers to the School Student Councils shall set the date of the elections, determine where the polling places shall be located and appoint a Board of Canvassers to supervise the elections. Candidates may be allowed to campaign only within one (1) week before the date of elections, provided that the campaign will not disturb or disrupt school academic activities or create unnecessary noise or disturbance. Candidates shall not be allowed to spend money for campaign purposes or give or distribute any gifts, souvenirs, or other material objects or invite students to dinners or parties in connection with the electoral campaign. No part of the School Student Council funds shall be used for this purpose.
(3) Students under prohibition (academic or otherwise shall not be qualified to vote.
(4) Students meted out disciplinary action shall not be qualified to vote.
(5) Students who have not paid their School Student Council membership dues or who have not fulfilled all other obligations and qualifications shall not be allowed to vote.
(6) Elections of officers to the School Student Council shall be valid only if not less than 50% plus one (1) of the school who have qualified to become members thereof participate in the election by casting their ballots; otherwise, the Director and the Dean shall determine the validity of the results.
(7) Election campaigns should be devoid of any form of violence, force or intimidation and should be conducted in an orderly and peaceful manner, otherwise, participants may be ordered suspended, or the results thereof be declared null and void, with those guilty of infraction of the rules and regulations subjected to disciplinary action.
(8) After considering all the requirements prescribed in sections 9, 10, 11, the Dean may appoint the officers of the School Student Council if none is qualified or available.

6.8 – REGISTRY OF SCHOOL STUDENT COUNCILS

An interim committee of qualified students may be created by the Dean, and the faculty adviser, with the approval of the Head of Student Affairs, the Executive Vice President for Academic Affairs and the President of the University for the purpose of initiating the organization of the School Student Council.

Section 12. REGISTRATION – Every School Student Council shall apply for registration with the Dean of the School and the Director before it is duly recognized or accredited. For this purpose, each School Student Council shall submit to the office of the Dean of the School and the Director the following:

(1) A copy of the approved constitution and by-laws of the Student Council as called for in Sec. 7 thereof.
(2) The list of officers after they have been duly elected, including their respective positions, date of assumption to office, and their respective specimen signatures. All officers must submit individually a brief biodata typed on the form prescribed by the Director for Student Activities, with an ID black and white photo ("2" x "2") pasted on the upper right hand thereof. The biodata shall contain the following information: complete name, nationality, sex, civil status, date and place of birth, age, names of parents or guardians, course and year, MAPÚA student registration and serial numbers, present address (both Metro Manila and provincial, if any), former schooling, honors, awards and citations, if any, membership or affiliation (past and present in any other organizations inside or outside of MAPÚA); NBI records of former disciplinary cases in any school.
(3) A report of activities of previous terms undertaken by the School Student Council.
(4) Such other documents may be required under the rules and regulations of the University.

6.9 – SCHOOL STUDENT COUNCIL FUNDS

Section 13. Dues, Collections and Finances

(1) Each School Student Council may collect a reasonable amount as membership fee from its members on a voluntary basis, provided, however, that every payment shall be correspondingly covered by a receipt issued by the Treasurer of the School Student Council and registered with the Director for Student Activities. A permit for the collection of such voluntary membership fees shall have been approved by the Dean of the School and the Director for Student Activities
(2) Voluntary membership dues must not exceed the amount stated in the approved permit.

(3) Voluntary membership dues shall be solicited only from bona fide members of the School Student Council. No solicitation of any kind shall be made unless previous permission had been granted by the Dean of the School and by the Head.
(4) The advisers shall see to it that a permit has been granted by the Head to the School Student Council to make collections other than membership fees for any activity and shall see to it that collections to raise the necessary amount to meet the expenses of the affair are made before the activities are held and not after. For fund raising activity, the procedure followed by the student organizations shall apply for the student council.
(5) Before the next activity is held, a detailed financial report of said activity shall be submitted to the Dean of the School and the Director and a copy thereof forwarded to the Executive Vice President for Academic Affairs.
(6) All and any amount as may accrue to the School Student Council, whether from voluntary contributions of the members or otherwise, shall likewise be included and/or accounted for in the financial report and a copy of the report thereof shall be submitted to the Dean of the School.
(7) All funds shall be deposited in a reputable bank whenever possible.

All reports on collections from membership dues and all other collections for any purpose whatsoever shall be posted conspicuously in the school or council bulletin board for the information of all concerned and shall include the names of the students making the payments, the corresponding amounts and dates. The Dean of the School and the Head of Student Affairs shall be furnished copies of the report.

Section 14. BOOKS OF ACCOUNTS or Financial Record Book – A Book of Accounts shall be maintained by the School Student Council, on which shall be indicated all collections and disbursements of the organization together with vouchers and/or receipts. The Book of Accounts shall be open for inspection during regular office hours by any member of the School Student Council or by the Dean of the School, the Director and the Executive Vice President for Academic Affairs whenever the need for such inspection should arise.

Section 15. DISBURSEMENTS – Authority for all disbursements from the funds of the School Student Council shall be effected only upon previous approval by its governing board with the concurrence of the advisers of the organization. The bank withdrawal slips for any amount withdrawn shall carry the signatures of both the President and the Treasurer of the School Student Council. Furthermore, if the School Student Council maintains a checking account, all checks and/or withdrawals shall be signed jointly by the President and the Treasurer of the council.

Section 16. AUDIT AND REPORT – Each School Student Council shall submit three (2) copies (one copy for the Dean of the School and the other one for the Director for Student Activities) of its financial statement on or before the end of the school year. The financial statement, containing total receipts and expenditures, shall be prepared by the Treasurer, audited by the Auditor, approved by the President of the School Student Council, and noted by the Advisers of the School Student Council. Failure to comply with this requirement shall be grounds for the revocation of the permit granted to the School Student Council. The Director for Student Activities may order that the financial statement of each School Student Council be audited at least once every year/ term by a competent accountant to be provided by the Institute.

Whenever there is a finding of misappropriation or defalcation or any irregularities with the funds of the School Student Council, the officers shall be immediately removed from the position and shall be held administratively liable jointly and severally without prejudice to the filing of a criminal action if the evidence so warrants. The students who are found guilty shall be separated from MAPÚA and may be recommended for expulsion to the Commission on Higher Education.

6.10 – MEETINGS AND ACTIVITIES

Section 17. Meetings – No secret meetings shall be allowed. Permission to hold meetings and/or to post notices must be requested from the Office of Student Activities at least seven (7) days before the scheduled meeting. Requests for meetings

shall state the agenda of the meetings and shall bear the recommendation of the adviser/s. The University, through the recommendation of the Dean of the School and the Head of Student Activities, reserves the right to cancel for cause any permit previously granted to any School Student Council to hold a meeting.

Section 18. Activities – Permission to hold major activities must be requested in writing (Please refer to Rule III, Section 6d) from the Dean of the School and the Director for Student Activities at least twenty-one (21) days before the event takes place and before notices of the affairs are posted or published. The following regulations shall be observed and implemented:

(1) The University, upon the recommendation of the Dean of the School and the Head Student Affairs, reserves the right to cancel for cause any authority to hold an affair previously granted to any School Student Council.
(2) All extra-curricular activities shall not conflict with the regular school activities in the calendar. Academic, curricular and official University activities shall take precedence over extracurricular activities.
(3) Permission to hold an affair that will entail expenses shall be granted by the University only after the officers of the School Student Council planning the activity has submitted a written assurance duly certified by the adviser/s and that the School Student Council has on demand a sufficient amount to cover all needed expenses. Expensive and extravagant affairs shall not be allowed. Participation in all activities must be purely voluntary and activities must be characterized by austerity and moderation.
(4) Every affair that is social in nature must be counter-balanced in advance by an activity that is technical, cultural or educational in nature.
(5) When an activity is postponed, a new permit shall be applied for, specifying the new date and the conditions for holding the activity.
(6) Whenever a permit to hold an activity is cancelled by the Head of Student Affairs because of some objectionable features of the activity, the Head has the right to demand to his satisfaction proof that the objectionable features have been removed. After they have been removed, the Director for Student Activities shall demand that a new permit be applied for, specifying a new date for the activity and new conditions to be imposed.
(7) No student activities shall be held within ten (10) days before the final examinations and throughout the final examination week.

6.11 – USE OF UNIVERSITY FACILITIES

Section 19. Limited only to Recognized School Student Councils, and Other Recognized/ Accredited Student Organizations – The use of available University facilities shall be limited only to School Student Councils and other recognized student organizations which are duly accredited under the rules and regulations of the University, provided that priority is given to academic and co-curricular matters and to official affairs or activities of MAPÚA.

Section 20. CHARGES FOR USE OF INSTITUTE FACILITIES – Subject to the applicable rules and policies, the use of the facilities of the University shall be upon payment of such reasonable fee or charges as may be deemed necessary for utility services, and for depreciation and/or maintenance, and subject to a contract to be executed by and between the concerned school administrator, or his/her duly authorized representative and the Dean of School and President and officers of the School Student Council.

Section 21. PROPERTY RESPONSIBILITY – The officers of the School Student Council concerned shall be jointly and severally responsible for injury to persons and/or damage to the property or facilities of the University arising from the use thereof by the School Student Council.

6.12 – AUTHORITY TO OPERATE AND DISSOLUTION OF SCHOOL STUDENT COUNCILS

Section 22. AUTHORITY TO OPERATE – Each School Student Council may operate officially after the officer's induction.

Section 23. FORMAL DISSOLUTION – When the dissolution of a School Student Council is through the voluntary action of its members, it shall be the responsibility of its President, subject to consultations with the adviser, to formally issue a corresponding written notice to the Administration through the Dean of the School and the Head of Student Affairs, who shall record such dissolution in the Registry Book of School Student Councils of the University.

Section 24. CERTIFICATE OF CLEARANCE – Whether the dissolution of the School Student Council is voluntary or otherwise, the officers shall be required to secure a clearance for money or property accountabilities from the faculty adviser and from the Head of Student Affairs. Dissolution of the School Student Council does not absolve the officers

and advisers from liabilities and responsibilities arising from previous activities, for which they will still be held liable jointly and severally. The funds of all dissolved School Student Councils and other student organizations shall be turned over on trust to MAPÚA.

6.13– STUDENT CONDUCT AND DISCIPLINE

Section 25. GENERAL BEHAVIOR – Every student shall observe the laws of the land, the rules and regulations of the University, and standards of good society; shall be courteous and considerate on all occasions as befitting men and women of refinement and good breeding; and shall always act with fairness, tolerance, moderation, respect for the opinion and feelings of others, bearing in mind that education stands for broadness of views and for appreciation and understanding of principles and values.

Section 26. PROHIBITED ACTIVITIES – Any activity which partakes of the nature of subversion or insurgency, or which is deemed to be unlawful under existing laws or under the rules and regulations of the University is strictly prohibited. The members as well as the officers of any School Student Council, if warranted by the circumstances of each case, shall be administratively liable jointly and severally for any illegal activity of the School Student Council and in addition, the case shall be referred to proper government authorities for further action.

As a general rule, student organizations as such shall not be allowed to engage in political partisan activities within the campus in keeping with the non-partisan and independent policy of the University. However, such prohibition shall not deny the student as an individual his political rights as guaranteed by the Constitution.

Section 27. ADMINISTRATIVE SANCTION – In addition to the revocation of the authority to operate as provided under Section 2, Rule I hereof, the members as well as the officers of any School Student Council may either be reprimanded, suspended, or dropped from the rolls of students of the University or recommended for expulsion to the Commission on Higher Education.

MISCELLANEOUS PROVISIONS

Section 28. FUNCTIONAL COORDINATION- In the interest of national security, the President of the University shall coordinate closely with the Commissioner of Higher Education and the Secretary of National Defense or their duly authorized representatives, toward the effective and proper implementation of these rules, per Letter of Instruction No. 438 of the President of the Philippines.

Section 29. DATE OF EFFECTIVITY - These rules shall take effect upon the approval of the President of the MAPÚA University.

7. RULES AND REGULATIONS GOVERNING STUDENT COUNCIL ELECTIONS

7.1 Objectives

(1) To provide measures that will ensure orderly election proceedings
(2) To regulate election expenditures
(3) To define the qualifications of candidates and electors
(4) To prescribe election procedures such as the filing of candidacy, the settlement of post-election protests and other pertinent matters
(5) To define the composition and the functions of the electoral board

7.2 Elective Positions

The MAPÚA–CENTRAL STUDENT COUNCIL (MAPÚA-CSC). The CSC is the highest student government body. It shall be composed of the President, the Internal Vice President, the External Vice President, the Executive Secretary, the Treasurer, the Auditors, the Business Managers and the Press Relation Officers (PRO) who are selected from among the CSC Representatives of the different schools (AR-ID, CEGE, ChE-Chm, EE-ECE-CpE, EMSE, IE-EMG, ME, IT-CS, Nursing, MAS, SLHS and BA and other programs). They are officially called “CSC Representatives”. Other schools or departments under MAPÚA shall also have their respective CSC Representatives, subject to the approval of the Director.

The MAPÚA-SCHOOL STUDENT COUNCIL (MAPÚA-SSC). The SSC shall be composed of the President, the Vice President, eight (8) Cabinet members and General Engineering (GE), 3rd and 4th year representatives. The cabinet shall be composed of the Executive Secretary, Secretary of Finance, Secretary of Logistics, Secretary of Budget and Management, Secretary of Scholarship Affairs, Secretary of Information and Correspondence, Secretary of Amusement and Recreation, and Secretary of Welfare and Development.

7.3 Term of Office

The duly elected officers shall hold office for one academic year or four terms.

7.4 Qualifications of Candidates

7.4.1 CENTRAL STUDENT COUNCIL (CSC) REPRESENTATIVE

(1) The student must be at least of second year standing.
(2) The student must have a weighted average of at least 2.50 in the previous term.
(3) The student must not have a failing grade in any course in the previous term.
(4) The student must not have failed in more than nine (9) units in any course, including PE, CWS and ROTC since his/her first year in the Institute.
(5) The student must not be a candidate for graduation in the 1st, 2nd and 3rd, 4th term periods of the current school year.
(6) The student must not have been under academic or disciplinary probation since his/her first year in the Institute as certified by the Registrar and the Prefect for Students.
(7) The student must not have an academic load of less than nine (9) units in the previous and present term.
(8) The student must not be holding any top two positions (President or Vice President) in any accredited or recognized student organization.
(9) The student must not have any unsettled account.
(10) The Dean of the School, after considering the above qualifications, may appoint the CSC representative if nobody is qualified. The qualified candidate shall be given priority than the appointee.

7.4.2 SCHOOL STUDENT COUNCIL (SSC) OFFICER

The qualifications required of the SSC officers are the same as those required of the CSC representatives, except for the required weighted average of at least 2.75 in the previous term.

7.5 Cessation of Tenure

Any incumbent officer of the Student Council shall be terminated for any of the following causes:

(1) Upon final approval by a competent authority of his/her application for leave of absence.
(2) Upon disqualification from re-enrolment during the academic year in his/her current program of study.
(3) Upon death, illness or any other cause which prevents him/her from discharging his/her functions
(4) (Upon his/her receipt of a written notice of suspension or dismissal issued by the Committee on Decorum and investigation, the Prefect for Students or any competent school authority.

7.6 Electoral Board/Commission on Elections

The Commission on Elections is composed of the following:

(1) The Head of Student Affairs
(2) Two faculty members

(3) students (non-candidate)

7.7 Functions of the Central Electoral Board

The functions of the COMELEC are as follows:

(1) To formulate and implement guidelines and procedures for the proper conduct and coordination of elections
(2) To supervise and coordinate the conduct of the elections
(3) To evaluate the qualifications of the candidates
(4) To investigate and settle protests against the results of the elections
(5) To disqualify candidates who fail to comply with the election requirements
(6) To canvas and check all election returns
(7) To certify the results of the elections and to submit them to the President of the University

7.8 Composition and Functions of the School Electoral Board

The composition and functions of the SCHOOL ELECTORAL BOARD are:

(a)There shall be a School Electoral Board in each school in the MAPÚA UNIVERSITY.

(b) The School Electoral Board shall be composed of the Dean (ex-officio chairman), one faculty member and one student of the school.

(c) The faculty member and the student shall be selected by the Dean.

(d) The School Electoral Board shall evaluate the qualifications of the candidates before the evaluation of the same by the Central Electoral Board.

(e) The School Electoral Board shall have the authority to monitor election proceedings.

7.9 Election Activities

7.9.1 ELECTION WEEK: Elections shall be held not later than the 5th week after the first official day of the start of classes or as set by OSA.

7.9.2 ELECTION REQUIREMENTS

(1) Filing of application for candidacy certifying that the candidate is qualified and of good academic standing at the Office of Student Affairs OSA
(2) Submission of biodata and photos of the candidates.
(3) A certification of candidacy signed by the Dean (or the authorized representative).
(4) Submission of party platforms or individual platforms in the case of independent candidates.

7.9.3 FAILURE TO COMPLY: Failure to meet the election requirements shall be sufficient ground for the disqualification of the candidate.

7.9.4 OFFICIAL LIST OF CANDIDATES

(1) The official list of candidates shall be released during the election period.
(2) Any protest against the qualifications of the candidates must be filed before Election Day with the Central Electoral Board.

1.9.5CAMPAIGN PERIOD

(1) The campaign period shall start on the third (3rd) week (Monday to Friday) of the first term and must be completed within at least three (3) days before Election Day or as set by OSA.
(2) Room campaign is subject to the approval of the Deans, Subject Chairs, and faculty members concerned.
(3) Specific leaflets are color coded for each party. The party must submit the leaflets to the Office of Student Affairs (OSA) for screening or color assigning.
(4) An official convocation may be held so that all official candidates may be presented to the electorate. A topic on school issues may be assigned for debate.

1.9.6 CAMPAIGN MATERIALS

(1) Posters (1 or 1/2 standard “cartolina”, color-coded) must be placed only on designated bulletin boards. Posting regulations issued by OSA must be observed.

(2) There shall be two (2) streamers, at most, for every party/candidate.
(3) Financial statements must be submitted to OSA before Election Day.
(4) Removal of all election paraphernalia shall be the responsibility of the parties/candidates after the campaign period. Failure to comply shall merit a penalty to be imposed by OSA.

1.9.7ELECTION DAY

(1) The elections shall be held preferably on the last day of the election week (Friday) or on any specific day possible after the campaign week as set by OSA, from 8:00 AM to 5:00 PM with no lunch break.
(2) The canvassing of election results shall be computerized and shall be supervised by DO-IT or as advised by OSA when possible. However, if the school/department has a small number of students, the School Electoral Board may decide on its own election proceedings. Guidelines must be presented to the OSA, and students concerned.
(3) Election assistants shall be designated by the Electoral Board to assist the voters during the elections.

7.10 Post-Election Protests

7.10.1 ELECTORAL COMMITTEE FOR PROTEST INVESTIGATION (ECPI)

The President of the Institute shall select the members of the ECPI who shall study and decide on any protest filed against a candidate. It shall be composed of two (2) Deans, one (1) faculty member, one (1) legal counsel and one (1) non-partisan student.

7.10.2 FILING OF PROTESTS

Post-election protests shall be filed with the ECPI not later than three (3) working days relative to the last day of election.

7.10.3 HEARING

The decision of the ECPI shall be considered final and executory. It shall be submitted to the Central Electoral Board.

Section III: OFFICE OF THE PREFECT OF DISCIPLINE (OPD)

The Office of the OFFICE OF THE PREFECT OF DISCIPLINE (OPD)
The Office of the Prefect of Discipline (OPD) aims to promote DISCIPLINE in accordance with the Mapúa University core values (Discipline, Excellence, Commitment, Integrity, and Relevance).
Furthermore, the OPD envisions guiding the integral development of students' moral values, habits, ethics, and ideals to become responsible and better people.

The OPD also strives to foster a positive learning environment by enforcing rules and regulations that align with the Student Discipline Handbook and which reflect Mapúa's Core Values.

The following are the functions and responsibilities of this office:

1) To inform students of their rights and responsibilities.
2) To apprise students of the rules/codes on student discipline and proper decorum and behavior in their association with fellow students, teachers, employees, and administrative officers, and to ensure that due process as provided under Section 105 of the Manual for Private Higher Education is observed in every administrative proceeding. This requires that:

The Office of the Prefect of Discipline offers the following services:

1) Management of student-discipline cases and related concerns
2) Issuance of the following:
    a) Certificate of Good Moral Character
    b) Affidavit of Loss for Student ID
    c) Student Clearances

AUTHORITY OF THE PREFECT OF DISCIPLINE

The authority of the Prefect of Discipline depends on the gravity and complexity of the case.
1) The Prefect has the authority to investigate, decide, and impose sanctions on minor offenses. He has the same authority with respect to major offenses where the imposable penalty is suspension for less than one term when

such penalty is imposed, provided that appropriate notices are sent to the OSAAR and the Legal Affairs Department of the University.
2) The Prefect may recommend to the AVP, OSAAR, the disposition of cases involving major offenses where the equivalent sanctions are suspension for one (1) term or more.
3) The Prefect may, at his discretion, recommend to the AVP, OSAAR, the creation of a Committee on Decorum and Investigation (CDI) in complex cases or those that are sensitive in nature. Once constituted, the CDI shall have jurisdiction to handle cases involving major offenses as specified in this Handbook.

The Committee on Decorum and Investigation (CDI) is ideally composed of, but not limited to, the following:

a) MU Legal Counsel;
b) Prefect of Discipline;
c) Director for Guidance and Counseling;
d) Faculty Member;
e) Non-Teaching Employee; and,
f) Student Council Officer or Student Leader.

STUDENTS' GENERAL BEHAVIOR

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

Types of Offenses
a. Minor offenses are offenses committed against the provisions of the Mapúa Student Discipline Handbook. A minor offense warrants a penalty of a warning up to nine (9) hours of community service, or a fine as provided by this handbook.
b. Major offenses –serious infractions committed against any provision of the Mapúa Student Discipline Handbook, such as offenses that warrant a more severe penalty of suspension, up to dismissal/expulsion.

MINOR OFFENSES AND THEIR CORRESPONDING SANCTIONS
1. Left/lost ID (without Affidavit of Loss)
    1st Offense – 1st warning (oral or written notice of warning)
    2nd Offense – 2nd warning (oral or written notice of warning)
    3rd Offense – 3rd warning (oral or written notice of warning)
    4th Offense – the student shall not be allowed to enter the campus
2. Not properly wearing one's ID while on campus
3. Spitting or littering
4. Wearing inappropriate campus attire
5. Violation of parking regulations
6. Disrupting or disturbing classes and/or making excessive noise within the premises of the University
7. Loitering in corridors during class sessions
8. Eating and/ or drinking in prohibited areas such as, but not limited to, classrooms, laboratories, elevators, etc.
9. Disruptive use of mobile phones or other similar communication devices during classes
10. Misbehavior during school programs, activities, or competitions
11. Disrespect for national symbols
12. Improper use of lavatories and washrooms
13. Possession of any gambling materials, electronic cigarettes/vape while inside the vicinity of the University
14. Violation of safety rules or safety practices
15. Failure to immediately exit the University facility when a fire alarm has been activated (actual or fire/earthquake drill)
16. Any actions that might create a potential danger to the health and safety of occupants inside the campus
17. Hinders the evacuation of students and employees from exiting the campus during a fire/earthquake.
18. Ignore instructions or be uncooperative during a disaster
19. Simple misconduct

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

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

An accumulation of four (4) minor offenses of any nature within one quarter of the school year shall be considered a major offense.

MAJOR OFFENSES AND THEIR CORRESPONDING SANCTIONS

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

a. Suspension for a period of less than one term, with or without community service
b. Suspension for a period of one term or more, with or without community service
c. Non-readmission to the University
d. Dismissal from the University
e. Expulsion.

An accumulation of four (4) minor offenses of any nature within one quarter of the school year shall be considered a major offense and is punishable by suspension for a period of less than one (1) term with or without community service. (Table of Offenses Section 4).

For violation of the Academic Integrity Policy or offenses under Section 1 (Sub-sections 1.1 to 1.10) of the Table of Offenses, the student will be given an outright modular grade of 5.00 or F, regardless of class standing. This is in addition to any sanction that may be imposed under the Table of Offenses after proceedings conducted by the Prefect under this Handbook.

Major Offenses

Policy No. 1. Any violation of the University's Academic Integrity Policy and/or dishonesty, such as but not limited to the following:

1.1. Cheating in online or physical examinations, unauthorized possession/use of notes or any materials relevant to the examination during the exam
1.2. Copying or allowing another student to copy from one's examination papers, assigned homework, assigned reports, thesis, reaction papers, and similar materials
1.3. Communicating (through any medium) with another student/any other person (inside or outside the examination room) during an examination without permission from the professor or proctor
1.4. Recording and saving copies of exam questions or answers or answer keys for distribution; receiving copies of exam questions or answers or answer keys to an exam from someone who has already taken it
1.5. Massive, pre-meditated, organized cheating using any means, including online cheating using instant messaging/email during a quiz or exam
1.6. Asking or hiring someone else to take their exams, do their homework, Coursera course, papers, projects, or other academic requirements
1.7. Using another's MyMapua email address to log in to any of the University's official and/or accredited platforms (e.g., BlackBoard and Coursera), whether with or without permission
1.8. Plagiarism or the unethical act of stealing the thoughts of another without proper citation or reference, acquiring information from the Internet without acknowledging the author, copying from another student's work without permission, and submitting it as one's own work, or submitting another person's work as one's own
1.9. Any form of dishonesty in peer- reviewed assignments/submissions (e.g., Coursera peer-graded submissions)
1.10. Engaging in any activities that will dishonestly improve results or dishonestly improve or damage the results of others
1.11. Any other form of dishonesty or cheating in any assessment or course requirement, examination, submission of homework, assigned projects, or any other academic work

Policy No. 2. Falsification of documents, forgery, and/or any similar acts of alteration, but not limited to:
2.1. Alteration or misuse of school documents in connection with official matters
2.2. Alteration or misuse of school records or credentials
2.3. Submission of false or fraudulent information and/or documents to the University in connection with official matters
2.4. Publication or dissemination of false information about the school administration, its officials, faculty members, or students
2.5. Forging security stamps to gain entry to the University

Policy No. 3. Lending or borrowing of a school ID, official receipt, certificate of matriculation, or other official documents, and/or presenting another person's documents as one's own, and tampering with a school ID and using it to enter the University

Policy No. 4. Accumulation of any four (4) minor offenses of any nature within one (1) quarter of the school year

Policy No. 5. Physical injury/assault upon any member of the faculty, administration, staff, or any student, personnel, or visitor of the University

Policy No. 6. Any acts of threat, either physical or by means of any medium of communication, including but not limited to oral, social media, and any electronic device, against any school officials, faculty member, employee, student, or any visitor of the University

Policy No. 7. Discourtesy in any form (physical, oral, written) by any means of communication, such as, but not limited to:
7.1. Bullying, defamation, inciting to fight, and/or any abusive behavior committed against any student (Republic Act No. 10627_ Anti-Bullying Act of 2013 2. pdf)
7.2. Disrespect toward any faculty member, any official of the University, or his authorized representative
7.3. Willful failure to comply immediately with the instructions/directions given by persons in authority, such as but not limited to officials of the University, faculty members, and security personnel who are acting in the performance of their official duty
7.4. Failure to comply with the deadline given/set to complete the given disciplinary sanction and/or to submit an explanation letter for the commission of any of the minor offenses unless justified

Policy No. 8. Any other conduct which threatens, endangers, or adversely affects the health or safety of any person inside Mapúa premises

Policy No. 9. Illegal possession of a deadly weapon of any kind and/or use of explosives, incendiary devices, and/or any other similar devices

Policy No.10. Forcible entry into the campus

Policy No. 11. Unauthorized use of Mapúa facilities and services, including but not limited to:

11.1. Unauthorized use of rooms
11.2. Tampering with or misuse of computer applications, software, programs, and other IT systems of the University, whether or not for personal advantage, including but not limited to manipulating enrollment procedures and requirements, grades, class schedules, tuition and matriculation, and student records, or any willful or negligent act resulting in a computer security breach

Policy No.12. Any form of bribery (attempted or consummated) of any faculty member or personnel of the University

Policy No. 13. Stealing, attempting, and/or facilitating the theft

Policy No. 14. Vandalism at the University, which includes, but is not limited to: tearing off or defacing library materials, posting unauthorized notices, unauthorized removal of official notices and posters from bulletin boards, breaking glass windows, cabinet doors, electrical and mechanical devices, removing official notices from bulletin boards and other similar acts or causing damage to any University property

Policy No. 15. Hazing or the infliction of any physical or mental harm or ordeal on any person which injures, degrades, or disgraces or tends to hurt, degrade, or disgrace any fellow student or any person in the University (Republic Act No. 11053 - Anti-Hazing Act of 2018 1. pdf)

Policy No. 16. Forming, recruiting, and/or joining any surreptitious or clandestine organization, like fraternities and sororities, or other associations formed for illegal, immoral, unethical purposes, or those not officially recognized by the Office of Student Affairs and Alumni Relations (OSAAR) or not listed in the official list of organizations

Policy No. 17. Illegal possession, use, sale, disposal, or distribution of prohibited/controlled drugs or chemicals and/or other banned substances, but not limited to LSD, marijuana, heroin, shabu, amphetamines, barbiturates, or opiates in any form within the premises or immediate vicinity of the University (20171010-MEMO-RRD.pdf, CMO-No.-18-s.-2018-Guidelines-on-Drug-Testing.pdf)

Policy No. 18. Unauthorized possession and/or drinking of alcoholic beverages within the University premises, whether or not in connection with an official school activity approved by the Office of Student Affairs and Alumni Relations (OSAAR); drinking alcoholic beverages on an off-campus official school activity approved by the OSAAR; or entering the campus under the influence of alcohol

Policy No. 19. Public Display of Affection (PDA), which offends or tends to offend the sensibilities of the academic community or inappropriate intimate physical contact, including but not limited to intimate touching, kissing, hugging, lying /leaning on another person, etc., within the school premises or at any school-sponsored activity

Policy No. 20. Gender-based sexual harassment committed within university premises or online, including but not limited to: catcalling, wolf-whistling, unwanted invitations sexual in nature, misogynistic, transphobic, homophobic, and sexist slurs; persistent uninvited comments or gestures on a person's appearance; relentless requests for personal details; statement of sexual comments and suggestions; groping or making offensive body gestures at someone, and other similar lewd actions, or any advances, whether verbal or physical, that are unwanted and have threatened one's sense of personal space and physical safety. This may include cursing, leering, and intrusive gazing, taunting, persistent telling of sexual jokes, use of sexual names, and stalking.

Policy No. 21. Engaging in lewd, obscene, or immoral conduct; public masturbation or flashing of private parts within the campus

Policy No. 22. Engaging in any form of gambling within the premises of the University

Policy No. 23. Smoking/vaping at any time within the school premises

Policy No. 24. All forms of student protest whose distinctive characteristics are physical force, violence, threat, and intimidation

Policy No. 25. Posting and/or distributing literature, pamphlets, pictures, news items, or any announcements without any written permit from the Office of Student Affairs & Alumni Relations (OSAAR)

Policy No. 26. Organizing, participating in, and/or supporting any activity inside or outside the school campus without approval from the OSAAR or appropriate school authorities

Policy No. 27. Instigating or leading an illegal strike or similar activities resulting in the disruption or stoppage of classes

Policy No. 28. Unauthorized collection or exaction of money, checks, or other instruments of monetary equivalent from any student, faculty member, or employee, whether or not in connection with matters pertaining to the University

Policy No. 29. Embezzlement of funds of a student organization or student council

Policy No. 30. Refusal to comply with instruction (either oral or written), summons, and/or notices given/issued for purposes of an investigation conducted in connection with discipline-related offenses or any matters related or in connection with the official function of the University in accordance with the law of the land

Policy No. 31. Perjury/lying or giving false statements in any administrative proceeding, and/or presenting false documents to mislead an investigation during the administrative proceedings

Policy No. 32. Violation of any penal statute or rules and regulations promulgated by the Commission on Higher Education (CHED), of the policies and regulations of Mapúa, or any valid order by proper authority.

Policy No. 33. Conviction before any court for a criminal offense involving moral turpitude against persons or property other than through reckless imprudence

Policy No. 34. Violation of the Occupational Safety and Health, including but not limited to:

34.1 Misuse, damage, and tampering of any safety equipment
34.2 Intentional setting of fire to cause harm to people and property damage
34.3 Possession of firearms or knives inside the campus without authorization
34.4 Using fireworks, explosives, or other incendiary devices without authorization
34.5 Turning on the fire alarm without authorization

Policy No. 35. Any other acts that compromise the name and reputation of Mapúa as a premier educational institution

ANTI-BULLYING POLICY OF MAPUA UNIVERSITY

• Mapua University takes a firm stance against bullying, emphasizing a healthy and peaceful educational environment.
• The Policy extends to all members of the school community – students, parents, guardians, and community members.
• The University commits to eradicating bullying in all its forms, in compliance with Republic Act No. 10627, otherwise known as the "Anti-Bullying Act of 2013," without prejudice to the existing policies promulgated by the University and other relevant laws. "Republic Act No. 10627_ Anti-Bullying Act of 2013.pdf"

SEXUAL HARASSMENT POLICY

• The University prioritizes safeguarding students from sexual harassment both on campus and during official off-campus activities.
• The University upholds the right to a safe, supportive, and nurturing educational environment and provides support to those affected by abuse or harassment.
• Compliance with Republic Act No. 11313, otherwise known as the “Safe Space Act,” is central to this commitment without prejudice to the existing policies and procedures promulgated by the University and other relevant laws.

GENDER EQUALITY POLICY: To Build a Gender-Sensitive and Friendly University

• Mapua University aims to create a gender-sensitive and friendly environment and emphasizes mutual trust and respect among community members, regardless of gender.
• The University recognizes its duty to eliminate sex discrimination and harassment, promoting equality of opportunity to both academic and non-academic communities and their distinct need.
• The policy applies to all personnel, students, parents/guardians, and visitors to the University, including suppliers/contractors, to promote gender equality, oppose gender discrimination in all its forms, and foster positive attitudes and commitment to education for equality in compliance with Republic Act No. 11313, otherwise known as the “Safe Space Act.” Republic Act No. 10627_ Anti-Bullying Act of 2013.pdf, CMO-NO.-3-S.-2022-7 - GUIDELINES ON GENDER-BASED SEXUAL HARASSMENT IN HIGHER EDUCATION INSTITUTIONS.pdf

POLICY ON PROHIBITED DRUGS OF MAPUA UNIVERSITY

• Mapua University maintains a drug-free campus.
• The University conducts random drug testing for prevention and rehabilitation and ensures the confidentiality and integrity of the random testing for students. The drug test shall be administered by a laboratory accredited by the Department of Health (DOH), the Philippine Drug Enforcement Agency (PDEA), or the Dangerous Drug Board (DDB) in coordination with the Random Drug Test Coordinator (ROT).
• The University is committed to safeguarding its students against the ill effects of dangerous drugs and to maintaining a drug-free environment in compliance with Section 36 of Republic Act No. 9165. CMO-No.-18-s.-2018-Guidelines-on-Drug-Testing.pdf

ANTI-HAZING ACT of 2018

• The Mapua University is committed to safeguarding the welfare of the students from all types of hazing and other forms of initiation rites of fraternities, sororities, and other organizations.
• The University strictly prohibits all forms of hazing in fraternities, sororities, and organizations in compliance with RA No. 11053, known as the "Anti-Hazing Act of 2018," and CHED Order No. 4, 1995, “Preventive Measure Against Violence and Sanctions on Fraternities and other Student Organizations without prejudice to the existing policies and procedures promulgated by the University and other relevant laws.”

CMO No. 6 SERIES OF 2021 - POLICY AND GUIDELINES ON ANTI-SMOKING AND TOBACCO CONTROL

• Mapúa University is a smoke-free campus and aligned with CMO No.6 s. 2021.
• The University is committed to maintaining a healthy and smoke-free environment for everyone, and smoking is entirely prohibited on campus, both indoors and outdoors. The policy applies to all university officials, employees, students, visitors, and even individuals in vehicles during official off-campus activities.
• The University strictly prohibits all forms of tobacco consumption and smoking, such as but not limited to vaping or e-cigarettes and hookah smoking, are strictly prohibited.

Section IV: CENTER FOR STUDENT ADVISING AND COUNSELING

1. CENTER FOR GUIDANCE AND COUNSELING

The Center for Guidance and Counseling (CGC) anchors its philosophy on the concept that it was created to support the academic community of the university in helping the students develop their educational, vocational, and psychological potentialities, thereby allowing them to achieve an optimum level of personal happiness and social usefulness.

In line with the vision and mission of the university, CGC aims to develop the total well-being of students as individuals and as members of society. The center supports the university in creating an environment conducive to learning and providing the means to help students achieve their optimum potential.

1.1 CGC SERVICES

The Center for Guidance and Counseling is an integral part of education that aims at providing opportunities for all students to learn and develop to their fullest potential. To achieve this goal, it has orchestrated a program of essential services and activities that complement the university's instructional program. Students may feel free to avail of these services, which are the following:

1.1.1 COUNSELING is a helping process that is confidential by nature and assists students in focusing on concerns, planning strategies to address specific issues, and evaluating their success in carrying out these plans.

a. Individual Counselling is a one-to-one helping relationship focusing on the student's growth and adjustment, problem-solving, and decision-making needs.
a. Group Counseling typically consists of a few students who meet their guidance counselor regularly in confidential sessions to handle specific concerns or to support each other with a particular developmental goal.

The counseling service is offered to all enrolled students who have signed the informed consent. It is conducted either onsite or online. The students are classified according to the following:

a. Call-in Clients are students under special populations called by the guidance counselor for an appointment.
b. Walk-in Clients are students who voluntarily request to avail themselves of the counseling service.
c. Referred Clients are students who are endorsed to the center by the different units of the university (e.g., Health Services, Office of the Prefect for Discipline, the Center for Student Advising, Office of the Registrar, School/ Department, etc.) or referred by the center to other external mental health providers for further assessment and diagnosis.

1.1.2 CONSULTING is a relationship in which the guidance counselor (who acts as the consultant) leads the process of helping the other person/s (student, parent, or teacher who is/are the consultee/s) to identify a purpose, establish a goal, plan strategies to meet that goal, and assign responsibilities to carry out these strategies. The focus of consultation is a specific need or situation for which a student, parent, or teacher requests information, instruction, or facilitation.

a. Information Service provides the students with sufficient educational, social, and occupational data to guide their choices and decisions. The guidance counselor acts as a resource for information needed by students, parents, and teachers.
b. CGC on Facebook employs the social utility to reach out to all students, giving them an alternative way of communicating their concerns. This facility also provides the center with an excellent opportunity to connect with students and inform them about its services and programs.
c. Instructional Service includes large-group instruction provided to students, parents, and teachers to impart information or address particular concerns.
i. Students Support Program is a series of seminars or webinars on topics that assist the students in managing their present concerns. School personnel who may significantly help students are also encouraged to attend such seminars/webinars. This program is conducted every term of each academic year.

1.1.3 COORDINATING SERVICE involves activities to help the school use relevant and accurate data, follow through on essential services, and plan a school-wide focus for student development.

a. A referral is a system of directing or redirecting a student to an appropriate specialist or agency for definitive intervention. This process may be a referral by guidance counselors to other external mental health providers that can cater to students' needs that the center or the university cannot address. On the other hand, this could also mean referring students for assessment and counseling by the different units of the university (e.g., Health Services, Office of the Prefect for Discipline, the Center for Student Advising, Office of the Registrar, School/ Department, etc.).
b. Follow-up Service is a systematic way of monitoring students who have been counseled, referred to, or graduated from the university for possible assistance.

1.1.4 APPRAISING SERVICE is implemented to help students, parents, and teachers gather accurate data and make sound decisions about educational programs, instructional placements, career directions, and other issues.

a. Individual Assessment systematically identifies the characteristics and potential of every student to promote better self-awareness and self-understanding.
b. Testing Service assists the students in achieving self-knowledge and self-realization through standardized psychological tests that help them make accurate decisions on programs and processes related to learning.
c. Research and Evaluation Service aims to provide empirically based data relevant to the goal of implementing counseling.

1.2 OTHER CGC PROJECTS

The Center for Guidance and Counseling (CGC) also offers special programs to students, such as:

1.2.1 Guidance Society of Mapúa (GSM), the student service arm of the center, is composed of service-oriented Mapúans who undergo training to work as peer facilitators to fellow students.

1.2.2 Training Program for Practicum Students intends to provide students from other schools with learning and experience in guidance and counseling. This program offers opportunities for practicum students to work as paraprofessional counselors by exposing them to the guidance services of Mapúa University and the guidance system in general.

1.2.3 Extension Service comprises structured learning activities and social orientation programs that provide various groups with coping strategies and enhancement skills.

2. CENTER FOR STUDENT ADVISING

The Center for Student Advising (CSA) is an integral part of the students' learning experiences at Mapua University. Faculty members, guidance counselors, life coaches, and students provide students with the advising support they need, which ranges from academic to peer to developmental advising.

The MAPÚA STUDENT ADVISING SYSTEM has the following primary objectives:

(a) to assist students in adjusting to college life.
(b) to help students develop their academic plans.
(c) to increase the chances of students completing their program of study in the shortest time possible.

The Mapúa Student Advising System is composed of four integral parts: (1) Academic Advising, (2) Peer Advising, (3) Developmental Advising, and (4) UOx Student Advising or Life Coaching.

2.1 ACADEMIC ADVISING

Academic advising is part of the Student Advising system. It provides academic support to students through faculty members assigned as academic advisers. These Advisers assist students in managing their academic concerns and realizing their academic potential. Academic Advisers offer academic advising to students enrolled in their course and students assigned to them as advisees during their declared advising/consultation hours. They attend to their advisees' course-related concerns.

Academic Advisers are classified according to the following:

a. Academic Advisers are faculty members who guide students assigned to them as their Advisees from their first-year level until graduation. They assist and monitor the performance of their advisees as they progress through their program.
b. Course Advisers are faculty members who accommodate the students' concerns related to their currently enrolled courses. They assist their students through formal consultations to deal effectively with academic requirements, ensuring they achieve the course's intended learning outcomes satisfactorily.
c. Enrolment Advisers, also known as Special Faculty Advisers (SFAs), who are tasked to assist students during enrolment in changing courses, adding or deleting courses, changing sections, waiving prerequisites, requesting inclusion in a section, requesting a course overload, and opening a class tutorial, among others.
d. Program Advisers are the primary contact for academic advice for all students about their degree program. They take charge of disseminating institutional policies on quality instruction, duly approved by the Academic Council. Program advisers are usually the Dean of the school, the Program Coordinator/Head, or any faculty experts assigned by the Dean

2.2 PEER ADVISING

Peer advising provides peer support through volunteer students who serve as Peer Advisers to help their fellow students, known as Peer Advisees, in coping with academic difficulties. The Peer Advisers offer free peer advising/tutoring to assist their fellow students in coping with academic concerns. They regularly report to the Center for Student Advising on their declared peer advising schedule. On the other hand, Peer Advisees undergo peer advising and evaluate the peer advising program.

2.3 DEVELOPMENTAL ADVISING

Developmental advising provides personal support through Guidance Counselors, designated as Developmental Advisers, so students can efficiently deal with their issues and focus on school matters, thus, building and improving their character.

The Guidance Counselors help students with their personal, academic, social, and career concerns by letting them understand their strengths and limitations to make intelligent decisions that may ultimately lead to realizing their full potential. They also refer students who were found to be experiencing difficulty in their studies to CSA for free peer advising/tutoring

2.4 UOx STUDENT ADVISING (LIFE COACHING)

The UOx Student Advising or Life Coaching provides adjustment support to fully online (UOx) students through life coaches, to encourage them to stay in their chosen program until they complete it. Life Coaches monitor the academic progress of students, specifically, the accomplishment of their course requirements, and attend to their queries to help them cope with online learning.

Section V: CENTER FOR SCHOLARSHIPS AND FINANCIAL ASSISTANCE

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

- Scholarship and financial assistance programs sponsored by the Mapúa administration, private agencies, companies, foundations, Mapúa alumni associations and government agencies.
- Student assistantship program

1.SCHOLARSHIPS SPONSORED BY MAPÚA

1.1 E.T. YUCHENGCO SCHOLARSHIP PROGRAM

a) SENIOR HIGH SCHOOL

The following students are qualified to take the ETY Scholarship Exam:

- Grade 11 applicants with at least 85% General Weighted Average (GWA) and final grades in Science, Mathematics, and English in Grade 9 (MPASS Exempted)
- Grade 11 applicants obtaining a score of at least 85% in the Mapúa Program Placement Assessment (MPASS)

Applicants will be taking a scholarship examination covering Mathematics, Physics and Chemistry and after passing the scholarship exam, they will undergo a scholarship interview to determine the top 10 scorers.
The scholars will enjoy full tuition and miscellaneous fees with Php 5,000.00 annual stipend.
Scholars must maintain a cumulative GWA of 90% or better at the end of the academic year and no grade lower than 80% in any course. A grade lower than 80% in any course would mean discontinuance of the scholarship even if the cumulative GWA is 90% or higher.

b) UNDERGRADUATE

A Mapua ETY SHS scholar who met the GWA grade requirement of 90% and above with no grade lower than 85% in any subject will automatically qualify to be a recipient. The following will be qualified to take the scholarship exam:

- Mapua SHS student who obtained a Semestral Weighted Average of 85% and above and no grade lower than 85% in any subject (for the 1st semester of Grade 12);
- Freshman applicant obtaining a grade of at least 80% in the Mapúa Program Placement Assessment (MPASS).

Applicants will be taking a scholarship examination covering Mathematics, Physics and Chemistry. After passing the scholarship exam, they will undergo a scholarship interview to determine the top 10 scorers.
The scholars will enjoy free tuition and miscellaneous fees, Php 12,000 book allowance and Php 20, 000.00 stipend per academic year.
Scholars must maintain a cumulative GWA of 2.00 or better and must have no grades below 3.00 including PE and NSTP. They must also finish the program within the prescribed number of terms.

The qualification for and availing of this scholarship shall exclude any further availing of other scholarships or financial incentives provided for or administered by the university, including scholarships arising from the CBA between the university and FAMIT/MITLU.

1.2 ACADEMIC SCHOLARSHIP

a) SENIOR HIGH SCHOOL

As a general rule, all Senior High School Students who belong to the top spot/spots for each strand will be included in the Senior High School Academic Scholarship List. Students who belong to the top spot with a semestral GWA of 98% to 100% (x ≥ 98%) will be given FULL Academic Scholarship of 100% tuition fee discount for the next semester (equivalent to 50% discount on annual tuition fee). Those with a semestral GWA of 95% to 97.9% (95% ≤ x < 98%) will be given HALF Academic Scholarship of 50% tuition fee discount for the next semester (equivalent to 25% discount on annual tuition fee).
A qualified student must avail of the academic scholarship immediately on the succeeding semester. If the student wants to avail the academic scholarship, he/she must coordinate with the CSFA to sign the academic scholarship undertaking.
Should the student decide to take a leave of absence (LOA) for the following semester, he/she may forfeit his/her chance to avail the academic scholarship.

Students' grade corrections must be changed to a passing mark within seven (7) days after the last day of grade encoding. The registrar's office must encode their grades before the generation of the final grades.

Academic scholarships will be validated every start of the semester. The principal's office will endorse the list of the students who are in the top spots of each strand to CSFA and CSFA shall do the validation and request re-assessment from the Treasury Office.

Senior High School Academic Scholarship Criteria
The academic scholars for Senior High School will be announced every semester for each strand.

a. A student must satisfy the following requirements to be included in the Academic Scholarship in a particular semester:
    i. has no failed course grades of Failed in any course in any quarter and in any semester
    ii. has no course grade of IP in any quarter starting 2nd Semester AY 2021-2022
    iii. has a GWA greater than or equal to 95%
    iv. has no Final Grade below 85 in any semester
    v. has no Quarterly Grade below 80 in any quarter
    vi. enrolled in curricular number of units for the semester
    vii. has not been academically dismissed from a previous strand
    viii. has not received a course grade of I (Incomplete) in any quarter or in a semester
    ix. has not withdrawn or cancelled his enrollment
b. For non-numeric grades, the following should be considered:
    i. A student who has obtained a P (Passed) qualifies for the Academic Scholarship List provided the total number of units including the course with such grade is not less than the curricular number of units.
c. All students in the Senior High School Academic Scholarship List will be given a Certification of the Award by the Registrar's Office.
d. The number of top spots for each strand that will be included in the Senior High School Academic Scholarship will be determined based on the total number of students in a strand (population).

Total Number of Students in the Strand	Number of Students in the Top Spot		
	Grade 11	Grade 12	Total
1-50	1	1	2
51-100	2	2	4
101-150	3	3	6
151-200	4	4	8
201-250	5	5	10
251-300	6	6	12
301-350	7	7	14
351-400	8	8	16
401-450	9	9	18
451-500	10	10	20
501-550	11	11	22
551-600	12	12	24
601-650	13	13	26
651-700	14	14	28
701-750	15	15	30
751-800	16	16	32
801-850	17	17	34
851-900	18	18	36
901 and above	20	20	40

e. In case of a tie in the Academic Scholarship, the following rule will apply:
   i. The tie breaker will be based on the student's GWA up to four decimal points.
   ii. Students with the same GWA receive the same ranking number.

b) UNDERGRADUATE

As a general rule, all students in the President's List with a QWA of 1.50 to 1.00 will be given a FULL Academic Scholarship of 100% tuition fee discount. Those with QWA of 1.75 to 1.51 will be given a HALF Academic Scholarship of 50% tuition fee discount. Only students in the President's List will be qualified for Academic Scholarship. In addition, only students included in the Dean's List will be qualified for the President's List.
To be included in the President's List, the student must be part of the top spot of his/her batch. The top spot per batch depends on the program population.

i. A qualified student must avail of the academic scholarship immediately on the succeeding term. If the student wants to avail the academic scholarship, he/she must sign the academic scholarship undertaking.
ii. Should the student decide to take a leave of absence (LOA) for the succeeding term, he/she may apply his/her scholarship upon his/her return, provided his/her availment of the academic scholarship falls within two succeeding terms. A clearance from the Registrar's Office and Letter of Consideration addressed to the CSFA should be presented by the academic scholar prior to his/her scholarship validation. A student who goes on leave for two (2) successive terms waives his/her right to avail of the academic scholarship.
iii. In case there are inconsistencies once final grades are released, grade corrections must be done within one (1) week after the release of final grades. The corrected grade must be encoded before the generation of the President's list. NO APPEAL will be entertained after said period and after the release of the President's and Dean's List awardees.
iv. Students who are on the Dean's List but failed to be included in the President's List and in financial need can apply for available slots in the Need-Based Academic Scholarship (NBAS). These additional slots will be based on the financial position and need of the qualified applicant.

Dean's List Criteria

The Dean's List shall be announced every term for each undergraduate program.

a. A student must satisfy the following requirements to be included in the Dean's List in a particular term:
   i. has no failed course grades of F, 5.00, ABS in any course in any term
   ii. has no course grade of IP starting 1Q AY 2020-2021
   iii. has a running GWA of 2.00 to 1.00
   iv. has a QWA of 1.75 to 1.00
   v. enrolled in curricular number of units for the term but not less than 12 units

vi. has not been academically dismissed from a previous program
vii. has not received a course grade of C (Continuing) for the term
viii. has not received a modular or course grade of I (Incomplete) for the term
ix. has not received a course grade of W (Official Withdrawal Course/Dropping of Course) for the term

b. A student in a double-degree undergraduate program shall be considered in both undergraduate programs.
c. A student of BS-MS, AB-MA, BS-MA, or similar program shall be considered in the undergraduate program.
d. Students who shifted to another program during the succeeding term should be considered in their previous undergraduate program.
e. For non-numeric grades, the following should be considered:
    i. A student who has obtained any of the following grades qualifies for the Dean's List provided the total number of units including the course with such grade is not less than the curricular number of units.
        1. P (Passed)
        2. AU (Audit)
    ii. A student who has obtained N/R (No Report) should inform his/her instructor to be considered in the Dean's List Award, N/R must be changed to a passing mark within one (1) week after the release of final grades. Failure to do so disqualifies the student for the Dean's List Award.
f. Students, after the release of the final grades, must inform their course teachers if they notice that there are inconsistencies in their encoded grades. Grade correction/completion must be done within one (1) week after the release of final grades. NO APPEAL shall be entertained after said period and after the release of the President's and Dean's List awardees.
g. If several attempts by the student to reach out to their instructor or professor yield no response from the teacher and if found that an error exists in the student's final grade, the dean or department chairperson, with the approval of the University President, may request for grade correction on the faculty member's behalf. The case shall be subjected to PCM-AA-10-01 (Merit-based assignment of Overload Teaching Units) and the Amended Academic Council Resolution 2021-07 (Resolution on Non-Submittal of Final Grades on Time) and the faculty member shall be reprimanded accordingly.
h. The students who did not reach the top spots but belong to the Dean's List can apply for the Need-Based Academic Scholarship (NBAS) if they are qualified.
i. The Center for Scholarships and Financial Assistance (CSFA) shall inform the qualified students for the President's List and Dean's List via email through their myMapua mail account. Moreover, CSFA shall send the list of President's and Dean's List awardees to the dean/department chairpersons of the school/department where the students belong to be posted in their respective social media accounts.
j. The lists once sent by CSFA are deemed final.

President's List Criteria

The President's List shall be announced every term for each undergraduate program.

a. Students on the Dean's List who belong to the top spots for each program shall be included in the President's List.
b. Students in the President's List will receive a certificate from the Registrar's office within the term.
c. A student in a double-degree undergraduate program included in the President's List in two undergraduate programs can avail of the academic scholarship for one program only.
d. The number of top spots for each program that shall be included in the President's List shall be determined based on the total number of students in a program:

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

1501-2000	9	9	9	27
Above 2000	10	10	10	30

1.3 ATHLETIC SCHOLARSHIPS

For athletes eligible for the NCAA games and other athletic meets representing the Mapúa University.

Scholars enjoy free total matriculation charges (for Class A and B athletes), while there are those who enjoy 75%, 50% and 25% discount (for Class C, D & E athletes) in matriculation charges plus a monthly allowance.

1.4 DON TOMAS MAPÚA SCHOLARSHIP (DTMS)

Qualifications:

- Incoming Grade 11 and freshmen students who graduated "with the highest honor" (General average of 98 and above)
- Graduated among the graduating batch of at least 60 students
- Enrolled in Department of Education – accredited High Schools in the Philippines or abroad
- Passed the Mapúa Program Placement Assessment (MPASS)

Requirements to be submitted:

- Certificate with school's dry seal issued by the Principal or Registrar should contain the award of "with highest honor", the name of the school and its address, the printed name and signature of the principal, or the Registrar, and the contact details such as telephone, mobile number, email address of the principal, or the Registrar
- Complete report card

Undergraduate DTMS scholars enjoy free tuition fees for two (2) consecutive terms, while Senior High School DTMS scholars enjoy the free tuition fees for Grade 11 and 12, given that they meet the grade requirements on the second availment.

Registration, miscellaneous, laboratory, field and drafting fees are charged to the account of the student.
The scholarship is discontinued at the end of one term (or year for SHS) if the student obtains a failing grade in any course, including PE and NSTP.

An undergraduate DTMS scholar who qualifies for an academic scholarship for the second term shall be awarded the benefits of only one scholarship grant - that which affords the scholar the greater benefits unless stipulated otherwise by an existing CBA. The same handling is followed for SHS DTMS scholars, if they qualify for an academic scholarship on their second semester.

An undergraduate DTMS Scholar who qualifies for a FAMIT/MITLU/NON-FAMIT – NON-MITLU scholarship shall opt to either waive the DTMS scholarship or defer the application of the FAMIT/MITLU/NON-FAMIT - NON-MITLU Scholarship until after the termination of the DTMS grant.

An undergraduate DTMS scholar who does not enroll for the second term may claim the scholarship when he/she returns to Mapúa upon presentation of an approved Leave of Absence and an approved Reactivation Status.

1.5 FACULTY ASSOCIATION OF MAPÚA INSTITUTE OF TECHNOLOGY (FAMIT) SCHOLARSHIP (covered by current CBA)

For children of permanent faculty members.

Scholars under this category enjoy free full tuition fees and an additional 10% discount on miscellaneous fees for regular faculty members.

1.6 MAPÚA INSTITUTE OF TECHNOLOGY LABOR UNION (MITLU) SCHOLARSHIP (covered by current CBA)

For regular employees of Mapúa, his/her spouse and/or legitimate children/collateral relatives within the 4th civil degree can avail a scholarship.

Scholars under this category enjoy free full tuition fees, and a 15% discount on miscellaneous fees.

1.7 NON-FAMIT/NON-MITLU SCHOLARSHIP

For a regular non-FAMIT/non-MITLU (or confidential) employee of the Mapúa University, his/her spouse and or 1 legitimate child, will benefit for a free full tuition fee and a 15% discount on miscellaneous fees.

1.8 P.D. 577 (SCHOLARSHIP FOR DEPENDENTS OF MILITARY PERSONNEL)

For dependents of military personnel who have died or have been incapacitated in the line of duty.

Students under this scholarship enjoy free tuition fees only.

The scholarship is discontinued should the scholar obtain a grade lower than "3" in any course.

1.9 SIBLING DISCOUNT

Freshmen students, transferee or students seeking another degree who are enrolled from Batch 2011 (1st Term, AY 2011-2012) onwards and Mapua Senior High School students are qualified to apply. Both or all siblings should be enrolled during the term of availment. Siblings who have only one parent in common may also be considered granted that they can provide proof of relationship.

The sibling discount is applicable to tuition fees only. The amount of discounts given are as follows:

a) Undergraduate students
   - 2nd child – 15% discount
   - 3rd child – 25% discount
   - 4th and succeeding children – 50% discount

b) Senior High School students
   - 2nd child – 10% discount
   - 3rd child – 15% discount

To avail the sibling discount promo, the student must submit the following requirements:

- Fully accomplished Sibling Discount Application Form (downloadable on the Mapúa website).
- Original and Photocopy of PSA birth certificate (both siblings).
- A marriage certificate (if applicable) or photocopy of the PSA birth certificate of the common parent should also be submitted.

1.10 THE NEW BUILDER SCHOLARSHIP

For the Editor (1) and staff members (4) of THE NEW BUILDER, the official publication of Mapúa University.

Students under this scholarship enjoy free total charges (for the EDITOR) or free tuition fees only (for the STAFF).

Note: Any scholarship granted by the University shall be cancelled for any misconduct on the part of the student.

1.11 YGC PROMOTIONAL DISCOUNT

The Promotional discount covers senior high school and freshmen applicants and currently enrolled students (Batch 2008) onwards who are legitimate children of any regular employee of YGC (list of companies can be found on the University's website).

The child of the YGC employee must pass the Mapúa Program Placement Assessment (MPASS). The YGC/Ayala employee must accomplish the promotional discount application form/waiver of Mapúa University prior to every enrollment period. Proper validation of this form is done by the employer's HR Department Head.

The student will be given a 25% discount on tuition and laboratory fee only. No discount is given to all other fees (miscellaneous, penalty charges, etc.)

1.12 NEED-BASED ACADEMIC SCHOLARSHIP (FOR DEAN'S LISTERS)

This scholarship aims to reinforce the University's support to the financially challenged but academically deserving students.

Incentives

1. 100% tuition fee discount for approved applicants with a QWA of 1.50 to 1.00
2. 50% tuition fee discount for approved applicants with QWA of 1.51 to 1.75

Qualifications and Responsibilities

1. Must be a dean's list awardee during the term of application
2. Combined annual family income of not more than Php700,000
3. No existing Mapua-sponsored scholarship or discount
4. Must submit a letter to the Center for Scholarships and Financial Assistance about the family's financial situation justifying the need for financial assistance
5. Must submit documents to support the financial status and other relevant documents (application form, proof of utility billing)
6. Selection criteria will be based on the following:
    a. Family Annual Income: Lowest family annual income will be prioritized
    b. QWA: Higher QWA will be prioritized
    c. No financial assistance from the government, private, and alumni sponsored scholarships will be prioritized
    d. Score in the rubric for the selection process

1.13 A.T. Yuchengco Scholarship Program

The Alfonso T. Yuchengco Scholarship Program was created in recognition of our chairperson's vision to provide learning opportunities to students who wish to harness their potential in the field of science and technology. It will continue the legacy of the Yuchengco family in empowering Filipino youth through education.

Approved grantees will get 40% discount on tuition fee and Php 40,000 stipend each academic year.

Qualifications:

- Must be a graduate from any recognized Science Public High School of the Philippines
- Must be approved as an Income Based Financial Assistance Program (IBFAP) grantee
- Must obtain a score of not lower than 70% in the MPASS
- Incoming freshmen applicants

Responsibilities of the grantees:

- Must maintain a GWA of 2.75 per term.
- No grade lower than 3.00 in any course.
- Must enroll at least 12 academic units.
- Strictly no shifting to another program

1.14 ALUMNI LOYALTY DISCOUNT

The Alumni Loyalty Discount is given to an alumnus' direct family members. Alumni refer to individuals who have been conferred with a bachelor's degree by the University. Alumni do not refer to individuals who have completed a master's or PhD degree program in the University.

Qualifications:

1. The discount may be given to qualified incoming senior high school and college freshmen students starting S.Y. 2018-2019 and onwards.
    a. Eligible direct family members refer to the alumnus' children, siblings, grandchildren, nephews and nieces from siblings.

Benefits:

1. Those eligible will receive a 10% discount on tuition fees excluding laboratory fees for the entire duration of study. No discount shall be given on all other fees (miscellaneous, penalty charges, etc.).

Conditions for Availment:

1. Students are not eligible to receive Alumni Loyalty Discount concurrent with other promotional discounts such as YGC Discount and Sibling Discount.
2. The Alumni Loyalty Discount will only apply where the alumnus' eligible direct family member meets the requirement for Admission into their preferred program.

3. All children of an alumni may apply for and be granted a discount, regardless of number. However, only one (1) among an alumnus' sibling, grandchild, nephew, or niece from sibling, may apply for and be granted a discount.
4. The University may discontinue the Alumni Loyalty Discount Program at any time. However, recipients of the Alumni Loyalty Discount, prior to its discontinuance, will continue to enjoy the discount until the end of their study.

2. SCHOLARSHIPS SPONSORED BY ALUMNI AND ALUMNI ASSOCIATIONS

2.1 MAPÚA ALUMNI ASSOCIATION - ALBERTA CHAPTER (MAAAC)

Benefits
Partial Tuition Fee per term based on the following matrix:

GWA	Percentage of Tuition Fee Grant
1.99 and higher	75% of the tuition fee
2.00-2.24	50% of the tuition fee
2.25-2.50	25% of the tuition fee

Qualifications
- Must be enrolled and at least 2nd year standing
- Must be an Engineering student
- Must be of good moral character
- Must not be enjoying any other scholarship program other than Academic Scholarship
- Must be in good academic standing, with GWA of at least 2.50 for the last two terms with no grade lower than 3.0.

2.2 MAPÚA ALUMNI ASSOCIATION OF SAN DIEGO (MAASD)

Benefits
50% discount on tuition fee

Qualifications
- Must be currently enrolled as a 3rd year Engineering student of Mapúa
- Must be of good moral character
- Must not be enjoying any other scholarship program other than Academic Scholarship
- Must be in good academic standing, with GWA of at least 2.50 for the last two terms with no grade lower than 3.0.

2.3 MAPÚA ALUMNI AUSTRALIA (MAA)

Benefits:
- Full matriculation fee discount

Qualifications
- Undergraduate student in their final year of study
- Must be currently enrolled and in good academic standing (with no failing grades)
- Annual family income must not exceed Php 700,000

2.4 MIT FILIPINO CHINESE ALUMNI ASSOCIATION (MITFCAA) SCHOLARSHIP

Benefits
Php 15,000.00 grant per term

Qualifications
- Must be currently enrolled as an Engineering student
- Must be at least 2nd year standing

- Must have a GWA of at least 2.50 or higher for the last two terms
- Must not have failing and incomplete grades for the last two terms
- Preferably with Family Annual Income not exceeding Php 700,000

2.5 SOUTHERN CALIFORNIA MAPÚA ALUMNI (SCMA) SCHOLARSHIP

Benefits
$400 grant per term

Qualifications
- Must be an incoming 3rd or 4th Year Engineering or Architecture student
- Must have a GWA standing of 2.50 for the last two terms
- Must have no failing and incomplete grades
- Must be in good health
- Must be of good moral character

2.6 MIT Ce-EnSe Alumni Association Inc. (MITCEAAI) Scholarship

Benefits
Full matriculation fee discount

Qualifications
- Must be currently enrolled as a BS Civil Engineering student
- Must be at least 3rd year standing
- Must have a GWA of 2.5 or higher
- Must be of good moral character
- Must be in good physical condition

3. SCHOLARSHIP SPONSORED BY PRIVATE AGENCIES

3.1 ABOITIZ FOUNDATION

Benefits
- 100% discount on matriculation fee
- Monthly allowance of ₱5,000 per month
- One-time board review subsidy

Qualifications
- For incoming sophomore students pursuing a degree identified by the Foundation
- Have a GWA of at least 88% with no failing and incomplete grade
- Must not have a record of any form of disciplinary action

3.2 ANALOG DEVICES, INC. (ADI)

Benefits
- 100% discount on matriculation fee

Qualifications
- Must be an incoming 2nd year – 3rd Year student taking up Electronics, Electrical, or Computer Engineering
- Must be among the top 10 of the batch
- Must be a Filipino citizen
- Must have a GWA standing of 2.50 for the last two terms
- Must have no failing and incomplete grades
- Must be of good health and with good moral character
- Must not be enjoying any other scholarship support from other private companies

3.3 AY FOUNDATION

Benefits
₱37,000 grant per academic year

Qualifications
- Must be an incoming 3rd, 4th year or 5th Year Engineering student or Philippine Science High School graduates
- Family income must not be more than ₱320,000 per year
- Must be a Filipino citizen
- Must not be a recipient of any other external scholarships/grants
- Must have no failing and incomplete grades
- Must be of good health and with good moral character
- Must have a general average of at least 80% or its equivalent

3.4 EMD TECHNOLOGIES PHILIPPINES INC.

Benefits
- 100% discount on the matriculation fee
- Book allowance of ₱4,000 per school year
- Living allowance of ₱3,000 per month

Qualifications
- Must be an incoming 3rd or 4th year student taking up Mechanical or Electrical Engineering
- Must not be more than 25 years old
- Must be of good health and with good moral character
- Must be in good academic standing with GWA of 2.5 or higher for the last two terms without a grade of 3.0 in any subject/course

3.5 HEALTHWAY MEDICAL NETWORK (HMN) SCHOLARSHIP

Qualifications

- Must be an incoming 3rd year student during the 1st Term of SY 2025-2026
- Must be taking up BS Nursing, or other allied health-related programs
- Must have a Grade Weighted Average (GWA) of at least 2.0 each term, with no grade lower than 2.5 in any course/subject
- Must have no dropped/failed subjects
- Must demonstrate financial need, with an annual family income not exceeding Php 750,000
- Must exhibit good moral character, with no history of disciplinary action by the University
- Must be in good physical and mental health
- Must be a Filipino citizen with no pending immigration application to any foreign country

Coverage

- 100% of tuition and other fees
- Board exam review fees up to Php 30,000
- Board exam fees

3.6 MAEDA ROAD CONSTRUCTION CO. LTD

Benefits
- Up to ₱140,000 coverage for matriculation fee per year
- Up to ₱25,000 book allowance per year
- Up to ₱30,000 coverage for Japanese language tuition per year
- ₱12,500 monthly living stipend (shall be repaid upon working in Maeda Road Construction)

Qualifications
- Incoming 3rd or 4th year Civil Engineering student
- Must have a GWA of 2.50 or higher for the last two terms without a grade of 3.0 in any subject/course
- The applicant must have a strong intention to work in Maeda Road Construction and master the Japanese language

3.7 MEGAWIDE FOUNDATION

Benefits
- ₱100,000 per annum, disbursed monthly
- One-time board review assistance amounting to ₱30,000

Qualifications

- 1st to 4th year students taking up BS Civil Engineering and BS Electrical Engineering (also open to *incoming freshmen*)
- Must not have any incomplete or failing grades
- Must have a general weighted average of 85% (2.5) or better
- Annual family income must not exceed ₱500,000

3.9 PHILDEV SCHOLARSHIP

Benefits

- 100% discount on the matriculation fee

Qualifications

- Must be a Filipino citizen, without pending immigration application to any foreign country
- Annual family income must not exceed ₱500,000.00
- Must be among the top 5% of his/her senior high school graduating class if the application is a freshman
- Must have a qualifying GWA of 1.75 (90%) if incoming 2nd or 3rd-year students in any Science and Engineering program enrolled in the University.
- Must be a bona fide student enrolled in a Science or Engineering degree program
- Must be in good mental, physical, and emotional health
- Must not have been the subject of any disciplinary action
- Must be in good scholastic standing
- Must be enrolled in at least 15 units or a normal load of the course at the time of the award of the grant

3.10 SHINKAWA ELECTRIC CO., LTD.

Benefits

- Up to ₱180,000 coverage for matriculation fee per year
- Up to ₱25,000 book allowance per year
- Up to ₱30,000 coverage for Japanese language tuition per year
- ₱12,500 monthly living stipend (shall be repaid upon working in Shinkawa Electric)

Qualifications

- 3rd year students from the School of Electrical, Electronics, and Computer Engineering (EECE), School of Mechanical, Manufacturing, and Energy Engineering (MME), and School of Information Technology (SOIT)
- Must have a GWA of 2.50 or higher for the last two terms with no grade lower than 3.00
- Candidates must have a strong intention to work in Shinkawa Electric for at least 5 years
- Candidates must have a strong intention to master the Japanese language

3.11 UT Foundation, Inc.

Benefits

- Miscellaneous and laboratory fees, and/or living allowances

Qualifications

- Freshmen students under the following Mapúa-sponsored scholarships: Income-Based Financial Assistance Program (IBFAP), ATY Scholarship, and Need-Based Academic Scholarship (NBAS)
- Annual family income must not exceed ₱700,000

4. SCHOLARSHIPS SPONSORED BY THE GOVERNMENT

4.1 DEPARTMENT OF SCIENCE AND TECHNOLOGY-SCIENCE EDUCATION INSTITUTE (DOST-SEI) SCHOLARSHIP.

Applicants must have a grade not lower than 85% or 2.50 and must have no failing grade in any academic course. He/she must be a natural born Filipino, in good health and of good moral character. He must not have a pending application for resident migration status to USA or any other country. The application is submitted directly to DOST.

The scholar will enjoy a tuition fee of Php 40,000 per school year plus stipend and book allowance depending on the category granted by DOST-SEI.

4.2 PHILIPPINE VETERANS ADMINISTRATION OFFICE (PVAO) SCHOLARSHIP

This scholarship grant is given to dependents of veterans

Benefits

- Total of ₱60,000 school fees for the entire academic year effective SY 2023-2024
- The payment scheme will be as follows: ₱30,000 per semester, ₱15,000 per quarter, and ₱20,000 per trimester.

4.3 COMMISSION ON HIGHER EDUCATION - TERTIARY EDUCATION SUBSIDY (CHED TES)

Eligibility:

- Filipino citizen
- Meets the admission and retention policies of the SUC/LUC
- No previous undergraduate degree
- Not overstaying in the program (ex. 4 or 5 years + 1-year grace period)

The grantee will receive Php 27,000 per academic year.

5. FINANCIAL ASSISTANCE PROGRAMS

5.1 STUDENT ASSISTANSHIP PROGRAM

- Students who are in 2nd year level may apply for this program.
- Students Assistants are allowed to work a maximum of 24 hours per week during their vacant period.
- They are compensated with a minimum wage.
- Application may be coursed through a requesting department/school or through the Center for Scholarships and Financial Assistance (CSFA).

5.2 INCOME-BASED FINANCIAL ASSISTANCE PROGRAM

This financial assistance program aims to reinforce the university's support to the financially handicapped but academically deserving students and also, to fully utilize the remaining slots per class in the various program offerings of Mapua.

Approved grantees get 40% discount on tuition fee.

Qualifications

- Combined annual family income of not more than P700,000.00.
- Must obtain a score of not lower than 60% in the MPASS
- Incoming freshmen applicants

Responsibilities of the grantees

- Must maintain a GWA of 2.75 per term.
- No grade lower than 3.00 in any subject.
- Must enroll at least 12 academic units.
- Strictly no shifting to another program.
- The IBFAP cannot be availed in conjunction with any other scholarship or financial assistance program sponsored by Mapua. Grantees may only have one scholarship/financial program per term.
- Violation of any of the above terms and conditions shall mean discontinuance of availment of the IBFAP.

5.3. UPPERCLASSMEN FINANCIAL ASSISTANCE PROGRAM

Approved applicants get 40% discount on tuition fee applicable for two terms only.

Qualifications

- Combined annual family income of not more than P700,000.00.
- Must obtain a GWA not lower than 2.75
- Currently enrolled upperclassmen (2nd year and above) students

Responsibilities of the grantees

- Must maintain a GWA of 2.75 per term.
- No grade lower than 3.00 in any subject.
- The UFAP cannot be availed in conjunction with any other scholarship or financial assistance program sponsored by Mapua. Grantees may only avail one scholarship/financial program per term.
- Violation of any of the above terms and conditions shall mean discontinuance of availment of the UFAP.







MAPÚA UNIVERSITY

Always Building the Future

PART G
STUDENT SERVICES AND FACILITIES

Section I: MAPUA LIBRARY

The Library supports the University's teaching, learning, and research activities and serves the academic community by ensuring equitable access to high-quality information resources and services. Resources are accessible onsite and remotely via the proxy server. Library services are offered in person, online, or through blended delivery. A valid Mapúa University Identification Card or electronic Certificate of Matriculation (e-CM) must be presented to enter the library, borrow materials, and/or avail of library services.

The Main Library (Intramuros) is located on the 2nd floor of the West Building, while the Makati Library is situated on the 3rd floor of the campus building. The STHM Library, serving the School of Tourism and Hospitality Management, operates separately and has its own schedule.

To accommodate diverse study preferences, all libraries provide designated Collaborative Study Zones for group work and Quiet Study Zones for independent, focused study.
Library Hours:

- Main Library (Intramuros):
  - Monday to Friday: 7:00 a.m. – 9:00 p.m.
  - Saturday: 7:00 a.m. – 5:00 p.m.
- Makati Library:
  - Monday to Friday: 7:00 a.m. – 9:00 p.m.
  - Saturday: 7:00 a.m. – 5:00 p.m.
- STHM Library:
  - Monday to Friday: 8:00 a.m. – 5:00 p.m.
  - Saturday: Closed

1. MAJOR SERVICE FUNCTIONS

The Mapúa University Library comprises two major service functions: (1) Technical Services and (2) Access and Readers' Services.

1. Technical Services

   Responsible for the selection, acquisition, and organization of library materials, including classification, cataloging, physical preparation, and preservation. This function comprises the Acquisitions Unit and the Cataloging Unit.

2. Access and Readers Services

   Supervised by the Section Head, this area is directly involved in public service through the following units and collections:

   2.1 **Circulation**. Houses the general book collection for lending.

   2.2 **Periodical**. Maintains control records and holdings of serials (magazines, journals, and newspapers).

   2.3 **Graduate Studies collection**. Highly advanced technical books are accessible to both undergraduate and graduate students.

   2.4 **Filipiniana**. Local print books on or about the Philippines (regardless of author) supporting foundational and select professional courses offered by the University.

   2.5 **Reserves**. High-demand and course-specific titles recommended by faculty and/or identified by library staff from circulation history.

   2.6 **Lope K Santos collection**. Select works and correspondence of Lope K. Santos, Father of Filipino Grammar, curated and managed by the section.

   The area also manages access to online resources (e-theses, e-journals, and eBook databases subscribed by the Library) and includes:

2.7 Internet section. Through designated computer terminals and the campus wireless network, users may browse online resources, access subscribed databases, use productivity tools, and perform course-related tasks. Internet access is intended for educational and research purposes only, and users are expected to observe responsible, ethical, and policy-compliant use of all information and communication technologies while within the Library premises.

2.8 Reference & Special Collection. Includes ready-reference materials (encyclopedias, dictionaries, almanacs, atlases, handbooks), the Mapúa University Archives (e.g., lectures, examination papers, presidential profiles), and the American Shelves (donations from the Thomas Jefferson Information Center focusing on American studies).

2. BRANCH LIBRARIES

Architecture Library (Intramuros). Open to all students and faculty for higher-level research in Architecture and Industrial Design. Resources include magazines, journals, case studies (print and CD), newspapers, and books, circulated via open shelves. Located on the 4th floor, South Building.

Makati Library. Serves the Mapúa University Makati campus. Maintains and updates general references, basic studies titles, and general periodicals (magazines, newspapers, and professional/technical journals) supporting programs offered on campus.

The STHM Library supports the instructional and research needs of the School of Tourism and Hospitality Management through curated collections, learning resources, and services relevant to the school's academic programs and course requirements.

3. LIBRARY SYSTEM AND DISCOVERY SERVICE

The Library uses **Ex Libris Alma** as its services platform, centralizing the management of print, electronic, and digital resources in a secure, cloud-based environment. **Ex Libris Primo** serves as the Library's discovery tool, enabling users to search most full-text resources (eBooks, articles, videos, and more) through a single search box and to avail themselves of selected online services (e.g., online book holds).

Access Primo at:
https://mu.primo.exlibrisgroup.com/discovery/search?vid=63MU_INST:63MU&lang=en
Library users can sign in to their Library accounts using their **Office 365 credentials**.

4. LIBRARY SERVICES

Services are available in person, online, or blended. Users may request services via **library@mapua.edu.ph**, Chat-with-a-Librarian, the Library's social media accounts, the online chat on **library.mapua.edu.ph**, or by approaching staff at service counters.

- Assistance with general/specific inquiries via the information desk, phone, Chat-with-a-Librarian, MU Library social media, and email.
- **Library of Things**: special library collection that allows users to borrow non-traditional, tangible items—tools, equipment, devices, and other practical materials—just as they would borrow books. It is designed to support learning, creativity, innovation, and personal development by providing access to useful items that students may not own or need only occasionally. Users can borrow tablets, calculators, ring lights, projectors, DSLR, laptops, etc. (within designated library areas).
- **Online Book Reservation** and Renewal via the web OPAC.
- **Interlibrary Loan** within Mapúa libraries (including Makati and Malayan High School of Science Library).
- **Online Document Delivery Service** for journal articles owned by the Library (delivered by email).
- Remote Access to online and digital resources through the proxy server.
- Circulation of Materials (General Circulation, Reserve, and Filipiniana) using self-service stations and book-drop machines (located in General Circulation and Periodicals, respectively).
- **Referral Service** for letters to visit other libraries (via the Reference Section).

- Accommodation of Outside Researchers. Up to five visitors at a time. Fees: PHP 75.00/term for alumni; PHP 50.00/day for other visiting users (except Library Consortium members). Requirements: NAMA card (alumni) or referral/formal letter (others).
- Orientation and Library Tour on facilities, services, and policies.
- Internet Service for browsing and online research.
- Current Awareness Service announcing new acquisitions via social media, e-bulletin board, and the Library page.
- Online Databases (e.g., ScienceDirect, IEEE, EBSCO, GVRL).
- **Book-a-Librarian**. A 50-minute appointment for research consultation, citation guidance, and materials requests.
- **Turnitin Feedback Studio** for originality checking.
- **Book-a-Space and Equipment**. Reserve discussion rooms or silent pods for group or individual study, lectures, or recording; also reserve computers, tablets, and other equipment through the Library website or onsite.

5. LIBRARY FACILITIES

- **Reading Areas.** Multiple seating modes for diverse study preferences.
- **Tapping Kiosk.** Convenient log-in upon entry to the Main Library.
- **Study Areas** with two designated zones:
    - Quiet Study Zones – Quiet Study Zones are designated areas in the library intended for individual study and focused academic work. Users are expected to always observe strict quiet, refrain from conversations, and keep electronic devices on silent mode. Designated Quiet Study Zones are in Periodicals Section, AR Library, and the SW area of the library.
    - Collaborative Study Zones - are designated areas within the Library that support group study, teamwork, and interactive learning. A moderate and respectful level of conversation is permitted in Collaborative Study Zones. While interaction is encouraged, users are expected to maintain reasonable noise levels to ensure a comfortable environment for nearby groups.
- **Discussion Rooms.** For group study and presentations. Interactive Whiteboard Kit (e-beam) and projector available on request. Located in General Circulation. Pre-booking encouraged.
- **Silent Pods** – provides a quiet and distraction-free environment ideal for reading, writing, online classes, and concentration-intensive tasks.
- **Book Drop Machine.** Self-service returns without face-to-face interaction.
- **Self-Service Stations.** For self-checkout (Main Library: Circulation and Reference).
- **Circulation Desk.** Loans and returns, online renewals and reservations assistance, issuance of charge slips for overdue items, and facilitation of clearances.
- **Mapúa Library One Search.** Online discovery platform for print, non-print, electronic, and digital materials.
- **Wi-Fi.** Access to institutional wireless Internet.
- **Remote Access.** Offsite access to e-resources with Internet connectivity.
- **OPAC/Discovery Stations.** In-library terminals for searching, reservations, and renewals.
- **Computer Terminals.** 32 Internet-enabled computers available to users.

Mapúans who wish to use the rooms for collaborative discussion, group study, or project presentations must make a reservation through **Book a Space** (library.mapua.edu.ph)

> Each room has a minimum seating capacity of four (4) and a maximum capacity of eight (8).
> Reservation must be made at least one (1) hour before the actual schedule.
> Rooms can be used for at least fifteen minutes (15) and a maximum of two (2) hours. Extensions are allowed if there are no succeeding reservations.
> Equipment and materials such as an E-beam, projector, whiteboard marker & eraser are available upon request.

Below are some reminders:

<u>Before use</u>

- Leave one (1) Mapúa ID at the counter.
- Scan the room's QR code to check in and enter the emailed code.

<u>During use</u>

- Eating, drinking, and littering are not allowed.
- Keep conversations at a non-distracting level.
- Face masks must always be worn.

<u>After use</u>

- Clean the glass board and arrange tables and chairs.
- Return markers, erasers, and any borrowed equipment.
- Scan the QR code to check out.

6. LIBRARY RESOURCES

The Library subscribes to print and electronic resources to support the University's programs. For remote access, visit **library.mapua.edu.ph** and sign in using **Office 365 credentials**. The following resources are accessible onsite and remotely via the proxy server.

- Online Resources: eBooks and eJournal databases
  1. Tritech Digital Media – contains 89 eBook titles on Engineering and Technology, Business, Management, and Economics
  2. Gale eBooks - A collection of electronic reference titles adapted to student's changing needs. It contains 3420 titles of e-books for multidisciplinary and engineering research.
  3. EBSCO eBooks - offers a robust and authoritative collection of eBooks from some of the world's most renowned STM publishing houses, including Springer, Taylor & Francis and Wiley InterScience®.
  4. IET Digital Library - The IET Digital Library holds more than 190,000 technical papers from 1994 onwards for all IET journals, magazines, books, conference publications and seminar digests. Highly cited journals such as Electronics Letters are available alongside 24 research journal titles.
  5. Wiley Online Library - Full-text access to selected engineering eBooks.
  6. Libby by OverDrive - eBooks and audiobooks for borrowing anytime, anywhere.
  7. Business Source Premier - Full text for 2,300+ journals (1,100+ peer-reviewed), with historical coverage.
  8. IEEE Xplore - IEEE/IET journals, magazines, conference proceedings, standards, and courses.
  9. Ovid Clinical Edge – Full-text clinical content (LWW and MEDLINE) via Ovid Discovery for health sciences.
  10. Clinical Key (Nursing and Student) - Current clinical knowledge and full-text reference materials for nursing.
  11. ScienceDirect - Elsevier full-text scientific journals and books.
  12. Scopus - Abstract and citation database across life, social, physical, and health sciences.
  13. Web of Science - Multidisciplinary citation indexes (journals, proceedings, and more).

- Online Tools:
  - **Turnitin** – Plagiarism checker integrated with the Learning Management System (LMS).
  - **Turnitin Draft Coach** – In-document similarity checking in Word Online.
  - **Mendeley Institutional Edition** – Reference management for research productivity and collaboration.

7. RULES AND REGULATIONS

Any violation of the following rules and regulations is subject to Mapúa Library sanctions.

7.1 MAJOR LIBRARY OFFENSES

1. **Noise Control.** Silence must always be maintained in designated Quiet Study Zones (Reference, Architecture Library, and Periodicals). Collaboration and discussion are allowed in Group Study areas provided they do not distract others.
2. **Dishonesty.** Lending/borrowing of official Mapúa ID, Official Receipt, Certificate of Matriculation, or other official documents; presenting another person's documents as one's own.
3. **Abuse of IT Resources.** Including, but not limited to: installing/using unlicensed software; unauthorized access to network security (e.g., denial of service, malicious attacks, Trojans/worms, hacking).
4. **Public Indecency.** Public display of intimacy that offends the sensibilities of the academic community.
5. **Offenses Against Persons.** Threats or acts of physical assault/injury; defamation, abusive behavior, or gross discourtesy; hazing or acts that injure, degrade, or disgrace; lewd/obscene/immoral conduct within Library premises and vicinity.
6. **Reproduction of Departmental Exams.** Strictly prohibited.
7. **Alcohol.** Possession/consumption of alcoholic or intoxicating beverages within Library premises in connection with an official activity, or entry under the influence of alcohol.

7.2 MINOR OFFENSES

1. **Identification.** Tap/register Mapúa ID at the entrance before entry; institutional policy requires IDs to be worn at all times, including inside the Library.
2. **Food, Drinks, and Cleanliness.** Eating, drinking, and littering are prohibited.
3. **Devices.** Disruptive use of mobile phones or similar devices is not allowed.
4. **Filming.** Unauthorized filming within Library premises is prohibited.

8. LOAN POLICIES

8.1 General Loan Policies

a. Borrowers must present a valid school/employee ID. Borrowing is in person only. Ensure all items are properly checked out before leaving.
b. Mapúa-Makati-STHM students, faculty, and staff may use Main Library (Intramuros) resources, and vice versa.
c. Borrowers are responsible for all items charged to their accounts (per the automated system and dated due slips).
d. Overdue fines are charged and must be settled before next term.
e. Borrowers must return items on or before the due date. Library notices are courtesy reminders; non-receipt does not exempt borrowers from fines/penalties. All recalled items must be returned immediately.
f. Using another person's ID to borrow or access services is prohibited. Sub-lending library materials is not allowed.
g. Borrowers are liable for any mutilation/defacement found upon return. Report any damage before borrowing.
h. Items remain on loan until properly checked in. Ensure your loan is canceled before leaving the counter; keep the borrower's slip for clearance purposes.
i. Report lost items immediately to the concerned Section. Fines accrue from due date to the date reported lost (or, if found, until the date returned).
j. Lost items must be replaced with the current edition/issue or an acceptable copy, as determined by the Library.
k. External patrons (alumni and outside researchers) may use materials in the Library only (no take-home privileges).
l. Students not currently enrolled but requiring use for completion must present a request letter endorsed by their adviser.
m. Library privileges may be suspended for failure to return overdue materials.
n. Renewals are allowed twice consecutively if the item is not in demand.

8.2 Specific Loan Policies

Fiction Books
- Loan period: 2 weeks
- Limit: 3 books
- Overdue fine: PHP 10.00/book/day (including Sundays)
-

Graduate School Books
- Loan period: 1 week (graduate/double-degree students only)
- Undergraduates: room use and photocopying only
- Limit: 3 books
- Overdue fine: PHP 10.00/book/day (including Sundays)

Filipiniana, AR-ID, and Circulation Books
- Loan period: 1 week
- Limit: 3 books
- Overdue fine: PHP 10.00/book/day (including Sundays)

Reserve Books
- Overnight loan (1 title) due by 10:00 a.m. on the next school day
- Overdue fine: PHP 20.00/book/day (including Sundays)

General Reference Collection (e.g., encyclopedias, dictionaries, atlases, almanacs, manuals, handbooks)
- Day loan
- Late return fine: PHP 10.00/hour

9. VISITING USERS POLICY

While the Library primarily serves the Mapúa University community, resources are made available to qualified external researchers subject to the following policies.

Visiting in person

1. Paying visitors: the library accommodates outside researchers up to a maximum of five people at one time. The schedule of outside researchers is every Monday and Thursday, 7:00 am to 4:00 pm. Requirements and fees are as follows:
    - Alumni – a valid National Association of Mapúa Alumni, Inc. (NAMA) identification card is required. A minimal fee of Php75.00 per term as payment for the access and use of the library.
    - Students – for student researchers, a school ID and a referral letter signed by the Chief Librarian are required to be presented to the guards upon entry into the university. The letter should contain the actual date of the visit, the names of all the researchers. A fee of Php50 per day is collected.
2. Non-paying visitors: the library is open to member schools of the following consortium and network that the library is part of:
    - Intramuros Library Consortium (ILC) – students, faculty, and staff of the following member libraries: Lyceum of the Philippines University (LPU) Manila, Pamantasan ng Lungsod ng Maynila (PLM), Colegio de San Juan de Letran, City College of Manila (CCM), Department of Labor and Employment (DOLE), and FEATI University.
    - Mapúa Schools – students, faculty, and staff of the following Yuchengco Group of Companies (YGC) schools: Malayan High School of Science (MHSS), Malayan Colleges Laguna (MCL), and Malayan Colleges Mindanao (MCM).

10. LIBRARY WEBSITE AND SOCIAL MEDIA HANDLES

The Mapúa Library engages with clients beyond its physical spaces through its website and social media platforms:

Library website – library.mapua.edu.ph
Facebook- MapuaLibraryOfficial
Twitter –@Mapua_Library
Instagram - @mapualibrary

Section II: INSTITUTIONAL LABORATORY MANAGEMENT OFFICE

The Institutional Laboratory Management Office (ILMO) was created to direct the operation of all laboratory facilities based on class schedules and research undertakings. ILMO ensures that the different laboratories have the basic and advanced facilities and equipment that students need. Under the supervision of the Executive Vice President for Academic Affairs, ILMO is in-charge of the operations and maintenance of the laboratory facilities and equipment. ILMO serves all undergraduate and graduate programs and the Senior High School Department in upgrading the laboratories to keep up with the technological developments in the industry. Moreover, ILMO assists in the establishment of networks with some government agencies, industry partners and other academic institutions.

ILMO is in Intramuros on the 2nd floor of North Building (besides N206) and in Makati beside MPO224.

The following laboratory rooms of the different Academic Schools and Departments (ASD) are being managed by ILMO in Intramuros and Makati campuses:

1. Intramuros campus
    - School of Architecture and Planning, Industrial Design and the Built Environment (AR-ID-BE)
      (S402, S403A&B, S404, S405, S407, S409, S411, S413, S300, SW401, SW404, SW406)
    - School of Chemical, Biological and Materials Engineering and Sciences (CBMES)
      (N313, N400, N401, N402, N403, N404, N405, N406, N407, NW100, NW102, NW401, RL6&RL7@YIC)
    - School of Civil, Environmental, and Sanitary and Geological Engineering (CEGE)
      (S100, S101, S102, S104, S104A, S105A & B, S207, Surveying office)
    - School of Electrical, Electronics and Computer Engineering (EECE)
      (N200, N202, N204, N205A&B, N206, N207, N209, NW200, NW202, NW203, NW204, NW205, NW304)
    - School of Foundational Studies and Education (FES) for Physics
      (W300, W302, W304, W306, W308, W310, W312, W314)
    - School of Industrial Engineering and Engineering Management (IE-EMG)
      (S202, SW202)
    - School of Mechanical, Manufacturing, and Energy Engineering (MME)
      (N100, N102, N105, N106A&B, N108, N110, NW101, SW100, SW102, SW107)
    - Senior High School (SHS)
      (N401, N403, W304)
2. Makati campus
    - School of Health Sciences (HS)
      (MPO410, MPO702, MPO703, MPO704, MPO706)
    - School of Medicine (M)
      (MPO701, MPO708, MPO712)
    - School of Nursing (N)
      (MPO710, MPO711)
    - School of Media Studies (MS)
      (MPO502, MPO509, MPO511, MPO512)
    - Senior High School (SHS)
      (MPO209, MPO210, MPO211)

General Guidelines for the Use of ILMO Laboratory Facilities:

a. Students are not allowed to enter the laboratory room without the faculty/adviser and/or laboratory personnel.
b. Foods and drinks are not allowed inside the laboratory room.
c. Wearing of shorts, sleeveless tops and open shoes are not allowed in all laboratory facilities with chemical, electrical and mechanical hazards.
d. All laboratory users are required to wear appropriate Personal Protective Equipment (PPE).
e. No one is allowed to use the laboratory room without the duly accomplished reservation forms.
f. All ILMO forms can be downloaded from the Mapúa website.
g. Reservation is subject to the availability of the equipment and laboratory personnel and on a first-come, first-served basis.
h. Students working on thesis/research/capstone projects shall:
    1. coordinate with ILMO staff on the details of their laboratory activity,
    2. submit duly accomplished laboratory reservation form to ILMO at least three (3) days prior to schedule,
    3. provide all chemicals/materials for their projects, and
    4. dispose all hazardous wastes and/or concrete debris generated from their projects.

	LABORATORY RESERVATION FORM FOR STUDENTS	Document No. : FM-LM-01-04 Effective Date: November 2, 2021

☐ ILMO Laboratory Room/Facility _____ ☐ Apparatus/Equipment/Tools

Name of Student and Student No.:	School/Department:	Date Applied:
Confirmed by Laboratory Technician: Signature over Printed Name	Date and time of use:	
Purpose: (Course Code / Thesis/Research Title / Investigatory/Special Project Title)		

	Quantity	Apparatus/Equipment/Tools		Quantity	Apparatus/Equipment/Tools
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

I/We hereby acknowledged that I received the above equipment in good condition. I/We am/are responsible for any damage to and/or loss of equipment or injury to persons arising from its use.

Requested by:	Noted by:	Recommended by:	Approved by:
Student Signature over Printed Name	Adviser / Faculty Signature over Printed Name	Dean / Program Chair Signature over Printed Name	ILMO Director Signature over Printed Name

i. Students of Advanced Chemistry laboratory courses shall:
   1. be issued a locker at the start of the quarter to keep all apparatus to be used for the entire quarter,
   2. submit duly accomplished Request for Locker and Laboratory Apparatus/Glassware form to the Apparatus Stock Room, and
   3. return all apparatus/glassware and surrender the locker at the end of the quarter.

j. Students working on thesis/research/capstone projects can also request use of a locker on a per quarter reservation and on a first-come, first-served basis.

k. In case of accident/incident, a Laboratory Incident Report Form shall be prepared by the ILMO personnel.

l. In case of breakages/losses, students shall be required to fill-out the Loss/Breakages Acknowledgement and Billing Form. The students will be billed by ILMO and shall pay at the Treasurer's Office.

	LOSS / BREAKAGES ACKNOWLEDGEMENT AND BILLING FORM	Document No. : FM-LM-67-01 Effective Date: November 2, 2021

I/We hereby declare that I/we shall pay the item(s) that I/we used that was determined damaged or lost, after thorough checking by the Laboratory Technician. I/We shall be responsible to settle the obligation before the end of the quarter/semester.

Student's Name / Student No: _____ Date/Time: _____
Signature over Printed Name

Course & Section: _____ Quarter/Semester & SY: _____

Noted by: _____
Faculty member's/Adviser's Signature over Printed Name

ITEM/S DESCRIPTION	QUANTITY	AMOUNT

Checked and Billed by: _____
Laboratory Technician's Signature Over Printed Name

Charge Number and Billing Date: _____

Section III: DEVELOPMENT OFFICE FOR INFORMATION TECHNOLOGY

1. INTRODUCTION

The DEVELOPMENT OFFICE FOR INFORMATION TECHNOLOGY (DO-IT) provides all the information and communications technology needs and requirements of Mapúa University.

1.1 Vision

The Development Office for Information Technology, with its competent workforce, provides appropriate ICT services, through the utilization of existing and new technologies, committed to effect continuing quality improvement in the academic, administrative, and student services.

1.2 Mission

We are a workforce of researchers and innovators that instigate a secure, reliable and fault-tolerant information infrastructure; we pioneer solutions and adopt the industries' best practices to deliver information with accuracy and reliability.

2. MYMAPÚA

Through the myMapua portal,

(a) Students may view their own grades

(b) Students may view their own curriculum

(c) Students may pay matriculation charges online

To register

(a) Go to the myMapúa portal, https://my.mapua.edu.ph.

(b) Sign in with your username and default password found on your Generated Schedule of Assessment (GSA).

(c) Fill up all the necessary personal information like Name of student, Student number, Program, Birth date, etc.

(d) Enter the word that is generated by the CAPTCHA security service.

(e) Review all the inputted information and press the Submit button.

As an improvement to the service, the department, provisioned Office 365 myMail accounts for the students. The myMail accounts allowed for single sign-on wherein students need only to logon once to access the various services offered by myMapúa.

3. CARDINAL PLUS

With the launching of the CARDINAL Plus© (CARD and Integrated Network Access Log-in Plus), MAPÚA has evolved into a Smart Campus and is now at the forefront of technological innovation. In 2001, MAPÚA became the first school in the Philippines to implement this particular identification system. The card is an integrated, multiple activity contactless card containing the services and entitlement of data relating to the cardholder and can be used at terminals deployed in the University. It also serves as an ATM Card powered by RCBC MyWallet (a YGC Member).

The following steps must be taken in the event that a student loses or damages his ID.

3.1 FOR LOST ID

1. Apply for an Affidavit of Loss and submit it to the following offices for clearance:

   Intramuros Campus - Office of the Prefect of Discipline (OPD)
   Makati Campus - Center for Student Activities and Discipline (CSAD)

2. Submit the Affidavit of Loss and Clearance along with your CM to the Development Office for Information Technology (DOIT) for assessment.
3. DOIT will bill you for the ID Replacement Fee.
4. The picture and signature will be taken again to update the record.
5. Claiming of ID is within the day.

3.2 FOR DAMAGED ID

1. Proceed to the Development Office for Information Technology (DOIT) for assessment.
2. DOIT will bill you for the ID Replacement Fee.
3. The picture and signature will be taken again to update the record.
4. Claiming of ID is within the day.

4. INTERNET CONNECTIVITY AND BANDWIDTH PROVISION

The University has achieved its planned expansion of internet bandwidth. As of 2026, both the Intramuros and Makati campuses sustain 1 Gbps capacity, reinforced by dual Internet Service Provider (ISP) redundancy to ensure reliable and uninterrupted academic and administrative services. In addition, membership in DOST-ASTI PHopenIX, a neutral and non-commercial Internet Exchange, has further improved the University's internet connection to support increasing institutional requirements.

The expansion of bandwidth and interconnection services provides reliable access to institutional online platforms, including the Mapúa University website, the myMapua portal, the library system, and the Learning Management System (LMS). These enhancements also support access to external research resources vital to students and faculty. In addition, the strengthened infrastructure enables efficient communication across campuses through video teleconferencing and voice-over-IP (VoIP) systems, thereby fostering collaborative academic and administrative functions.

5. MANAGEMENT INFORMATION SYSTEMS

With the coming of age of the University's computerization efforts, the need for more information increases as each school entity recognizes the advantage of the underlying technologies that integrate various aspects of the business processes. This enables the University to provide enhanced productivity tools that caters not only to the students, but also to their employees and alumni.

Systems for Online Admissions and Entrance Examination Results, Fully Online Programs, Peer Advising, Graduates Verification, Online Laboratory Assessment and Online Faculty Evaluation to name a few, not only significantly addressed the needs of Mapúa's stakeholders, but also drive the University's business goals.

DO-IT is also tasked to develop various services that go beyond the norm but is beneficial to the whole Mapúa Community. These include systems for the Center for Guidance and Counseling, Health Services Department and Human Resources Department

The University, along with other companies under the House of Investments Group has also adopted Oracle Financials. This move will not only improve and hasten the processing of financial data and reports within various campus and affiliate schools, it also promises faster consolidation of financial reports.

6. NETWORK AND SYSTEMS INFRASTRUCTURE

All cores and edge network equipment used by the University are up to date with built-in dual power supply system for redundancy and improved quality-of-service mechanisms. The network infrastructure is scalable, reliable and efficient because of comprehensive and effective routing and switching protocols.

The network backbone, composed of fiber-optic cables, can support higher data rates or heavier traffic load such as communication via high-definition video and voice applications, file transfer, internet and other traffic.

Security appliances are already in-place providing the network and system infrastructure a comprehensive threat protection, intrusion prevention, web filtering, anti-malware and application control.

Access points are already deployed throughout the campus on both Intramuros and Makati. This access points provides campus-wide WI-FI network access for the Mapua community and guest while on campus.

Through the long-standing University's partnership with Microsoft, newer releases of Microsoft's server and client operating systems and applications gave users a more streamlined and enjoyable experience while giving system administrators better tools to manage and secure the various servers. Upgrades in the University's client domain infrastructure, client operating system and e-mail service as well as the setup of collaboration software and network monitoring systems were also undertaken.

The University also offers "Office 365 Education", a collection of services that allows you to collaborate and share your schoolwork. It's available for free to teachers who are currently working at the university and to students who are currently enrolled. The service includes Office Online (Word, PowerPoint, Excel, and OneNote) unlimited personal cloud storage, Yammer, and SharePoint sites.

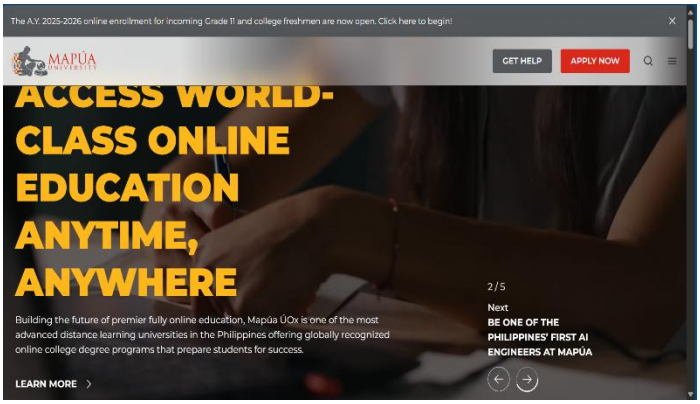
7. THE OFFICIAL WEBSITE OF THE MAPÚA UNIVERSITY

The current website is a modern design that is sleeker and more responsive. It aims to enhance the functionality and content of the website to make it more interactive and informative.

This main portal contains links to the academic and non-academic offices and departments of the University.

It also contains the various online services and social media sites of the school.

Always visit our website at https://www.mapua.edu.ph/ for the latest news and announcements.



8. PARENT PORTAL

Almost everybody nowadays is going online and has access to internet, and we know that majority of parent population are technology savvy enough to navigate a webpage. With this knowledge, DO-IT provided a portal that will cater to these young generation of parents. Once registered, validated and logged in, the portal provides features that focuses on what matter most to them. Parents can view their children's historical grades, their current class schedules, and even their gate IN/OUT records. They can also view their kid's unsettled charges, payment history and even make payment online via several online payment channels offered by the University.

9. COMPUTER LABORATORY

The University maintains computer laboratories across its campuses to provide students, faculty, and staff with access to modern computing facilities that support academic instruction, research, and administrative functions. These laboratories are equipped with up-to-date hardware, licensed software, and secure network connectivity to ensure effective learning and productivity.

The following computer laboratory rooms of the different Academic Schools and Departments (ASD) are being managed by DOIT in Intramuros and Makati campuses:

1. Intramuros
    - School of Electrical, Electronics and Computer Engineering (EECE)
      (N201, N203, N302, N304, and N306)

- School of Mechanical, Manufacturing, and Energy Engineering (MME)
  (N108 and SW302)
- School of Information Technology (IT)
  (SW408, NB1 and NB2)
- Innovation and Development Office for Career Advancement and Lifelong Learning (idCALL)
  (N208 and N308B)
- School of Chemical, Biological and Materials Engineering and Sciences (CBMES)
  (NW302)
- Senior High School (SHS)
  (SB1, SB2 and S212A)
- School of Architecture and Planning, Industrial Design and the Built Environment (Ar-ID-BE)
  (SW402 and S414)
- School of Civil, Environmental, and Sanitary and Geological Engineering (CEGE)
  (S103)
- School of Industrial Engineering and Engineering Management (IE-EMG)
  (S200 and SW201)

2. Makati
   - School of Information Technology (IT)
     (MPO201, MPO301, MPO302, MPO304, MPO310, MPO312, MPO316, MPO317, MPO318, MPO320, MPO321, MPO401, MPO402, MPO403, MPO404, MPO406, MPO407, MPO409, MPO411, MPO501, MPO507, MPO601 and Open Lab)
   - E.T. Yuchengco School of Business (ETYSB)
     (MPO601)

GENERAL SAFETY RULES AND REGULATIONS INSIDE THE COMPUTER LABORATORY ROOMS FOR STUDENTS:

1. Access and Use
   - Entry is permitted only with the instructor present.
   - Computers may be used only under instructor direction.
   - Each student is assigned a permanent terminal for the semester.
   - Unused computer time cannot be transferred to another student.

2. Equipment Care and Restrictions
   - Report terminal problems immediately to the instructor.
   - Handle equipment carefully; damages will be charged to the responsible student/class.
   - Do not alter PC configurations, install software, or interfere with system setup (BIOS, OS, files).
   - Hardware modifications or repairs are allowed only by DOIT staff.
   - Vandalism (e.g., writing on PCs, removing parts) is strictly prohibited.
   - Do not unplug devices such as UPS or computers.
   - Leave terminals neat and organized after use.

3. Software and Data
   - Unauthorized or pirated software use is prohibited.
   - USB devices are not allowed; files must be saved on SharePoint or OneDrive.

4. Conduct
   - Games, noise, and disruptive behavior are prohibited.
   - Food and drinks are not permitted.
   - Pornographic materials must not be accessed.
   - Sign pens, permanent markers, and similar items are not allowed.
   - Dispose of trash properly; keep laboratory windows closed.

5. Safety and Security
   - Never touch live circuits.
   - Know the locations of fire extinguishers, first aid kits, and exits.

- Report injuries, accidents, or breakages immediately.

LABORATORY RESERVATION PROCEDURE

1. To reserve a computer laboratory:
   (a) Complete the Laboratory Room Reservations Form.
   (b) Obtain approval and signature from the department head or dean.
   (c) Submit the approved form to the DOIT at least two (2) days before the intended use.
2. The requester shall be responsible for the proper use and care of the reserved laboratory.

Section IV: OFFICE OF THE REGISTRAR

1. REQUEST FOR CORRECTION OF NAME, DATE, OR PLACE OF BIRTH

1.1 The requestor must submit the following documents:

(a) Accomplished Request for correction of Name form (FM-RO-09)
(b) The original copy of the birth certificate with the Philippine Statistics Authority (PSA) security paper or the Alien Certificate of Registration (ACR)
(c) A personal affidavit, if of legal age, or the affidavit of parents
(d) A joint affidavit of two disinterested parties

2. REQUEST FOR DIPLOMA

2.1 The diploma is issued only once. For a duplicate copy, a letter addressed to the Registrar stating the reason for the request must be submitted.

2.2 A letter of authorization to request for, or to claim the diploma, must be presented if the applicant is not able to do so.

2.3 The following requirements must be submitted:

(a) Accomplished diploma request form (FM-RO-30 Application for Diploma)
(b) A “1” x “1” recent photo
(c) Diploma fee

3. REQUEST FOR TRANSCRIPT OF RECORDS (TOR)

3.1 Transcript of Records shall be issued only to students, or their authorized representative, and to the school where a dismissed student has transferred.

3.2 An official request from the school or the MAPÚA TRANSFER CREDENTIAL RETURN SLIP is needed to process the TOR.

3.3 Newly graduated students must apply for the transcript of records and diploma simultaneously.

3.4 Undergraduates and old graduates may apply anytime

3.5 Transcript request form (FM-RO-31 for Baccalaureate Degree / FM-RO-32 for Graduate Degree) must be submitted at the Customer Service Section of the Office of the Registrar.

3.6 Mailing of transcript of records abroad

(a) Students may request for their official transcript of records through e-mail, or snail mail. Request form from school where the official transcript of records is needed must be attached.
(b) Pertinent information like name used while studying in the university, program, date of graduation, and date of birth must be indicated.

4. REQUEST FOR CHED CERTIFICATION, AUTHENTICATION AND VERIFICATION (CAV)

4.1 Requirements for CHED Certification, Authentication, and Verification (CAV)

(a) Accomplished Request for CAV form (FM-RO-33)
(b) A clear duplicate copy of the official transcript of records
(c) A clear duplicate copy of the diploma
(d) A certification of enrollment (for undergraduates only)
(e) A letter of authorization to transact or to claim (if the applicant is not available)

5. REQUEST FOR DIPLOMA/TRANSCRIPT OF RECORDS AUTHENTICATION (LOCAL)

5.1 Requirements for Diploma/TOR Authentication (LOCAL)

(a) Accomplished Service Request form (FM-RO-28)
(b) A clear duplicate copy of the diploma and/or transcript of records
(c) An authorization letter (if the applicant is not available)

6. REQUEST FOR OTHER CERTIFICATIONS

6.1 Requirements for Academic record-related certifications

(a) Accomplished Service Request form (FM-RO-28)

(b) An authorization letter (if the applicant is not available)

7. REQUEST FOR TRANSFER CREDENTIALS (HONORABLE DISMISSAL)

7.1 All inactive students/graduates who shall transfer to another school should apply for his/her transfer credentials (honorable dismissal).

7.2 Transfer credentials shall be released to students at the Customer Service Section of the Office of the Registrar after receipt of the duly accomplished request form and payment.

7.3 Application for Transfer Credential form (FM-RO-29) must be submitted at the Customer Service Section of the Office of the Registrar.

Section V: HEALTH SERVICES DEPARTMENT

In accordance with the present policy of the government requiring a yearly medical examination of all students enrolled in private schools, colleges and universities, the University has maintained a medical clinic for that purpose. The services of a medical director and a staff of physicians together with a staff of nurses have been engaged by the University to take charge of the protection and the maintenance of the health of the MAPÚA population most especially the students.

1. MEDICAL SERVICES

1.1 Basic Services include:

a) Physical examination of incoming freshmen which includes chest x-ray, complete blood count and urine examination.
b) First aid treatment of walk-in patients with wounds, fever, headaches, sore eyes, colds, cough, diarrhea, asthma, sprain and other minor illnesses.
c) Referral to a medical specialist for cases requiring further evaluation and management.
d) Emergency care in case of serious illness or injury. The patient is afterwards taken to Tertiary hospital/medical facility which is affiliated with MAPÚA.
e) Free computerized eye check-up with the aid of a private optometrist once a year.
f) Maintenance of medical health records.

1.2 Supplementary Services include:

a) Vaccination and isolation of students with communicable diseases like hepatitis, chicken pox, conjunctivitis, measles, etc. Students are charged a minimal fee for the cost of the vaccines.
b) Inspection of school surroundings and facilities to maintain sanitation and cleanliness in the campus.

c) Recommendation for the improvement of school surroundings and facilities for the protection of the physical health of the MAPÚA community.
d) Administration of seminars on drug abuse, on coping with stress, etc. in the interest of the general well-being of MAPÚA students.

2. DENTAL HEALTH SERVICES

2.1 Dental health services are rendered to students and likewise extended to the rest of the MAPÚA community.
a) Dental examination of incoming freshmen and upperclassmen at least once a year or when deemed necessary.
b) Treatment and restoration of decayed teeth.
c) Extraction of diseased or fractured teeth.
d) First-aid treatment of cases requiring immediate attention such as post extraction hemorrhage or traumatic injuries.
e) Preventive procedures such as oral prophylaxis, oral hygiene instructions and dietary analysis.
f) Maintenance of dental health records.
g) Maintenance of a referral and follow-up system for cases not within the scope of the school dental services.

Section VI: CAMPUS DEVELOPMENT AND MAINTENANCE OFFICE

1. FUNCTIONS OF THE CAMPUS DEVELOPMENT AND MAINTENANCE OFFICE (CDMO)

The Campus Development and Maintenance Office carry out the following functions:

1.1 Maintains a campus environment that is conducive to learning through a regular upkeep of buildings and grounds and all facilities and equipment therein.

1.2 Provides students, faculty members and employees with the necessary facilities and equipment that shall enable them to effectively discharge their duties and responsibilities.

1.3 Implements corrective measures for the improvement of student and personnel services.

1.4 Maintains a clean and safe environment through sanitation and waste management.

2. GUIDELINES FOR THE USE OF THE GYMNASIUM, AUDIO-VISUAL ROOMS (AVR), SEMINAR ROOM, MAPUA CARDINAL CINEMA AND SMART CLASSROOMS

The university has the following function rooms which can be used as a venue for the faculty, students and employees for events that require multi-media services:

Intramuros Campus
- 3 Audio Visual Rooms
- Smart Classrooms
- Seminar Rooms

Makati Campus
- Mapua Cardinal Cinema
- Smart Classrooms
- Global Classrooms

2.1 Reservation

a. No one is allowed to use the function rooms without the required permit.
b. Reservation forms are available at the Campus Development and Maintenance Office (CDMO) from 8:00am to 5:00pm (Monday to Friday).
c. Reservation forms must be filled out and to be submitted to CDMO at least 3 working days before the intended activity between Monday to Friday from 8:00am to 5:00pm.
d. Only school deans, department heads and faculty advisers are authorized to sign the application form. If it is a student activity, approval from OSAAR shall be secured first before CDMO approves the request.

e. Reservation is on a first-come, first-served basis.
f. Final approval of requests for reservation shall come from the Campus Development and Maintenance Office.

2.2 Guidelines

a. Students shall not be allowed to enter any function rooms without the approval from CDM. Must be accompanied by a faculty member.
b. Users of any of the function rooms are expected to observe total cleanliness and orderliness. The faculty member concerned shall be responsible for the conduct of the students.
c. Food, drinks and school bags are not allowed inside the function room.
d. Any damage and/or loss of property shall be the responsibility of the requesting party/department.
e. Bringing in of office furniture and equipment must have prior approval from Campus Development and Maintenance Head.
f. Physical set-up must also have prior approval.
g. Students should observe the proper use of the air-conditioned rooms. Rooms must not be left open. Users must refrain from frequent switching of temperature control.

2.3 Prohibited Events

a. Exhibits may be allowed in the lobby area only. Exhibit materials, however, are not to be attached to the walls.
b. Lectures not requiring multi-media aid.
c. Organizational assemblies not requiring multi-media aid.
d. Any other event which the Office of the Vice President/Head of Campus Maintenance, Development & Operations and/or Campus Development and Maintenance Head may find not suitable for the AV room.
e. Regular scheduled classes and examinations.
f. Use of open flames, pyrotechnics, fireworks, smoke effects, combustible materials, or hazardous chemicals is strictly prohibited in all function rooms and gymnasium.

3. GUIDELINES FOR PARKING

3.1 Parking accommodations inside the Intramuros campus premises are only for non-teaching and teaching employees. For the Makati campus, employees and students are allowed to park inside the campus premises.

3.2 The NO STICKER, NO ENTRY policy shall be strictly enforced.

3.3 Before entering the school compound, all vehicles should come to a complete stop at the main entrance for the checking of the car sticker issued by MAPÚA. The person using the vehicle shall be required to open the trunk compartment for inspection and search by a security guard who shall repeat the procedure before the vehicle leaves the school compound.

3.4 All persons inside the vehicle must have valid MAPÚA ID's. All ID's must be shown to the security guard upon entering the compound. Passengers of the vehicle including the driver who are not students, faculty members or employees shall be required to register in the Visitor's Log Sheet at the Security Information Lobby.

3.5 Stickers should be posted inside the windshield on the right corner for the immediate scrutiny of the security guards. Security guards are authorized to confiscate stickers not properly pasted. Stickers once posted shall not be removed and transferred to another vehicle. The rule is: ONE VEHICLE, ONE STICKER. Lamination of stickers shall not be allowed.

3.6 Damage or injury to persons or property caused by vehicles within the compound shall automatically mean that the parking permit of vehicles involved shall be suspended until after the investigation is completed and the responsibility thereof is established.

3.7 Occasionally, parked vehicles shall be inspected without previous notice. The user of the car must cooperate by opening the trunk compartment for inspection and search.

3.8 The Mapúa University shall not assume responsibility for the loss or damage of vehicles and the contents thereof and for any damage caused by such vehicles or drivers thereof.

3.9 If a car is parked without any person assigned to watch it, the vehicle should be securely locked with all windows closed.

3.10 Unnecessary noise from cars and other vehicles such as burglar alarms, stereos and/or cassettes while inside the school compound is prohibited.

3.11 No staying overnight of vehicle inside the campus premises will be allowed unless permission has been granted.

3.12 In STHM Manila Bay campus, parking can be availed of from Ayala Malls Manila Bay.

Section VII: SECURITY OFFICE

The Security Office is entrusted with the responsibility of keeping peace and protecting people and property within the University.

Its functions and responsibilities are the following:

1. Spot and random verification of ID shall be regularly done by MAPÚA security officers.

2. Doers of wrongful acts causing physical injuries, damage to property, vandalism, theft and other criminal acts within the MAPÚA compound shall be apprehended and brought to the Office of Student Activities or Office of the Prefect for Discipline for investigation and proper action.

3. Violation of other misdemeanors by the student shall also be reported by the apprehending officers to the Prefect and the school/department where the student belongs.

4. Bags, bundles, knapsacks, etc. of students entering the MAPÚA premises shall be inspected by the MAPÚA guards in order to prevent entry of prohibited or dangerous materials within the premises.

5. Any unauthorized person, intruder or outsider found or apprehended within the premises must be duly identified, his name recorded in the MAPÚA Security Service Logbook, and brought directly to the nearest police precinct for investigation and proper action.

6. Strict prohibitions must be enforced against the carrying of firearms or other weapons within the campus. The weapons may be turned over to the police.

7. No liquor should be allowed inside the campus. A drunk employee or student will not be allowed to enter the campus.

Section VIII: THE 1925 SHOP (FORMERLY MAPUA BOOKSTORE)

1. The 1925 Shop's operating hours are as follows:
   Intramuros, 7:00AM – 5:00PM, Monday – Saturday
   Makati, 8:00AM – 5:00PM, Monday - Thursday

2. The 1925 Shop offers the following:

   a) School and PE Uniforms
   b) Textbooks and Manuals
   c) School supplies
   d) Personal care supplies
   e) Official Mapúa merchandise
   f) NCAA tickets
   g) Toga rentals for commencement exercises
   h) Payment for car stickers
   i) Photocopying services

The 1925 Shop is the sole source of Official Mapúa merchandise. No student/employee/alumnus is permitted to replicate Mapúa trademarks and sell merchandise bearing these trademarks without the prior written approval of Mapúa University.

Section IX: MAPUA CANTEEN

1. The MAPÚA canteen is located on the ground floor of the West Building in Intramuros.
2. The canteen in Makati is located on the ground floor.
3. Breakfast, lunch and early dinner as well as snacks are served. The main canteen is open from 6:00 AM to 7:00 PM.
4. Catering services are also available for birthday parties and other functions. A variety of menus are available including pastas, salads and all-time favorites.
5. In the STHM Manila Bay Campus, the canteen is called Mess Hall. It is located between the Multi-Purpose Hall and the culinary laboratory kitchens. It is more than 70 sqm in size and can accommodate up to 50 pax comfortably. The Mess Hall does not currently provide food service, but food bought from outside may be brought in and enjoyed in the Mess Hall. Clean-as-you-go (CLAYGO) is strictly observed.