

## FOREWORD

The University of the Immaculate Conception's conscious effort for consistent and coherent academic and global direction is geared towards the realization of its commitment to transformative Ignacian Marian education as the strong foundation of every UICian. Learning is growth for every person to become a witness to faith, excellence, and service in varied socio-cultural setting; hence, character formation is the essential element of the Tertiary Department's educational purpose guided by the spirituality and way of life of Venerable Ignacia del Espiritu Santo.

This 2018 edition of the Student Handbook contains expected outcomes of what and who a graduate of a specific Program should become. Such outcomes are significantly articulated in the institutional learning outcomes emanating from the revised vision, mission, goals, quality policy, and quality objectives of the University. Furthermore, this edition covers information that describes UIC's stands as a Catholic, Filipino, RVM institution and how it envisions UICians to be – *Ignacian Marian leaders: responsible global citizens imbued with profound faith in God, inspired by the spirituality of humble service, committed to a continuous search for excellence.*

May this handbook serve as a guide to the Tertiary Department in its endeavor to develop learners into whole persons who recognize one's Christian role of exemplifying ethical and corporate responsibilities in a humane society through a constant encounter with Jesus Christ and with others.

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## UIC'S ROOTS



The University of the Immaculate Conception traces its roots to the first community of women founded in 1684 by Ignacia del Espiritu Santo. The few available documents about her tell us that she was baptized **IGNACIA DEL ESPIRITU SANTO**. Her father, Jusepe Iuco, was a Chinese from Amoy, China while her mother, Maria Jeronima, was an Yndia as the Filipina was called then. Ignacia was the eldest of four children. She was baptized on March 4, 1663, at the Holy Kings of Parian, but she grew up in Binondo, Manila, the place for converted Chinese. Her three siblings all died in infancy.

On account of Murillo Velarde, a Jesuit historian and contemporary of Mother Ignacia del Espiritu Santo, Ignacia's parents wanted to marry her off when she was 21 years old. Feeling that married life was not the destiny God had assigned her she sought God's will under the spiritual guidance of a Jesuit priest, Fr. Pablo Clain, who encouraged her to do the Spiritual Exercises of St. Ignatius de Loyola. The fruit of this retreat was her decision to "serve God by the sweat of her brows."

Ignacia's way of life attracted and appealed to many ladies who joined her; thus, the Beaterio de la Compañia de Jesus was born. Ignacia's group received this name because they frequently visited the Jesuit Church.

Life was difficult for the group of women in the beginning. They used banana leaves for plates, ate in the "batalan" during moonlit nights to save oil for the light, and gathered firewood around the streets. Mother Ignacia, whose life of prayer and penance included carrying the cross under the noonday sun, exhorted her companions to pray for God's mercy and to trust in Divine Providence.

Guided by the 1726 Rules, Mother Ignacia relinquished her position as head of the Beaterio to Mother Dominga del Rosario. The Rule stressed that everyone in the house belonged to the family of Mary, and her primary responsibility is to know and serve the Lord, to live one's life on earth according to His teachings and to attain eternal union with Him in heaven. The law of charity was emphasized in the Beaterio, and so were humility and service.

On September 10, 1748, Mother Ignacia del Espiritu Santo died at the age of eighty-five. She was buried at the Church of St. Ignatius. Her funeral was honored by the

presence of ecclesiastics and Spaniards who bore her coffin. Murillo Velarde has this to say about her:

“She was genuinely a valiant woman, overcoming not only the great difficulties met from the very founding of the institution up to its completion, but more specifically, for having conquered with singular persistence the three species of indolence most arduous and difficult to overcome: those innate in the country, those natural to her sex, and those congenital in the very entrails of the nation. She was mortified, patient, devout, abdicated spontaneously the government of that house, without allowing herself to be overcome by the desire to command, which can be likened to a wood-borer that destroys such hardwood as the cedar or hyssop.”

The group that Mother Ignacia started received Civil Protection from the King of Spain on November 5, 1755, after having passed the scrutiny of the Royal Audiencia. Their service unanimously rated as laudable to the city of Manila, and the Council of State in Madrid considered its contribution as significant to the evangelization and colonization of Spain. The Archbishop of Manila noticed the exemplary life of service of this group of women and wanted something done for the Beatas. The letter runs as follows:

“Since these pious women give much edification to all by their manner of living since they help the public welfare by educating and teaching the young, and since immeasurable spiritual benefits are derived from the Spiritual Exercises of St. Ignatius, I beg to appeal to your Majesty’s clemency and benignity to favor these women, permission and approval to continue their holy life, serving as example to other natives, for the glory of His Divine Majesty and common good of the Spanish Republic.”

This process of the eighteenth-century Spanish accreditation of a native group of women coming through Spain’s initiative was a landmark in the history of the Philippines, afflicted by racial discrimination where the Spaniards were considered first-class citizens and the natives third class. This was the time when the “patronato real” or real subsidy and the natives were judged as immature in faith and adult in age but childish in behavior (forty years with a mind of a child). As regards women, religious convents founded by them were supposed to be for Spaniard’s membership and to be cloistered as in the case of Beaterio de Sta. Clara and Beaterio de Sto. Domingo later.

With the preceding as the signs of the times, the Beaterio de la Compañia de Jesus founded by Mother Ignacia del Espiritu Santo was seen as an organization of women:

- living by the sweat of their brows – “not a financial burden to the government”;
- governed by themselves;

- a united, disciplined, and well-behaved group who caused no gossip in the town;
- helping the Church and country in carrying out educational and catechetical work, dormitory work and retreat for women of all walks of life.

“Mother Ignacia del Espiritu Santo is the genuine product of the highest order of the nation and a fitting model of womanhood.” An article in the September 7, 1893 issue of the weekly paper, *La Ilustracion Filipina* runs as follows: “She was the foundress of a religious institution that still lives its pristine spirit vigorously two centuries after its foundation.”

On the other hand, the Philippine National Historical Association recognized her as:

- the first Filipina to start the first Filipino congregation for women in the Philippines;
- the female organizer of retreat movements for women throughout the world;
- one of the pioneers of Christian education of the youth in the Philippines.

The congregation she started was described during her time as the “blossoming of virtues and virginity in a thorn-choked desert.” The twentieth-century Philippines called the Religious of the Virgin Mary, the present name of the Beaterio as the citadel of religion and culture and the reincarnation of authentic Marian devotion in the Philippines. (Ang Mahal na Birhen, 1975).

Down the centuries, Mother Ignacia del Espiritu Santo has been described as a discerning woman of courage with a strong faith in God. This faith propelled her to make bold initiatives in spite of obstacles to be of service to all people, especially the poor, her very own people and discriminated against. This was the most significant service she rendered to her country and the Church.



## THE HISTORICAL DEVELOPMENT OF UNIVERSITY OF THE IMMACULATE CONCEPTION

The University of the Immaculate Conception (UIC) traces its roots to the Beaterio dela Compañia, the first community of indigenous women formed during Hispanic colonial times. Ignacia del Espiritu Santo, a mestiza from Binondo who decided to serve the Divine Majesty by the sweat of her brow started the Beaterio dela Compañia in 1684. This community of indigenous women, now better known as the Congregation of the Religious of the Virgin Mary (RVM), has grown through the years. It has extended itself through its different ministries especially in the area of education.

The mission of the RVM in Mindanao started in 1902 when the late Rev. Superior General, M. Ma. Efigenia Alvarez sent three Sisters to Davao City. They were M. Severina Santos, Superior, M. Clara Ramirez and M. Engracia Herrera. When they arrived in Davao, they met with the Hon. Teodoro Palma Gil who was appointed Davao deputy representative to Governor General Harrison. The pioneer Sisters stayed in the residence of the Palma Gil Family. After three years, the Sisters, in 1905, started to catechize Davao children. Mrs. Sinforosa Bangoy vda de Joven donated a house, which the Sisters converted into a dormitory and classrooms.

With the increase in enrollment in 1906, the house of Mr. Cenon Rasay in San Pedro-Anda intersection was used to provide classrooms. In 1907, the construction of the Sisters' Convent was started in San Pedro-Bolton-Claveria site. At the end of the year, the Sisters transferred to their new convent. Established initially as exclusively for girls, the RVM Sisters laid the foundation starting as a parochial school named "Escuela Catolica de San Pedro" with only the primary and intermediate courses offered and were given government recognition in 1933.

When the high school opened in 1934, the school assumed the name "Immaculate Conception Academy," and by 1938, the first batch of high school students graduated. By then, the school had been re-named "Immaculate Conception Institute."

As World War II broke out in 1941, the school closed and was re-opened five years later. The school received government recognition for the high school level in 1947. A year later, the school was re-named "Immaculate Conception College (ICC)" which then offered initial two collegiate courses namely: Collegiate Secretarial and Pharmacy.

In the fifties, from 1951-1958, Immaculate Conception College (ICC) opened additional courses: BS in Education, BS in Home Economics, BS in Music, and BS in Elementary Education.

With the increasing enrollment and the demand for more courses, the following programs were added in 1961-62, namely: Liberal Arts, BS Commerce, and BS Medical Technology.

In 1969, the Grade and High School Departments were moved to ICC's new site at Fr. Selga St. and followed by the College Department in 1971. Three more courses were then added namely: BS Chemistry, Pharmacy Aide, and BS in Nutrition and Dietetics.

Mindful of its mission to deliver quality education, the Grade School, and High School Departments became one of the PAASCU accredited schools in the 1970's. In 1976, ICC got its formal accreditation for the three programs, namely, Liberal Arts, Education, and Commerce.

Moreover, in 1983-1986, four more courses were opened: Cafeteria Management, BS in Civil Engineering, MA in Theology, and MA in Elementary Education. With the various expansions going on, a six-story building was built at Bonifacio Street in 1985 and was inaugurated on December 6, 1986. The building housed the Engineering, Liberal Arts, Education, and Commerce programs.

On May 1, 1992, DECS Secretary Dr. Isidro Cariño granted ICC the University Status. It took the name "University of the Immaculate Conception (UIC)." The school was then 87 years old.

It was in the nineties (90's) when the school was challenged to become more responsive to the needs of Davao City. More science and technology courses were opened, namely; BS Computer Engineering, BS Electronics and Communication Engineering, and BS Computer Science. The graduate school also picked up its pace and added more courses especially when Fund Assistance for Private Education (FAPE) identified UIC as one of the training centers of its scholars for Chemistry, Physics, and Engineering. With this, additional courses were opened: MA in Educational Management, MA in Values Education, MA in Teaching College Physics, MA in Teaching College Chemistry, and MA in Engineering Education major in Civil Engineering and Electronics and Communications Engineering. With the offering of more programs in the Bonifacio campus, another six-story building was built in 1996.

True to its commitment to lead in science and technology and to serve the larger community, UIC established in 1993 the Computer Center that paved the way to the automation of the university's registration and cashiering systems. Moreover, the Science Resource Center (SRC), a full-service laboratory was established in 1994 to provide science faculty and students with technical assistance as well as extensive, in-house, hands-on training on sophisticated laboratory testing equipment. Since then, the center offered professional analytical services to external clients for a nominal fee. It is equipped to handle analysis of soil, leaf/plant tissue, fertilizer, food/feed, water/wastewater, ores/mines, fats and oils, pharmaceutical, and other samples. It also undertakes collaborative researches with clients and funding agencies, apart from in-house researches. Since late 1999, the SRC has enjoyed the recognition as a DENR-recognized environmental laboratory, having complied with the documentation, analytical performance and technical requirements of DENR Administrative Order

No. 63, Series of 1998. At the time the recognition was awarded, the Center is one of only 12 laboratories in the Philippines (and one of only two in Mindanao) that are so recognized.

Since its creation in 1994, the Science Resource Center has adhered to the quality guidelines of ISO/ IEC Guide 25 in its operation. It is now geared toward fulfilling the requirements of ISO 17025, a manifestation of the SRC's continuous quest for quality!

Alongside the same thrust, the Clinical Laboratory and Training Center was also established in 1997, to strengthen the training of the Medical Technology students while at the same time catering to the needs of the outside community.

Steadfast to its mission, UIC ushered in the 3rd millennium, (the year 2000) answering the needs and challenges of the time. The College Department opened a few new courses, namely: Bachelor of Science in Information Technology and Bachelor of Science in Information Management in response to the fast advancing information and communication technology of the present global society. Likewise, other undergraduate programs offered were BA major in Psychology (2001), BS Nursing (2002), BS Pharmacy major in Clinical Pharmacy (2004), BA major in Philosophy (2006), and BS Hotel and Restaurant Management (2006). Likewise, the Graduate School in 2003 offered additional programs namely: MS in Pharmacy, MS in Information Technology, MS in Information Management and Master in Business Administration. In 2004, the first doctoral degree program, Ph.D. in Educational Leadership was offered. Doctor in Business Management, Ph.D. in Education major in Applied Linguistics, MA in Education major in Guidance and Counseling followed this offering in 2006.

In response to the needs of the community, the university launched an “E-LEARNING PROGRAM” – a web-based learning strategy serving all departments/ sections. It is a network of services to create, deliver and facilitate learning-teaching process whether inside or outside the traditional classrooms.

Together with the launching of E-Learning program was the putting up of the state-of-the-art facility for Information Technology Resource Center (ITRC). It is a modern computer, information and communication technology laboratory. The installation and use of these facilities are aimed at providing UIC students with the best training in computer science, engineering, information and communication technology.

Another most significant highlight for the year 2000 was the transfer of the Grade School and High School Departments to a beautiful, sprawling 7-hectare UIC Bajada campus. It has its own new, majestic and imposing 3-story building complete with facilities. These are the air-conditioned auditorium, audio-visual/conference room, library, computer, and science laboratories and a gymnasium. A very extensive playground and a chapel provide the pupils with an opportunity to grow not only intellectually but also spiritually, physically, and psychologically.

Hand in hand with the offering of additional degree programs and facilities development, the college department continued its pursuit of delivering quality education by working for the PAASCU accreditation of the other programs. The Pharmacy program got its formal accreditation in 2001. UIC, having exhibited excellence in its various endeavors, was granted by the Commission on Higher Education “deregulated status” in 2001. On the same year, the Bureau of Immigration also granted a permit to UIC to accept foreign students and finally UIC received its autonomous status in 2003.

The same holistic concern for the development of students led to the renovation of the former grade school building to ND/HRM Laboratory at Fr. Selga Campus in 2007. During this same year, the ITE program was given by the CHED the recognition as Center of Development (COD) for Information Technology and in 2010 the Education Program as Center of Excellence (COE). In 2009, the Grade School and High School Departments were granted Level III accreditation status by the Federation of Accrediting Associations in the Philippines FAAP while the Information Technology Education had its formal accreditation in 2009. In 2011, the Accountancy, Medical Technology, and Computer Engineering had their PAASCU Preliminary Visit.

To improve its infrastructure and provide better accommodation of the clientele, an additional building was constructed at UIC Bonifacio Campus in 2010, which housed the administrative and service offices, the Graduate School and the Mini-Auditorium.

Responding to the challenges of the changing educational landscape in the country particularly the K to 12, a separate Kindergarten building was constructed in the Bajada Campus in April 2012. In September of the same year, the Assumption Hall was built in the Fr. Selga Campus to provide wider space for the Community Development Service, Alumni Affairs, and ROTC Offices.

In line with the University’s commitment to respond to the academic needs of the community, three additional degree programs were offered starting SY 2014-2015 namely: Bachelor of Science in Architecture, Bachelor of Science in Tourism Management and Bachelor of Physical Education major in School Physical Education.

The University of the Immaculate Conception (UIC) with its continuous effort of responding to the signs of the times, undertook the creation of an incubation facility that aims to put the university’s research outputs into use by assisting start-up companies or entrepreneurs-to-be through a comprehensive business assistance program. This was put into action through the establishment of a new office: the IT Development and Incubation Facility (ITDIF) in 2014.

In SY 2016-2017, two additional graduate programs were given recognition by CHED. These are Master in Counseling and Master in Pastoral Ministry specialized in Family Ministry and Counseling, Pastoral Management and Retreat Directing. Recognizing the need for continuous improvement through accreditation, three (3)

more college degree programs were granted Level I status by FAAP, in May 2015, i.e., Accountancy, Computer Engineering, and Medical Laboratory Science.

During the last quarter of 2015, the University of the Immaculate Conception (UIC) finally responded to the rising demand in the technical vocational education and put up the M. Ignacia Career Development Center. The university, with its objective to help create opportunities for people through enhancement of their technical skills has received TESDA Assessment Center accreditation in Cookery NC II, Bread and Pastry Production NC II, Bartending NC II, Front Office Services NC II, Food and Beverage NC II and Housekeeping NC II in November 2015. The following year, January 2016, UIC has also received Certificate of Program Registration in all the qualifications mentioned above. In May 2016, UIC has been approved as a Training Center in Trainers Methodology Level 1 and has been granted an Assessment Center Accreditation in TM L1 the following month.

In February 2016, the Commission on Higher Education designated the Information Technology Education and Business Education as Center of Development and in March 2016, the Education Program. The University was also granted Deregulated Status in April 2016. Moreover, in July 2016, Accounting Technology and Nutrition and Dietetics were granted Level 1 accreditation status by FAAP.

With the rollout of Senior High School in June 2016, the Grade School and High School administration shifted from departmentalized to Integrated Basic Education (IBED). Likewise, a new building was constructed in Bajada Campus, the Our Lady of Peace Building, for Grades 11 and 12 with the first phase completed in May 2016 and the second phase in May 2017. Aside from the Bajada Campus, Senior High School was also offered in Bonifacio Campus.

In December 2016, as UIC continuously strive for quality education through accreditation, the Federation of Accrediting Agencies of the Philippines (FAAP) through PAASCU awards UIC an Institutional Accreditation. This type of accreditation is comprehensive, indicates that the institution has achieved quality standards in all areas and is held in high regard in the world of education (Source: PAASCU Handbook on Accreditation, p.9).

Similarly, in the same year, Liberal Arts, Elementary and Secondary Education, and Business Administration programs were granted Level IV Accredited Status. Level IV accredited status is granted to institutions, which are highly respected, possessing very high-quality academic programs in the Philippines and with prestige and authority comparable to similar programs in excellent foreign universities (Source: MORPHE p. 55). The following year, in May 2017, the Commission on Higher Education (CHED) upgraded UIC's status from Deregulated to Autonomous. Likewise, FAAP granted Level 1 accreditation status to Hotel and Restaurant Management program in May 2017.

As UIC progresses, it was a strategic decision to adopt a quality management system that can help UIC improve its overall performance and provide a sound basis for sustainable development initiatives. Hence, UIC sought ISO certification and it was granted certificate Registration Number 01 100 1734766.02 by TUV Rheinland after meeting the requirements of Standard ISO 9001:2015 covering the scope: Design and Development, and Delivery of Educational Services including Basic Education (K to 12), Higher Education, and Technical – Vocational Training and Assessment last October 24, 2017.

The advent of Internationalization moved UIC to undertake daring strides during the AY 2015-2018, to forge academic exchange and collaboration by establishing linkage with several ASEAN countries. Memorandum of Understanding was drafted and signed by UIC and schools like the Rajamangala University of Technology in Thailand, ABATA in Indonesia, MAHSA University of Malaysia, Management and Science University of Malaysia, Unibersidad Catolica San Antonio de Murcia in Spain, Universitii UTARA Malaysia, and University of Malaya, Malaysia.

UIC, ensuring their contribution to uplifting the general welfare, economic growth and development of the nation implemented R.A. No. 10912, otherwise known as the CPD Act of 2016, wherein the government shall institute measures that will continuously improve the competence of professionals in accordance with international standards of practice. In line with this, UIC opened the Center for Continuing Studies and Professional Development in 2017. UIC was approved as a Local CPD Provider for the following professions: Accountancy, Chemistry, Civil Engineering, Medical Technology, Nursing, Pharmacy, Electronics Engineering, Nutrition and Dietetics, and Professional Teacher.

In continuous support to TESDA's vision, UIC became a TESDA accredited assessment center for two more Tech Voc qualifications namely, Bookkeeping Services NCIII and Pharmacy Services NCIII on November 3, 2017.

Amid the challenges brought about by the increasing demand of the fast-changing society, UIC saw the need to offer relevant graduate programs. During the AY 2018-2019, the UIC graduate school offered the following graduate programs namely, Master of Arts in Education major in Information Technology Integration, MBA for Health Professionals, Master of Science in Medical Technology, Doctor in Business Management major in Information System, and Ph.D. in Pharmacy.

Moreover, with the vision to foster quality education beyond the Philippines and ASEAN Region, UIC, was accepted in March 2018 as an Associate Member of the ASEAN University Network.

The University of the Immaculate Conception (UIC) takes on the challenge to lead in Humanities, Science, and Technology in a globalized society. It is her desire to provide transformative quality Ignacian Marian education, be relevant to the demands of the time, able to produce the ideal RVM Ignacian Marian graduates who are responsible global citizens imbued with profound faith in God, inspired by the spirituality of humble service, committed to a continuous search for excellence; and achieve its vision of a transformed society where persons live their dignity as children of God enjoying the fullness of life in Jesus Christ.

## **DIRECTRESSES AND PRESIDENTS**

**S. Ma. Rafaela Galvez, RVM**  
1925-1928

**S. Ma. Carmen Perez, RVM**  
1933-1937

**S. Ma. Modesta Claustro, RVM**  
1937-1941

**S. Ma. Alberta Alviar, RVM**  
1941-1952

**S. Ma. Ignacia Magdalena, RVM**  
1952-1954

**S. Ma. Assumpta David, RVM**  
1954-1956

**S. Ma. La Gracia Tan, RVM**  
1958

**S. Ma. Elena Cinco, RVM**  
1958-1959

**S. Ma. Isabel Purificacion, RVM**  
1959-1963

**S. Ma. Assumpta David, RVM**  
1963-1976

**S. Ma. Anna Montilla, RVM**  
1976-1982

**S. Ma. Irmira Roa, RVM**  
1982-1987

**S. Ma. Rafaela Singzon, RVM**  
1987-1992

**S. Ma. Jacinta de Belen, RVM**  
1992-1996

**S. Ma. Consuelo Alvino, RVM**  
1996-1999

**S. Ma. Assumpta David, RVM**  
1999-2012

**S. Ma. Marissa Viri, RVM**  
2012-Present



## **RVM PHILOSOPHY OF EDUCATION**

(Revised 2006)

University of the Immaculate Conception adheres to the RVM Philosophy of Education aimed at leading all to fullness of life in Jesus Christ.

We believe that...

God is Father who, in abundant love and total graciousness, created humanity and all creation to share His love.

When humanity chose to live apart from God, in tender mercy, the Father sent His Son Jesus to show humanity the way back to Him to pursue the path of justice, truth, and love.

The Father sent the Holy Spirit to sanctify, inspire, guide and enlighten everyone in following Jesus so that the will of God for the well-being of all may be fulfilled.

God chose Mary to be the Mother of Jesus, the Son of God and the Mother of the Church. Mary, being the first disciple, journeys with us to fullness of life in Jesus Christ.

We believe that...

By the example set by Mother Ignacia del Espiritu Santo, the RVM Education proclaims that it is the heart that knows God, who is the source of all wisdom (cf. Proverb 2:6; 9:10; Job 28:20,23; Ecclesiastes 2:26; Psalm 51:6; James 3:17 – 18).

Education is a life-long process whereby human persons grow and develop their potentials in the pursuit of their God-given mission of transforming all things in Jesus Christ.

Learning is growth for every person to become a witness to faith, excellence, and service in varied socio-cultural settings thus, participate in the transforming experience of life in Jesus Christ.

The **School** is where the process of growth is directed towards reverence for creation and persons, which fortifies the spirit of communion.

The **Students** who are citizens of their times, unique with their own history, capacities and inspiration, have the sacred and the good, the promise and the potentials for the actualization of the mission entrusted to them.

The **Teachers** are persons committed to the process of becoming whole and to the task of leading others to maturity in Jesus Christ.

The **School Administrators** are servant leaders committed to witness to the “Good News” and to journey with the academic community in their search for truth, beauty, and goodness.

As a **Catholic School**, UIC works for the development of the whole person who recognizes one’s Christian role of exemplifying ethical and corporate responsibilities in a humane society through a constant encounter with Jesus Christ and others.

As a **Filipino School**, UIC is dedicated to the task of producing well-rounded citizens who can preserve and witness to relevant and wholesome Filipino culture, values and attitudes.

As an **RVM School**, UIC is committed to the Christian formation of Ignacian Marian leaders who are imbued with Ignacian Spirituality and live simply to serve God and creation.



### **The School Seal**

“AM” stands for “Ave Maria” in praise of our Blessed Mother Mary, the Patroness of the RVM Congregation. The stars which surround the monogram (AM) represent the God-given prerogatives of Mary, Mother of God and Mother of the Church. The rays signify the light and wisdom from God through Jesus Christ, the Light of the world. The sampaguita beneath the book symbolizes the purity of the heart of Mary and Mother Ignacia and the Filipino origin of the school. At the center of the seal is an open book which bears the Latin inscription “Initium sapientiae timor Domini.” This means “the fear of the Lord is the beginning of wisdom” (Prov 2:6). It expresses filial fear, a disposition of profound reverence, awe, and love for God, the Source of all wisdom, grace, and life.

### **The School Motto**

“Initium sapientiae timor Domini”  
(“The fear of the Lord is the beginning of wisdom.”)

### **RVM School Greeting**

Praised be Jesus and Mary! Now and forever.

### **VISION**

A globally recognized Catholic university that nurtures faith,  
builds passion for excellence and develops lifelong learners  
with compassion for service that impacts transformation  
in a fast-changing society.

## **MISSION**

We commit ourselves to:

1. provide an excellent educational experience to students to help them become globally competitive and adaptive to change;
2. inculcate among students the values of serving others with humility and love, working for justice, promoting peace, and preserving the integrity of creation;
3. engage in research activities in collaboration with local, regional, national and international partners;
4. uphold the dignity of the persons especially the poor;
5. promote and strengthen our Filipino culture and values; and
6. administer the university following Catholic doctrine.

## **GOAL**

The University of the Immaculate Conception is a Catholic School that is an instrumentality of the Congregation of the Religious of the Virgin Mary that aims to provide within its community of students and personnel Catholic values. Its goal is to provide an educational program and environment animated by Catholic doctrine, beliefs, teachings, traditions, and practices, the exercise of which is protected by, among others, Article III, Section 5 of the 1987 Philippine Constitution.

In order for us to approximate our vision and live our mission, we dedicate all our human resources to transform the members of the UIC family to become enlightened, empowered, pro-active and liberated Christian leaders living in a humane and harmonious community for love of God, country, and the world.

## **QUALITY POLICY**

We, at the University of the Immaculate Conception, commit to provide quality Catholic Ignacian Marian education to mold students to be Ignacian Marian leaders of faith, excellence, and service wherever they are at all times.

We commit to collaboratively comply and maintain an effective quality management system by periodically reviewing and validating the processes and services in line with the quality objectives and standards for continual improvement.

## **QUALITY OBJECTIVES**

1. Intensify transformative quality Catholic Ignacian Marian education towards service for the common good
2. Enrich the RVM Curriculum thrusts to promote justice, peace, and integrity of creation
3. Establish responsible and extensive partnership to improve and sustain the quality of life
4. Cultivate integration of students, individuals, and organizations with diverse backgrounds to promote intercultural understanding
5. Create opportunities to access the world's resources and share the university's best ideas, services, and talents
6. Provide greater accessibility of education to the poor

## **CORE VALUES**

FAITH EXCELLENCE SERVICE

## **PROFILE OF AN IGNACIAN MARIAN GRADUATE**

Ignacian Marian leader: a responsible global citizen  
imbued with profound faith in God,  
inspired by the spirituality of humble service,  
committed to a continuous search for excellence.

## INSTITUTIONAL LEARNING OUTCOMES (ILOs)

	Graduate Attributes	Institutional Learning Outcomes
ILO 1	Critical Thinker	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and the commitment to a continuous search for excellence.
ILO 2	Information Competent	Utilizes appropriate and innovative technologies to enhance one's performance and productivity
ILO 3	Creative	Designs innovative programs in response to the changing landscapes in the academe and industry
ILO 4	Effective Communicator	Crafts messages using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator
ILO 5	Faithful Collaborator	Works on tasks effectively with others to achieve the objective of the group for the common good
ILO 6	Socially and Ethically Responsible	Implements activities that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world
ILO 7	Life-Long Learner	Acquires knowledge, skills, and competencies continuously to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others

## PROGRAM EDUCATION OBJECTIVES (PEOs) AND PROGRAM OUTCOMES (POs)

### BACHELOR OF SCIENCE IN ACCOUNTANCY (BSA)

PEO 1	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and the commitment to a continuous search for excellence.
PEO 2	Adapt to changes in technological and international standards by engaging actively in the accounting professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and the commitment to a continuous search for excellence.

The BS Accountancy Program aims to produce a graduate who:

1. demonstrates working knowledge in the areas of financial accounting and reporting, cost accounting and management, management accounting, auditing, accounting information systems, business law and taxation and accounting research as a basis in making wise and fair decisions involving business issues and problems.
2. recommends possible alternative solutions to business problems that are responsive to the changing landscapes in the industry across a wide range of business domains such as management, accounting, auditing, financial management, operations, marketing and strategic management.
3. develops feasibility studies, business plan and accounting researches that are founded on innovation for various business engagements.
4. appraises management policies that promote integrity, credibility and cultural sensitivity among Filipinos.
5. works effectively in teams to solve complex business problems to achieve the objective of the group for the common good.
6. communicates effectively and confidently to different users about economic activities through appropriate media such as written, oral and visual forms of financial information.
7. employs innovative technology as a business tool to capture financial and non-financial information, prepare reports and make decisions.
8. formulates an appropriate course of action to ethical problems/issues in practical business and accounting situations that adhere to the professional code of ethics for the glory of God, home, country and the world
9. engages in the acquisition of continuous and meaningful learning experience with zeal and passion for improving and uplifting life conditions.

## BACHELOR OF SCIENCE IN ACCOUNTING INFORMATION SYSTEM

PEO 1	Demonstrate engagement in the Business Administration profession, locally, and globally, by contributing to the ethical competence and creative practice of Financial Management field
PEO 2	Adapt to changes in technological and international standards by engaging actively in professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The BS Accountancy Program aims to produce a graduate who:

1. demonstrates working knowledge in the areas of financial accounting and reporting, cost accounting and management, management accounting, auditing, accounting information systems, business law and taxation and accounting

information system research as a basis in making wise and fair decisions involving business issues and problems.

2. recommends possible alternative solutions to business problems that are responsive to the changing landscapes in the industry across a wide range of business domains such as management, accounting, auditing, financial management, operations, marketing and strategic management.
3. develops feasibility studies, business plan and accounting researches, project management plans that are founded on innovation for various business engagements.
4. appraises management policies that promote integrity, credibility and cultural sensitivity among Filipinos
5. works effectively in teams to solve complex business problems to achieve the objective of the group for the common good.
6. communicates effectively and confidently to different users about economic activities through appropriate media such as written, oral and visual forms of financial and non-financial information.
7. employs innovative technology as a business tool to capture financial and non-financial information, prepare reports and make decisions
8. formulates an appropriate course of action to ethical problems/issues in practical business and accounting situations that adhere to the professional code of ethics for the glory of God, home, country and the world.
9. engages in the acquisition of continuous and meaningful learning experience with zeal and passion for improving and uplifting life conditions.

## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION major in FINANCIAL MANAGEMENT

PEO 1	Demonstrate professional accounting competence in the chosen field, both in local and international levels with consideration to the different sectors of the Accounting Information System profession.
PEO 2	Adapt to changes in technological and international standards by engaging actively in the accounting professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and the commitment to a continuous search for excellence.

The BSBA major in Financial Management Program aims to produce a graduate who:

1. performs the basic functions of management such as planning, organizing, staffing, directing and controlling as a basis for making wise and fair decisions which are responsive to the changing landscapes in the Financial Management industry.
2. applies 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) in various changing business situations.

3. selects the proper decision-making tools that consider moral, ethical and intellectual dimensions to critically, analytically and creatively solve problems and drive results.
4. plans and implement business-related activities that are understanding and responsive of the cultural, legal, economic and geo-political forces impacting business operations in a global and local economy
5. works effectively with other stakeholders and manage conflict in the workplace to achieve the objective of the common good
6. expresses oneself clearly and communicate effectively with stakeholders both in oral and written forms using honest, tactful, and precise language and appropriate media.
7. applies information and communication technology (ICT) skills as required by the business environment to enhance individual and organizational performance and productivity
8. exercises high personal moral and ethical standards in business and professional conduct for the glory of God, home, country and the world.
9. engages in the acquisition of continuous and meaningful learning experience with zeal and passion for improving and uplifting life conditions.

## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION major in HUMAN RESOURCE MANAGEMENT (BSBA-HRM)

PEO 1	Demonstrate engagement in the Business Administration profession, locally, and globally, by contributing to the ethical competence and creative practice of Financial Management field
PEO 2	Adapt to changes in technological and international standards by engaging actively in professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The BSBA major in Human Resource Management Program aims to produce a graduate who:

1. performs the basic functions of management such as planning, organizing, staffing, directing and controlling as a basis for making wise and fair decisions which are responsive to the changing landscapes in the Financial Management industry.
2. applies 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) in various changing business situations.

3. selects the proper decision-making tools that consider moral, ethical and intellectual dimensions to critically, analytically and creatively solve problems and drive results.
4. plans and implement business-related activities that are understanding and responsive of the cultural, legal, economic and geo-political forces impacting business operations in a global and local economy
5. works effectively with other stakeholders and manage conflict in the workplace to achieve the objective of the common good
6. expresses oneself clearly and communicate effectively with stakeholders both in oral and written forms using honest, tactful, and precise language and appropriate media.
7. applies information and communication technology (ICT) skills as required by the business environment to enhance individual and organizational performance and productivity
8. exercises high personal moral and ethical standards in business and professional conduct for the glory of God, home, country and the world.
9. engages in the acquisition of continuous and meaningful learning experience with zeal and passion for improving and uplifting life conditions.

## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION major in MARKETING MANAGEMENT

PEO 1	Demonstrate engagement in the Business Administration profession, locally, and globally, by contributing to the ethical competence and creative practice of Marketing Management field.
PEO 2	Adapt to changes in technological and international standards by engaging actively in professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The BSBA major in Marketing Management Program aims to produce a graduate who:

1. performs the basic functions of management such as planning, organizing, staffing, directing and controlling as a basis for making wise and fair decisions which are responsive to the changing landscapes in the Financial Management industry.
2. applies 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) in various changing business situations.

3. selects the proper decision-making tools that consider moral, ethical and intellectual dimensions to critically, analytically and creatively solve problems and drive results.
4. plans and implement business-related activities that are understanding and responsive of the cultural, legal, economic and geo-political forces impacting business operations in a global and local economy
5. works effectively with other stakeholders and manage conflict in the workplace to achieve the objective of the common good
6. expresses oneself clearly and communicate effectively with stakeholders both in oral and written forms using honest, tactful, and precise language and appropriate media.
7. applies information and communication technology (ICT) skills as required by the business environment to enhance individual and organizational performance and productivity
8. exercises high personal moral and ethical standards in business and professional conduct for the glory of God, home, country and the world.
9. engages in the acquisition of continuous and meaningful learning experience with zeal and passion for improving and uplifting life conditions.

## BACHELOR OF ELEMENTARY EDUCATION

PEO 1	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 2	Demonstrate ability in providing a focused teaching program that meets curriculum and assessment requirements in response to the changing landscapes in the academe and the industry.
PEO 3	Demonstrate creativity in the development and responsible utilization of ICT to promote quality, relevant and sustainable educational practice.
PEO 4	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 5	Exhibit quality of reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 1 Teachers for exemplary output and greater achievement.
PEO 6	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The Bachelor of Elementary Education Program aims to produce a graduate who:

1. demonstrates skills, knowledge and in-depth understanding in employing strategies that cater to the needs and interests of a diversity of learners in various learning areas, environment, and be motivated to work productively by assuming responsibility for their own learning.
2. manifests meaningful, relevant and comprehensive pedagogical content knowledge (PCK), appropriate teaching-learning methods, and responsible use of technology for specific subject matter content to enhance teaching and learning experiences.
3. utilizes appropriate assessment, evaluation and monitoring tools to measure learning progress and outcomes of diverse learners for greater achievements.
4. manifests proficiency in communication and higher order thinking skills using culturally appropriate and precise English and Filipino language to accelerate the teaching-learning process and interactions between and among diverse personalities.
5. demonstrates positive behaviors and possess attributes that uphold the dignity of the teaching profession based on the Philippine Professional Standards for Teachers and Code of Ethics for Professional Teachers and in the pursuit of the God-given mission.
6. continuously pursues and improves personal and professional development to get abreast in the latest innovations in education and the changing landscapes in the academe and industry.

## BACHELOR OF SPECIAL NEEDS EDUCATION

PEO 1	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 2	Demonstrate ability in providing a focused teaching program that meets curriculum and assessment requirements in response to the changing landscapes in the academe and the industry.
PEO 3	Demonstrate creativity in the development and responsible utilization of ICT to promote quality, relevant and sustainable educational practice.
PEO 4	Pursue lifelong learning through varied experiential, field-based opportunities and active collaboration with the professional community and other stakeholders for mutual growth and advancement to perform tasks and responsibilities, as God-Centered servants for others.
PEO 5	Exhibit quality of reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 1 Teachers for exemplary output and greater achievement.
PEO 6	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The Bachelor of Special Needs Education Program aims to produce a graduate who:

**Basic:**

1. exhibits competence in creating respectful and meaningful learning experiences and collaborative opportunities for students with additional needs and their families that promote fairness, respect, and care to encourage learning

**Learner Development and Individual Learning Differences:**

2. exhibits proficiency in responding effectively to the educational needs and feelings of learners with giftedness, talents, and disabilities by exercising proper care, understanding, and respect to promote better learning.

**Learning Environments:**

3. demonstrates abilities to create safe, inclusive, culturally responsive learning environments for students with additional needs by giving equitable chances to be heard and respected.

**Curricular Content Knowledge:**

4. utilizes knowledge of general and specialized curricula to individualize learning for students with additional needs that support learner understanding, participation, engagement, and achievement across a wide range of performances.

**Instructional Planning and Strategies:**

5. demonstrates mastery of the use of evidence-based instructional strategies to maximize learning opportunities for students with additional needs to encourage concrete and useful contributions when needed.

**Assessment:**

6. manifests skill in the use of multiple methods of assessment and data-sources to make sound and socially responsible educational decisions for students with additional needs.

**Professional Learning and Practice:**

7. demonstrates reflective thinking and professional self-direction to perform effectively and efficiently in the workplace regardless of the challenges.

## BACHELOR OF EARLY CHILDHOOD EDUCATION

PEO 1	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 2	Demonstrate ability in providing a focused teaching program that meets curriculum and assessment requirements in response to the changing landscapes in the academe and the industry.

PEO 3	Demonstrate creativity in the development and responsible utilization of ICT to promote quality, relevant and sustainable educational practice
PEO 4	Pursue lifelong learning through varied experiential, field-based opportunities and active collaboration with the professional community and other stakeholders for mutual growth and advancement to perform tasks and responsibilities, as God-Centered servants for others.
PEO 5	Exhibit quality of reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 1 Teachers for exemplary output and greater achievement.
PEO 6	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The Bachelor of Early Childhood Education Program aims to produce a graduate who:

1. demonstrates a high level of content and pedagogical knowledge of learning that is responsive to the needs of young children in the light of Christian values.
2. demonstrates appreciation for the diversity of learners by implementing strategies that are responsive to their linguistic, cultural, socio-economic, religious backgrounds and that are developmentally appropriate for young.
3. manifests collaborative skills by working effectively as an Ignacian Marian leader.
4. demonstrates innovative thinking by applying strategies that develop critical, innovative, creative thinking and other higher-order thinking skills.
5. applies critical and problem – solving skills to prepare developmentally sequenced teaching and learning processes to meet curriculum requirements in demonstrating an understanding of environmental issues.
6. advocates for children's rights, equity, community, nationalism, and democratic ideas and practice the professional and ethical conduct in accordance with Philippine Professional Standards for Teachers by actively participating in efforts to fight the evils of apathy, complacency, and cynicism.
7. pursues lifelong learning to continuously acquire knowledge and skills to be able to plan and monitor own learning, learn in a variety of settings.

## BACHELOR OF PHYSICAL EDUCATION

PEO 1	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 2	Demonstrate ability in providing a focused teaching program that meets curriculum and assessment requirements in response to the changing landscapes in the academe and the industry.
PEO 3	Demonstrate creativity in the development and responsible utilization of ICT to promote quality, relevant and sustainable educational practice.

PEO 4	Pursue lifelong learning through varied experiential, field-based opportunities and active collaboration with the professional community and other stakeholders for mutual growth and advancement to perform tasks and responsibilities, as God-Centered servants for others.
PEO 5	Exhibit quality of reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 1 Teachers for exemplary output and greater achievement.
PEO 6	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The Bachelor of Physical Education Program aims to produce a graduate who:

### **Disciplinary Knowledge:**

1. applies scientific and evidenced-based practices critical to the educational and learning processes to develop higher order thinking skills for exemplary output and greater achievement.

### **Movement Competency and Proficiency:**

2. demonstrates skillful performance in a variety of physical activities for life-long process and determination regardless of the challenges.
3. utilizes skills in the performance to a variety of physical activity settings for the implementation of relevant and responsive learning programs to advance skill levels towards personal responsibility and for greater service to others.

### **Program Planning, Implementation, and Evaluation:**

4. critically examines the curriculum to expand one's learning, interests, and opportunities for the needed expertise to create new and worthwhile ideas to address learning goals.
5. plans and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and create ideas to make concrete and useful contributions when needed.
6. monitors and evaluates physical activity programs in school and non-school settings to facilitate improvement in the learning and performance of one's responsibilities.
7. uses appropriate assessment tools efficiently and effectively to understand the role of data as feedback in teaching and learning practices and programs
8. uses information, media and technology responsibly in pedagogy for lifelong learning to address learning goals.

### **Professional Accountability and Responsibility:**

9. demonstrates the ability to promote the advancement of the profession in upholding the dignity of teaching by exhibiting qualities as professionals in building healthy relationships at home, in the workplace, in the community, and in the world.

10. pursues lifelong learning for personal and professional development to articulate a personal philosophy of teaching that is learner-centered and seek continual improvement in performing tasks and responsibilities

### **Communication:**

11. communicates the understanding of the relationship between beliefs, political systems and environmental values of various cultures to Physical Education practitioners, other professionals and stakeholders in establishing professional links proficiently.

12. articulates thoughts and ideas effectively using oral, written, and technology formats deftly and apply teaching strategies that develop critical and creative thinking and other higher-order thinking skills for diverse audiences.

## **BACHELOR OF SECONDARY EDUCATION MAJOR IN MATHEMATICS**

PEO 1	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 2	Demonstrate ability in providing a focused teaching program that meets curriculum and assessment requirements in response to the changing landscapes in the academe and the industry.
PEO 3	Demonstrate creativity in the development and responsible utilization of ICT to promote quality, relevant and sustainable educational practice.
PEO 4	Pursue lifelong learning through varied experiential, field-based opportunities and active collaboration with the professional community and other stakeholders for mutual growth and advancement to perform tasks and responsibilities, as God-Centered servants for others.
PEO 5	Exhibit quality of reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 1 Teachers for exemplary output and greater achievement.
PEO 6	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The BSED major in Mathematics aims to produce a graduate who:

1. exhibits competence in mathematical concepts and procedures to perform tasks, systematically, intellectually, morally, and ethically.
2. exhibits proficiency in relating mathematics within and across curriculum teaching areas to create new and worthwhile ideas.
3. manifests meaningful, comprehensive, and relevant pedagogical content knowledge (PCK) of mathematics.
4. demonstrates competence in designing, constructing, selecting, and utilizing different forms of assessment strategies in mathematics to make a useful contribution when needed.



5. demonstrates proficiency in problem-solving by working positively and ethically with others in solving and creating routine and non-routine problems with different levels of complexity.
6. demonstrates the ability to use effectively appropriate approaches, methods, and techniques in teaching mathematics including responsible use of technological tools and crafting of messages to address learning goals.
7. manifests continuous appreciation of mathematics as an opportunity for creative work, moments of discovery, and gaining insights of the world to enhance one's performance and productivity.

## BACHELOR OF SECONDARY EDUCATION MAJOR IN SCIENCE

PEO 1	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 2	Demonstrate ability in providing a focused teaching program that meets curriculum and assessment requirements in response to the changing landscapes in the academe and the industry.
PEO 3	Demonstrate creativity in the development and responsible utilization of ICT to promote quality, relevant and sustainable educational practice.
PEO 4	Pursue lifelong learning through varied experiential, field-based opportunities and active collaboration with the professional community and other stakeholders for mutual growth and advancement to perform tasks and responsibilities, as God-Centered servants for others.
PEO 5	Exhibit quality of reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 1 Teachers for exemplary output and greater achievement.
PEO 6	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The BSED major in Science aims to produce a graduate who:

1. demonstrates a deep understanding of scientific concepts and principles as evidenced in the application within and across curriculum teaching areas to promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
2. applies scientific inquiry in teaching and learning to develop critical and creative thinking, and other higher-order thinking skills and to keep up with the changing times.
3. utilizes effective science teaching and assessment methods that engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments and to make concrete and useful contributions where needed.

4. manifests meaningful and comprehensive pedagogical content knowledge (PCK) of the sciences through the positive use of ICT to facilitate the teaching and learning process and to reflect critically on learning experiences and processes.

## BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

PEO 1	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 2	Demonstrate ability in providing a focused teaching program that meets curriculum and assessment requirements in response to the changing landscapes in the academe and the industry.
PEO 3	Demonstrate creativity in the development and responsible utilization of ICT to promote quality, relevant and sustainable educational practice.
PEO 4	Pursue lifelong learning through varied experiential, field-based opportunities and active collaboration with the professional community and other stakeholders for mutual growth and advancement to perform tasks and responsibilities, as God-Centered servants for others.
PEO 5	Exhibit quality of reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 1 Teachers for exemplary output and greater achievement.
PEO 6	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

The BSED major in English aims to produce a graduate who:

1. acquires a broad knowledge of English language structure and use, second language acquisition and development, linguistics, and literary theories to help English learners acquire academic language and literacies, and its application within and across/o across curriculum teaching areas.
2. uses English as a global language in a multilingual context as it applies to the teaching of language and literature to suit the learners' linguistic background as a means observing cultural sensitivity in promoting harmonious relationship in working effectively with others on a common task.
3. acquires extensive reading in language, literature, and allied fields for the implementation of relevant and responsive learning programs while showing basic and higher literacy, communication, critical thinking and learning in diverse type of learning environment.
4. demonstrates proficiency in oral and written communication in articulating ideas, opinions, aspirations, and knowledge as great contribution to human development using the precise English language and consider contributions and giftedness and talents of others.

5. demonstrates competence in employing innovative language teaching approaches, methodologies, and strategies in crafting classroom activities in facilitating learning processes of diverse types of students and in diverse types learning environment for better achievement.
6. uses technology positively in facilitating and assessing language learning and teaching considering varied teaching strategies responsive to learners with disabilities, giftedness, and talents.
7. motivates students to lead relevant and transformative changes to improve learning and teaching language and literature to realize professional development goals based on the Philippine Professional Standards for Teachers.

## BACHELOR OF SECONDARY EDUCATION MAJOR IN FILIPINO

PEO 1	Demonstrate proficiency in the application of skills vital to the teaching and learning process including but not limited to planning, implementing, and managing learning programs with respect to diverse cultures and values.
PEO 2	Demonstrate ability in providing a focused teaching program that meets curriculum and assessment requirements in response to the changing landscapes in the academe and the industry.
PEO 3	Demonstrate creativity in the development and responsible utilization of ICT to promote quality, relevant and sustainable educational practice.t
PEO 4	Pursue lifelong learning through varied experiential, field-based opportunities and active collaboration with the professional community and other stakeholders for mutual growth and advancement to perform tasks and responsibilities, as God-Centered servants for others.
PEO 5	Exhibit quality of reflective practitioners who continually consolidate the knowledge, skills, and practices of Career Stage 1 Teachers for exemplary output and greater achievement.
PEO 6	Engage in professional activities reflecting profound faith in God, the spirituality of humble service, and commitment to a continuous search for excellence.

Ang BSED medyor sa Filipino ay naglalayong makakaprodyus ng gradweyt na:

1. nagpapamalas ng mataas na antas ng kaalaman sa pagtuturo ng wika at panitikang Filipino bilang gabay sa pagtuklas ng mga panibagong kaalaman at paglinang ng kakayahan gamit ang kritikal na pag-iisip sa (evaluates) kung ano ang nararapat at naayon sa mata ng Diyos.
2. nagpapakita ng malawak at malalim na pag unawa at kaalaman sa ugnayan ng wika, kultura, at lipunan na sumasamin sa pagiging sensitibo sa kulturang Filipino bilang daan sa pagtataguyod ng mapayapang pakikipagugnayan sa pagkamit ng akademikong gawain upang maisalin ang kaugnayan ng mga kaalaman at argumento.v

3. nakagagamit ng iba't ibang kasanayan at kaalaman sa proseso ng pagtuturo-pagkatuto habang nagpapamalas ng kagalingan sa pagbasa at komunikasyon, pagiging mapanuri, at pagpapatibay ng kaalaman sa ibat ibang konteksto ng pagkatuto.
4. nagtataglay ng kaalaman hinggil sa usapin ng kultural at linggwistikong dibersidad ng bansa bilang tugon sa mga stratehiyang kumokonsidera sa pagkakaiba ng mga mag aaral sa kanilang kasarian, pangangailangan, kalakasan, sosyo-ekonomikong, at panamapalataya.
5. nakapagdidisenyo ng malikhain, inobatibo, at integratibong mga alternatibong dulog sa pagtuturo at pagkatuto gamit ang makabagong teknolohiya sa pag (facilitate) ng proseso ng pagkatuto.
6. nakagagawa ng pananaliksik ukol sa ikauunlad ng wikang Filipino bilang wikang panturo upang mas lalong pagtibayin ang mga konseptong naangkop sa mga paraan ng pagkatuto.

## BACHELOR OF SCIENCE IN ARCHITECTURE

PEO 1	Demonstrate competence in professional and managerial architecture practice in the Philippines and abroad with respect to diverse cultures and values.
PEO 2	Adapt to changes in technological and international standards by actively engaging in architecture professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Architecture Program aims to produce a graduate who:

1. applies knowledge of research methods to address architectural problems considering moral, ethical and intellectual dimensions
2. designs and conducts experiments as well as analyze and interpret data using research-based knowledge and methods utilizing appropriate and innovative technologies to enhance one's performance and productivity
3. conscientiously analyzes and formulates practical solution based on the sequential formulation of architectural solution in response to the changing landscapes in the academe and industry.
4. applies concepts and principles from specialized fields and allied disciplines to meet desired needs within realistic constraints such as economic, environmental, social, political, cultural, historical, ethical, health and safety, constructability and sustainability.
5. applies knowledge in Christian values, history, theory, planning, building technology and utilities, structural concepts and professional practice in the creation of architectural solutions.

6. prepares and presents an appropriate and innovative design concept, project documentation and construction techniques with the use of modern tools.
7. conscientiously prepares basic communication, illustrations and present technical narrative reports and necessary project documentation in textual, numerical, oral and graphical form, using honest, tactful, and precise language and appropriate media to serve humanity and glorify God.
8. prepares contract documents and legal documents used in architectural practice adhering to applicable laws, standards and regulations, for the common good.
9. works and collaborates effectively with others in multidisciplinary teams and cultures in various aspects of architecture design, management of construction works and building administration.
10. engages the process of design and building in the discourse of moral, ethical, intellectual and professional responsibility.
11. applies entrepreneurial and business acumen relevant to the profession and construction industry that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
12. recognizes the need for and engages in life-long learning to keep abreast of contemporary issues, technology, best practices in the profession and international trends, with God as the center of endeavors making lives better for self and others.

## BACHELOR OF SCIENCE IN CIVIL ENGINEERING

PEO 1	Demonstrate competence in professional and managerial civil engineering practice in the Philippines and abroad with respect to diverse cultures and values.
PEO 2	Adapt to changes in technological and international standards by actively engaging in civil engineering professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Civil Engineering Program aims to produce a graduate who:

1. applies knowledge of mathematics and science to solve complex civil engineering problems considering moral, ethical and intellectual dimensions.
2. designs and conducts experiments as well as analyze and interpret data using appropriate and innovative technologies to enhance one's performance and productivity.
3. designs a system, component, or process to meet desired needs within realistic constraints, by standards and response to the changing landscapes in the academe and industry.

4. functions in diverse, multidisciplinary and multi-cultural teams effectively to achieve the objective of the group for the common good.
5. identifies, formulates, designs innovative programs and solve complex civil engineering problems to arrive at workable solutions beneficial to man.
6. practices professional and ethical responsibility for the glory of God, home, country and the world
7. communicates effectively civil engineering activities with the engineering community and with society at large using honest, tactful, and precise language and appropriate media.
8. evaluates the impact of civil engineering solutions in a global, economic, environmental, and societal context to address the changing landscapes in the academe and industry.
9. recognizes the need for, and engages in life-long learning activities that promote justice, peace, integrity, credibility and responsibility for the glory of God, home, country, and the world
10. applies knowledge on contemporary issues relevant to the civil engineering professional practice and putting God as the center of endeavors making lives better for self and others.
11. uses techniques, skills, and modern engineering tools to enhance one's performance and productivity necessary for civil engineering practice.
12. demonstrates knowledge of civil engineering and management principles as a member and leader in a team, to manage projects to address the changing landscapes in the academe and multidisciplinary environments.
13. establishes knowledge, skills, and competencies of at least one specialized field of civil engineering practice.

## BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

PEO 1	Demonstrate competence in professional and managerial computer engineering practice in the Philippines and abroad with respect to diverse cultures and values.
PEO 2	Adapt to changes in technological and international standards by actively engaging in computer engineering professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Computer Engineering Program aims to produce a graduate who:

1. applies knowledge of mathematics and science to solve complex computer engineering problems considering moral, ethical and intellectual dimensions.

2. designs and conducts experiments, as well as analyze and interpret data utilizing appropriate and innovative technologies to enhance one's performance and productivity.
3. designs a system, component, or process to meet desired needs in response to the changing landscapes in the academe and industry within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, in accordance with standards.
4. collaborates in diverse and multidisciplinary teams to achieve the objective of the group and produce quality work.
5. identifies, formulates, designs innovative programs and solve complex computer engineering problems to arrive at workable solutions beneficial to man.
6. practices professional and ethical norms with zeal and passion as a basis for making wise and fair decisions.
7. communicates effectively using honest, tactful, and precise language and appropriate media to serve humanity better.
8. evaluates the impact of computer engineering solutions in a global, economic, environmental, and societal context to address the changing landscapes in the academe and industry.
9. engages in life-long learning activities that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
10. applies knowledge on contemporary issues relevant to professional computer engineering practice in accordance with the Christian faith and values putting God as the center of endeavors making lives better for self and others.
11. uses techniques, skills, modern tools, and innovative technologies necessary for computer engineering practice.
12. demonstrates knowledge and understanding of engineering and management principles as a member and leader of a team for the common good and manage projects in a multidisciplinary environment.

## BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING

PEO 1	Demonstrate competence in professional and managerial electronics engineering practice in the Philippines and abroad with respect to diverse cultures and values.
PEO 2	Adapt to changes in technological and international standards by actively engaging in electronics engineering professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Electronics Engineering Program aims to produce a graduate who:

1. applies knowledge of mathematics and science to solve electronics engineering problems considering moral, ethical and intellectual dimensions.

2. designs and conducts experiments as well as analyze and interpret data using appropriate and innovative technologies to enhance one's performance and productivity.
3. designs a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, in accordance with standards and response to the changing landscapes in the academe and industry.
4. collaborates in diverse and multidisciplinary teams effectively to achieve the objective of the group for the common good.
5. identifies, formulates, designs innovative programs and solve complex computer engineering problems to arrive at workable solutions beneficial to man.
6. practices professional and ethical norms with zeal and passion for the glory of God, home, country, and the world
7. communicates effectively electronics engineering activities with the engineering community and with society effectively using honest, tactful, and precise language and appropriate media.
8. evaluates the impact of electronics engineering solutions in a global, economic, environmental, and societal context to address the changing landscapes in the academe and industry.
9. recognizes the need for, and engage in lifelong learning to better serve others with proficiency and competence, with God as the center of endeavors making lives better for self and others.
10. applies knowledge on contemporary issues relevant to the electronics engineering professional practice in accordance with the Christian faith and values to serve humanity and glorify God.
11. uses techniques, skills, and modern engineering tools to enhance one's performance and productivity necessary for engineering practice
12. applies knowledge of electronics engineering and management principles as a member and leader in a team, to manage projects to address the changing landscapes in the academe and multidisciplinary environments.
13. demonstrates knowledge, skills, and competencies of at least one specialized field of electronics engineering practice.

## BACHELOR OF ARTS IN ENGLISH LANGUAGE STUDIES

PEO 1	Manifest leadership in an organization, in a team or communities of practices, enabled by their established expertise in the field of study to effectively work with others to achieve the objective of the group for the common good
PEO 2	Practice global & ethical standards and consciousness of the environment and society anchored to the moral, ethical, Ignacian Marian core values and principles using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.



PEO 3	Manifest skills necessary for research along and across multi-disciplines to enhance one's performance and productivity.
PEO 4	Adapt to changes in technological and international standards by actively engaging in electronics engineering professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.

The AB English Language Studies Program aims to produce a graduate who:

1. articulates a comprehensive and contextualized view of the English language system and development that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
2. communicates in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings in response to the changing landscapes in the academe and industry.
3. facilitates English language learning and use in diverse social, cultural, academic, and professional setting that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
4. teaches English communication Skills using knowledge of best practices using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.
5. enhances literacy development and critical/creative thinking among students through the use of different types of texts that promote justice, peace, integrity, credibility and responsibility for the glory of God, home, country, and the world
6. engages in English language research relevant to the school and workplace settings to enhance one's performance and productivity

## BACHELOR OF ARTS IN PHILOSOPHY

PEO 1	Manifest leadership in an organization, in a team or communities of practices, enabled by their established expertise in the field of study to effectively work with others to achieve the objective of the group for the common good.
PEO 2	Practice global & ethical standards and consciousness of the environment and society anchored to the moral, ethical, Ignacian Marian core values and principles using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.
PEO 3	Manifest skills necessary for research along and across multi-disciplines to enhance one's performance and productivity.
PEO 4	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The AB Philosophy Program aims to produce a graduate who:

1. thinks critically and to argue cogently using honest, tactful, and precise language to serve humanity and glorify God as the model Communicator
2. understands and analyzes theories and apply them to the concrete situation to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others.
3. knows, lives by and for the Truth to serve humanity and glorify God as the model Communicator.
4. knows, lives by and for the good to achieve the objective of the group for the common good.
5. knows, lives by and for Justice in response to the changing landscapes in the academe and industry.
6. distinguishes Truth from falsity, Right from wrong, and the good from evil to promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.

## BACHELOR OF ARTS IN PSYCHOLOGY

PEO 1	Manifest leadership in an organization, in a team or communities of practices, enabled by their established expertise in the field of study to effectively work with others to achieve the objective of the group for the common good.
PEO 2	Practice global & ethical standards and consciousness of the environment and society anchored to the moral, ethical, Ignacian Marian core values and principles using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.
PEO 3	Manifest skills necessary for research along and across multi-disciplines to enhance one's performance and productivity.
PEO 4	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The AB Psychology Program aims to produce a graduate who:

1. demonstrates the capability to discuss and analyze the major theories and concepts in psychology as a basis for making wise and fair decisions.
2. demonstrates and applies the methods of psychological inquiry in building knowledge on local culture and context to achieve the objective of the group for the common good.
3. demonstrates and applies psychological theories and methods in personal and professional settings in response to the changing landscapes in the academe and industry.

4. demonstrates the capability for self -reflection and independent learning in graduate education or a professional context to promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
5. demonstrates professional and ethical behaviors in research and practice in Psychology to enhance one's performance and productivity.
6. demonstrates the ability to relate appropriately with colleagues, clients, and others in a diverse cultural setting using honest, tactful, and precise language to serve humanity and glorify God as the model Communicator.
7. demonstrates the conduct of psychological assessments and evaluation to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others.

## BACHELOR OF ARTS IN COMMUNICATION

PEO 1	Manifest leadership in an organization, in a team or communities of practices, enabled by their established expertise in the field of study to effectively work with others to achieve the objective of the group for the common good.
PEO 2	Practice global & ethical standards and consciousness of the environment and society anchored to the moral, ethical, Ignacian Marian core values and principles using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.
PEO 3	Manifest skills necessary for research along and across multi-disciplines to enhance one's performance and productivity.
PEO 4	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The AB Communication Program aims to produce a graduate who:

1. defines and access information needs, assess and organize, produce, share and utilize and knowledge in response to the changing landscapes in the academe and industry.
2. communicates in different formats and platforms (print, broadcast, & online) effectively with others to achieve the objective of the group for the common good.
3. prepares communication and media plan as a basis for making wise and fair decisions.
4. conducts communication and media research & evaluation that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
5. develops and produce communication materials in different formats and platforms using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.

6. demonstrates communication management and leadership skills to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others.
7. develops entrepreneurial capabilities as a basis for making wise and fair decisions.
8. adheres to ethical standards & practices effectively with others to achieve the objective of the group for the common good.
9. knows and practices rights and responsibilities in the communication profession that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
10. demonstrates development orientation in communication work using honest, tactful, and precise language and appropriate media.
11. applies communication theories/models, principles, practices and tools in development work to enhance one's performance and productivity.

## BACHELOR OF SCIENCE IN COMPUTER SCIENCE

PEO 1	Design algorithmically complex software.
PEO 2	Develop new and effective algorithms for solving computing problems following high standards.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Computer Science Program aims to produce a graduate who:

1. applies knowledge of computing fundamentals, computing specialization, mathematics, and science appropriate to the abstraction and conceptualization of computing models from defined problems, their corresponding requirements, and moral, ethical and intellectual considerations.
2. solves complex computing problems and requirements reaching substantiated conclusions relative to human development, using fundamental principles of mathematics, computing sciences, and relevant domain disciplines.
3. applies appropriate techniques, resources, and modern computing tools to complex computing activities with an understanding of the limitations to accomplish a common and morally sound goal.
4. applies mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
5. applies innovations to protect information and privacy to the design, development, and use of information systems.
6. evaluates computing solutions that address issues in public health and safety, culture, society, and environment with due consideration to the design and evaluation of systems and their processes.

7. communicates ideas, opinions, perspectives, aspirations, and knowledge effectively with the computing community and with society at large about complex computing activities by being able to write comprehensible reports and documentations, make effective presentations, and give clear instructions.
8. functions effectively as a member or leader in diverse teams composed individuals from computing or multidisciplinary disciplines to achieve a common goal.
9. evaluates the legal, social, ethical and professional factors in the creation, design, or implementation of computing solutions.
10. engages in independent learning activities for continual development as a computing professional who serves the community.

## BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

PEO 1	Install or configure an information technology infrastructure that is appropriate to the needs of an organization.
PEO 2	Provide technical expertise to organizations for them to address various user needs involving the selection, development, application, integration, and management of computing technologies.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Information Technology Program aims to produce a graduate who:

1. applies knowledge of computing, science, and mathematics to address organizational needs considering moral, ethical and intellectual dimensions.
2. applies industry best practices and standards to information system solutions relative to human development and improvement of the quality of life.
3. analyzes organizational problems relative to technology to identify appropriate computing solutions that address the organizational needs.
4. analyzes stakeholders' needs as the primary drivers for the selection, creation, evaluation, and administration of computer-based systems.
5. uses modern IT techniques, tools, practices, and reliable and accurate information in the implementation of computer-based solutions.
6. applies the appropriate systems development lifecycle model to innovatively address the changing computing needs and requirements of organizations in different sectors.
7. integrates IT-based solutions into the user environment effectively
8. communicates effectively with the computing community and with society at large about complex computing activities through logical writing, presentations, and clear instructions using appropriate, honest, tactful, and precise language;
9. functions effectively as a member or leader of a development team that works on a win-win computing solution to accomplish a common goal.

10. assists in the creation of an effective IT project plan.
11. analyzes the local and global impact of computing information technology on individuals, organizations, and society with a deep sense of community and concern for harmony and the common good.
12. identifies the ethical, legal, and social issues in the utilization of information technology emphasizing the promotion of social justice, integrity, credibility, and responsibility for all human persons.
13. engages in independent learning activities for continual development as a computing professional who serves the community.

## BACHELOR OF SCIENCE IN INFORMATION SYSTEMS

PEO 1	Implement an Information System considering the available technology as well as organizational factors.
PEO 2	Provide technical expertise to organizations in helping them maximize the use of technology in their business processes to achieve a competitive advantage.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Information System Program aims to produce a graduate who:

1. applies knowledge of business processes, computing mathematics and social sciences appropriate to Information Systems
2. proposes alternatives that address the computing needs of an organization based on best practices and standards.
3. uses industry-standard methodologies in evaluating information systems
4. designs information system solutions that can effectively address the computing needs of an organization
5. exercises ingenuity to be able to implement information system solutions in a complete and timely manner
6. uses knowledge and understanding of enterprises in designing information systems
7. uses appropriate tools and techniques necessary for information systems practice
8. function effectively as a member or leader in a team composed of diverse individuals, to achieve a common goal.
9. communicates information system concepts effectively to various audiences
10. considers the legal, social, ethical and professional factors in the design, implementation, and evaluation of information system solutions
11. engages in independent learning activities for continual development as a computing professional who serves the community

## BACHELOR IN MEDICAL LABORATORY SCIENCE

PEO 1	Practice Ignacian Marian attributes through transformational, collaborative and service-oriented leadership as a health professional with great love and care for the poor.
PEO 2	Apply appropriate knowledge, critical thinking and analysis, adept skills and professional attitudes that will meet the healthcare industry's needs and employment demands in the Philippines and the world.
PEO 3	Pursue continuous self-development by actively participating in professional and other health-related organization by assuming national social responsibility through community service and extensions that will create a huge impact in the Philippines and the world.
PEO 4	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The Bachelor in Medical Laboratory Program aims to produce a graduate who:

1. demonstrates technical competence in the performance of clinical laboratory tests using appropriate technologies considering moral, ethical and intellectual dimensions in aid of diagnosis, treatment, and management of diseases vis-a-vis biosafety and waste management.
2. demonstrates analytical and critical thinking skills by analyzing facts, views, and opinions considering moral, ethical and intellectual dimensions as a basis in making wise and fair decision in the workplace.
3. contributes in the collection, analysis, and projection of health information using appropriate and innovative technologies to enhance one's performance and productivity and manages the flow of information from a wide variety of sources effectively to produce quality work and resolve issues and problems for improving the healthcare management system.
4. demonstrates inter-personal skills, leadership qualities and ethical practice of the profession to uphold social justice, integrity, equity, credibility and responsibility for all human persons on the commitment to serve humanity and glorify God at home, in the country, and the world.
5. demonstrates inter-personal skills, leadership qualities and ethical practice of the profession to uphold social justice, integrity, equity, credibility and responsibility for all human persons on the commitment to serve humanity and glorify God at home, in the country, and the world.
6. demonstrates research skills in relevant areas of Medical Technology/Medical Laboratory Science practice to ensure continuous development in technology and laboratory methods for the delivery of quality laboratory services in response to the changing landscapes in the academe and industry.

7. engages in community-oriented activities in the spirit of social justice, equity, and integrity for all human persons for the love of God, home and country.
8. engages in life-long learning activities in pursuit of self-sustainability, competitiveness, and employability, with God as the center of endeavors making lives better for self and others.
9. demonstrates effective oral, written and non-verbal communication skills using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.

## BACHELOR OF MUSIC IN MUSIC EDUCATION

PEO 1	Demonstrate competence in professional and managerial music education practices in the Philippines and abroad with respect to diverse cultures and values.
PEO 2	Adapt to changes in technological and international standards by actively engaging in music education professional activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BM Music Education Program aims to produce a graduate who:

1. applies knowledge of music education to solve complex music education problems considering moral, ethical and intellectual dimensions.
2. interprets results from scientific experimentation utilizing appropriate and innovative technologies to enhance one's performance and productivity.
3. produces scholarly works, design artistic music productions in response to the changing landscapes in the academe and music industry within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, in accordance with standards.
4. collaborates in diverse and multidisciplinary teams to produce quality work for the common good.
5. solves complex musical problems to arrive at workable solutions and innovative programs for the common good.
6. practices professional and ethical norms with zeal and passion as a basis for making wise and fair decisions.
7. communicates effectively using honest, tactful, and precise language and appropriate media to serve humanity better.
8. evaluates the impact of music education in an economic, environmental, and societal context to address the changing landscapes in the academe and industry.
9. engages in life-long learning activities that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
10. applies knowledge on contemporary issues relevant to professional music education practice in accordance with the Christian faith and values.



11. uses techniques, skills, modern tools, and innovative technologies necessary for music education practices.
12. demonstrates knowledge and understanding of music education and management principles as a member and leader of a team for the common good.

## BACHELOR OF SCIENCE IN NUTRITION AND DIETETICS

PEO 1	Demonstrate competence in professional and managerial nutrition and dietetics practice in the Philippines or abroad with respect to diverse cultures and values.
PEO 2	Adapt to changes in technological and international standards by engaging actively in nutrition and dietetics activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service to a continuous search, and committed to a continuous search for excellence.

The BS Nutrition and Dietetics Program aims to produce a graduate who:

1. assesses the nutritional needs of individuals, communities and diverse cultures in various life stages and conditions based on standards set by national, international agencies and professional organizations.
2. advocates the role of nutrition and dietetics for human well-being in relation to the needs, resources, and potentials of individuals, groups, and families.
3. manages nutrition programs for individuals, groups, and institutions.
4. implements the Nutrition Care Process to make decisions, identify nutrition-related problems through nutrition diagnosis, and determine and evaluate nutrition interventions, including Medical Nutrition Therapy, disease-prevention, and health promotion.
5. executes economically viable entrepreneurial activity related to nutrition and dietetics.
6. integrates nutrition concerns with development efforts through a multi-disciplinary and multi-cultural collaboration.
7. develops communication skills appropriate for entry-level jobs in Nutrition and Dietetics.
8. handles an educational session or program/educational strategy for a target population.
9. uses appropriate counseling techniques to facilitate behavior change among individuals and families/groups.
10. undertakes research and utilize research results in the performance of their jobs.
11. takes responsibility for continuing personal and professional development
12. conducts themselves in a manner consistent with the ethical standards of the profession.

13. demonstrates the ability to plan and manage a foodservice unit in a hospital or other settings using technologically updated techniques, tools, and systems.

## BACHELOR OF SCIENCE IN HOTEL, RESTAURANT AND INSTITUTION MANAGEMENT

PEO 1	Demonstrate competence in professional hospitality management practice in the Philippines or abroad with respect to diverse cultures and values.
PEO 2	Adapt to changes in technological and international standards by engaging actively in hospitality management activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service to a continuous search, and committed to a continuous search for excellence.

The BS Hotel, Restaurant and Institution Management Program aims to produce a graduate who:

1. demonstrates knowledge on the tourism industry, local tourism products, and services as a basis for making wise and fair decisions.
2. manages and markets a service-oriented business organization and Implement activities that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
3. demonstrates administrative and managerial skills in a service-oriented business organization and implement activities that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
4. performs and monitors financial transactions and reports the utilization that is appropriate and innovative technologies to enhance one's performance and productivity.
5. performs human capital development functions of a tourism-oriented organization with others to achieve the objective of the group for the common good.
6. utilizes information technology applications for tourism and hospitality using appropriate and innovative technologies to enhance one's performance and productivity.
7. utilizes various communication channels proficiently in dealing with guest and colleagues using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.
8. observes and performs risk mitigation activities using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.

9. interprets and applies relevant laws related to tourism industry using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.
10. produces food products and services complying with enterprise standards to design innovative programs in response to the changing landscapes in the academe and industry.
11. provides food and beverage service and manage the operations seamlessly based on industry standards with others to achieve the objective of the group for the common good.
12. applies management skills in F and B service and operations to acquire knowledge, skills, and competencies continuously to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others
13. performs and maintains various housekeeping services for guest and facility operations to utilize appropriate and innovative technologies to enhance one's performance and productivity
14. performs and provides full guest cycle services for front Office and utilize appropriate and innovative technologies to enhance one's performance and productivity
15. plans and implements a risk management program to provide a safe and secure workplace as basis in making wise and fair decisions.

## BACHELOR OF SCIENCE IN TOURISM MANAGEMENT

PEO 1	Demonstrate competence in professional hospitality management practice in the Philippines or abroad with respect to diverse cultures and values.
PEO 2	Adapt to changes in technological and international standards by engaging actively in hospitality management activities, continuous learning, and professional development opportunities with respect to culture and values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service to a continuous search, and committed to a continuous search for excellence.

The BS Tourism Management Program aims to produce a graduate who:

1. demonstrates knowledge on the tourism industry, local tourism products, and services (including accommodation, food and beverage service and other emerging sectors in hospitality and tourism industry) as a basis in making wise and fair decisions.
2. manages and market a service-oriented business organization and Implement activities that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
3. demonstrates administrative and managerial skills in a service-oriented business organization and implement activities that promote justice, peace, integrity,

- credibility, and responsibility for the glory of God, home, country, and the world.
4. performs and monitors financial transactions and reports the utilization that is appropriate and innovative technologies to enhance one's performance and productivity.
  5. performs human capital development functions of a tourism-oriented organization with others to achieve the objective of the group for the common good.
  6. utilizes information technology applications for tourism and hospitality using appropriate and innovative technologies to enhance one's performance and productivity.
  7. utilizes various communication channels proficiently in dealing with guest and colleagues using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator
  8. observes and performs risk mitigation activities using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator
  9. interprets and applies relevant laws related to tourism industry using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator
  10. researches, plans and conducts various tour guiding activities and utilize appropriate and innovative technologies to enhance one's performance and productivity
  11. plans, implements and monitors tours and sales activities and acquire knowledge, skills, and competencies continuously to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others
  12. develops appropriate marketing programs and arrange the required travel services to acquire knowledge, skills, and competencies continuously to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others
  13. plans, organizes, implements and evaluates MICE activities and design innovative programs in response to the changing landscapes in the academe and industry
  14. plans, develops and evaluates tourism sites and attractions and design innovative programs in response to the changing landscapes in the academe and industry.

## BACHELOR OF SCIENCE IN NURSING

PEO 1	Demonstrate competent and safe nursing practice in the delivery of care to various clienteles with respect to diverse cultures and values.
PEO 2	Demonstrate effective management and leadership skills in any health care setting and complex situations in the Philippines or abroad.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service to a continuous search, and committed to a continuous search for excellence.

The BS Nursing Program aims to produce a graduate who:

1. applies knowledge of physical, social, natural and health sciences and humanities in the practice of nursing as a basis for making wise and fair decisions.
2. provides safe, appropriate and holistic care to individuals, families, population groups and community utilizing the nursing process.
3. applies guidelines and principles of evidenced-based practice in the delivery of care that leads to actions and decisions in promoting and maintaining patient-centered care.
4. practices nursing in accordance with existing laws, legal, ethical, and moral principles to uphold justice, peace, integrity, credibility, and responsibility.
5. communicates effectively in speaking, writing, using honest, tactful, culturally appropriate language and media to serve humanity and glorify God as the model Communicator.
6. reports and documents up to date client care accurately and comprehensively utilizing appropriate and innovative technologies to enhance performance in assessing, evaluating and documenting client's healthcare needs.
7. works effectively in collaboration with inter-, intra-, multidisciplinary, and multicultural teams to achieve the objective of the group for the common good.
8. practices beginning management and leadership skills effectively in the delivery of client care for the common good.
9. conducts research with an experienced researcher to enhance one's performance and productivity.
10. engages in life-long learning with a passion for keeping current with national and global developments in order to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others.
11. demonstrates responsible citizenship as a Filipino through activities that promote justice, peace, integrity, credibility and responsibility for the glory of God, home, country, and the world.
12. applies techno-intelligent care systems and processes in managing resources and programs to enhance one's performance and productivity in the delivery of patient care.
13. displays nursing core values in nursing management and leadership that promote justice, peace, integrity, credibility, and responsibility for the glory of God, home, country, and the world.
14. applies entrepreneurial skills in the delivery of nursing care in response to the changing landscapes and opportunities without compromising the delivery of patient care.

## BACHELOR OF SCIENCE IN CHEMISTRY

PEO 1	Demonstrate competitiveness in global opportunities for industry engagement, research, academic advancement or entrepreneurship as chemist.
PEO 2	Exercise awareness in keeping abreast with technological and professional developments, in order to meet changing demands of the industry, research and academe.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Chemistry Program aims to produce a graduate who:

1. demonstrates a broad and coherent knowledge and understanding in the core areas of chemistry: inorganic, organic, physical, biological and analytical chemistry and also, the necessary background in mathematics and physics to enhance one's performance and productivity.
2. gathers data using standard laboratory equipment, modern instrumentation and classical techniques to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others.
3. solves problems involving chemistry, using current disciplinary and interdisciplinary principles utilizing appropriate and innovative technologies. In response to the changing landscapes in the academe and industry.
4. acquires knowledge, skills, and competencies to qualify for further study and for entry-level professional employment in the general workplace to enhance one's performance and productivity.
5. works effectively and independently in multi-disciplinary and multi-cultural teams for the common good.
6. acts in recognition of professional, social, and ethical responsibility with God as the center of endeavors making lives better for self and others.
7. communicates effectively in both English and Filipino using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.
8. discusses the latest developments and innovative technologies in the specific field of practice.
9. interprets relevant scientific data and make judgments that include reflection on relevant scientific and ethical issues in response to the changing landscapes in the academe and industry.
10. promotes "Filipino historical and cultural heritage" for the glory of God, home, country, and the world.

## BACHELOR OF SCIENCE IN PHARMACY

PEO 1	Demonstrate professionally the current qualification requirements of professional pharmacists, pharmaceutical care provider, researcher, manager, entrepreneur and educator in response to the changing landscapes in the industry.
PEO 2	Adapt to changes in technological and international standards by engaging actively in the professional activities, continuous learning, and professional development opportunities with respect to values that influence society.
PEO 3	Engage in professional activities reflecting a profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence.

The BS Pharmacy Program aims to produce a graduate who:

1. engages in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice to enhance one's performance and productivity;
2. demonstrates effective communication and facilitation skills orally and in writing using both English and Filipino in response to the changing landscapes in the academe and industry.
3. works effectively and independently in multi-disciplinary and multi-cultural teams to perform tasks and responsibilities, with God as the center of endeavors making lives better for self and others.
4. recognizes professional, social, and ethical responsibility as basis in making wise and fair decisions.
5. appreciates "Filipino historical and cultural heritage" (based on RA 7722) that promote justice, peace, integrity, credibility and responsibility for the glory of God, home, country, and the world.
6. practice pharmacy in a professional and ethical manner using honest, tactful, and precise language and appropriate media to serve humanity and glorify God as the model Communicator.
7. provides pharmaceutical care effectively with other members of the healthcare team to uplift the patients' quality of life.
8. conducts relevant research and disseminate findings in response to the changing landscapes in the academe and industry.
9. applies management & entrepreneurial skills effectively with others to achieve the objective of the group for the common good.

## **TERTIARY DEPARTMENT SIGNPOSTS\***

The UIC tertiary department aims to produce graduates who are:

I - ntegrated  
G - od-centered  
N - ationalistic  
I - nnovative  
T - ransformative  
E - xcellent  
S - ervice-oriented

in the unified society, thereby countering:

- inconsistency and dichotomy between word and action
- materialism and over-concern for worldly things
- pervading colonial mentality and “grass is greener on the other side of the fence” syndrome
- distrust and disbelief in one’s capacity to introduce new ideas
- toxic presence
- mediocrity
- self-propelling interest

*\*Description, SMCagda, RVM, 2006*

Every UICian is expected to be a person who is conscious that goodness and change always start from within herself/ himself. S/He is guided by:

### **A. IGNITES Indicators\***

**As a UICian, I --**

#### **INTEGRATED**

- fulfill promises
- practice honesty at all times
- speak well of others; affirm the good done by others
- give credit where it is due
- walk the good talk

#### **GOD-CENTERED**

- show belief in God in speech and action (e.g., obey commandments and practice Church teachings)
- pray daily
- participate actively in liturgical celebrations
- show respect, compassion, hospitality towards others
- constantly invoke God’s help, protection, and guidance



## **NATIONALISTIC**

- appreciate and respect my country's history, cultural heritage, and sound traditions
- preserve indigenous customs and traditions in the light of Gospel values
- patronize product of the country
- work for the conservation of natural resources
- am proud of being Filipino

## **INNOVATIVE**

- continuously enhance my creativity
- make wise use of available resources
- find alternative and better ways of doing things
- manifest originality and creativity in doing my work
- apply skills to gain new learning

## **TRANSFORMATIVE**

- respond creatively to change opportunities
- take a stand on relevant issues
- treat the less privileged with kindness
- speak and stand for what is true
- contribute to the well-being of the family and the welfare of society

## **EXCELLENT**

- pursue what is best
- love to discover new knowledge
- continue to develop my talents and skills
- go beyond what is asked and expected of me
- utilize my giftedness and resources in coordination with the giftedness of others

## **SERVICE-ORIENTED**

- show courtesy, tactfulness, and refinement in words and actions
- generously share time, talent and other resources with those in need
- accept tasks willingly
- show perseverance and determination in meeting responsibilities
- stand for what is good and true

*\*The indicators are based on the RVM School and Personnel: Norms and Policies, 2008 edition*

## **B. Good Manners and Right Conduct Guide**

### **1. In the office**

- a. I knock before I enter.
- b. I greet the Program Secretary and Program Dean. If there are other people inside, I acknowledge them with a slight bow of my head.
- c. I state my purpose in English.
- d. I sit only when I am told to do so.
- e. I keep my elbows away from the table when talking with my Program Dean, and other school officials.
- f. I say, “Thank you” before I exit.
- g. I close the door gently when leaving the office.

### **2. In the classroom**

- a. I always greet my teachers “Good morning/afternoon/evening, Sir/Ma’am/Sister. Praised be Jesus and Mary!” before the beginning of my class.
- b. I respond, “Now and forever” if the teacher greets the class with “Praised be Jesus and Mary.”
- c. I say, “Thank you” after every class; my teacher deserves to be thanked for his/her efforts and time.
- d. I help prepare my classroom for the next users by arranging my chair in order, volunteering to erase the board, putting off lights and fans.

### **3. In the corridors and other places**

- a. I greet teachers, administrators, support service and maintenance personnel when I meet them in the corridors or elsewhere on the campus or even outside the campus.
- b. I say good morning/afternoon/evening (as the case may be), Sir/Ma’am/Sister!
- c. If I meet a classmate or schoolmate, I acknowledge him/her either with “Hi!” or any appropriate gesture that indicates respect for his/her presence and person.
- d. I keep right when going up and down the stairway.
- e. I give way especially to those older than me.

### **4. In the canteen**

- a. I find my proper place in the waiting line.
- b. I wait patiently for my turn to be served.
- c. I say, “thank you” to the canteen personnel serving me.
- d. I bring and segregate used tableware (plate, bowl, glass, spoon, fork) to the designated table after eating.
- e. I leave the chair and table I used in order.

**5. When a visitor enters the campus**

- a. I greet visitors.
- b. I guide visitors to the office they are asking directions for.

**6. Attending Eucharistic celebration**

- a. I come on time.
- b. I participate in the singing and respond appropriately.
- c. I wait for my turn during communion time -- that is, I allow the people in the last rows or the top bleachers to form their lines first, followed by rows in front of them.
- d. I leave only after the closing song.

**Good manners and right conduct begin with me.**

## ARTICLE I - ADMISSION POLICIES AND PROCEDURES

### Section 1. Admission

Admission to the University of the Immaculate Conception is open to any individual without racial, political, religious, cultural, and economic discrimination. UIC, however, reserves the right at any time, to refuse, to admit or not to admit a student under certain conditions. The student applying for admission must submit to the set of standards as prescribed by the school and the Commission on Higher Education (CHED).

It is open to any forms of communication through the University Registrar, especially for international students. Students will be pre-assessed as they submit the requirements for admission. The student is considered a bonafide student when his/her enrolment form is signed by the Program Dean and validated by the Registrar.

#### Descriptions of Students:

New student	a Grade 12/high school graduate who wishes to enroll in UIC for his/her post-secondary education.
Returnee	one who was previously enrolled in UIC either in the preceding semester or after having stopped without enrolling in another school.
Transferee	one who wishes to enroll in UIC after having been enrolled in another institution or a former student returning to UIC after having been enrolled in another school.
Shiftee	a UICian enrolled in a Program but wishes to/ advised to transfer to another Program.

A student is required to enroll personally and on-schedule. Enrolment by proxy is allowed by the Registrar only on a case-to-case basis.

S/He is officially enrolled only after completion and submission of the prescribed registration form to the Registrar's Office and has paid the necessary tuition and other fees and has been issued Class Schedule and Assessment Record (CSAR) and a valid ID.

Only in very exceptional cases may a student be allowed to register after the last day of registration per approval of the VP-Academics.

## **Section 2. Enrolment Steps**

### **(a) New Students**

1. Director of Admission/ Admission Staff for interview
2. Cashier for payment of entrance examination
3. Guidance Office for the entrance examination
4. Admission office for proper enlisting
5. Cashier for the registration fee and down payment
6. National Service Training Program (NSTP) desk for enlisting of choice component
7. Registration desk for submission of credentials, profiling, ID, loading, issuance of Class Schedule and Assessment Records (CSAR)

### **(b) Transferees and Returnees:**

1. Director of Admission/ Admission Staff for interview
2. Copy of grades of last semester/ school year attended in UIC [returnees only]
3. Program Dean's office for evaluation and approval of enrolment
4. Director of Admission/ Admission Staff for the admission slip
5. Cashier office for down payment
6. Registrar staff for submission of credentials, loading of courses, issuance of CSAR
7. ID in-charge for ID pictorial

### **(c) Shiftees:**

1. Parent's consent to shift to another Program to be presented to the Program Dean for approval
2. Cashier for payment of the Shifting Form
3. Registrar's office to secure two (2) copies of Shifting Form
4. Dean of the previous Program for the signing of the filled-out Shifting Form
5. Dean of the new program for evaluation and approval of enrolment
6. Registrar's office for the submission of one (1) copy of the accomplished shifting form and parent's consent
7. Cashier office for down payment
8. Program loader for loading of courses
9. Cashier for the printing and issuance of CSAR

### **(d) Continuing Students:**

1. Faculty-in-charge for evaluation
2. Cashier's office for down payment
3. Program loader for loading of courses

4. Issuance of CSAR
5. Validation of ID

### **Section 3. Refused Admission**

The University has the right to refuse the admission of the following:

1. those who cannot present credentials from their previous school attended;
2. those who make false statements in their application for admission
3. those who tamper their high school card and College Entrance Test results;
4. those who are currently serving exclusion terms in other schools;
5. those convicted with the criminal or administrative offense, even during the pendency of the appeal;
6. those with health conditions that may impede learning and/or pose threat to others in the community.

### **Section 4. Refused Re-admission**

The University has the right to refuse the re-admission of the following:

1. those who were dismissed from UIC;
2. those who were given a chance to enroll but made no academic improvement within the period stipulated;
3. those who have not finished serving the exclusion period meted by the office of student affairs and discipline;
4. those with disciplinary problems;
5. those who continue to have poor health;
6. those who have not met Program standards.

## **ARTICLE II - REQUIREMENTS FOR ADMISSION/RE-ADMISSION**

### **Section 1. New Student:**

- a. UIC Placement Exam Result
- b. High School Report Card (original copy)
- c. Original Philippine Statistics Authority (PSA) Birth Certificate
- d. Certificate of Good Moral Character from previous school
- e. Three (3) copies of 2x2 ID Pictures
- f. Certification of Honors

## **Section 2. Returnee**

- a. Grades for the previous semester/ school year attended
- b. Clearance to enroll for those who were suspended/ excluded the previous semester/ school year

## **Section 3. Transferee**

- a. UIC Placement Exam result [except for former UICians]
- b. Transcript of Records (original copy)
- c. Honorable Dismissal (original copy)
- d. Original PSA Birth Certificate [except for former UICians if the document has been submitted already]
- e. Certificate of Good Moral Character from previous school
- f. Three (3) copies 2x2 ID Photo

## **Section 4. Shiftee**

- a. Parent's consent to shift

## **Section 5. International Student**

### **a. Admission Policies**

International students who wish to study in UIC may visit the Office of the University Registrar personally or may inquire through this email address: registrar@uic.edu.ph.

All required and submitted sworn statements of affidavits must be duly notarized. Documents executed outside the Philippines must be authenticated by the Philippine Embassy/Consulate official of the Philippine Foreign Service at the place of issuance or nearest to it, with English translation, if written in another foreign language. All documents executed within the Philippines must be duly certified by the offices having official custody of the originals.

An international student undergoes the following procedures:

1. Visit the Admission Office for an initial interview and the Registrar's Office for the process of admission. S/He has to present his/her credentials for evaluation
  - i. Present email communications with Liaison Officer for International Students and temporary acceptance letter, if available;

- ii. 2 x 2 ID picture;
  - iii. Original authenticated academic records and certificates;
  - iv. Passport;
  - v. Photocopy of visa and present original copy for students who are holders of a special visa;
  - vi. For Philippine-born alien students: Alien Certificate of Registration (ACR) or Certificate of Registration (CR) and Passport;
  - vii. For Filipinos with dual citizenship: Passports of both citizenships.
2. Take the UIC entrance examination.
  3. Secure a notice of admission from the Admission Office.
  4. Proceed to the Registrar's Office to submit requirements and to be guided for necessary additional requirements and processes for the Bureau of Immigration, if applicable.
  5. Secure a NOTICE OF ACCEPTANCE from the Admission's Office to be forwarded to the Bureau of Immigration, if applicable.
  6. Follow the regular enrolment procedures.
  7. Secure a copy of the CSAR issued at the Cashier's Office and school ID from the MIS/ITRC.

## **b. Requirements for Application at the Bureau of Immigration**

1. Applications for Conversion to Student Visa (9f)
  - i. Letter-request from the applicant with a statement that all documents submitted were legally obtained from the corresponding government agencies;
  - ii. Consolidated General Application Form duly accomplished and notarized (BI Form No. RADJR-2012-03)
  - iii. Original copy of Notice of Acceptance (NOA) containing a clear impression of the school's official dry seal or a duly notarized written endorsement from the school for the conversion of the applicant's status signed by the school's Registrar;
  - iv. Original copy of Medical Certificate issued by the Bureau of Quarantine and International Health Surveillance or a government medical institution with competence to certify that the applicant is not afflicted with any dangerous, contagious or loathsome disease and is mentally fit;
  - v. Photocopy of applicant's Passport showing applicant's (bio-page, admission stamp and authorized stay);
  - vi. Original copy of the National Intelligence Coordinating Agency (NICA) Clearance; and
  - vii. Original copy of the Bureau of Immigration (BI) Clearance certificate.



## 2. Applications for Conversion to Student Visa (9f)

- i. Letter-request from the applicant with a statement that all documents submitted were legally obtained from the corresponding learning institution/s;
- ii. Duly accomplished and notarized Consolidated General Application Form (BI Form No. RADJR-2012-03). If the applicant is a minor, the form shall be signed by a legal guardian or authorized signatory of learning institutions;
- iii. Original copy of the Certificate of Acceptance issued by the learning institutions duly accredited by the Bureau of Immigration to accept international students;
- iv. Photocopy of the applicant's passport showing applicant's (bio-page, admission stamp and authorized stay); and
- v. Original copy of the Bureau of Immigration (BI) Clearance Certificate.
- vi. In case of renewal/extension of SSP, Photocopy of ACRI-Card (front and back portion)

## 3. Application for Extension of Student Visa (9f)

- i. Duly accomplished and notarized Consolidated General Application Form (BI Form No. RADJR-2012-03)
- ii. Original copy of Certificate of Re-admission or enrollment Form;
- iii. Original Transcript of Grades (2 previous semesters)
- iv. Photocopy of the applicant's passport showing applicant's (bio-page, latest admission/arrival, and latest 9(f) extension;
- v. Photocopy of ACR I-Card (front and back portion);
- vi. Original copy of the Bureau of Immigration (BI) Clearance Certificate;
- vii. In case of transfer, Honorable Dismissal or Certificate of Transfer from the previous school;
- viii. In case of failed grade or dropped subjects, Letter of Explanation for the same.

## Section 6. – Student Retention

As a general rule, a student with three (3) failures equivalent to nine (9) units to include NA and DRP marks within a semester shall not be admitted in his/ her Program except for valid reason/s.

Furthermore, a student who does not comply with the Retention Policy of the Program shall not be re-admitted. S/He however, may be allowed to shift to another Program on certain conditions – [1] that s/he may be put under probationary status or [2] be deloaded at the discretion of the Dean of the new Program.

Programs with licensure examination may further set standards following statutory requirements.

## **Section 7. Changing/ Adding/ Dropping of Courses**

Changing/adding/dropping of courses is allowed only during a specified period. A student will seek approval from the Program Dean, and the latter will sign the adding and dropping form. The form must be filled-out and completely signed by the concerned persons (Program Dean/Evaluator and student). S/he will present the form to the Program In-charge at the Registrar's Office together with his/her CSAR. The Program In-charge will load the courses added and dropped taking into consideration the allowable number of units for the semester. After which, the student is instructed to go to the Cashier's Office for the re-printing of CSAR.

## **Section 8. Withdrawal/ Official Dropping of Enrolment**

Withdrawal of enrolment is allowed only from the time the student has been officially enrolled until the first week of classes. A letter of request for withdrawal duly signed by the parent/guardian and noted by the Program Dean, school ID, CSAR and photocopy of valid ID of parent/guardian will be submitted to the Registrar's Office. A withdrawal certificate will be issued to the student which will be forwarded to the Cashier's Office for a claim of payment made.

The official dropping of enrolment is allowed starting in the second week of classes until two weeks before the end of the semester. A letter of request duly signed by the parent/guardian and noted by the Program Dean, school ID, CSAR and photocopy of valid ID of parent/guardian will be submitted to the Registrar's Office.

Only those who have accomplished the dropping procedure shall be given an OD (officially dropped) mark in his/ her record. Unfinished processing would mean that the mark is DRP (dropped) and payment of tuition and miscellaneous for the semester shall be charged.

### **a. Withdrawal /Official Dropping of Enrolment**

Withdrawal of enrolment is allowed only until the first week of classes.

The student goes through the process as provided in the Procedure Manual (REG-PO-001). The Program In-charge deletes from the system the courses enrolled by the student after the University Registrar has signed the Withdrawal Certificate.

**Note:** All documents submitted by the student during enrollment will be released or returned to her/him. The student is eligible for transfer to other institution of her/his choice.

## **b. Official Dropping of Enrolment**

Official dropping is allowed starting on the second week of classes until two weeks before the end of the semester.

The student goes through the process as provided in the Procedure Manual (REG-PO-001). The Program In-charge marks “OD” (Officially Dropped) to all courses enrolled by the student. A student is considered officially dropped only on the date the dropping form is accomplished and submitted to the Registrar’s Office.

**Note:** Not a single document submitted by the student during enrollment will be released or returned to her/him. These documents shall remain the property of UIC. The student is not eligible for transfer to other institution because s/he has been officially enrolled with UIC and her/his name will appear in the Enrolment List submitted to CHED. No document or Transfer Credentials (Honorable Dismissal) will be issued to the student. S/He has to wait until the end of the semester before s/he will be granted an Honorable Dismissal.

## **Section 9. Refunds and Other Charges**

Unless otherwise provided by the institutional policies, rules, and regulations, a student who transfers, withdraws or drops, 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 school term if s/he withdraws within the first week of classes, or 50% if s/he drops within the second week of classes, regardless whether or not s/he has actually attended class. The student may be charged for all the school fees in full if s/he withdraws or drops any time after the second week of classes.

*Reference: Manual of Regulations for Private Higher Education 2008, Article XX, Section 100, page 69*

A fee of Five Hundred (P500.00) pesos will be charged when a student withdraws before the start of classes.

## **Section 10. Cross Enrolment**

Cross-enrollment is discouraged. However, a graduating student may be permitted to cross-enroll in other educational institution upon the recommendation of the Program Dean, noted by the Dean of College in coordination with the University Registrar, duly endorsed to the VP-Academics for approval. The following conditions must be met:

- a. Course to be cross-enrolled is not offered in UIC at the current semester the request has been made;
- b. Learning outcomes of the course to be enrolled in another school is aligned with the course outcomes of the Program;
- c. The maximum units for cross-enrollment is three (3) units or one (1) course only;
- d. Pre-requisite and core courses must not be cross-enrolled.
- e. A student who cross enrolls in another school without prior authorization from the Registrar’s Office will not be given any academic credits for the course cross-enrolled.

The institution shall only allow cross enrolment of students to other educational institutions for credit to their program at UIC.

## ARTICLE III - FORMATION

### Section 1. Religious

Christian Living is the core of the curriculum. As a Catholic institution, UIC gives greater emphasis on the religious formation of all students; hence, every bonafide UIC student takes the required Religious Studies (RS) and Ignacian Formation Program (IFP) courses.

Students are encouraged to participate in all religious activities with the Holy Eucharist as source, center, and summit of all activities which include Masses on First Fridays and school feast days and other liturgical activities. As an Ignacian Marian institution, students participate in Marian activities to grow in the love and devotion to Mary, Mother of God, Mother of the Church and our Mother. Praying the Rosary is encouraged among the students.

Graduating students enter into a three-day retreat; non-graduating students attend annual recollection.

Religious education, as the basis for holistic formation, is taught from Kindergarten to Tertiary: Christian Living Education in Basic Education and Religious Studies in Tertiary.

Students have to be actively involved in the Community Development Program activities to develop love of neighbor especially the poor.

### Section 2. Academic

In the implementation of Outcomes-Based Education (OBE), the University of the Immaculate Conception has formulated its framework where an Ignacian Marian learner is placed at the heart of the curriculum, molded to become an Ignacian Marian leader who is a responsible global citizen imbued with profound faith in God, inspired by the spirituality of humble service, and committed to a continuous search for excellence. This profile of a UIC graduate is shaped by the University's vision, mission, goals, core values, quality policy, and quality objectives reflected in the institutional learning outcomes.

Program Outcomes (POs) are the sets of competencies – related knowledge, skills, and attitudes – that all Ignacian Marian learners are expected to demonstrate upon graduation. These are lifted from the policies, standards, and guidelines for the Programs as prescribed by the Commission on Higher Education. Furthermore, Course Outcomes (COs) refer to knowledge, values, and skills expected to be demonstrated by the learners at the end of the course. UIC ensures that at the Program level, all desired course and learning outcomes are attained through relevant content, methodologies, and student performance assessments. *[Excerpt UIC OBE Framework, 2018]*

### Section 3. Physical and Social

All students are encouraged to join at least one non-academic club and to participate actively in co-curricular and extracurricular activities that would enhance harmonious relationships and camaraderie among them.

## ARTICLE IV - ACADEMIC STANDARDS

### Section 1. Academic Discipline

#### a. Attendance and Absences

Regularity and punctuality are desirable virtues which students must develop.

Attendance and absences of students are monitored by the faculty members and the Program Deans. Any student who incurs the maximum number of unexcused absences is automatically dropped from the course, *i.e.* –

- i. Eight (8) unexcused absences or cuts for one-hour non-laboratory courses.
- ii. Six (6) unexcused absences or cuts for one-and-a-half non-laboratory class.
- iii. Four (4) unexcused absences or cuts for laboratory and P.E courses.

After incurring 50% allowable absences/ cuts, the faculty refers the student to the Guidance Office for consultation. After a session with the student, the Guidance staff refers the concern/s of the student to the Program Dean for follow-up and immediate actions.

#### b. Tardiness

A student is considered tardy when he/she enters the class fifteen (15) minutes after the time. Three (3) tardiness is equivalent to one absence.

### Section 2. Academic Administration

#### a. Definition of Regular Student

A regular student is a student who is enrolled in the current semester having the prescribed load specified in the curriculum to qualify for honors.

#### b. Definition of Regular Student

- a. Regular semester - number of units as prescribed in the curriculum
- b. Summer - 9 units

#### c. Periodical Examinations

Examinations are given three times a semester in all Programs: the preliminary, the midterm and the final examinations. A student can take the periodical examination upon presentation of an examination permit. Students should secure their examination permit prior to the examination period.

Examination schedules are announced one week before the examinations. If there is a conflict in schedule, an irregular student should notify the teacher for adjustments.

#### **d. Cheating is absolutely prohibited.**

Honesty is a virtue which students must strive to possess. Cheating and lying are forms of dishonesty. Any student caught cheating or allowing others to cheat during examinations and copying reports or papers of others shall be given a failing grade in that particular test. The following constitute cheating:

- i. Looking at somebody's paper
- ii. Talking or whispering
- iii. Opening books, notebooks, notes
- iv. Referring to codes or any other material
- v. Sending and receiving signals or other forms of communication with others

Note: The proctor will determine the gravity of the offense after the examination.

#### **e. Special Examination**

A special examination may be given to a student who failed to take the scheduled examination due to illness, the death of the immediate family member, accident, and natural calamities. The immediate family member includes parent/s, and sibling for single students and parent/s, sibling, husband or wife, children for married students. Students who represent the school in off-campus activities shall be given special examination.

#### **f. Exemptions**

A student may be exempted from taking the final examination in a course under certain conditions such as:

- i. S/He has maintained an average of at least 90% for the first two grading periods and 90% grade equivalents for quizzes, recitations and other requirements for the finals.
- ii. S/He has not been guilty of any misbehavior and other disciplinary matters.
- iii. All exemptions should be endorsed by the course teacher to the Program Dean for approval.

### Section 3. Grading System

The school follows the averaging system of grading.

For every grading period, grading marks are given in percentage with 40% as the lowest, 100% as the highest, and 75% passing marks in all courses. Other than numerical figures, the final grades of a student may reflect the following: NA, DRP, OD.

NA	<p>Stands for Not Attending</p> <p>The student who is officially enrolled but failed to attend his/ her class since the first day of classes is given an NA mark.</p>
DRP	<p>Stands for Dropped and determined by the faculty. Reasons may be –</p> <ul style="list-style-type: none"><li>a. The student decided to drop the course during the changing/ dropping/ adding period but failed to finish the process</li><li>b. The student incurred more than the allowable number of absences</li><li>c. The student discontinued attending his/ her course</li></ul>
OD	<p>This applies only to “Official Dropping of Enrolment” and determined by the Registrar. The student goes through the process as provided in the Procedure Manual (REG-PO-002).</p> <p>All courses enrolled in a particular semester will appear in the official Transcript of Records duly marked “OD” (Officially Dropped).</p>
PAS or F	<p>Stands for Passed or Failed</p> <p>These are grades reflected in the official transcript of records of a transferee determined by his/ her previous school.</p>

In no case shall a faculty member give a conditional or incomplete (INC) or in-progress (INP) to a student as a final grade.

For a transferee whose previous school uses *letter grades* and/ other forms of grade equivalent, the Program will automatically take the lowest grade found within the given range.

## ARTICLE V - AWARDS AND RECOGNITION

### Section 1. Periodic Awards

A regular student who excels in his/ her academic performance may be given –

- a. First Honors are awarded to students whose average is 95% or above and have no grade lower than 90% in ALL courses.
- b. Second Honors are awarded to students whose average is 90% or above and have no grade lower than 85% in ALL courses.
- c. Third Honors are awarded to students whose average is 85% or above and have no grade lower than 82% in ALL courses.
- d. Course load requirement to qualify for honors:

Only regular students enrolled in all courses required in his/her curriculum for the semester qualify for honors. S/he should not have NA/DRP mark in any course.

### Section 2. Graduation Awards for Degree Program

Graduating students are awarded honors according to the following norms:

#### a. Scholastic Performance –

**Summa Cum Laude** – is given to a student whose average for four (for a four-year program) or five (for a 5-year program) years is 95% or above and has no grade lower than 90% in ALL courses.

**Magna Cum Laude** – is given to a student whose average for four (for a four-year program) or five (for a five-year program) years is 90% or above and has no grade lower than 85% in ALL courses.

**Cum Laude** – is given to a student whose average for four (for a four-year program) or five (for a five-year program) years is 85% or above and has no grade lower than 82% in ALL courses.



## **b. Institutional Norms –**

1. The student must have participated in co-curricular or extracurricular activities of the school. S/He will be evaluated by the OSAD, Club Moderators, and Program Deans.
2. The student must not be guilty of misconduct and other disciplinary matters. S/He will be evaluated by the Program Dean, OSAD, Faculty, and Student Representatives.
3. Course load requirement to qualify for graduation honors:

The student must have enrolled all courses required in his/ her curriculum specified in each semester to qualify for graduation honors. S/He should not have NA/ DRP mark in any of his/ her enrolled course.

## **Section 3. Other Graduation Awards**

**a. Outstanding Student Award.** This institutional award is given by the University to a student following these given criteria:

1. Academic Performance – has an average of 85% or above from first to fourth year and has no final grade lower than 82% in any course.
2. Achievements – must have received awards/honors or recognition for excellent performance in both academics and non-academic areas during his/her stay in school.
3. Exemplary Conduct – has personal values anchored on the Tertiary Department signposts IGNITES.
4. Active Leadership – must be a leader as recognized by the administration, faculty, and the students and participated actively in co-curricular or extracurricular activities.
5. Loyalty – means steadfast respect and adherence to the objectives of the school, upholds and defends the good name/reputation of the institution, respects the school authorities, faculty and students.
6. S/He must finish the program within the years specified by the degree.

### **Criteria for Selection:**

- |   |   |     |
|---|---|-----|
| 1. Academic performance   | - | 50% |
| 2. Responsible Leadership and active participation in worthwhile extra and co-curricular activities | - | 20% |
| 3. Department and IGNITES Values  | - | 20% |
| 4. Community Involvement  | - | 10% |
| 5. Residency of at least three (3) years  |   |     |

## b. Most Active Student Award

This award is given by the University to a student who excels in leadership –

1. Academic Performance - has an average of 85% or above from the first to fourth year and has no failing grades.
2. Loyalty - means steadfast respect and adherence to the objectives of the school, upholds and defends the good name/ reputation of the institution, respects school authorities, faculty and students, and promotes campus unity and solidarity.
3. Leadership - Plans, organizes and executes worthwhile activities; respects authorities; follows the rules and regulations; has creativity and initiative.
4. Moral Character - A UICian who exhibits exemplary conduct in and out of the campus from his/her first year in school until graduation and with personal values anchored on the Tertiary Department signposts IGNITES.
5. Cooperation - Active participation in school, both in the department and other activities outside the department; membership of at least two (2) school organizations; participation in seminars, workshops, in-service, etc.

### Criteria for Selection:

- |  |   |     |
|--|---|-----|
| 1. Academic performance                  | - | 20% |
| 2. Leadership                            | - | 50% |
| 3. Department and IGNITES values         | - | 20% |
| 4. Community Service                     | - | 10% |
| 5. Residency of at least three (3) years |   |     |

## b. Non-Academic Awards

The University likewise recognizes and grants non-academic awards to deserving students and organizations:

1. **Fidelity Cup Award** is given to a graduating student who has studied in UIC from Kinder/ Grade One to College. A student who is qualified to receive the award but has a record of misconduct/ misbehavior/ and other disciplinary sanctions will not be given the award.
2. **Gold Medallion** is given to a graduating student who has studied in UIC from junior high school to senior high school to College.
3. **Silver Medallion** is given to a graduating student who has studied in other RVM junior high school to senior high school to College.
4. **Mother Ignacia Culture and Arts Award** is given to a graduating student who is a member of the Ignacian Cultural Dance Troupe and has represented the school in off-campus activities. S/He must have no record of misconduct/ misbehavior/ and other disciplinary sanction.

5. **Mother Ignacia Outstanding Athlete Award** is given to a graduating student who is an active member of the varsity represented the school in off-campus regional and national sports activities. S/He must have no record of misconduct/ misbehavior/ and other disciplinary sanction.
6. **Service Award** is given to a graduating student who has served the department as an active member of the supreme student government. S/He must have no record of misconduct/ misbehavior/ and other disciplinary sanction.
7. **The Collegiate Immaculate (TCI) Award** is given to graduating TCI staff who have shown dedication and passion for their work as a campus press.

#### **d. Most Active Organization**

The Office of Student Affairs and Discipline recommends to the Awards Committee headed by the Dean of College the award to organizations that have contributed to the school in the following:

➤ helped attain the UIC Vision and Mission as it pursued its objectives	25%
➤ involved the whole school in activities that are intellectual, social, emotional, physical, and moral	25%
➤ helped students discover and develop their talents	25%
➤ fostered good relationships among the teachers, students, and administration	25%

The awards are given to – [1] Most Active Academic Club; [2] Most Active Non-Academic Club, and [3] Most Active Religious Club.

The Department Awards Committee is consist of the following – Dean of College, Program Deans, University Registrar, Director of Student Affairs, Discipline Coordinator, and Faculty and Student Representatives.

#### **e. Program Awards**

Other awards are given to students who excel in performances specific to their Programs. The committee and criteria for the awards are determined by the Programs. Medals and plaques are given during the Recognition Day.

The awards given are the following: Outstanding Athlete, Outstanding Student Leader, Best in Performance, Outstanding Research, Best Design Project, Outstanding Intern, International Affiliation, Program Academic Excellence.

## **ARTICLE VI – REQUIREMENTS FOR GRADUATION**

A graduating student shall only be considered a candidate for graduation if and when s/he can complete all the necessary academic and/ internship requirements.

### **Candidates for Graduation with Lacking Requirements**

(PSA Birth Certificate, Form 137-A, Practicum Certificate, etc.)

1. Notarized appeal to join the graduation ceremony, with the following details:
  - a. Name of student
  - b. Academic status
  - c. Lacking requirement/s
  - d. Expected date of submission of the requirement
  - e. Agreement/consent to the following conditions:
    - i. that no graduation documents/papers will be released unless complete requirements are submitted to the Registrar's Office;
    - ii. that student's name will not be included in the official list of graduates to be submitted to the Commission on Higher Education (CHED) and Philippine Regulations Commission (PRC) unless complete requirements are submitted to the Registrar's Office;
    - iii. that the approval of the request to join the graduation ceremony and inclusion of student's name in the graduation program will not be used as a claim that he/she has officially graduated from the program;
    - iv. that the school is not liable to the student's delayed illegibility to take the board examination due to his/her failure to submit the complete graduation requirements.
2. The above appeal should be duly signed by the following concerned persons, noted by the Program Dean and Dean of College:
  - a. Student / candidate for graduation
  - b. Parents of the candidate (father and mother, if possible)
  - c. Guardian (may be allowed only if authorized by parents)
3. Photocopy of student and parents/guardian's valid ID should be attached.

4. Deadline for the submission of the notarized appeal is set by the office of the University Registrar.

## **ARTICLE VII - STUDENT SCHOLARSHIP GRANTS and DISCOUNTS**

### **Section 1. Scholarship Grants Awarded to High School Graduates with Highest and High Honors**

Scholarship grants are awarded to high school graduates with highest and high honors subject to the following criteria:

- a) 100% free tuition for one semester is rewarded to students graduating with Highest Honors or to UIC Placement Exam topnotcher with Stanine 9 rating. A general average of 95% with no grades lower than 90% in all academic subjects including PE subjects should be obtained to maintain such scholarship grant.
- b) 50% free tuition for one semester is awarded to students graduating with High Honors or to UIC Placement Exam topnotcher with stanine 8 rating. A general average of 90% with no grades lower than 85% in all academic subjects including PE should be obtained to maintain such scholarship grant.
- c) Requirements:
  1. A certification duly signed by the Principal, attesting the status of the applicant must be presented.
  2. Application for Scholarship Grant.
  3. 2 x 2 recent ID pictures.
  4. An authenticated photocopy of Form 138 (Report Card).
  5. Passing of interview.

### **Section 2. Scholarship Grants for the Undergraduates**

- a) 100% free tuition for one semester is awarded to students with the following conditions:
  - 1) First honor award of the year level;
  - 2) Should have a general average of 95% with no grades lower than 90% in all academic courses including P.E.
- b) 50% free tuition for one semester is awarded to students with the following conditions:
  - 1) Second honor of the year level;
  - 2) Should have a general average of 90% with no grades lower than 85% in all academic courses including P.E.

### **Section 3. Student Scholarship Discounts**

Members of the department's clubs like the Ignacian Cultural Dance Troupe, Ignacian Musical Ensemble, UIC Tertiary Chorale, UIC String Orchestra, and UIC Sports Varsity Teams are given six (6) units tuition fee discount provided that they meet the following criteria:

- a. should serve a residency of one semester;
- b. should have passed ALL the enrolled courses for the previous semester;
- c. should demonstrate manners and conduct befitting of a UICian.

### **Section 4. Right to Withdraw Scholarship**

The school reserves the right to withdraw scholarship anytime for unsatisfactory conduct, inability to maintain required condition for academic honors or serious violations of school rules and regulations.

## **ARTICLE VIII - SCHOOL UNIFORM AND IDENTIFICATION**

### **Section 1. Good Grooming**

All students are expected to adhere to the convention of good grooming in attire and appearance with modesty, respect, and dignity as befits a student of UIC.

#### **a. For Male Students**

##### **1. Haircut –**

- i. Gentleman's cut, presentable and neat
  - ii. No punky and colored hair, top knot, mohawk, skinhead, one length
2. No earrings, body, tongue, and face piercings
  3. No head gear, hair accessories in campus and other outside activities
  4. Neatly trimmed mustache (for those who prefer)
  5. No beard/ goatee
  6. No make-up, colored nail polish
  7. Bandanna, scarf, ball cap and the like are not to be worn over school uniform and on even wash-day attire

#### **b. For Female Students**

1. No excessive make-up, bright or very dark nail polish, and colored streaks on hair
2. No colored or printed underwear especially for those wearing a white blouse and white pants
3. No multiple earrings, dangling with the length of more than half an inch
4. No body, tongue, and face piercings

5. No head gear in campus and other outside activities
6. No skinhead and boy-cut

## **Section 2. Uniform, Gala, Laboratory Gown**

School uniform represents the school. All students shall wear it modestly with respect and dignity befitting students in an Ignacian Marian institution. They come to school, attend classes and other school functions, avail themselves of the school services such as the library, clinic and other facilities in complete uniform. Those who are not wearing the prescribed attire shall not be allowed to enter the campus unless permission is obtained from the OSAD.

### **a. Daily Uniform**

1. For Ladies (undergraduate):
  - i. White blouse (tucked in) with short sleeves
  - ii. Necktie with UIC monogram
  - iii. Waist-liner pink skirt (2-3 inches below the knee)
  - iv. Closed all-black shoes but not rubber shoes
  - v. White or light pink hijab (for Muslim students only)
2. For Men (undergraduate)
  - i. White polo (preferably Oxford Linen) with a white undershirt (tucked in or tucked out provided the undershirt will not exceed the polo)
  - ii. Navy blue slacks (not maong or denim texture)
  - iii. Closed all-black shoes (not rubber) with white or black socks
3. Students who are – [1] married\*, [2] permanently employed in an outside office 8:00 a.m. to 5:00 p.m.\*\*, [3] 25 years old and above, and [4] second-coursers shall wear white or off-white blouse for female and polo shirt for male.

*\*to present marriage contract to the OSAD*

*\*\* to present Employment Certificate to the OSAD*

### **b. P.E. Uniform**

1. Male and female prescribed P.E. uniform is worn with rubber shoes and socks.
2. P.E. uniforms are worn during P.E. classes. However, students are allowed to wear it for the whole day (of their P.E. schedule).
3. P.E. uniform shall not be worn during examination days unless scheduled special exam with OSAD consent.
4. During First Fridays, PE uniforms are to be worn only during the PE period.

### c. Gala Uniform

The gala uniform is worn the whole day during First Fridays and other special school occasions (e.g., September 10, December 8, March 4).

#### 1. For Ladies:

- i. White blouse with long sleeves, pink ribbon
- ii. Waistline, boxed pleated, white skirt (2-3 inches below the knee),
- iii. Closed all-black shoes but not rubber shoes
- iv. White or light pink hijab (for Muslim students only)

#### 2. For Men:

- i. The gala uniform is the daily uniform (white polo, navy blue slacks and closed all-black shoes (not rubber) with white or black socks

### d. Senior's Uniform

- i. Senior's uniform is the uniform worn by graduating students following the design approved by the Management Council.
- ii. Authorized senior's uniform is considered as gala uniform.

### e. Laboratory Gown

- i. White laboratory gowns are worn only inside the laboratory.

## **Section 3. Attire for “Wash” Day (Wednesday), Saturdays and Summer Classes, etc.**

On “wash” days, Saturdays, summer class days and other occasions (e.g., intramural) students are allowed to wear fashion-oriented attire except the following:

- a. Grunge “torn” pants
- b. Sleeveless/hanging or tight-fitting blouses or t-shirts
- c. Plunging necklines (two inches below the collar bone), backless
- d. Mini-skirts/ shorts / very tight-fitting pants/ leggings
- e. Rubber slippers or sandals for male and female
- f. Leather slippers for male



## **Section 4. Incomplete Uniform**

- a. A letter of explanation noted by the parents/guardian is required of every student for not wearing the proper uniform. This will be presented to the guard upon entry to the campus.
- b. The guard informs the OSA/D who will, in turn, grant the student permission to enter without a warning slip if the reason is valid.

## **Section 5. Civilian Attire during Regular School Days**

- a. A student is required to secure a permit from the OSAD by writing a letter in duplicate and stating the reason for his/her being in civilian attire. This is duly noted by the Program Dean and Dean of College.
- b. Submission of projects/ requirements and fulfillment of any personal business with the Program Dean or teacher are considered official transactions; hence, a student is required to be in proper uniform upon entering the school premises.

## **Section 6. Identification (ID) Card**

- a. Every student is required to wear and display his/her identification card (bearing the signature of the University President and validated by the OSAD for the current term) with the prescribed lanyard at all times within the school premises.
- b. Graduating students in senior uniform using bar pin and/or name plate are required to present their ID upon entering the campus.
- c. Senior students not wearing their bar pins and/or nameplate shall wear their ID at all times inside the school premises.

## **Section 7. Lost Identification Card**

- a. The student reports the loss in writing to the OSA/D explaining how, where and when the ID was lost for the issuance of a two-day gate pass. The days constitute the waiting period for the possible return of the lost ID.
- b. After confirming the lost ID and/or the expiration of the gate pass, the student secures an affidavit of loss and have it noted by the OSA/D.
- c. The OSAD will then issue a request for new ID form to be presented by the student to the cashier then, the student proceeds to the ID in-charge for the issuance of the new ID.

## **Section 8. Misplaced/ Forgotten ID**

- a. The concerned student makes a letter of explanation addressed to the OSA/D. If the misplaced ID could not be found in two days, it shall be considered lost.

- Procedures b and c of lost ID shall be followed.
- b. IDs left in the province will be considered lost. The student will be advised to secure a new ID.

## **ARTICLE IX - CONDUCT INSIDE THE SCHOOL**

### **Section 1. Courtesy and Respect for Authority**

A UICian respects authority. S/He courteously and promptly obeys all those vested with authority. S/He is aware at all times that authority exercised by the officials of UIC comes from the powers and rights attached to the office they occupy.

- a. In dealing with UIC employees and other members of the community, he/she observes the usual norms of respect, politeness, and etiquette.
- b. The student refrains from the use of words that are offensive, vulgar, indecent, or blasphemous, for such language is unbecoming of a UICian, a student of a Catholic school.
- c. Students are expected to show respect to all school personnel including visitors on the campus.

### **Section 2. Orderliness and Cleanliness**

- a. It is the responsibility of a student to help keep the school campus clean, tidy, and to observe CLAYGO (CLean As You GO) policy.
- b. Canteens are always kept clean and tidy. Empty bottles, food wrappers, plates, spoons, forks, pieces of paper, etc. are placed in their proper places and/or receptacles.
- c. For the convenience of the students along the corridors and the stairways of different school buildings during rush periods, simple and practical traffic regulations adopted in the school is faithfully observed by every student. The “keep right” policy is observed.

### **Section 3. Inside the classroom**

- a. All the classes begin and end with a prayer. The first bell signals the end of the period. The second bell starts the next period.
- b. Students are expected to be prompt. If the instructor is late for fifteen (15) minutes, the class is considered dismissed. In cases where the instructor sends word to wait, then the students must wait and observe classroom decorum.
- c. No students shall be called out of class except by official Call Slip. Calling out of a student from the classroom can only be done by the Program Dean or OSAD; any other school authority wishing to do so shall ask permission/ inform the Program Dean.

- d. Chairs are arranged properly before and after classes. Electric fans, lights, and air conditioners are to be put off before leaving the classroom and laboratories.
- e. Mobile phones (unless used for instructional purposes) are to be switched off or put in a silent mode inside the classrooms.
- f. Music players, gaming console, wearing earphones and the like are strictly prohibited except in the following designated areas: lobby, grounds, canteen, CR, kiosk and receiving hall.
- g. Unauthorized use of chalkboard/whiteboard shall be subjected to disciplinary action.
- h. No eating and drinking inside the classroom.

#### **Section 4. In the Corridors/ Lobby/ Passage/Stairs/ Study Hall**

- a. Staying in the corridors, stairs, and terrace during class hours and examination days is not allowed.
- b. Using cellphones and wearing earphones are prohibited during assemblies, symposiums, Mass, examinations, and in offices.
- c. Proper decorum (silence and order) is always observed especially while waiting or going to the next class. Loud talking, boisterous laughter, shouting and heavy steps are prohibited.
- d. The study hall is used for study. Silence should be observed.

#### **Section 5. Handling of Facilities/ Properties**

School facilities such as chairs, tables, electric fans, lights, turnstiles, etc., are to be used by the students with utmost care. In case of deficiencies of facilities in the classroom such as needed repairs, lack of chairs, defects in lighting or water system, and other fixtures, students and the faculty members are to inform the Program Dean/ OSAD immediately.

#### **Section 6. Notices, Posters, Announcements, Flyers, Advertisement, Streamers and Tarpaulin**

All posters, notices, announcements, flyers, advertisements, streamers and tarpaulins shall be approved by the Office of Student Affairs and Discipline before they can be posted/ written in designated areas within the school premises. Streamers and tarpaulin and other announcements for viewing of the public outside UIC shall be approved by the VP-Administration. Program announcements should be posted only in the designated program bulletin boards with the approval of the Program Dean. Removal of the notices and posters is done by the sponsoring group a day after the activity.

#### **Section 7. Other Concerns**

Other Concerns should be brought to the proper authorities before posting.

## Section 8. Channels of Communication

Cases of misunderstanding among or between students and /or faculty /school personnel are to be brought immediately to the attention of the Program Dean/ Unit Head. No student may resolve his/her difficulty with violence or by means that reveal lack of Christian charity or respect for authority and the rule of law.

Different concerns are channeled through –

Concerns	Where to Go
Related to faculty or any school authority	Concern faculty/ Academic Coordinator/ Program Dean/ Dean of College
Academic	Academic Coordinator and/ Program Dean
Non-academic	OSAD in consultation with the Program Dean/ Dean of College
	Guidance Counselor/ Campus Ministry/ Coordinator of the particular office

### a. Flow of Communications

1. The SSG and Non-Academic clubs are under the supervision of the OSAD
2. Religious clubs are under the supervision of the Christian Formation Director in coordination with the OSAD.
3. Academic clubs and program activities are under the supervision of the Program Deans in coordination with the OSAD and Dean of College.
4. Student representatives of campus organizations or classes consult and confer with OSAD through proper channels before organizing a social gathering. Completion of the required documents signifies the approval of the activity.

### b. Letter/ Requests/ Parent's Consent Form

1. Letters and Activity Plans noted by Club and Program Moderators, approved by the respective Program Deans and Dean of College are submitted to the OSAD one (1) week before the activity. Accomplished Parent's Consent Form is returned to the OSAD two (2) days before the activity.
2. Only approved activities will be entertained for booking and reservation. A first-come-first serve policy is observed.
3. Sponsorships of establishments and partners during departmental activities shall be approved VP for Administration and VP for Finance.

## **Section 9. Religious Practices**

- a. Students should pause and observe silence during prayer time
- b. Proper behavior inside the chapel is observed. During spiritual activities (Mass, recollection, retreat, prayer meetings), proper conduct shall be observed.
- c. Catholic students are expected to attend Eucharistic celebrations and other spiritual activities while non-Catholics are to attend their respective prayer services/ gathering.

## **Article X – CONDUCT OUTSIDE THE SCHOOL**

### **Section 1. The UICian**

A student is always identified with the school. The UICian, therefore, has the responsibility to project a good image of the University of the Immaculate Conception of which he/she is an essential part.

### **Section 2. Authorized Representation**

- a. The student has the responsibility to abide by written instructions of the President, Vice President for Academics, Dean of College, Program Dean and other Heads of Offices when acting as an official representative of the University.
- b. A student who participates as a representative of any campus organizations in an outside activity is authorized in writing by the Director of Student Affairs and Program Dean, with the approval of the Dean of College.
- c. No student may use the name of the school for advertisement/ solicitation or any other purposes without proper authorization in writing from the Dean of College or the President.

### **Section 3. Patriotism and Civic Duties**

- a. A student manifests his/her patriotism by participating in civic activities such as parades, rallies, mass meetings, civic programs and the like. The University encourages students to participate in those activities which it organizes or approves. A student who takes part in any other activity may do so in his/her capacity. S/He may exercise his/her right as a citizen of the country in off-campus activities without impairing his/her standing in the institution.

- b. The student is encouraged to perform his/her civic duties by cooperating with the local government officials in the implementation of such policies that are directed towards the development of the community.

#### **Section 4. Public Religious Functions**

The student manifests his/her faith by participating in processions, public devotions, and other public religious functions sponsored by the parishes or by their respective denominations.

#### **Section 5. Conduct in Public Places**

- a. At all times and outside the campus, a UICian is expected to be morally upright.
- b. Every UICian is courteous, and respectful to all, without exception, in school, at home, in other places. Any violation of this section may serve as a valid ground for dismissal depending on the gravity of the case.
- c. No student is allowed to participate in any public performance involving indecent body exposure such as beauty contest, ramp modeling, reality shows and the like. A student discovered participating in these activities outside the campus shall be subjected to due process.

When using social media, students shall be guided by the institution's ***Policy on Conduct of Employees and Students When Using the Internet and Social Media, 2018:***

##### **1. General Provisions:**

- a. Employees and students of the university shall observe proper conduct and utmost professionalism when uploading content in the Internet.
- b. Employees and students shall obtain prior approval from the Office of External Relations before contributing content that binds the university and its academic community, to any Internet platforms
- c. In instances wherein the employees or students were unable to secure prior consent, the content shall include a disclaimer telling the readers that the content was of their personal opinion only and does not bind the university in any way. Furthermore, the disclaimer shall also state that the employees or students shall be solely responsible for their statements and shall indemnify the university and its administrators of any legal consequences.

- d. When contributing content that includes resources not of their own creation, employees and students shall properly cite the original authors or otherwise just post a link to the original resource.
- e. Employees and students shall follow the Data Privacy Policy of the university to ensure that the privacy rights of the stakeholders are protected.
- f. Any posting of inaccurate or altered information online, or any posting of content that violates any laws, including but not limited to RA 10173 and RA 10175 shall be prohibited and will result in disciplinary action.

## 2. Representing the University in the Online Platform

- a. When posting or contributing content to the Internet and Social Media platform while representing the university, all employees and students shall identify their position or role.
- b. All employees and students shall ensure that their online posts and comments are accurate.
- c. Employees and students shall not give their personal opinion about the official position of the university regarding certain issues.

## 3. Code of Conduct

- a. Employees and students shall observe the university policies regarding good manners and right conduct when engaging in activities in the cyberspace.
- b. Employees and students shall not drag the name of the university to scandalous activities or events, or anything that are in violation to Catholic principles.

## 4. Policy Violations

- a. Violation of law or university policies, will result in disciplinary action, up to and including termination of employment and/or enrollment.
- b. All persons to whom these guidelines are applicable, as stated above, are responsible for adhering to these rules. All decision-making personnel are responsible for ensuring that these policies are adhered to within their respective areas of responsibility.

## ARTICLE XI - FORMS OF DISCIPLINARY ACTION

Based on the Manual of Regulations for Private Schools, the three (3) categories of disciplinary action which may be imposed on erring students, and are commensurate to the nature and gravity of the violation of school rules and regulations are as follows:

### Section 1. Warning

**The warning includes but is not limited to the following:**

- a. Visiting places of ill-repute, *i.e.*, nightclubs, gambling joints, etc.
- b. Using the name of the school in printed programs, invitations, tickets and announcements without permission
- c. Engaging in acts of dishonesty, misbehavior, misconduct or misdemeanor other than those mentioned in the preceding sanctions
- d. Tampering notices on Bulletin Boards of the school and/or campus clubs/organizations
- e. Non-payment of debts to fellow students/other persons
- f. Failure to wear the proper school attire
- g. Unauthorized use of school facilities; violating rules governing the correct and proper use of the library, AV room, gymnasium, and other facilities without the proper permit
- h. Misconduct inside the classroom such as shouting, whistling, raucous and unrestrained laughter and loud talking
- i. Disrupting classes by loitering and by creating noise or any disturbance in the corridors, stairways, and immediate vicinities of classrooms during class periods
- j. Committing acts of vandalism
- k. Use of mobile phones, music players, gaming console and the like outside designated places

A student may be meted with suspension if s/he incurred the following:

- three (3) accumulated warnings for the same offense – on the 4th he/she be meted with suspension;
- four (4) accumulated warnings for various offenses – he/she be meted with a suspension on the 5th warning.

### Section 2. Suspension

A school may suspend, deny, deprive an erring student entry in the school campus or attendance in the classes for a period not exceeding twenty (20%) percent of the prescribed school days for a school year or term. The decision of the school on every case



involving the penalty of suspension which exceeds twenty (20%) percent of the prescribed school days for a school year term shall be forwarded to the Commission on Higher Education (CHED)-Regional Office (RO) within ten (10) days from the termination of the investigation of each case for its information.

## **Effects**

No transfer credentials shall be issued to a suspended student until such suspension shall be expired. A student who has been suspended or excluded may be allowed to re-enroll in UIC on the condition that she/he shall execute a promissory note to live “an exemplary conduct” when re-admitted. If a student is suspended for the second time, her/his violation may lead to exclusion.

Suspension may include, but not limited to the following:

- 1) Lending one's ID to another and the willful possession of two or more ID's;
- 2) Extortion, *e.g.*, collecting money from the students in and outside the campus without permission from the duly authorized persons;
- 3) Causing public and campus disturbances, *e.g.*, causing panic or confusion, harassment, throwing of any object in a gathering, disturbing/disrupting authorized practices and performances, symposia, lectures;
- 4) Publishing or circulating false information or posting malicious remarks in the social network about the University, its officials, personnel, and students;
- 5) Taking part in brawls inside and outside the campus;
- 6) Smoking/ Vaping within the school premises, within 100 meters from the school, and in Uniform; or any school-related off-campus activities;
- 7) Behavior unbecoming of a UICian, *i.e.*, arrogance, promiscuity;
- 8) Threatening and/or preventing any student and/or teacher, personnel from entering the school premises or attending classes.
- 9) Refusing/ failure to appear without valid reason before a school official and/or a duly constituted body when asked to do so;
- 10) Insubordination to authorities;

- 11) Fraternity and/or Sorority initiation;
- 12) Usurpation (to take or exercise authority or possession wrongfully);
- 13) Playing/ bringing gambling paraphernalia inside the campus or off-campus school activities;
- 14) Computer security breach: Accessing a University computer or computer network without authority or beyond authorized access. Which includes but are not limited to the following:
  - i. Altering information, (e.g., changing the password of someone else's account and changing data in files beyond one's authorized access, etc.) damaging or destroying information (e.g., using someone else's file, etc.)
  - ii. Making/ introducing false information;
  - iii. Preventing authorized use of information; or
  - iv. Preventing normal operation (e.g., changing the configuration or CMO's set-up of a PC, introducing computer virus, etc.) of computers or computer networks of the University;
  - v. Hacking/Cracking.
- 15) Academic dishonesty in the form of plagiarism, a deliberate, conscious effort of a student to steal another's original work and pass it off as his/ her own.

### **Section 3. Exclusion**

A school may exclude, drop or dismiss from its rolls a student for a semester, two semesters or both, for a summer, or for the whole school year.

#### **Effects**

A student who has been excluded may be allowed to re-enroll in UIC as long as s/he has served the term of his/her being excluded. S/He, however, shall execute a promissory note to live an "exemplary conduct" when re-admitted.

A student may be recommended for exclusion which may include but not limited to the following:

- 1) Pregnancy without the benefit of marriage (for women) and/or impregnating a UICian or non-UICian (for men)

- 2) Stealing school property that is vital to its operations and valuables of students, teachers, and other school personnel
- 3) Possessing, accessing, and downloading in the internet pornographic literature within campus premises
- 4) Forgery and/or tampering of official school records
- 5) Securing or using forged and faked school records and terms/ tampering documents/ misrepresentation of facts
- 6) Assaulting the personnel or student in and outside the campus physically.
- 7) Giving slanderous/defamatory statements to personnel or students thereby causing injury to his/her person and dishonor inside and outside the campus (verbal, written and published in social media)
- 8) Strikes/demonstration resulting in damage to school properties
- 9) Instigating or engaging in activities resulting in damage of property vital to school's operations
- 10) Doing actions that are contrary to morals inside and outside the campus, especially in uniform. *i.e.*, petting, necking, orgies, sexual acts, and other indecent acts offensive to public laws and Catholic morality
- 11) Indulging in drugs – using, possessing narcotics and prohibited drugs, such as marijuana, methamphetamine hydrochloride (shabu), prohibited cough syrup or any hallucinogenic agent
- 12) Misappropriation of funds of student organizations or programs. Any student who fails to account or turn-over funds entrusted to his/her care or custody, without any satisfactory explanation
- 13) Gambling in any form inside/ outside the campus (play game for money).
- 14) Drunkenness and/or possession of liquor, *e.g.*, entering the campus under the influence of liquor of any amount or dosage; bringing liquor inside the campus or any school-related off-campus activities.

## Section 4. Expulsion

The penalty of expulsion is an extreme form of administrative sanction, which debars the student from public and private schools in the Philippines. To be valid and effective, the penalty or expulsion requires the approval of the CHED.

Expulsion includes but is not limited to the following:

1. Killing a person within the school campus except for self-defense
2. Hazing, initiation rites, resulting to serious physical injury or death, whether inside or outside the campus
3. Trafficking “mind-altering” drugs within the school campus
4. Injury to the life of any personnel or student (*i.e.*, stabbing, shooting, mauling)
5. Participating in strikes/demonstrations resulting in any injury to life.
6. Hooliganism (*e.g.*, disruptive and unlawful behavior)
7. Immorality or actions resulting in public scandal, *e.g.*, prostitution, adultery, etc.
8. Rape/ attempted rape
9. Sexual harassment
10. Voluntary abortion

### ARTICLE XII - CONDUCT OF RANDOM DRUG TESTING

The creation of a safe and positive learning environment is an essential obligation of the university. Anent to the Commission on Higher Education Memorandum Order No. 64, series of 2017 based on Republic Act 9165, UIC conducts Random Drug Testing through the office of the Student Affairs and Discipline.

An orientation shall be given to all students who are enrolled for the semester/school year. A letter of information will be sent to the parents regarding the conduct of the random drug testing. The UIC Clinical Laboratory, being a Department of Health (DOH)-certified drug testing center shall conduct the random drug testing on an unannounced date and shall recommend any student for confirmatory testing if found to be positive. Investigation following the existing school policies will be done as deemed necessary. It shall be emphasized that students have no financial obligation in the conduct of the random drug testing.

All procedures to be undertaken shall uphold the ideals of fairness and self-respect such that there will be no violation to the student’s constitutional rights to due process, equal protection, and self-incrimination.

### ARTICLE XIII - DUE PROCESS

Based on the Manual of Regulations of the Commission on Higher Education (CHED), it is the responsibility of every private school to maintain good school discipline. No cruel or physically harmful punishment shall be imposed nor shall corporal punishment be meted out. It is the responsibility of the school to specify and define clearly the rules

governing discipline and corresponding sanctions and to make these known to the students. No penalty shall be imposed upon any student except for cause as defined in the Student Handbook, duly promulgated and only after due investigation shall have been conducted by the school.

The right of the student to due process in the hearing, investigation, and trial of case/charges which may lead to student's expulsion, suspension or similar disciplinary penalties is fully granted. Due process shall include the right to be informed in writing and to be heard and to defend him-/herself before a body duly constituted by the school. According to the CHED, expulsion is a greater disciplinary sanction than dropping during the semester or term.

## **ARTICLE XIV - DISPOSITION OF CASES**

The University of the Immaculate Conception observes policies to protect the freedom of students from being prejudiced by the misdemeanor, misbehavior, and misconduct of the other students.

As a matter of procedure and for expediency and speedy disposition of cases, without prejudice to the interest of justice, or rights, duties and privileges, all cases, disciplinary and others, fall within the purview or rules and regulations of the CHED, the Manual of Regulations for Private Schools, the University of the Immaculate Conception, and of laws which are first ventilated and/or taken cognizance and given due course by the OSAD (Office of Student Affairs and Discipline), which office is duly empowered by the school to execute, enforce and implement. The party concerned submits his case to the OSAD and accepts the decision of the said office. However, if the student (party) so desires, the case may be brought to a higher duly constituted Board in which all the proceedings in the OSAD are nullified.

It is the right of the student to be informed that the academic grades given by the faculty members are solely based on the academic competence of the students and that no deduction from grades may be made because of misbehavior, absence or tardiness. However, according to the CHED, academic grades may be lowered for work missed.

In case of minor offense, the school has the right to impose appropriate disciplinary actions in the interest of good order and discipline of UIC. In any student-to-student or student-faculty and/or administrator relations, the UIC stresses the law of human relations: every person must, in the exercise of his rights and the performance of his duties, act with justice, give to everyone his due and observe honesty and good faith.

It is the right of the students to know that the faculty members in as much as they are in the college to guide learning, should course any disciplinary action they may take against the student through the OSAD.

Program policies of disciplinary actions may prevail so long as they are not contrary to the above guidelines.

## **ARTICLE XV – CO-CURRICULAR and EXTRACURRICULAR ACTIVITIES**

### **Section 1. Functions**

- a. Co-curricular activities are those which supplement the academic work of students in the classrooms, as well as in the curriculum while general extracurricular activities are those activities that have no bearing on the curricular offering.
- b. Co-curricular and extra-curricular activities of the students are encouraged and considered means to foster social attitudes of cooperation, responsibility, creativity, and leadership.
- c. Co-curricular and extra-curricular activities may be undertaken by the students in the classroom, or in - and off-campus.

### **Section 2. Limitations**

However, since co-curricular and extra-curricular activities are intended to supplement lessons in the class, the Program Dean reserves the right to regulate the students' participation from such activities if, in his/her judgment, the student needs more time to devote to his/her studies. These activities are under the OSAD in coordination with the Program Deans, Dean of College and under the supervision of the Vice-President for Academics.

## **Article XVI – FORMATION OF CAMPUS/ STUDENT ORGANIZATION**

### **Section 1. Right to Organize**

Students have the right to form organizations in the campus, under the law and to seek recognition for such organizations. A written statement of purpose, description of the organizational structure, procedures, the specified minimum membership qualification and a listing of members must be approved by the OSAD. Such approval or recognition may be revoked upon proofs of violation of its statement of purposes and procedures, or the regulations of the College.

Students who wish to form themselves into a new organization should seek permission from the OSAD. Such permission allows the new student group to hold organizational meetings to define the objectives and purposes of the organization and to prepare requirements for recognition.

### **Section 2. Conditions**

- a. In as much as UIC has no responsibility for activities of students not enrolled in the University, only organizations whose memberships are exclusively composed of bonafide students of the College Department may seek recognition with the College.

- b. UIC explicitly states that the students have the right to free assembly and freedom to recognize as defined and guaranteed by the Constitution of the Philippines. However, this freedom of organization does not impose on the College the obligation to recognize every organization. Only organizations whose aims and purposes are within the objectives of the College can qualify for recognition.
- c. UIC recognizes and respects the political rights of its students as citizens of the Republic of the Philippines. However, the College does not recognize student organizations which are affiliated with local and national political parties.

### **Section 3. Requirements**

These requirements should be submitted within three (3) months after permission is given.

- a. The OSAD is to be furnished with the following documents from Academic, Non-Academic, and Religious clubs for renewal:
  - 1. Constitution and By-Laws (if amended) and History
  - 2. List of Current Officers and Members
  - 3. Proposed Program of Activities for the year
  - 4. Annual Plan
  - 5. Officer's Directory
- a. The following are the documents to be submitted to the OSAD by the club officers before the signing of clearance per semester.
  - 1. Performance Report (based on Annual Plan)
  - 2. Minutes of the Meetings
  - 3. Audited Financial report
  - 4. Album containing pictures of activities and other documentations
  - 5. Evaluation of officers and club activities
  - 6. All documents are placed in a long clear book

### **Section 4. Membership**

Every student is required to be a member of at least one academic club and one non-academic club of the College's recognized co-curricular and extracurricular organizations to the extent that his/ her scholastic standing will allow. Duly recognized student campus organizations must submit the list of members to the Office of Student Affairs for approval.

## **Section 5. Off-Campus Activities**

Classes, recognized clubs or organizations desiring to do co-curricular and extracurricular activities outside the campus must provide an activity plan and obtain permission from the OSAD, properly noted by the Program Dean and Dean of College. They shall submit the accomplished Parent's Consent Form two days prior to the activity.

## **Section 6. Qualifications of a Student Leader**

- a) A bonafide student
- b) A resident student of at least two (2) consecutive semesters immediately before the election
- c) Possess the qualities of a good leader
- d) Hold only one major office and one minor office; Presidents, VPs, Secretaries, and Treasurers are considered major positions
- e) Possess good moral character and has never been guilty of misconduct
- f) Recommended by the Program Dean
- g) Must have an average of at least 85% with no failing grades, DRP and NA in the previous two semesters

## **Article XVII – RECOGNITION OF CAMPUS/ STUDENT ORGANIZATION**

### **Section 1. Registration and Approval**

- a. To be officially recognized as a duly constituted school organization, every student organization shall be duly registered with the Student Supreme Government and the Office of the Head of Student Affairs. The registration consists of presenting a copy of the updated Constitution and By-Laws duly promulgated by its members, a plan of activities, a complete roster of officers and a list of registered members.
- b. A new campus/student organization is considered an official organization only after it has been approved by the Head of Student Affairs in coordination with the Dean of College.
- c. The new campus/student organization seeking approval will be given recognition on a probationary basis for one year.

### **Section 2. Renewal**

A club/organization, which is inactive for one year is considered “DEAD” and its operation is illegal. A notice of inactivity will be issued by OSAD. Requirements for the



renewal of the club are – [1] evaluation of organization's performance in the previous school year [2] program proposal for the current school year; and [3] the list of officers.

### **Section 3. Reports**

Before the signing of clearance every end of the semester, all existing clubs/ organization are required to submit a report to the OSAD, to wit:

1. Performance Report based on strategic plan – c/o President
2. Minutes of the Meetings – c/o Secretary
3. Audited Financial Report – c/o Treasurer
4. Documentation of activities (pictures and write-ups) – c/o President
5. Evaluation of activities – c/o Secretary
6. All documents are placed in a long clear book

## **ARTICLE XVIII – OPERATION OF CAMPUS/ STUDENT ORGANIZATIONS**

### **Section 1. Approving Authority**

The officers of the recognized student organizations shall recommend their advisers to the Program Dean (Academic Clubs), Director of Student Affairs (Non-Academic Clubs) and Director of Campus Ministry (Religious Clubs) for approval.

To ensure a well-balanced program of study and recreation for the students, every academic-related activity should first be approved by the Dean of College. The OSAD shall be furnished a copy of the approved activity. All extra-curricular activities should be noted by the Club Moderator and counter-signed by the Program Dean, approved by the Dean of College.

The line of authority in any given activity be it to organize or to hold activity should have the approval of the OSAD in consultation with the Dean of College. All club activities which will be held outside Davao City shall be approved by the Vice President for Academics.

### **Section 2. Guest Speakers**

Any recognized student organization of UIC must first obtain permission from the Dean of College and OSAD before inviting speakers from outside the College. The activity plan should be included in the request.

### **Section 3. Academics as Priority**

Student activities should not be used as an excuse to skip classes or use the class for organizational meetings, functions, campaign and fund drives. Academic work should not be subordinated to any other pursuit in the classroom. However, if a student cannot help missing a class due to such activities, he/she should get a certification from the OSAD and the approval of his/her Program Dean. Absences, due to extra and co-curricular activities without the previous permission of the Program Dean, shall be counted against the student.

### **Section 4. Fines and Penalties**

Students who are not able to attend institutional or organizational activities without valid reason are given sanctions. No student organization may impose upon its member's excessive fines, penalty, and punishment of any kind.

### **Section 5. Financial Audit**

The Office of Student Affairs shall require a semestral audited financial report of the organization which covers all aspects of its operation, such as income resources and expenditures. This report shall be signed by the organization treasurer, auditor, president and faculty adviser/ club moderator.

### **Section 6. Constitution and By-laws**

Every recognized organization must have a Constitution and By-laws promulgated by the officers and club moderator duly approved by the Program Deans and OSAD in consultation with the Dean of College. The objectives of the organizations must be in accordance with the policies and objectives of UIC and must not contain anything that violates them.

### **Section 7. Consultations**

Advisers/ Club Moderators and Program Deans must be consulted/ informed regarding activities and meetings that require their presence.

### **Section 8. Officers' Accountability**

The elected officers of organizations shall be responsible for the life of their respective organization and are accountable to the OSAD. The annual plan of organizations and clubs shall be formulated at the start of the school year. All organizations must keep a list of officers and members. They must maintain an updated record of their activities, achievements, recommendations, and evaluation.

## **ARTICLE XIX – SUPREME STUDENT GOVERNMENT (SSG)**

### **Section 1. Nature and Functions**

- a. The Supreme Student Government (SSG) is the highest governing body of the students in the College Department of the UIC and the official representative and the voice of the students.
- b. Functions:
  - 1)to help promote good relationship within the academic community: the student body, the faculty, personnel, and administration;
  - 2)to assist the OSAD in implementing the rules and regulations of the department and maintaining the discipline of students;
  - 3)to serve as the voice of the student body;
  - 4)to initiate and/or carry out the different non-academic activities of the department and to coordinate these activities with the various organizations.

### **Section 2. Composition**

The SSG is composed of all elected officers and three (3) representatives from each program. Since it is a student form of government, it encourages the maximum involvement of students in co-curricular and extra-curricular activities.

### **Section 3. Supervision**

The SSG is under the direct supervision and guidance of the Director of the Student Affairs and Discipline. Hence, consultation on non-academic matters shall be done directly with the Office; for major activities, in the coordination of the Dean of College and VP-Academics.

## Article XX – OFFICIAL STUDENT PUBLICATION

The University supports the official student publication for the college department and student publications from the different academic programs and student organizations, subject to the terms and conditions, policies and procedures set by the different student publications and by the Student Publication Committee, taking into consideration the vision, mission, and policies of the school. The University encourages membership of students in any of these student publications with the end-view of developing potentials of students in the field of print communications.

### Section 1. The Collegiate Immaculate (TCI)

- a. TCI, as the official student publication of the tertiary department, recognizes the “role of responsible journalism in uniting the academic community to attain its mission and objectives, in forming ethical values, critical and creative thinking, developing moral character and personal discipline of the youth” (*Campus journalism act of 1991*). Further, TCI “serves the interests of the students of this University while at the same time takes into consideration the interests of the other sectors and stakeholders within the community, aspires for an intelligent and informed writing that is humane and rooted in truth, fairness, and integrity” (*Excerpt from the Preamble of the Constitution and By-Laws of TCI*).
- b. Any bona fide student of this University enrolled in any of the academic programs may become a member of the editorial board and staff after going through and passing the criteria and screening procedures set by TCI as contained in its Constitution and By-Laws.

### Section 2. Purpose

- a. To develop pride and a sense of belonging in one academic community among students of UIC through TCI;
- b. To imbibe among TCI staffers and writers about the values of objectivity, integrity, and fairness in reporting and writing of events happening in the school;
- c. Organize activities that promote TCI and UIC, and encourage community members to maximize the use of TCI as the school’s official student publication;
- d. Promote journalism as a powerful tool for informed truth rooted in the values of accuracy, responsibility, integrity, and leadership;
- e. Train staffers and potential writers in the work of responsible journalism and prepare them for future journalistic occupations.

## ARTICLE XXI - SERVICES AND FACILITIES

### Section 1. Learning Resources

#### a) UIC Learning Resource Services Center

The UIC Learning Resource Services Centers which serves three (3) campuses is composed of Libraries, Audio-Visual Rooms, and On-line Research Zone or Internet access. The library clientele have full access to each collection, resources, and services using the Wi-fi and OPAC (Online Public Access Catalogue). It provides the environment for study and research.



#### b) Laboratories: Father Selga Campus

- **Computer Hardware and Networking Laboratory.** This laboratory located at the 2nd floor of the Immaculate Conception building is equipped with various computer hardware that allow students to learn how to configure and troubleshoot computer systems. This also has various networking equipment such as Cisco routers and switches to allow students to learn how to configure and troubleshoot computer networks.
- **Computer Laboratories.** These laboratories located at the 2nd floor of the Immaculate Conception building have forty-five (45) units each of Dell computers used by different Programs. Various computer applications are installed in this laboratory that includes Office Productivity Tools, Enterprise Resource Planning software, Hotel and Restaurant Management software, Health Information Systems, Software Development Applications, and many others.
- **Data Analytics and Internet of Things Laboratory.** This is a specialized research laboratory located at the 2nd floor of the Immaculate Conception building that allows ITE faculty and students to do research that are aligned with Data Analysis and Internet of Things (IoT). This laboratory is equipped with various IoT devices such as Raspberry Pi and Arduino kits that the researchers can use for their research.

- **Hotel, Restaurant and Tourism Management Laboratory.** The Laboratory is designed as a mini-hotel with basic amenities: front desk, a business center, a conference room, a bar, a function room that can accommodate 120 guests, a working kitchen, a deluxe room, four twin-sharing rooms, and a suite. It serves as a venue for hands-on experiences of students on daily hotel operations.



- **Multimedia Laboratory.** This laboratory has forty-five (45) units of iMac intended for visual graphics, animation, mobile applications development, web applications development, and game development.
- **Nursing Skills Laboratory.** The Nursing Skills Laboratory (NSL) 1 and 2 serve as the demonstration rooms and practice areas for return demonstrations of the BSN students located at the 5th and 6th floors of the Immaculate Conception building. NSL 1 and NSL 2 simulate major areas in the hospital setting and are equipped with basic instruments, equipment, and supplies to aid in the development of the competencies of students required in performing nursing procedures.



- **Nutrition and Dietetics Laboratory.** The Laboratory is located at the ground floor of the Annunciation Building equipped with the essentials for a cooking laboratory like food preparation, food preservation, food processing, product development, and preparation of different dietary prescription.



- **Pharmaceutical Mini-Manufacturing Laboratory.** The laboratory is located on the 5th floor, Immaculate Conception Building. This is a fully-functional simulation room of a current good manufacturing practice (cGMP) compliant pharmaceutical manufacturing laboratory equipped with facilities which enables students to compound and conduct assay on various pharmaceutical preparations.

- **Science Laboratories.** The Science Laboratories constitute another asset of the school. The quality and quantity of laboratory equipment and materials made available to the students allow for small groupings and experimental approaches for satisfaction and maximum use of the laboratory facilities.



- **Speech Laboratory.** Located at the ground floor of the Annunciation building is designed to help students to develop their speaking ability in the English language, as well as their other communicative skills, speech organization, and delivery skills. Special language enhancement programs are also conducted to address communication apprehension.



### c) Laboratories: Bonifacio Campus

- **Architecture Studio.** The studio is located at the 6th floor, Assumption building primarily intended for the use of Architecture students that requires studio activities such as generation of drawings and design presentations, visual graphics, verbal narratives, drafting, three dimensional models, and animations to inquire, analyze, and test hypotheses about the designs they represent.
- **BPE Dance Room.** Located at 5th floor of the Mother Ignacia Building, the BPE dance room serves as the laboratory room for the BPE students rhythmic activities. Equipped with a TV monitor and sound system, it aims to provide a conducive and suitable facility for movement exploration and activities.
- **BPE Fitness Room.** Located at the 5th floor of the Mother Ignacia Building, the BPE fitness room serves as the laboratory room for BPE students fitness and wellness activities. Equipped with the basic fitness gym facilities, it aims to provide a suitable facility that aids in the understanding of muscle formation and body movement mechanism.

- **Chemistry Laboratory.** Located at the 4th floor, Sacred Heart building, this laboratory is for the use of students to enhance their knowledge on General Inorganic Chemistry through the conduct of experiments.
- **Circuits Laboratory.** This laboratory, located at the 6th floor of the Sacred Heart building, is used for activities in the construction, operation, and characteristics of basic electronic devices.



- **Clinical Laboratory and Training Center.** The Clinical Laboratory of UIC has facilities for clinical research and testing. The Laboratory is conveniently located at the ground floor of the Sacred Heart Building, Bonifacio campus, and offers a wide array of services such as Biological Assays, Clinical Chemistry and Micro Biological Analysis at nominal fees. Accredited by the Bureau of Research and Laboratories. The laboratory serves as a training area for the Medical Laboratory Science students



- **Communications Laboratory.** Located at the 6th floor of the Sacred Heart building, this laboratory is used by students to enhance their understanding on analog and digital communication systems by investigating various modulation and demodulation techniques, data communication systems, and transmission media using the available equipment.
- **Computer Laboratory.** These laboratories located at the 2nd floor of the Sacred Heart building. Various computer applications are installed in this laboratory that includes Office Productivity Tools, Enterprise Resource Planning software, Software Development Applications, and many others.
- **Digital Laboratory.** Located at the 5th floor of the Sacred Heart building, this laboratory is used for exercises that leads to the design, analysis and testing of digital, combinational, and sequential circuits.





- **Editing Bay.** The laboratory for video production offered for Communication Arts students. Strategically located on the 4th floor of St. Joseph Building. This laboratory is equipped with a highly sophisticated hardware and software applications needed to enhance students' skills in video production, lay-outing, editing, and animation.



- **Electronics Laboratory.** This laboratory gives students hands-on experience in the implementation and analysis of AC and DC circuits. This is located at the 6th floor of the Sacred Heart building.
- **Energy Conversion Laboratory.** Located at the back of the gymnasium, this laboratory helps introduce the concepts of energy conversion using various types of transducers to students.
- **Hydraulics Laboratory.** Located at the 2nd floor, St. Joseph building, this laboratory provides a variety of experiments pertaining to water which is equipped with flow measuring equipment.
- **Micro Laboratory.** Located at the 5th floor of the Sacred Heart building, this laboratory provides students with advanced concepts in embedded systems design using contemporary practice, and in programming and interfacing of microprocessors and microcontrollers. The area is also a place for students where the principles of computer engineering in design, building and testing of special circuits or simple systems is used.
- **Operating Systems (OS) Laboratory.** This laboratory located at the 5th floor of the Assumption building primarily provides practical experiences to different strategies used by an operating system.
- **Physics Laboratory.** Located at the 4th floor of the Sacred Heart building, this laboratory offers students with experimental foundation for the theoretical concepts, from mechanics up to optics, introduced during lectures.
- **Psychology Laboratory.** The laboratory is located on the 5th floor, St. Joseph Building. Its prime objective is to expose psychology students to actual psychological analysis. It is equipped with a two-way mirror for observation behavioral cases. Multimedia hardware is also provided to better grasp the whole idea of Clinical Psychology, Psychological Testing, Abnormal Psychology, and Experimental Psychology.



- **Radio Laboratory.** It is located on the 3rd floor of the Sacred Heart Building. It is primarily intended for the use of Communication Arts and Electronics Engineering students.



- **Soil Mechanics Laboratory.** This laboratory provides students with hands-on experience in performing several field and laboratory test methods that are necessary to enhance their knowledge about soil as an engineering material. This is located at the back of the gymnasium.
- **Speech Laboratory.** Located at the 3rd floor of the Sacred Heart building is designed to help students to develop their speaking ability in the English language, as well as their other communicative skills, speech organization, and delivery skills. Special language enhancement programs are also conducted to address communication apprehension.

#### d) Facilities

**Animal House.** The animal house caters the needs of the faculty and student researchers doing animal studies in pharmacology and toxicology. This facility contributes to better research and education based on ethical standards and humane treatment of animals. It also ensures an environment that is safe and secure for both animals and researchers/staff. It is Bureau of Animal Industry (BAI) registered, and Philippine Association for Laboratory Animal Science (PALAS) accredited animal facility

**Auditorium.** It is one of the special physical features which the school has made available for students. It has a seating capacity of 1,500. Reservations for the use of the auditorium are made at least one week before any affair is held. Care in the use of the facilities found in the auditorium should be exercised at all times. Cleanliness should be maintained. Eating, smoking, littering and the likes are strictly prohibited.



**Bookstore.** Textbooks, school supplies, and uniforms are available at the bookstore for the convenience of the students. There is one bookstore in the Main campus and another one in the Annex campus.



**Chapel.** Located at the 2nd floor of the Immaculate Conception Building, Father Selga Campus and the ground floor of the Mother Ignacia Building of the Bonifacio campus. The chapels are designed to answer the spiritual needs of the students.



**Gymnasium.** A component of educational formation, organized sports activities are being encouraged as supplementary to physical education. This is found at the Annex campus.



**Information Technology Development and Incubation Facility (ITDIF).** This facility is composed of a co-working space, conference room, and computer cubicles that can be used by startups or even student and faculty researchers that are found to have great potential in becoming a startup. The ITDIF was created to help the startup ecosystem of the city, as well as allow for the utilization of research outputs of the university.



**Mini-auditorium.** A fully carpeted and air-conditioned facility used for theatre presentations by the Communication Arts students as well as research fora, conferences and other co-curricular activities. It is located at the 6th floor of the Mother Ignacia building, Bonifacio campus.

**Nutrition Clinic.** This is located within the school clinic at the Father Selga Campus where practical Nutrition Care Process are conducted by Registered Nutritionist-Dietetians and Nutrion Dietetics students.

**Sky Gym.** Serves as an area for physical education courses located at the 7th floor of the Mother Ignacia building.

**St. Cecilia Hall.** Located at the ground floor of the Annunciation building and serves as venue for recitals and other co-curricular activities of students of the Music Program.

**Student Lounge.** Spaces open to students for studying, gathering, relaxing between classes. For the Main campus, they are located at the ground floor lobby and the area near the administrative office of the Immaculate Conception building and near the stairways of the Annunciation building. For the Annex campus, student lounge areas are at the ground floor lobby of the St. Joseph building and the kiosk.



**UIC NET is the Internet Facility UIC.** It provides schools in the region full Internet access to those who link with the school. UICNet offers a wide range of value-added services which are available through the nationwide network. The Internet services are open to companies and business establishments in the area.

## e) Other Centers

### 1. Center for Continuing Studies and Professional Development

The UIC Center for Continuing Studies and Professional Development (CCSPD) aims to serve the community in its support to the post-qualification continuance of professional competence by developing the capabilities and skills of professionals through either formal, structured and verifiable learning programs or informal, unstructured learning activity. UIC is a CPD Provider for the following professions: Accountancy, Chemistry, Civil Engineering, Medical Technology, Nursing, Pharmacy, Electronics Engineering, Nutrition and Dietetics, and Professional Teacher. Furthermore, the CCSPD is catering to lifelong learning for professionals through continuing studies by providing short courses that are demanded by government and non-government agencies and the industry.



### 2. Mother Ignacia Career Development Center for Technical Vocational Courses

The M. Ignacia Career Development Center (MICDC) is the University's TESDA Training and Assessment Center which was granted accreditation in 2015. Its objective is to help create opportunities for people through

enhancement of their technical skills. The MICDC is an Assessment Center in Cookery NC II, Bread and Pastry Production NC II, Bartending NC II, Front Office Services NC II, Food and Beverage NC II, Housekeeping NC II, Bookkeeping Services NCIII, Pharmacy Services NCIII, Health Care Services NC II, and a Training Center in Trainers Methodology Level 1.



## f) Resource Centers

1. **Management Information System/Information Technology Center.** UIC's pursuit of academic excellence especially in the field of Information, communication, and technology broadened its coverage by opening up MIS/ITC. The Center operates as a support system to all programs and sectors of the school as far as computer systems and training, productivity improvement and work satisfaction are concerned.



2. **Science Resource Center.** The Center is located at 4th floor of the Immaculate Conception building, Father Selga campus and has facilities for physical/chemical pharmaceutical and micro-biological research and testing. It provides extensive hands-on training currently used in research and analytical equipment. The Center offers professional research and testing services not only to UIC faculty and students but outside clientele as well. It is an active provider of laboratory services to agricultural plantations, miners, firms, and entrepreneurs.



## g) Student Services

1. **Campus Ministry Services.** The Campus Ministry of the University of the Immaculate Conception fosters the integral growth of the whole academic community through a spiritual formation that is faithful to the Catholic teachings and rooted in the Ignacian spirituality.

2. **Guidance Services.** The Guidance program consists of professional services aimed at assisting students in their total development. Students may avail themselves of the different services rendered by the Guidance Center – counseling, individual inventory, information service, referrals, vocational and educational guidance, testing, orientation, research, consultation placement and follow-up.
3. **Health Services.** UIC maintains the regular services of the physicians and the dentists. The medical check-up is rendered regularly every semester. The dental checkup is done once a year. The medical and dental clinics are available for consultation from Monday to Friday. Special cases are referred to specialists. Emergency cases are administered whenever necessary. Parents and guardians are notified if their children need hospitalization. Cases needing immediate hospitalization are brought to the hospital by the school personnel. Parents or guardians are immediately notified. A School Nurse maintains the clinic every day and attends to the daily medical needs of the students in school.
4. **Dormitory Services.** This serves the students who prefer to stay on the campus. Its purpose is to provide growth in maturity, spiritual development, and security from immoral exposure. To attain this end, the dormitory offers all facilities conducive to a truly Christian home atmosphere. It is managed by the Prefect of Resident Students, who looks after the welfare and other needs of the resident students. Applicants to the dormitory, together with their parents, fill out and sign pertinent forms upon registration. Copies of the rules and regulations of the dormitory are given and explained to the resident students after they are officially admitted.
5. **Food Services.** The University provides two (2) school canteens for the College Department located at Father Selga Campus and Bonifacio campuses. The food service is more on the cafeteria self-service type. The canteens serve snacks and lunch.

## **Section 2. Use of Facilities**

Only bonafide students and recognized clubs and organizations are permitted to use the school facilities.

Request for the use of rooms and other facilities is done by accomplishing the required form/s. Approval is secured from the OSAD two (2) days before the scheduled activity. Duly approved and recognized student organizations may request an office space from the OSAD. Facilities are made available on a “first-come-first-served” basis except for cases which are under the discretion of the school administration.

## **ARTICLE XXII - PROMULGATION AND SEPARABILITY CLAUSES**

### **Section 1. Reserved Right**

The University reserves the right to promulgate such additional rules and regulations as may be deemed necessary from time to time, and these become effective as of the date of promulgation unless otherwise specified.

### **Section 2. Separability Clause**

If any part or section of the handbook is declared unlawful for any reason whatsoever, such declaration shall not in any way affect the other parts or sections of this Handbook.

### **PRAYER FOR THE BEATIFICATION OF VENERABLE IGNACIA DEL ESPIRITU SANTO**

Father in Heaven, Your name is glorified all over the earth in Your saints, men and women, distinguished by a whole-hearted service and love for You. Through them you have established religious congregations in Your Church. In Your goodness and mercy, You have looked with favor on Your lowly handmade, VENERABLE IGNACIA DEL ESPIRITU SANTO, to be the foundress of a religious family under the special protection of the Blessed Virgin Mary. We humbly ask You, then, to glorify Your name in her by performing the miracles needed for her beatification.

Through Your Son, our Lord and Savior Jesus Christ. (petition)

May her prayers and intercession obtain for us the favor we ask for, particularly that of remaining ever faithful to Your love service. Amen

### **UNIVERSITY HYMN**

Immaculate Conception, my dear Alma Mater  
The fairest University, I give thee my salute  
I pledge to be forever true thee and thy flag  
I pledge my word of honor to keep thee in my heart.

Thou art to me, thou art to me a Mother  
That leads me through, that me through the world  
Unite thy child, unite thy child forever  
To Jesus, to Jesus dearest Lord.  
To thee I pledge to fight for God and for His Church  
And for my Philippines I give my heart and hand.

Immaculate Conception, my dear Alma Mater  
The fairest University, I give thee my salute  
I pledge to be forever true to thee and thy flag  
I pledge my word of honor to keep thee in my heart  
To keep thee in my heart.