

Colegio de San Juan de Letran Calamba

Graduate School Student Handbook

Revised Edition
2018-2022







Colegio de San Juan de Letran Calamba

Graduate School Student Handbook 2018-2022

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Academics Division

Publisher

Colegio de San Juan de Letran Calamba

Handbook Committee

Dr. Lalaine B. Ocampo

Dr. Ena A. Bernal

Mr. Narro R. Navarro

Mr. Danilo A. Nobleza

Ms. Eloisa A. Genota

Ms. Ulrica Q. Gotengco

Editorial Advisers

Dr. Zandra N. Maningas

Dr. Roberto DV. Revilla

Dr. Evangeline T. Pasion

Dr. Simplicio P. Alba

Design and Production

Mr. Emeross H. Aguilar

Ms. Alyssa Camille N. Azanza

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Colegio de San Juan de Letran Calamba
Bucal, Calamba City, Laguna 4027 Philippines

MANIFESTATION

This is to acknowledge that I,

Printed Name

have received a copy of GRADUATE SCHOOL STUDENT HANDBOOK REVISED EDITION 2018-2022, which stipulates the institution's rules and regulations. These rules shall be construed as guidelines to uphold the highest standards of work ethics toward the advancement of the institutional thrust of Letran Calamba.

In this respect, I recognize my responsibility to fully understand its contents and pledge to abide by these.

I also understand that the policies contained are promulgated by the administration. The school reserves the right to add, amend, supplement, interpret, apply, and implement these policies. This manual shall continue in full force and take effect on June 1, 2018.

Signature and Date



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Signature and Date



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FOREWORD

This Graduate Student Handbook provides information to address both your academic and non-academic concerns. It guides you further in your journey towards acquiring the needed professional competencies to perform critical and value-adding roles in your respective workplaces and communities.

With your stay in the Graduate School, we hope that you will maximize your educational experience and unleash more of your potentials through active engagement in intellectual discourse, case work, and research, to name a few.

Have an exciting and challenging journey towards the completion of your chosen graduate program. As you are traversing the road towards professional success, we invite you to embrace Letran Calamba's philosophy of conscience, discipline and excellence-our springboard in the pursuit of making knowledge word.

Arriba Letran!

BRIEF HISTORY

Colegio de San Juan de Letran emerged in 1630 from the fusion of two similar institutions: Colegio de Niños Huerfanos de San Juan de Letran and Colegio de Huerfanos de San Pedro y San Pablo, both dedicated to the education of the orphans in Intramuros.

Colegio de San Juan de Letran Calamba was established on March 11, 1979 in Barangay Bucal, Calamba, Laguna in an 11- hectare rolling site at the foot of Mt. Makiling. Although an offspring of the Manila institution, Letran Calamba has been intended from the very start to be an autonomous institution. It was brought about by two factors:

1. The vision of the Philippine Dominican Province to have Letran Calamba as a nucleus of growth and as a mission in its endeavor to spread the Gospel through the educative process;
2. The effort of the mother institution to respond to the government's call for decentralization, regionalization, and decongestion of the metropolis (Rector's Report 1992-1993).

On August 7, 1986, Letran Calamba was granted autonomy by its mother institution with Rev. Fr. Tamerlane Lana, O.P. as its first Rector-President. That same year, the Master in Business Administration (MBA) Program was started in Letran Calamba as an extension campus of Letran Manila Graduate School, as authorized by the DECS.

In 1993, the Letran Calamba Graduate School came into being with the granting of official permit and subsequently recognition by DECS. In 1994, Master in Management (Government Management) was actualized by the Civil Service Commission Memorandum Circular No. 42s. 1991.

Other major specializations in the Master in Management were subsequently applied for and duly recognized by the government namely:

- Information Technology Management
- Guidance Services Management*
- School Management
- Human Resource Management
- Engineering Management
- Information and Library Management*

* no longer offered

Letran also ventured into the doctorate program starting with the Ph.D. in Management which was granted permit to operate in 1995. In June 1997, having complied with all the requirements, the program was granted recognition by the Commission on Higher Education (CHED). Specialization in School Management, Information Technology Management and Human Resource Management followed.

Today, the Graduate School of Letran Calamba continues to provide masteral and doctoral programs for both private and government sectors. Its students and graduates hold respectable positions as Chief Executive Officers, general managers, human resource managers, school administrators, administrative officers, production supervisors including officers of the military establishments (i.e., captains, majors, colonels), and the PNP (police chief inspectors P/Supt. among others). These senior and junior executives have turned the vision and mission of Letran Calamba into reality.

Moreover, the GS curriculum trains the students to perform consultancy work.



LIVING THE SPIRIT OF ST. DOMINIC

St. Dominic de Guzman was born in the village of Caleruega in North Central Spain about 1170. He founded the Order of Preachers, which has served the church for more than 750 years. "To his Order, he bequeathed a vision which was innovative in his time and far reaching enough to continue as a vital force to the present day," writes Mary J. Traeger, O.P.

Innovative, yes, for Dominic perceived ahead of the others the head of the church of his day. Far reaching and forceful until the present, yes, for the Order of the Preachers, founded precisely for the proclaiming of the Word and the salvation of God's people, has the whole world as its mission territory and lives the rule according to the uniqueness to each member, and to the varying needs of the times and the preaching mission.

To his followers, Dominic ordered preaching, study, and common life, three elements of apostolic life which ought to proceed from an abundance of contemplation or prayer. Throughout Dominic's lifetime, he modeled his vision - he lived the life he sought to establish.

St. Dominic's legacy is summed by a spirituality that is uniquely his yet generously shared and lived by his heirs:

- Warm and joyful to the last breath;
- Christ - centered as one lives his baptismal vows to the full;
- Missionary;
- Gentle but strong in the search for victory;
- Serene in spite of all the ups and downs;
- Zealous, eager to go and evangelize and bring faith and hope to the world.

Letranites, being children also of St. Dominic, should likewise understand and live by the spirit of the founding father to become the Gospel - persons they are envisioned to be.



ST. JOHN THE BAPTIST

St. John the Baptist is the patron saint of Letran Calamba. He was born to St. Elizabeth and Zachariah on June 24, some 4-8 years before the birth of Christ. He was strong in spirit and lived in the desert until the day appeared openly in Israel to prepare the way for the coming of Christ. His mission and zeal in the ministry invites us Letranites to reflect on our uniqueness in both our identity and our mission, which comes from God. The message of St. John is always relevant. We are all called upon to be a sign of this kingdom proclaimed by St. John.

THE LETRANITE

The Letranite is personified by the knight who goes through rigid tests from being a Page to a Squire when his heart and soul are many times tested for purity before he qualifies for the most trying challenge and then granted knighthood. As a knight, he carries the shield and the lance to protect not his body but the ideals as he fights for them with a pure heart.



The shield, which carries the Silver Cross on a blue and red field encircled by a wreath of green laurels, symbolizes the pattern by which the spirit must grow- the silver purity of true and noble goals alone can triumph over difficulties; victory follows with a wreath of laurels.



Blue and red (not red and blue) symbolize the nobility of the mind and the spirit before bravery and courage are fired by a cause.

DEUS
PATRIA
LETRAN

Fit only for a knight, his motto embodies his manner of offering deeds- to GOD first, the Country next, and Letran where his ideals are born.

Institutional Philosophy and Objectives

Vision

In a culture of Conscience, Discipline, and Excellence, we envision Letran Calamba as a University, a center of Science and Technology, as well as a vital formation center in the religious and socio-economic development of the region.

Mission

We, the Colegio de San Juan de Letran Calamba, a Catholic education institution, commit ourselves to the total human development, and better quality of life of our students, faculty, and employees, and the promotion of a genuine community through an education that is Filipino, Dominican, and Christian in orientation.

Quality Policy

To realize the institutional vision and to fulfill the mission of Letran Calamba, the Colegio commits itself to deliver consistently quality education to its students and quality service to its stakeholders through a relevant outcomes-based instruction, sustained research and community extension culture, and continually improved quality management systems.

Quality Objectives

1. To develop quality and productive professionals who can effectively contribute to the growth of the nation
2. To maintain and continually strive for a corps of competent administrators, faculty, employees, and alumni who shall endeavor to fulfill the Colegio's mission
3. To promote solidarity with the larger community through programs that are responsive to its needs
4. To provide a wholesome and conducive educational environment as well as services for the Letran community

Institutional Core Values

Based on the Supreme Ideals of Deus Patria Letran, the Colegio embraces the following core values:

DEveloping & BEComing a DOMinican

Doing What is Right
Espousing a Sense of Community
Valuing and Respecting Others

Being Adaptable and Agile
Executing a Visionary Leadership
Promoting Customer-Driven Excellence

Delivering Results
Observing Continual Improvement
Maintaining a Deep Affection for Life

ACADEMICS PHILOSOPHY AND OBJECTIVES

Vison

A Robust Letran Calamba learning community advancing toward a university of faith, science, and technology by 2019.

Mission

We, the members of the Academics Division, in pursuit of a holistic, meaningful and glocal development, commit ourselves to promote curricular programs that will enhance the quality of life of its stakeholders through an authentic, Filipino, Dominican, and Christian learning community of productivity and quality.

Quality Objectives

1. To form conscientious, disciplined, and excellent students and graduates through Dominican programs which are quality-focused, industry-aligned, competency based, and glocally competitive
2. To sustain the academic program's high standards of quality, excellence, and relevance to promote the Colegio as one of the nationally and internationally recognized educational institutions
3. To continually prepare and improve the administrators, faculty members, and staff to deliver quality instruction and support services that will effectively and efficiently contribute to the delivery of programs

GS PHILOSOPHY AND OBJECTIVES

Vision

The leader and center of excellence in graduate studies in Region IV-A.

Mission

To provide professionals in the region with advance, innovative and needs-based, and responsible business and management education for continuous improvement, lifelong learning, and integral human development.

Quality Objectives

1. To provide the students with quality focused, industry-aligned, competency-based, and globally competitive graduate programs that are anchored on the core principles of conscience, discipline, and excellence
2. To deliver graduate curricular programs that promote the Colegio as one of the nationally and internationally-recognized educational institutions.
3. To continually develop professionals in the fields of business, management, and education through training and development and other relevant capability- building services
4. To continually prepare and improve the administrators, faculty members, and staff to deliver quality instruction and support services that will effectively contribute to the delivery of graduate programs.



THE FILIPINO DOMINICAN PHILOSOPHY OF EDUCATION

Introduction

Education is one of the priorities of the Dominican Province of the Philippines because it is among the most important means of evangelization and has been, historically and by God's providence, an integral element of the mission of the Dominicans in the Philippines.

Purpose of Education

Education encompasses religious, personal, and social goals.

Education is an extension of the church's mission of evangelization. As such, its purpose is to bring out the salvific dimension of the arts, science, technology and culture. It aims at the synthesis of faith and culture, of faith and life. It seeks to deepen faith as it develops reason leading to an appreciation and living of Gospel values.

For the society, education nurtures culture and serves as catalyst of change and development.

For the person, education is meant to bring out his/her total and integral development. Ultimately education enables the person to attain the purpose

for which s/he was created, namely, union with God, communion with others, and harmony with creation.

As a Dominican mission, education is a form of preaching ministry borne out and nourished by the pillars of the Dominican life: study, prayer, community life, and service.

Nature of Education

Education is integral, concerned with the total formation of the human person in all dimensions.

Education is self-initiated and self-motivated process. It occurs in the learner and ends in the learner. The teacher is but a facilitator of learning.

Education is about learning to learn, to live, to love, and to leave a legacy.

Nature of the Learner

The learner is God's creation, made to His image and likeness, therefore, basically good. S/he was entrusted the task of being a steward of creation. Although wounded by sin, s/he has been redeemed and endowed with the grace to live a life in Christ.

The learner is a person, an individual unique in him/herself but with an inherently social nature.

As a Filipino learner, s/he is characterized by a set of traits or *asal*: *dangal*, *damdamin*, *pakikipagkapwa*, and distinguished by a set of values: *utang na loob*, *palabra de honor*, *pakikisama*, *hiya*, *bayanihan* spirit, challenged existentially by the widespread poverty and injustice.

The challenge for the Filipino learner is to develop *kagandahang loob* by becoming more and more *makadiyos*, *makatao*, *makabayan* and *makakalikasan*. Moreover, s/he is challenged to cope with the demands of the times triggered by the global, highly technological, and materialistic culture.

Filipino Dominican Education Apostolate Mission and Vision

Mission

Inspired by Mission of the Dominican Province of the Philippines (DPP), we, the brethren with our cooperators engaged in the educational ministry, commit ourselves to promote education as a form of evangelization for the total and integral development of the person in the service of the church and society through an authentic Filipino Dominican way nourished by our study, prayer, and community life.

Vision

We envision an effective and efficient system of collaboration of all DPP education institutions in all areas of our academic endeavors aimed at enhancing the growth and development of each institution and the furtherance of the evangelizing mission of the province.



I. GRADUATE SCHOOL
POLICIES, PROCEDURES, AND
REQUIREMENTS

Admission Policies

1. The Masterate Programs are open to holders of a baccalaureate degree in any field/area of academic discipline
2. The Doctorate Programs are open to all masterate degree holders (with graduate research track) in management, business, industry, finance, government, education, science and technology, and/or related discipline or their equivalent. For those who graduated from a non-thesis program, applicants will have to agree to finish a thesis before they are allowed to start the doctorate program in Letran.
3. All students must prepare the following as admission requirements:
 - 3.1 Official Transcript of Records (Original);
 - 3.2 Two (2) letters of recommendation; one from the employer and the other from a professor or a respectable member of the community. If the applicant is not working at the time of the application, two letters from the former professors will suffice.
 - 3.3 An accomplished Admission Form, with two (2) passport-size recent photos and two (2) 1x1 photos;
 - 3.4 Photocopy of Marriage Contract for married female;
 - 3.5 Photocopy of NSO/PSA Birth Certificate;
 - 3.6 Documents attesting to being a scholar of any company or agency (if applicable);
 - 3.7 For transferees, applicants must submit Certificate of Eligibility to Transfer or Transfer Credentials; and
 - 3.8 Application Fee receipt.
4. Student applicants must pass the Graduate School Admission Test (GSAT) and interview.
5. The Dean shall then evaluate and screen student-applicants. The following shall be used as bases for admission:
 - 5.1 For Masteral Program
 - 5.1.1 Bachelor's Degree Grade Point Average (GPA) of 2.0 or its equivalent
 - 5.1.2 Admission Exam Results
 - 5.1.3 Interview by the Dean/Program Chair
 - 5.1.4 At least one year of work experience

5.2 For Doctoral Program

5.2.1 Masteral Degree Grade Point Average (GPA) of at least 1.75

5.2.2 Admission exam results

5.2.3 Interview by the Dean/Program Chair

5.2.4 Preferably at least three (3) years of work experience

Masteral Graduate of Non-thesis program should enroll in thesis writing course before s/he can be considered in the PhD program.

Application Requirements for Foreign Students

Foreign Students may be admitted provided they:

1. Comply with Student Visa requirements of the Bureau of Immigration and Deportation.
2. Submit the permit for foreign students (CHED/DFA/BID) and photocopy of passport and visa;
3. Have Proficiency in English courses; and
4. Pay the Out-of-the-State Fee (for new students/and or transferees.)

Non-Filipino students who seek admission to the graduate school should accomplish the following:

1. Write a letter of intent to take masteral or doctoral degree;
2. Secure the graduate program information brochure for a particular degree;
3. Accomplish the Pre-Application Form and submit it with the photocopy of Official College Transcript of Records (OTR) for Masteral program and

Masteral degree OTR for the Doctoral program. The Office of the Dean shall notify the applicant in writing on the result of the status of the application.


Upon receipt of Notice of Acceptance, the student-applicant should submit the following documents:

1. For the masteral degree program:
 - Original and 2 (two) certified photocopies of Transcript of Records
 - Certificate of Eligibility to Transfer or Transfer Credentials
 - Letter of Recommendation
 - Original and facsimile copy of diploma

If these documents are not written in English, complete official translations should be submitted along with the copy of the original records. Translations may be certified at the Philippine Embassy located in the applicant's country, or by a responsible academic official of the Colegio. The Transcript of Records must indicate all subjects taken and the grades earned for each. The grading system must also be clearly stated on the Transcript of Records.

2. For the doctoral program:
 - Two copies of the applicant's masteral degree OTR, duly certified
 - All other instructions for masteral degree program above apply
3. Personal History Statement (PHS) in six copies. PHS forms may be obtained from any Philippine Mission overseas
4. A notarized Affidavit of Support for the Studies to be undertaken
5. A copy of the Official Test of English as Foreign Language (TOEFL) score form

If an applicant has been awarded a scholarship or financial grant for his/her proposed studies, s/he must submit an official copy of the Grant/Scholarship Certificate, specifically mentioning the institution as payee and the amount of the Grant/Scholarship.

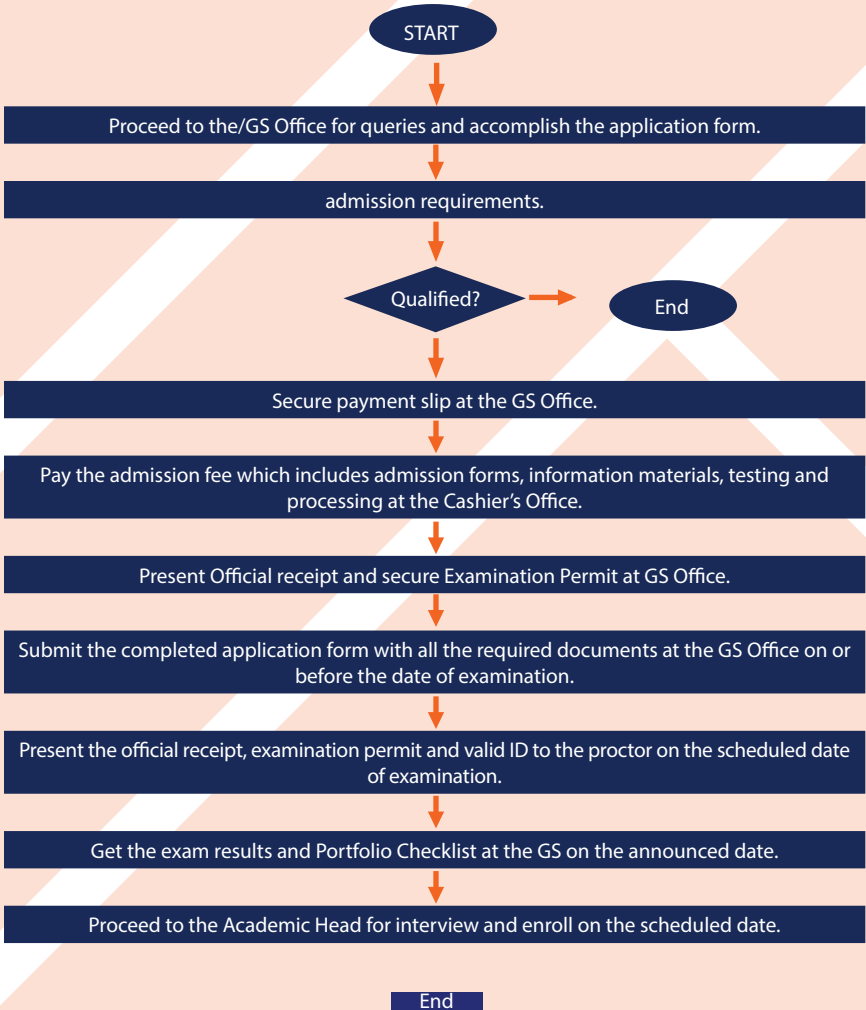


If the grant's payee institution is not specified, the applicant must pay all obligations in advance per trimester.

Application credentials must be received by the GS at least six months before the intended date of enrollment. This is to provide sufficient time to process the application based on government requirements and prepare the documents necessary to be able to study in the Philippines.

The Study Permit and Information Sheet for foreign students must be applied for and renewed at the Philippine Foreign Affairs Department (Philippines). This will be submitted to the Dean's Office of the Graduate School.

Admission Procedures



Enrollment Procedures

1. Student enrollee proceeds to the Graduate School Dean's Office to secure Enrollment Advisement Slip.
2. Student enrollee presents the Enrollment Advisement Slip to the Graduate School Records Officer at the Registrar's Office for encoding and secures discount form if applicable.
- 3.1 New and Old Student Enrollees whose account is not blocked:
 - 3.1.1 The Graduate School Records Officer encodes the student enrollee's course load assigned by the Graduate School Dean's Office and issues enrollment pass.
 - 3.1.2 Student enrollee presents his/her enrollment pass and student discount form (if applicable) to the Accounting Staff.
 - 3.1.3 Accounting Staff prints and gives to the student enrollee his/her Official Enrollment Form (OEF)
 - 3.1.4 Student Enrollee signs at the back of the OEF, presents the OEF to the Cashier, and pays the enrollment fees.
 - 3.1.5 The Cashier validates the OEF upon the receipt of payment.
 - 3.1.6 Officially enrolled student proceeds to the Management Information System (MISD) Office for processing of School ID, Validated OEF must be presented to the MISD staff.
 - 3.1.7 For activation of library account, the student proceeds to the GS Librarian and presents his/her validated OEF.
- 3.2. All Student Enrollees with blocked account:
 - 3.2.1 The student enrollee reports to the concerned office/s or departments/s, which blocks his/her enrollment account and complies with the deficiency/ies.
 - 3.2.2 Concerned office assesses student's compliance to the deficiency and unblocks his/her enrollment account in the Enrollment Blocking Module.
 - 3.2.3 Student enrollee proceeds to Steps 3.1.1 to 3.1.7

Cross-Enrollment

Cross-enrollment in another school is subject to the written permission of the GS Dean and the Registrar. This can only be granted for cognates or non-professional/major subjects for justifiable reasons.

Information on Fees

1. Financial transactions are conducted through the Accounting Office, Graduate Students Account Section.
2. Claim for Refunds
Refund claims may be made according to the following provision of the Manual of Regulations for Private Schools, 8th Edition, 2005.

Tuition Charges. A student who transfers or otherwise withdraws in writing, within two (2) 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 ten percent of the total amount due for the term if s/he withdraws within the first week of classes, or twenty percent (20%) if s/he withdraws within the second week of classes regardless of whether or not s/he has actually attended classes.

The student may be charged all the school fees in full if s/he withdraws anytime after the second week of classes. However, if the transfer or withdrawal is due to a justifiable reason, the student shall be charged the pertinent fees only up to and including the last month of attendance.

Classification of Students According to Course Load

Full-Time students are those who carry a course load of nine (9) units per trimester for masteral or doctoral programs.

Part-Time students are those who enroll in less than nine (9) units per trimester for masteral or doctoral programs. They may carry the twelve (12) unit load during the trimester, provided however, one of the courses is a language course. They may take the management consulting course as part of their load provided they are already in their fourth or fifth trimester.

Attendance

A systematic record of students' attendance is maintained by the Graduate School professor as an official basis of their general qualifications for grading and eventual graduation. As a general policy, students are allowed a maximum of twenty percent (20%) absence or nine (9) hours without incurring failing grades. Absences, however, shall bring about grade deterioration. Students are expected to promptly report to their classes at the designated time, date, and venue.

To discontinue attendance in a course after the prescribed period of two (2) weeks after enrollment, an application for dropping, changing or adding course/s should be made to the Dean's and Registrar's Office. Otherwise, the student will have an Unauthorized Withdrawal rating.

Grading System

The grading system of Letran Calamba Graduate School is conceived for the purpose of instituting fair evaluation of the student's academic performance. It proceeds from the premise that the student being evaluated has done the utmost with the study program and has undertaken all activities, tests, and examinations in an honest and sincere manner. The grading system envisions the student to conducted himself/herself according to the highest expectations of the Institution's Mission Statement.

Grading System

Step 1: MID-TERM GRADE (MG)

$$MG = \frac{\text{Ave. CS} + 2 (\text{Mid-term Exams})}{3}$$

Step 2: INITIAL FINAL GRADE (IFG)

$$IFG = \frac{\text{Ave. CS} + 2 (\text{Final Exams})}{3}$$

Step 3: FINAL GRADE (FG)

$$FG = \frac{MG + IFG}{2}$$

Note: Class standing (CS) includes case study analysis, recitations, written reports, oral reports, research work, seat work, special reports, term papers, and other allied academic endeavors.

The following numerical point system shall be adopted:

1.0	=	98% and above
1.25	=	94-97
1.50	=	90-93
1.75	=	86-89
2.00	=	85
2.25	=	82-84
2.50	=	79-81
2.75	=	76-78
3.00	=	75
4.00	=	71-74
2.00 and below	=	No credit for Doctoral
2.25 and below	=	No credit for Masteral

Other Ratings

AW	=	Authorized Withdrawal
UW	=	Unauthorized Withdrawal
IP	=	In Progress (For Capstone/ Thesis/Dissertation only)

Change of Grade

- a. All grades submitted to the Registrar's Office by the Dean shall be final.
- b. If, however, a student has justifiable reasons and can prove that an error has been made, a petition for re-computation must be filed at the Dean's and the Registrar's Office provided this petition is submitted within one month after the release of the computerized card (comp card). Beyond this period, no petition for review of grade shall be accepted and the original grade shall be considered official.
- c. To apply for a review of grade, the student must accomplish an official form from the Registrar's Office for the re-computation of grade. S/he must then obtain the signature of the professor concerned and the Dean, and submit the completed form within the prescribed period. Otherwise, the application shall not be honored and shall be considered lapsed.

Course taken at another graduate school (maximum of 40 % of the curriculum) may be credited at the Graduate School of Letran Calamba if the courses are part of the Letran Calamba Graduate School curriculum.

Credit for such subjects shall depend on the evaluation and subsequent approval by the Dean.

Application for Leave of Absence

In meritorious cases, a "Leave of Absence" (LOA) may be filed. In order to be granted a LOA and therefore an extension of the prescription period, the student concerned must submit or file a formal Leave of Absence with the Dean of the Graduate School. If and when duly approved, the period for the leave of absence is excluded from the reckoning of the prescriptive period required for the graduate degree being pursued by the student filer of the LOA. A maximum of two LOAs is allowed for the whole duration of the program.

Residency

To complete a graduate degree program, a masteral student is prescribed a maximum of five years while a doctorate student is prescribed a maximum of seven years.

This prescription period includes the completion for which advanced credits are requested by, and granted to, the student. Petition for extension may be made, but its approval depends on the Dean's discretion in which case no more than one extension can be allowed provided the applicant can comply satisfactorily with the additional requirements and added course loads usually entailed in such case.

Students who fail to finish the masteral degree within five years will be asked to enroll refresher courses equivalent to six (6) units in addition to the required units for the course.

Students who fail to finish the doctoral degree within seven years will be asked to enroll in refresher course equivalent to nine (9) units in addition to the required units for the course.

The prescription periods may be extended for not more than a year and only under extremely justified circumstances and cases as decided upon by the Dean of the Graduate School.

EQUIVALENCY AND TRANSFER CREDIT SYSTEMS IN GRADUATE SCHOOL

1. Policy Framework

The Letran Calamba Graduate School (GS) recognizes the need to accelerate the students' academic program through observing a process of accrediting formal education courses taken from their previous school of affiliation. This policy adheres to the due process of evaluating courses applied for accreditation in keeping with the general policies and provisions to ensure that graduate students maintain the expected values, quality academic work and professionalism.

2. Definition of Terms

Equivalency and Transfer Credit Systems is an educational assessment scheme which recognizes knowledge, skills, and values obtained by Graduate School students from formal and non-formal educational experience.

Formal Education is any classroom-based education such as diploma course and advanced course taken in other institutions. This may include courses taken from the academic program of previous school prior to transfer to related program offered by the GS.

3. General Provision

- 3.1 The Equivalency and Transfer Credit Systems is open to all graduate school students who intend to accelerate their respective academic programs by applying for accreditation of courses and related training and managerial experiences previously taken from outside formal and non-formal educational institutions.
- 3.2 The student can apply for the equivalency and transfer credit of the following:
 - a. Formal education - transferability of credits e.g. diploma courses, units earned from similar or related academic program

4. Specific Policies

4.1 Formal Education

- 4.1.1 The formal education course(s) may be credited provided it is part of the GS program curricula, and taken from reputable and government-recognized or internationally-recognized institutions.
- 4.1.2 The GS alumni who wish to earn another graduate degree program are also eligible to transfer credit of courses earned from previous degree completed.
- 4.1.3 The equivalent unit-credit and corresponding number of hours should match or exceed the usual 3 units and 39 (masteral) and 60 (doctoral) hours credit per course under the appropriate programs at GS.
- 4.1.4 The total number of units for transfer credit shall not exceed forty percent (40%) of the total units, both for masteral (39 units) and doctoral (60 units) programs. In particular, the allowable transfer credits for masteral and doctoral programs are eighteen (18) and twenty-four (24) units, respectively..
- 4.1.5 The approved equivalent courses shall be credited only upon the student's completion of the following residency requirements:
- For masteral degree - a minimum two (2) trimesters residency with at least eighteen (18) units earned; and
 - For doctoral degree - a minimum of four (4) consecutive trimesters with at least thirty-six (36) units earned

4.2 Documentary Requirements. Students applying for the equivalency and transfer credit systems should submit the following:

4.2.1 For formal education

- a formal letter of intent indicating the course(s) being applied for accreditation;
- certified true copy of grades; and

- description of course(s) duly certified by the school's registrar or equivalent authorized representative.

4.3 Equivalency and transfer credit evaluation

- 4.3.1 A formal and official assessment process should be observed when applying for the equivalency and transfer credit systems program. The assessment shall include the presentation of all the requirements to the Dean of the Graduate School.
- 4.3.2 The Dean shall request the assistance of the Colegio's Registrar's Department, in particular, the Graduate Records Office, in the evaluation of documents submitted for equivalency and transfer credit. A senior faculty of the concerned academic program may be invited should there be a need for further technical evaluation of the training programs and courses applied for equivalency and transfer credit, respectively.
- 4.3.3 The Dean, upon the concurrence of the Registrar's Office, makes one of the following decisions:
- Approval of the equivalency/transfer credit;
 - For further review subject to submission of additional supporting documents; and
 - Disapproval of the request for equivalency/ transfer credit.

5. Other Provisions

- 5.1 The application period for transfer credit shall be during the student's first trimester of residency.
- 5.2 The approved course(s) for transfer credit/equivalency shall automatically form part of the maximum residency policy of five years and seven years for the masteral program and doctoral program, respectively

RETENTION

1. A student who accumulates a total of nine (9) units of failure in any course is automatically dropped from the program unless given consideration by the Academic Head.
2. A student who receives a failing grade in any component of capstone project/thesis/dissertation writing may re-enroll once within the residency period.
3. Students who fail to finish the master's degree within five years shall be asked to enroll refresher courses equivalent to six units to the required units for the program.
4. Students who fail to finish the doctorate degree within seven years shall be asked to enroll refresher courses equivalent to 12 units in addition to the required units for the program.

5. On Student Returnees

5.1 Leave of Absence (LOA)

5.1.1 Student returnees who seek re-admission may be granted, provided the students file a formal Leave Of Absence (LOA) which is excluded from the reckoning of the prescriptive period required for the graduate degree being pursued. A maximum of three (3) consecutive LOA is allowed for the whole duration of the program.

5.2 Student returnees who seek re-admission in the Colegio after seven (7) years or more for masteral and nine (9) years or more for the doctoral program shall be required to take all courses prescribed in their program of study.

CLASSROOM EXAMINATIONS

All graduate students are given two major written examinations in addition to minor examinations that may be given by the faculty. The required two major written examinations are:

1. Mid-term Examination
2. Final Examination

In some courses, a proposal and final oral defense or oral examination may take the place of the required midterm or final exam.

The final examination requires a clearance from the Graduate School. A graduate student can only be cleared by settling any financial obligation with the accounting office, submitting the required credentials to the Registrar and Graduate School office Dean, and returning all the materials or books borrowed from the Graduate School Library.

Special examinations for Mid-Terms and Finals can be secured only within the week immediately following the regular examination schedule upon presentation to the concerned professor of Special Examination Form issued by the Dean. A student who fails to take the special examination within one week after the schedule automatically gets a grade of 50% for the said examination.

WITHDRAWAL OF COURSE/S

Dropping of courses shall be allowed only in exceptional cases. Concerned students must proceed to Registrar's Office for dropping of course/s.

1. Course/s officially dropped within the first two weeks of classes shall be entitled to refund as provided for in the Manual of Regulations for Private Schools and shall not be reflected in the student's permanent records and in the enrollment reports of the Colegio.
2. Students who will drop course/s two weeks after the last day of enrollment shall incur a mark of AW (Authorized Withdrawal).
 - a. Course/s officially dropped within the allowable prescribed period, shall be marked AW (Authorized Withdrawal) in the student's Transcript of Records.
 - b. Deadline for the official dropping of course/s is one week before the midterm examination.
3. Students incurring absences more than the allowable maximum number, or who simply stop attending classes without accomplishing the proper Authorized Withdrawal form (33:00-01-FO-27) and submitting it to the Dean,s and Registrar's Offices within the prescribed period are automatically marked Unauthorized Withdrawal for the course/s concerned.

MID-PROGRAM DELIBERATION

Mid-Program Deliberation serves as a diagnostic procedure, a form of written and oral assessment for students enrolled in the masteral and doctoral programs. This mid-year deliberation facilitates in ascertaining the student's performance; acquired competence; ability and grounding in basic research, in his/her major course; and his/her ability to articulate learning gained in his/her one year residency in the graduate school. This identifies feasible intervention necessary for student's advancement if s/he is assessed as having below average performance in the courses, such as: Theories and Principles in Research, one major subject in the program the student is enrolled in, Organizational Communication, and other courses as the need arises. It is an initiative, an exercise that provides students an idea of how they can articulate their views, concepts, theories, which are generally scrutinized during the written and oral

comprehensive examinations.

On the other hand, the same professors handling the three cited courses, likewise prepare the questionnaires for the written examination, and administer the oral examination. The committee who administers the Mid-Program Deliberation will submit the result to the GS Dean.

1. Policy Framework

The Graduate School in its effort to maintain quality-focused and learner-based delivery of graduate education service, shall implement the mid-program deliberation system effective AY 2012-2013. Said system shall help the graduate school ascertain the students' performance in terms of acquired competence in their major courses, ability and grounding in basic research, and their written and oral ability to articulate learning gained in their one year (for masteral), and one and a half year (for doctoral) residency in the graduate school. This also functions as basis in identifying feasible intervention necessary for students' advancement during their remaining year(s) of residency in the graduate school.

2. Definition of Terms

Mid-Program Deliberation serves as a diagnostic procedure, a form of written and oral assessment for students enrolled in the masteral and doctoral programs, after their one year (for masteral) and one and a half year (for doctoral) of residency in the graduate school.

Written Assessment is an examination given to qualified students, which consists of four subject areas namely, a) theories and principles in research; b) organizational communication; c) leadership and management; and, d) one major course.

Oral Assessment is an exercise where students are given an opportunity to orally articulate their views, concepts, constructs, and theoretical groundings of the four subject areas mentioned above before an examiner.

3. Policies

- 3.1 Masteral and doctoral students who are under the graduate program curricula with AY 2011-2012 and AY 2016-2017 effectivity, shall be

subjected to the written and oral assessment components of the mid-program deliberation.

- 3.2 Students who have passed and completed at least 24 units (for masteral) and 33 units (for doctoral) of academic courses are qualified to take the mid-program deliberation examinations. A course evaluation shall be requested from the Registrar's Office to verify the student's status.
- 3.3 The Graduate School (GS) Office shall schedule the written and oral assessment every trimester, in particular, during the first month or second month of the trimester. It shall also provide venue for the assessment.
- 3.4 Students who will be subjected to the deliberation may still enroll in the current trimester and attend their respective classes even if the deliberation process is ongoing.
- 3.5 Notification and application for mid-program deliberation shall be made at least one month before its scheduled dates. Student-applicants shall submit the following requirements:
 - 3.5.1 Pre-mid program deliberation assessment form;
 - 3.5.2 Certified true copy of grades (indicating the 24 and 33 units credit for masteral and doctoral programs, respectively); and
 - 3.5.3 Photocopy of the official receipt (OR) as proof of payment.

- 3.6 Qualified students shall be given orientation by the Graduate School Dean or his/her authorized representative on a scheduled date prior to the actual schedule of written and oral assessments.
- 3.7 For the written assessment, the following materials shall be provided to the concerned/qualified students:
 - 3.7.1 Official examination papers;
 - 3.7.2 Writing materials; and
 - 3.7.3 Extra sheets of papers if necessary.
- 3.8 Each course area will be given a 1 ½-hour time limit, with 30 minutes break in between.
- 3.9 The oral assessment shall be administered one to two weeks after the schedule of written assessment.
- 3.10 For the written and oral assessment, the passing grade average shall be 85 and above for the masteral, and 86 and above for the doctoral program. The rating forms will be made available to document both the results of written and oral assessments.
- 3.11 Ratings below 85 (for masteral) and 86 (for doctoral) in any of the covered subject/course areas shall be given preferential attention in terms of the needed intervention.
- 3.12 The official results of the mid-program deliberation shall be released not more than one month after the oral assessment. The results should highlight, among others, the specific areas recommended to be immediately addressed by both the students and the graduate school.

4. Monitoring and Evaluation

- 4.1 As a result of the mid-program deliberation, strategic interventions shall be formulated by the graduate school in consultation with its faculty. These may be in terms of introducing new and innovative teaching-learning strategies, conduct of reinforcing activities such as trainings, seminars, crash courses, and the like.
- 4.2 All the interventions and related activities undertaken shall be documented and evaluated using both qualitative and quantitative indicators which will be developed in consultation with the

concerned faculty.

- 4.3 Further assessment of the compliance/adherence to stated recommendation shall be done through consultation with the students' professors, within the students' second year of residency.

WRITTEN AND ORAL COMPREHENSIVE EXAMINATIONS (WCE/OCE)

Masteral (under Thesis and Capstone Track) and doctoral students shall take the Written and Oral Comprehensive Examinations (WCE/OCE) as pre-requisite to thesis/ capstone/dissertation writing. The WCE and OCE shall be taken from different courses as agreed by the Examination Committee.

1. Only students who have passed all the academic subjects/ courses shall be allowed to take the WCE. The passing grade for masteral programs is 85, and 86 for the doctoral programs. Failure in one or more courses shall mean a re-take examination for the concerned courses. Failure in the re-take examination shall mean re-enrolment in all concerned courses. A certificate of completion of academic units shall be issued for those who are unable to continue with writing their capstone project/thesis/dissertation but have successfully completed the required academic courses.
2. The Graduate School shall schedule the WCE and OCE once every term not later than two weeks (2) after the end of the term. It shall also provide the venue of the examination.
3. Application for WCE and OCE shall be made at least one (1) month before its scheduled date.
4. Examinees shall be given orientation on a scheduled date prior to the examination day by the office of the Graduate School Dean.
5. Masteral and doctoral applicants for WCE shall submit the following requirements:
 - 5.1 WCE/OCE Application form;
 - 5.2 Certified true copy of grades; and
 - 5.3 Photocopy of the official receipt (OR) as proof of payment.
7. Points to Consider During WCE:
 - 7.1 Any form of cheating is not allowed. Anybody who will be caught cheating shall automatically fail in the exam.

- 7.2 Punctuality shall be expected of a graduate student.
 - 7.3 Questions or clarifications shall be addressed only to the Examination Proctor.
8. The passing grade average shall be 85% for the masteral and 86% for the doctoral program.
 9. In case of failure in the WCE, the Examination Committee shall look at what courses the examinee failed. Failure in one or more courses shall mean a retake of the examination for the course(s). Failure in the retake of the course in the WCE shall mean taking refresher courses and a re-examination after a successful completion of the courses.

The examinee will be issued a Certificate of Completion of the academic course if s/he fails in the re-examination after the refresher course.

10. Masteral and Doctoral students shall undergo an oral examination after passing the WCE. The Panel of Examiners shall be composed of the Dean or his/her representative, who is automatically the Chair, and other professors in the major field as members. Should the examinee fail in the OCE, only one retake will be administered. If s/he fails in the retake, a certificate of completion of academic courses will be given to the student.

GRADUATION REQUIREMENTS

The Graduate School faculty shall recommend the certification of the masteral or doctoral degree to the candidate upon fulfillment of the following requirements:

1. Completion of all courses prescribed in the particular graduate curriculum;
2. Attainment of a minimum weighted average of 2.00 shall be required for all prescribed courses taken for the masteral degree; a minimum weighted average of 1.75 shall be prescribed for all courses in the doctoral degree;
3. Successfully passing the Written and Oral Comprehensive Examination as prescribed in the degree (Masteral or Doctoral);
4. Passing the thesis/dissertation/Capstone Project final oral defense;

5. Submission of the following:
 - a. Application for Graduation;
 - b. Clearance Form (accomplished and signed by all concerned officials and
 - c. Three (3) copies of the following:
 - c.1. Hardbound copies of Thesis/Capstone Project/Dissertation,
 - c.2. Detailed abstract,
 - c.3. CD copies in PDF format

A minimum residence of study in Letran Calamba for two trimesters or their equivalent or a minimum of 24 masteral units; a minimum of four trimesters or 42 doctoral units earned at Letran is given cognizance by the institution.

Graduation Honors and Awards

Graduation Honors shall be awarded to students with the following weighted average:

- 1.00-1.10 Summa Cum Laude
- 1.11-1.20 Magna Cum Laude
- 1.21-1.30 Cum Laude

Provided:

1. They have not exceeded their Graduate School residence of three (3) years for masteral program or five (5) years for doctoral program nor have filed a Leave of Absence (LOA) for whatever reason.
2. They have completed at least 70% of the total number of academic units or hours for graduation in Letran Calamba.
3. They have not incurred any of the following grades in any course: below 1.5 for both masters and doctorate degrees, authorized withdrawal or unauthorized withdrawal.
4. They have not incurred failing marks in any of the courses during the Written and Oral Comprehensive Examinations.
5. They have successfully defended their capstone project/ thesis/dissertation without a redefense and submitted a hardbound copy of their paper within the prescribed

period.

6. They possess academic, moral, and personal integrity.

The following graduation awards shall be awarded during the baccalaureate program:

Meritissimus Award is given to the outstanding Capstone Project/Thesis/Dissertation per program that obtained a weighted average of 1.00 - 1.10, no leave or gap in schooling.

Benemeritus Award is given to the outstanding Capstone Project/Thesis/Dissertation per program that obtained a weighted average of 1.11 - 1.25, no leave or gap in schooling

Facilities and Services



Bartolome de las Casas Building. The School of Education, Arts, and Sciences Department, and the School of Business and Accountancy Department occupy this building. Offices of various support services are located at the ground floor of the main building.

Santo Tomas de Aquino Building. It is also known as Information Technology and Communications Center (ITCC). It is a three-storey building which houses twelve (12) computer laboratories with close to 540 work stations. Its facilities and equipment provide the students with the latest technology for learning.

Two (2) laboratories with one-hundred thirty five (135) work-stations are specifically designated for internet browsing. The internet laboratory is open from 8:00 am to 8:00 pm, Monday to Friday, and 8:00 am to 5:00 pm on Saturday.



St. Martin de Porres Building. The college library, classrooms of the Nursing students, the office and classrooms of the Graduate School and Professional Services are found in this building.

San Juan Macias Building. The San Juan Macias Building houses the canteen for students, faculty members, and employees at the ground floor. The second floor serves as the office and classrooms of Tourism and Hotel and Restaurant Management Institute.



San Lorenzo Ruiz Building. Engineering and some Nursing students hold their classes in this extension building.



Gymnasium or Fray Angelico Hall. Literary-musical programs, athletic activities, P.E. instruction, certain religious activities, and other various student activities are held in the gymnasium.



Girolamo Savonarola Hall. The

Girolamo Savonarola Hall is an audiovisual room located at the fourth floor of the Bartolome de las Casas Building.

It is a fully air-conditioned hall equipped with multimedia and overhead projectors that provide modern facilities for audio-visual learning. It also serves as conference room for faculty members and other employees.



Humbert Hall. The Humbert Hall is another audio-visual room situated at the third floor of the San Juan Bautista Building.



St. Albert the Great Chapel. The Chapel serves as venue for holding mass and other religious activities





GS Library. The library provides the students with books, periodicals, and reference materials for studying and research purposes. It has online library systems and internet facilities for both students and faculty. The library is open from 7:00 in the morning until 8:00 in the evening.

Clinic. The College maintains air-conditioned medical and dental clinic to check periodically on the health of the students. Physicians, nurses, and dentists handle cases which call for immediate medical attention. Clinic hours are from 8:00 am to 8:00 pm from Monday to Friday and 9:00 am to 6:00 pm on Saturday.



Bookstore. The bookstore supplies the P.E. uniforms, textbooks, and other classroom materials.



Code of Discipline for Graduate School

INTRODUCTION

Letran Calamba is a Catholic institution. All bonafide students in the exercise of their rights and in the performance of their duties must conduct themselves in line with the finest principles, traditions, and ideals of the authentic Christian Filipino. A student who is accepted to study in Letran Calamba recognizes the existence of a contract whereby s/he is to comply with the policies, rules, and regulations of the Colegio and assume all responsibilities appertaining to his/her status as a student. On one hand, personal discipline keeps the proper balance between freedom of action headed for self-development and self restraint necessary in accepting external rules for the safeguard of the rights and responsibilities of others. On the other hand, social discipline requires that the rights and responsibilities of the administration, faculty, non-academic personnel, and the studentry are respected.

The administrators, faculty, and duly authorized Colegio officials of Letran Calamba shall have the right and responsibility to make apprehension and/or refer any violation of the Code of Discipline to the proper Colegio's officer and/or duly authorized officer of the law for appropriate action.

CONDUCT IN THE COLEGIO

Every Letran Calamba student must value and exercise self discipline to earn due respect for his/her own person. S/he is called upon to respect his/her fellow students, personnel, faculty members, and administrators. To know how to conduct himself/herself in the campus, s/he should secure a copy of the LETRAN CALAMBA Student Handbook and be knowledgeable of its contents. This handbook should therefore be used for his/her constant reference and guidance. S/he should conduct himself/herself and present himself/herself in a decent manner, abiding by the generally accepted norms of good behavior at all times. S/he should observe courtesy and decorum in dealing with fellow students, personnel, faculty members and administrators. S/he shall be responsible to know, understand and comply with the contents of the memoranda, circulars, announcements, letters, notices, directives, and the like affecting him/her, as may be regularly posted and/or disseminated

by the Colegio's authorities. Lastly, every student shall observe the laws of the land, the rules and regulations of the Colegio as provided herein and as may necessarily be promulgated from time to time, and the standards of good society. The following acts or omissions are deemed improper student conduct for which a student may be subject accordingly to disciplinary action, to wit:

1. Failing to properly wear his/her valid ID card while inside the campus; failing to report the loss of his/her ID card to the Graduate School office within one (1) week and have a replacement of the same within one (1) week; failing to surrender his/her lost and found ID card within one (1) week while still in possession of a replacement ID card; failing to present his/her ID card when requested by school authorities, faculty, personnel, or guard on duty.

1.1 1st violation - Warning

1.2 2nd violation - Reprimand/Censure

1.3 3rd violation - Suspension

2. Using for official school purposes or transaction his/her own ID card which is neither authorized nor valid.

2.1 1st violation - Warning to Reprimand with Confiscation of ID

2.2 2nd violation - Suspension with Confiscation of ID

2.3 3rd violation - Suspension to Non-readmission with Confiscation of ID

3. Unauthorized stay in, or entry to the Colegio's campus after 9:00 o'clock in the evening.

3.1 1st violation - Warning to Reprimand/Censure

3.2 2nd violation - Reprimand/Censure to Suspension

3.3 3rd violation - Suspension to Dismissal/Non-readmission

4. Smoking at any time in Colegio's premises. (LETRAN CALAMBA has become No-SMOKING ZONE under RA 2911-LETRAN CALAMBA Memo dated October 23, 2007)

4.1 1st violation - Warning to Reprimand / Censure

4.2 2nd violation - Suspension

4.3 3rd violation - Suspension to Dismissal / Non readmission

5. Littering disposable materials such as but not limited to bottles, cans, pieces of paper, plastic, and the like in the classroom, library, and other places in the Colegio's campus.

5.1 1st violation Warning

5.2 2nd violation Reprimand / Censure

5.3 3rd violation Reprimand / Censure to Suspension

6. Posting, distributing or disseminating notices, posters, leaflets, broadsheets, opinionaires, questionnaires, streamers, pop sheets, surveys or similar materials without the prior endorsement of the LGSS and approval of the Graduate School Dean.

6.1 1st violation Warning / Censure

6.2 2nd violation Suspension

7. Defaming any student, teacher, personnel, or Colegio's authority or his agents; giving oral, or sending, disseminating or posting any written or electronically transmitted message or graphics, or demonstrating offensive gesture, which causes a person or his/her reputation or good name to be threatened, harassed, maligned, besmirched, disgraced, degraded, insulted, ridiculed or defamed.

7.1 1st violation Warning / Reprimand to Suspension

7.2 2nd violation Suspension to Dismissal / Non readmission

7.3 3rd violation Suspension to Expulsion.

8. Producing, possessing, distributing, publishing, exhibiting and/or disseminating literature, films, prints, plays, shows or similar forms which are offensive to morals, contrary to law, public order, good custom, and Colegio's policies.

8.1 1st violation Warning / Reprimand to Suspension

8.2 2nd violation Suspension to Dismissal / Non -readmission

8.3 3rd violation Suspension to Expulsion

9. Engaging in lewd, indecent, obscene, immoral or provocative conduct such as passionate kissing, necking, petting, and similar acts while within the Colegio premises or during a Colegio function.

9.1 1st violation Warning / Censure/Reprimand to Suspension

9.2 2nd violation Censure / Reprimand to Suspension /
Dismissal or Non-readmission

9.3 3rd violation Suspension to Expulsion

10. Stealing the property of the Colegio or of property in the possession of, or owned by a member of the Colegio community; mulcting, extorting, or making unauthorized collections or solicitations of money or property from any student, personnel, faculty member or administrator.

10.1 1st violation Warning / Censure to Suspension with
reimbursement

10.2 2nd violation Suspension to Dismissal / Non-readmission with
reimbursement

10.3 3rd violation Suspension to Expulsion with reimbursement

11. Giving money, gift, or token of any kind or giving a treat to a faculty member concerned or Colegio employee, personnel or official, and/or any person acting for and in his/her behalf, in order to obtain any kind of favor or benefit such as but not limited to exemption from attending class, lecture, examination, or other requirement such as internship, practicum, or similar requirements, or late submission of overdue, requirement or school equipment.

11.1 1st violation Warning / Censure / Reprimand to Suspension
with invalidation of grade

11.2 2nd violation Suspension to Dismissal / Non-readmission with
invalidation of grade

11.3 3rd violation Dismissal / Non-readmission to Expulsion with
invalidation of grade.

12. Unlawfully possessing or using explosives of any kind, chemical or biological substance which can cause harm or injury, or any deadly weapons such as but not limited to guns, knives, icepicks, darts, bolos, chako, knuckles, pipes, wrench and the like.

12.1 1st violation Warning / Censure / Reprimand to Suspension
with Confiscation of ID

12.2 2nd violation Suspension to Dismissal/ Non-
readmission with
Confiscation of ID

12.3 3rd violation Dismissal / Non-readmission
to Expulsion with

Confiscation of ID

13. Willfully destroying or committing act(s) of vandalism on Colegio property; defacing or tearing off any library book, magazine, newspaper; damaging or carving tables, chairs, walls; writing, sticking on or pasting any material on the walls, tables, chairs or other pieces of furniture; breaking glass windows, showcases, doors, laboratory equipment, materials, or electrical, mechanical or electronic devices; tearing or using improperly the curtains; removing or erasing or tampering with official notices, announcements and posters on bulletin boards; destroying or tampering with any Colegio's property, or committing similar acts.
- 13.1 1st violation Warning / Censure / Reprimand to
Suspension with reimbursement
- 13.2 2nd violation Suspension to Expulsion with reimbursement
14. Bringing in or imbibing or dispensing liquor or any intoxicating beverage; entering the Colegio in a state of intoxication.
- 14.1 1st violation Warning / Censure / Reprimand
- 14.2 2nd violation Suspension to Dismissal / Non-readmission
- 14.3 3rd violation Dismissal / Non-readmission to Expulsion
15. Illegally using, possessing, or distributing narcotics or dangerous drugs or their derivatives.
- 15.1 1st violation Suspension to Dismissal / Non-readmission
- 15.2 2nd violation Suspension to Expulsion
- 15.3 3rd violation Dismissal / Non-readmission to Expulsion
16. Physically assaulting or encouraging to assault any person within the premises of the Colegio; participating in any melee, such as but not limited to brawls, fighting, stabbing, quarreling, hazing which is any act that injures, degrades or tends to injure, degrade or disgrace any fellow student or person attending the Colegio; committing or soliciting abortion or encouraging any person to commit or solicit same.
- 16.1 1st violation Warning / Censure to Expulsion
- 16.2 2nd violation Suspension to Expulsion
- 16.3 3rd violation Dismissal / Non-readmission to Expulsion

17. Engaging in any form of gambling within the premises of the Colegio.

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| 17.1 1st violation | Warning / Censure to Suspension |
| 17.2 2nd violation | Suspension to Dismissal / Non-readmission |
| 17.3 3rd violation | Suspension or Expulsion |

18. Forging, altering, tampering, falsifying and/or misusing Colegio documents, records, credentials, receipts, slips, markings, forms or certifications; copying, reproducing or procuring any unauthorized, fake or tampered Colegio's document, record, credential, receipt, slip, marking, form, certification, identification card, and the like, or fabricating fake or spurious copy or semblance of the same and using same for any school-related purpose or for any other purpose that puts the good name of the Colegio in bad light; knowingly furnishing or using false or forged information in connection with official Colegio's transactions, proceedings, investigations - with fake or spurious documents, excuse letters, certifications, credentials, markings, or identification cards or similar supporting materials; publishing false information about the Colegio, its officials, faculty members, personnel, and students.

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| 18.1 1st violation | Reprimand to Expulsion |
| 18.2 2nd violation | Suspension to Expulsion |
| 18.3 3rd violation | Dismissal / Non-readmission to Expulsion |

19. Obstructing or disrupting teaching, administrative work, disciplinary proceedings or other Colegio's activities; impeding, obstructing, preventing or defeating either the right or obligation of the teacher or professor to teach his/her subjects or the right of the student to attend his/her classes.

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| 19.1 1st violation | Warning / Censure to Suspension |
| 19.2 2nd violation | Suspension to Expulsion |
| 19.3 3rd violation | Dismissal / Non-readmission to Expulsion |

20. Threatening, coercing, intimidating, compelling any student to be absent from classes; threatening, coercing, intimidating, preventing any administrator, faculty member, personnel, or administrator from discharging his/her duties.

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|--------------------|--------------------------------|
| 20.1 1st violation | Warning / Censure to Expulsion |
| 20.2 2nd violation | Suspension to Expulsion |
| 20.3 3rd violation | Dismissal / Non-readmission to |

Expulsion

21. Using a Colegio's facility for activities like symposia, fora, debates, practices and other such similar activities without having first obtained the necessary permit subject to conditions imposed thereof by the Dean. However, approval of the Graduate School Dean for the use of vacant classrooms for class / organizational meetings/practices during school hours shall suffice and deemed valid.
 - 21.1 1st violation Warning / Reprimand
 - 21.2 2nd violation Suspension to Dismissal / Non-readmission

22. Using without prior authority the name of LETRAN CALAMBA in any ticket, invitation, program, announcement or similar printed matters.
 - 22.1 1st violation Warning / Censure to Suspension
 - 22.2 2nd violation Suspension to Dismissal / Non-readmission
 - 22.3 3rd violation Dismissal / Non-readmission

23. Cheating during examinations, or plagiarism in connection with any academic work, or abetting the commission of the same.
 - 23.1 1st violation Warning with invalidation of grade
 - 23.2 2nd violation Censure to Suspension with invalidation of grade
 - 23.3 3rd violation Suspension to Dismissal / Non-readmission with invalidation of grade

24. Abusive behavior or discourtesy towards Colegio's officials, faculty members, personnel, guards, and duly elected or appointed LGSS officers.
 - 24.1 1st violation Warning to Suspension
 - 24.2 2nd violation Censure / Reprimand to Suspension
 - 24.3 3rd violation Suspension to Dismissal / Non-readmission

25. Coming to school or attending a school activity, occasion or function in an attire or grooming not appropriate for the said activity, occasion or function and/or not in accordance with basic decency and good custom or with duly established academic policy.

- 25.1 1st violation Warning and / or according to Academic Policy
- 25.2 2nd violation Reprimand / Censure and / or according to Academic Policy
- 25.3 3rd violation Suspension to Dismissal / Non-readmission and/ or according to Academic Policy

26. Violating any penal statute or of rules and regulations or any valid order of competent Colegio's authority and/or the LGSS.

- 26.1 1st violation Warning / Censure to Suspension
- 26.2 2nd violation Censure to Dismissal / Non-readmission
- 26.3 3rd violation Suspension to Dismissal / Non-readmission

CONDUCT OUTSIDE THE SCHOOL

Every student is always identified with the Colegio to which s/he belongs. It is his/her responsibility to help maintain the good image of the Colegio by conducting himself/herself in a manner befitting a Catholic student. Consequently, s/he should be aware at all times that his/her behavior is reflective of the training s/he gets in the Colegio. While outside the campus s/he should observe generally accepted rules of conduct and norms of behavior.

As such s/he is called upon:

1. to uphold the academic integrity of the Colegio, protecting at all times its name, reputation, and ideals.
2. to conduct himself with dignity and honor and to abide by all instructions of the authorities when representing the Colegio in any authorized activity. Likewise, s/he should conduct himself/herself in the same manner when using the name of the Colegio.
3. to participate in religious, civic, social, and like activities, / programs, approved by the Colegio.
4. to keep away from establishments of ill repute such as gambling joints, sauna parlors, drinking places, pot session dens, and other similar places; and to avoid associating with persons of questionable character and conduct.
5. not to use, without prior authority, the name of Letran Calamba in any ticket, invitation, program, announcement, or similar printed matters.
6. to inhibit himself/herself from pushing, trafficking, administering, using or possessing regulated or prohibited

drugs and its derivatives since Letran Calamba does not condone activities of like nature.

Although the Colegio cannot be held responsible for the conduct of its students outside the school premises, bad conduct of any of its students outside the school campus can be a cause for disciplinary action. Violation of any of the foregoing shall be taken on a case-by-case basis and the penalty shall be based on the facts and circumstances surrounding the case.

DISCIPLINARY SANCTIONS

Any violation of the Code of Discipline, especially 1 and 2 above (Conduct Outside the School), shall be subject to administrative disciplinary action and the imposition of corresponding penalty as may be determined by Management and without prejudice to other sanctions/measures that it may take under the circumstances. Such disciplinary action and/or penalties are herein below defined:

1. **Warning.** It is a notice to the student that continuation or repetition of specified conduct may be a cause for other disciplinary action.
2. **Reprimand.** It is a severe written form of formal rebuke by a person in authority.
3. **Suspension.** This entails exclusion from classes, and exclusion from other privileges or activities or from the campus as set forth in the notice of suspension, for a definite period of time with reinstatement thereafter dependent upon a showing of observance during the period of suspension of terms as set forth in the notice of suspension. A school may suspend an erring student during the school year or term for a maximum period not exceeding twenty percent (20%) of the prescribed school days. The decision of the school on every case involving the penalty of suspension which exceeds twenty percent (20%) of the prescribed school days for a school year or term shall be forwarded to the CHED IV Regional Office concerned within ten (10) days from the termination of the investigation of each case for its information.
4. **Non-readmission (Dropping/Dismissal or Expulsion)**
 - a.) **Dropping/Dismissal** refers to permanent termination of student status without possibility of readmission to any school of the Colegio.
A school may drop from its rolls during the school year or term a student who is considered undesirable.

- b) Expulsion is an extreme form of administrative sanction which debars the student from all public and private schools. “Expulsion is an extreme penalty on an erring pupil or student consisting of his/her exclusion from admission to any public or private school in the Philippines and which requires the prior approval of the CHED Chairman. The penalty may be imposed for acts or offenses constituting gross misconduct, dishonesty, hazing, carrying deadly weapons, immorality, selling and/or possession of prohibited drugs such as marijuana, drug dependency, drunkenness, hooliganism, vandalism, and other serious school offenses such as assaulting a pupil or student or school personnel, instigating or leading illegal strikes or similar concerted activities resulting in the stoppage of classes, preventing or threatening any pupil or student or school personnel from entering the school premises or attending classes or discharging their duties, forging or tampering with school records or school forms, and securing or using forged school records, forms and documents.

The decision of the school on every case involving the penalty of expulsion, together with the supporting papers shall be forwarded to the Regional Office concerned within ten (10) days from the termination of the investigation of each case.” (Section 77, Manual of Regulations for Private Schools).

5. Other Sanctions. Other sanctions which the school may impose are non-readmission to the Colegio; suspension in a particular class; invalidation of an examination, or any class work; reprimand and warning; cancellation of scholarship and other privileges. When the sanction imposed on a student found guilty is short of dismissal, i.e., suspension or reprimand, etc., s/he will be placed on STRICT PROBATION-FINAL WARNING STATUS by the Dean’s Office. Due process shall be exercised at all levels of investigation.

PROCEDURES FOR DISCIPLINARY MEASURES

1. All complaints must be formally reported in writing to the Dean's Office and must be signed by the complainant.
2. The Dean's office shall conduct an investigation of the case; or, it may create or appoint an Ad Hoc Committee to investigate the case, submit its findings and recommendations.
3. All parties concerned shall be afforded due process. Decision is final.

Grievances and Complaints

- A. Complaint Against School Personnel/Employee (Administrator, Faculty, Staff)

Procedure:

1. A complainant must accomplish a signed written complaint addressed to the proper authorities. The letter of complaint should contain the nature of the complaint, the people or individual involved, the place of occurrence, and supposed damage it incurred.
2. Subject of complaint should receive a copy of the letter for possible explanation.
3. If the complainant is not satisfied with the explanation or settlement, the Dean may then convene a Grievance Committee composed of a chairman and two (2) senior faculty members. The arbitration of this body/and its subsequent recommendation are elevated by the Dean to the Vice-President for Academics and Research for resolution and appropriate action.

Other Reminders

1. Classes always begin and end with a prayer. The spirit of ecumenism as enunciated by Pope John Paul II is encouraged with the students leading the prayer. Non-Catholics are invited to say the prayers in their own religious rites.
2. Only officially enrolled students included in the official list provided to the Course Professors shall be allowed in any class. Professors are requested to report immediately students not included in the official list. However "refresher/sit-in" may be allowed for reactivation/returnee

students. Approval for “sit-in” must be requested to and approved by the GS Dean.

3. Unless notified in advance by the course professor of their inability to arrive in class on time, students are expected to wait for the Professor for thirty (30) minutes. The professor is deemed absent after sixty (60) minutes and students are excused from the class.
4. Outside-the-classroom activity - An official form for this purpose is available at the Graduate School Office and may be used for either student or class activity by the Professor. It must be approved by the Dean one (1) week prior to the intended activity.
5. Use of Educational Facilities
 - 5.1 Official Form must be filed and approved for the use of the following facilities through the Graduate School and Professional Services Office:
 - 5.1.1 Overhead Projector slides, TV/VHS, Computer Room, Sound Systems, tables, chairs etc.
 - 5.1.2 Lacordaire Hall, Audio-Visual Room (AVR), other classrooms, GYM, chapel, lobby etc.
6. Environmental Protection and Maintenance
 - 6.1 Everybody is enjoined to observe cleanliness of the classroom. Writings on the blackboards / whiteboards must be erased after use to be ready for the next class.
 - 6.2 Lessons/Information must be written on the blackboard/whiteboard and never on the walls.
 - 6.3 When classrooms are used as venue for extra-curricular activities (i.e., meeting, blow-out, fellowship), garbage must be disposed properly.
 - 6.4 Computer Room and Laboratory Room must be well kept.
 - 6.5 Pieces of paper, plastics, etc. must not be left scattered on the floor.

6.6 The air-conditioner, electric fans, overhead projector, and lights must be switched off after use.

7. Dress Code when attending classes:

7.1 Appropriate school wear

7.2 No slippers

7.3 No short pants, cycling or walking shorts, etc.

LETRAN CALAMBA GRADUATE SCHOOL SOCIETY (LGSS)

The Letran Calamba Graduate School Society (LGSS) is the official school organization of all graduate school students and alumni of the Colegio. Established in 1997, the Society aims to promote the general welfare of the Graduate School students. It also provides avenues for enhanced information through lectures, seminars and educational trips in various fields offered by the institution. LGSS serves as a link between the students and the Colegio.

GRADUATE SCHOOL GUIDELINES IN MANAGING LGSS ACTIVITIES

1. Policy Framework

The Letran Calamba Graduate School Society (LGSS), being the only recognized student organization of the Graduate School (GS), spearheads student activities that are in line with the objectives of the department and with the vision and mission of the Colegio. All student activities should be aimed at enhancing the intellectual, social, and civic interests of the Graduate School students and in promoting a genuine professional environment.

Established in 1997, the Society aims to promote the general welfare of the GS students. It also provides avenues for enhanced information through lectures, seminars, and educational trips in various fields offered by the institution. The LGSS serves as a link between students and the Colegio.

The LGSS shall be administered and governed in accordance with the following guidelines:

2. Definition of Terms

2.1 LGSS refers to the Letran Calamba Graduate School Society, the

recognized student society of the GS.

2.2 SDF refers to the Student Development Fund of the GS Students, which could be used to finance academic and extension activities.

2.3 PSRF refers to Purchase Service Request Form, the official form used to specify amount needed for a particular activity, purchase, and purpose.

3. General Policies

3.1 The GS office coordinates and regulates all the activities of the LGSS to ensure that all activities are in accordance with the objectives of the department, and in line with the vision and mission of the Colegio in general.

4. Purposes of the Society

The Society aims to:

4.1 Encourage the highest standards of creativity, scholarship, and teaching in the Graduate School; and to further these objectives through interaction with institutions of higher learning found in other colleges, universities, and organizations;

4.2 Encourage and support those groups and activities, inside and outside of this Society, that set themselves the task of elevating the standards of teaching and curricula, of improving the materials of teaching, and of generally advancing the cause of learning in the graduate level;

4.3 Encourage professional relationships with other learned societies and with international, national, and regional organizations, which serve similar purposes in graduate studies;

4.4 Hold seminars, symposia, and conferences for the purposes of presenting scholarly papers, presenting and discussing current trends, and addressing other issues pertinent to the Society

4.5 Cause for publication for sharing of the results of creative studies, scholarly research, and judgments of critical thought on higher studies, and all other information valuable to the purposes set forth in these guidelines;

4.6 Seek support from foundations, philanthropic organizations, or individuals for specific programs or activities of merit in the pursuit of higher education in the graduate level; and

4.7 Administer funds contributed to the Society to finance pertinent conferences, meetings, symposia, publications, surveys, studies, and similar activities.

5. Specific Policies

5.1 The LGSS shall provide the GS Office with minutes of meetings duly signed by the LGSS secretary and president, and noted by the adviser. Graduate School administrators have the prerogative to join LGSS meetings for closer coordination and monitoring of activities.

5.2 The LGSS may conduct on-campus and off-campus activities that are subject to the approval of the GS Office. A narrative report of each activity shall be submitted to the same Office.

5.3 The project / activity proposal shall be submitted two (2) weeks before the date of each activity. All proposals should be duly endorsed by the LGSS Adviser. Submission of incomplete documents will not be entertained by the GS Office. The GS Office reserves the right to screen the proposed activities of the LGSS.

5.4 Activities conducted without the approval of the GS Dean will be considered illegal and may be considered a ground for administrative case.

5.5 The Student Development Fund (SDF) may be used in LGSS activities. Request for funding shall be coursed through the GS Office. The following are the required documents in requesting for funding.

- 5.5.1 Proposal of the activity specifying the following :
 - 5.5.1.1 Name of activity;
 - 5.5.1.2 Theme
 - 5.5.1.3 Proponent
 - 5.5.1.4 Date
 - 5.5.1.5 Venue
 - 5.5.1.6 Number of attendees
 - 5.5.1.7 Rationale activity
 - 5.5.1.8 Line up of activities
 - 5.5.1.9 Budget
- 5.5.2 Endorsement of the Dean of Graduate School
- 5.5.3 PSRF Form (signed by the LGSS president and approved by theGS Dean).

5.6 For activities funded through the SDF, the LGSS is required to submit a liquidation report/ financial report signed by the LGSS Treasurer, Auditor, and President, and noted by the adviser. This report shall be submitted to the GS Office and to the Office of the Vice-President for Finance one week after the activity.

5.7 For fund-raising activities, which include but not limited to raffles, solicitations, concerts, to name a few, the submission of the proposal shall be made at least six weeks before the date of the said event. The proposal should be duly signed by the LGSS President and noted by the LGSS adviser. The said proposal is subject to the approval of the GS Dean, the Vice President for Academics, and Vice-President for Finance.

5.8 All monetary collection activities among GS students shall be subject to the Finance Department's collection policy.

5.9 Misinformation/concealment of details, especially if it involves monetary transaction, fraud, and misuse of funds shall merit disciplinary sanction depending on the gravity of the offense.

5.10 Non-compliance with any provisions stated in this policy shall be dealt with accordingly.

5.11 Activities such as symposia, fora, seminars, workshops, which are avenues for scholarly exchange of ideas, must be well-coordinated with the GS Office. Persons to be invited who will serve as resource persons should be those who are distinguished and well-respected in their respective discipline. The GS may disapprove the proposal or retract the approved proposal if it has been established that the invited speaker is a person who advocates violence, disruptive measures, notion against Christian values, and who has spitefully attacked the good name of the Colegio and its administration.

6. Membership to the LGSS

Membership to the LGSS is exclusive to students currently enrolled in the GS of Colegio de San Juan de Letran Calamba.

7. Adviser to the LGSS

7.1 A member of the faculty shall be appointed by the GS Dean as adviser to the LGSS.

7.2 The Adviser shall assist the directors and officers of the Society in the formulation, implementation, and management of the policies, objectives, and advocacies of the LGSS.

7.3 The Adviser shall facilitate a Planning Seminar for the Board of Directors to define the role of LGSS, in the context of the endeavors of GS, and to spell out the executive functions of the Directors and Officers.

8. Nominations and Elections

8.1 Nomination of Candidates to the Board of Directors. Nominations to the Board of Directors shall be held during the first trimester General Assembly. The Adviser of LGSS, assisted by the immediate Past President, shall conduct the nomination to the Board of Directors. At least 15 students shall be nominated by their fellow students from those present in the Assembly.

8.2 Election of Directors. The Adviser, assisted by the immediate Past President, shall conduct the Election. The nominees shall elect from among themselves 15 Directors. The 15 nominees who garnered the most number of votes shall comprise the Board of Directors.

8.3 Election of Officers. The Adviser, assisted by the immediate Past President, shall conduct the election. The Directors shall choose from among themselves, the officers to fill up the position of President, Vice President, Secretary, Treasurer, Auditor, and other positions the Board may deem essential. The Board of Directors shall serve for a period of one academic year.

9. Roles and Functions of the Officers / Board of Directors

9.1 The President. The President shall preside at all meetings of the Society and of the Board of Directors, create standing committees and appoint such auxiliary officers as necessary, with approval of the Board. S/he shall be ex-officio member of all committees and shall perform all other duties pertaining to the said office. In case of absence, incapacity, or disqualification of the President, his/ her duties shall devolve upon the Vice President.

9.2 The Vice President. The Vice President shall serve in any capacity as may be assigned by the Board of Directors or by the President. S/he shall succeed the President in case of vacancy.

9.3 The Secretary. The Secretary shall keep the minutes of meeting of the Society and of the Board of Directors. S/he shall keep an accurate record of attendance of all meetings, and perform all other duties ordinarily pertaining to the office of the Secretary, or which may be assigned by the President.

9.4 The Treasurer. The Treasurer shall collect and be the custodian of all funds and property of the Society. S/he shall keep an itemized account of all receipts and expenditures, and s/he shall submit an annual report duly audited in the general meetings.

9.5 The Auditor. The auditor shall audit all receipts and disbursements made by the Treasurer, and s/he shall report on the result of such audit to the Board of Directors whenever required or becomes necessary.

9.6 The Public Relations Officer (PRO). The PRO shall be the spokesman of the Society. S/he shall cause to publish or announce any activities of the Society through media, newspaper, television, and other means.

10. Other Provisions

10.1 The LGSS President shall be responsible for all activities and transactions that the Society will undertake.

10.2 Only activities that are academic and service-oriented in nature will be funded through the SDF. Events such as Christmas party, Valentine's Day celebration, etc., will not qualify for funding.

II. DESCRIPTION OF PROGRAM OFFERINGS

PROGRAM OFFERING

The Graduate School of Colegio de San Juan de Letran Calamba offers two levels of graduate education:

1. Masteral Program

Master in Business Administration (MBA)

Master in Management Major in

- Engineering Management (MM-EM)
- Government Management (MM-GM)
- Information Technology Management (MM-ITM)
- People Management (MM-PM)
- Productivity and Quality Management (MM-PQM)
- School Management (MM-SM)

2. Doctoral Program

Doctor of Philosophy in Management (PhD-M)

Doctor of Philosophy Major in

- People Management (PhD-PM)
- Information Technology Management (PhD-ITM)
- School Management (PhD-SM)

The MBA Program gives students rigorous, real world education that emphasizes ethical leadership and decision-making, a global perspective, and value creation.

On the other hand, the MM Program focuses on transforming career managers into corporate strategists and higher-level executives. The Ph.D. in Management Programs emphasize the interplay between theory development and empirical research. The program is designed to develop the content knowledge and methodological skills necessary to become a successful and productive scholar, top level management or management consultant, transformational and inspirational leader in the corporate business world and even in the academe and other sectors.

Course Sequence

The sequence of courses in the different degree programs of the Graduate School, should be followed by students to earn their corresponding credit.

If deviation of the course sequence is necessary, the student must obtain a written approval from the Dean.

MASTERAL

The following are core courses taken by any student enrolled in the masteral level.

Core Courses	Units	Description
Strategic Leadership Management	3	This course deals with the examination of theories, concepts, principles and research in leadership. It emphasizes on the analysis of the internal and external organizational environments, establishment of strategic directions, creation of models, strategies and practices in different organizational environment to achieve established goals. The concept of leadership amidst globalization and information revolution is also discussed.
Organizational Communication	3	It examines organizational communication theories, communicative implications of historical and modern management theories, as well as special interest topics. Major topics include cultural and critical approaches to organizational communication, classical management and human relations theory, and communication effectiveness. Special topics may include terms in organization, diversity, organizational politics, leadership, and change. Focus is made on applying organizational communication theories and concepts to understand others better and to manage one's own communication in organization.
Social Responsibility and Good Governance	3	The course focuses on the value and trends of engaging stakeholders in the identification of their new accountability boundaries and establishing governance systems, structures, processes, and policies to provide companies' overall management quality needed to compete successfully. It revisits how companies that perform better with regard to these issues can increase shareholder value by, for example, properly managing risks, anticipating regulatory action or accessing new markets while at the same time contributing to the sustainable development of the societies in which they operate.
Theories & Principles in Research & Statistics	3	The student gets oriented to research concepts relevant to organization and management functions, processes and practices. Discussions center on how to prepare a graduate research with emphasis on thesis preparation and project development and the use of statistics in research.

Integrative Courses

Management Consulting	3	This course aims to give the Graduate School students opportunities to examine first-hand knowledge and theories learned in the classroom for their wider impact in the industry and on society. Students undergo internship outside their own companies/ organizations using process diagnostics and analysis
Thesis Writing*	6	<p>Graduate Research I (Thesis Proposal) This course guides the student through the process of making a thesis proposal on any area of concern in management s/he may deem suitable for his/her purpose in conformity with accepted standards. The output of this course is the thesis proposal, which is to be defended before a panel of examine</p> <p>Graduate Research II (Thesis Final) The student is assisted on the completion of the defended thesis proposal. The thesis must be defended before a panel of examiners at a time and place designated for the purpose.</p> <p>Graduate Research III (Thesis Colloquium) It facilitates students to go through the process of sharing his/her research output to the public. Reactors will be invited to help deepen the paper.</p>
Capstone Project*	6	<p>Graduate Research 1 (Project Proposal) This course guides the student through the process of making a project proposal on any area of concern in management s/he may deem suitable for his/her purpose in conformity with accepted standards. The output of this course is a project proposal which is to be defended before a panel of examiners.</p> <p>Graduate Research 2 (Project Implementation) The student is assisted on the implementation of the defended project proposal. The project must be defended before a panel of examiners at a time and place designated for the purpose.</p> <p>Graduate Research 3 (Project Colloquium) It facilitates students to go through the process of sharing his/her research-based project to the public. Reactors will be invited to help deepen the paper.</p>

*Option

Master in Business Administration (MBA) (Effective Academic Year 2016-2017)

The Master in Business Administration (MBA) program provides the students with valuable knowledge about business and all its related aspects, and the opportunity to acquire formal management orientation, integrating the managers' and entrepreneurs' better understanding of all concepts, principles, and tools relevant to the practice of business management. The program plays within an atmosphere conducive to a free exchange of ideas with other executives and business leaders. It aims to develop and sharpen the managers' and entrepreneurs' analytical ability in dissecting business problems and opportunities. Moreover, the decision-making skills of managers and entrepreneurs are strengthened in a multi-dimensional perspective.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Apply key business and management concepts, principles, approaches, tools, and techniques in the performance of their management profession in business organization or enterprise;
2. Adopt new business models and applications based on conceptual frameworks derived from their course papers and Master's thesis or Capstone project;
3. Master an array of leadership and business management skills that they can apply when they join the executive/management levels of key departments of a business organization, or when they manage an entrepreneurial company as Chief Executive Officer (CEO), Chief Operating Officer (COO), Chief Marketing Officer (CMO), and Chief Finance Officer (CFO), or as top company executive or management and/or business consultant;
4. Apply the values and positive attributes towards work which they gained as MBA graduates, and develop a new, progress-oriented work ethics as model executives and/or entrepreneurs of business organizations and enterprises; and

5. Integrate the knowledge and skills acquired across business functions, and develop business-related projects and/or conduct research tasks on various dimensions of business organizations and associations whether in local or global field.

PROGRAM OUTCOMES

Graduates of MBA program are expected to have acquired the following:

1. Critical and integrative thinking skills to solve business-related case problems
 - Graduates shall be able to think critically, innovatively, and creatively, in analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.
2. Effective written and oral communication skills, verbal and non-verbal
 - Graduates shall be able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.
3. Entrepreneurial thinking and innovativeness
 - Graduates shall be able to present/share an innovative perspective that can lead to new ways of doing business and or engaging into new business ventures that possess rarity and value-adding attributes, among others.
4. Insighting and research skills and capabilities
 - Graduates shall have the ability to exercise lower level of abstraction to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Corporate leadership and management skills to be applied to multi-cultural organization environment
 - Graduates shall have the ability to utilize leadership skills effectively by understanding human behavior and interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.
6. Knowledge of high level management tools and methodologies
 - Graduates shall have a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the business and management functional areas, as well as the ability to apply this knowledge to various business case problems in different work places.
7. Positive Attitude and Filipino, Dominican, and Christian-Oriented Values
 - Graduates shall be able to put into practice positive attitude towards work, preserve and live Filipino culture and values, and deepen their Christian faith to emerge as role models in the society and in their faith-based community.

PROGRAM OUTLINE

MBA

I.	Foundation Courses		(6) units
	MFC001	Basic Statistics	1.5 units
	MFC002	Organization and Management	1.5 units
	MFC003	Introduction to Accounting	1.5 units
	MFC004	Technical Writing	1.5 units
II.	Core Courses		12 units
	MAS053A	Strategic Leadership and Management	3 units
	MAS013	Organizational Communication	3 units
	MAS073	Social Responsibility and Good Governance	3 units
	MAS043A	Theories and Principles in Research and Statistics	3 units
III.	Major Courses (with training equivalency)		12 units
	MAS083	Financial and Investment Management	3 units
	MBA013	Marketing Management	3 units
	MBA043	Managerial Accounting	3 units
	MAS093	Operations Management	3 units
IV.	Electives		6 units
	MAS143	Project Development and Management (Mandatory for Capstone Project)	3 units
	MBA023A	Global and Cross Cultural Management	3 units
	MEM043	Total Quality Management	3 units
	MAS023A	Organization Development and Innovation	3 units
	PQM153	Business and Management Analytics	3 units
	MBA033A	Entrepreneurship and Business Innovation	3 units

V.	Integrative Courses		9 units
	MAS063A	Management Consulting	3 units
Graduate Research (Capstone Track)***			
	MAS103A	Graduate Research 1 (Project Proposal)	2 Units
	MAS103B	Graduate Research 2 (Implementation)	2 units
	MAS103C	Graduate Research 3 (Project Colloquium)	2 units
Graduate Research (Thesis Track)***			
	MAS112A-16	Graduate Reseach 1 (Thesis Proposal)	2 units
	MAS112B-16	Graduate Reseach 2 (Thesis Final)	2 units
	MAS112C-16	Graduate Research 3 (Thesis Colloquium)	2 units
***Students must pass the Comprehensive Examination (written and oral) before taking Graduate Research			
			Total 39 units

MBA

Major		Description
Foundation Courses	(6)	Foundation of Business Administration (with training or related managerial experience equivalency)
Major Courses		
Financial and Investment Management	3	The students are introduced with techniques of financial analysis and projection, covering topics like capital budgeting, inventory management, cash management, short term sources, and uses of funds etc. Actual financial problems faced by business concerns are analyzed through the use of case materials. The course focuses further on the principles, practices, and analysis of investments as well as the portfolio management for individuals and institutions.
Marketing Management	3	This course introduced the framework for making marketing decisions. Specific skills are developed in the analysis of customers, competition, decision, and the environment within which the marketing decision is to be made. Theories are applied to decisions regarding the 4 P's - product, price, place, promotion aimed at sharpening the student's ability to develop comprehensive marketing policy, strategic plans, and control procedures.
Managerial Accounting	3	This course emphasizes the system of internal reporting through the application of costing and managerial information systems for different situations and purposes. The course deals on statements of financial condition, income, accounting, records and systems, depreciation, balance sheets and funds flow analysis, the use of budget and standards in setting objectives for future operations.
Operations Management	3	This is a study on design, operation, planning, and controlling of productive systems in producing goods and services. It focuses on the theories, concepts, and techniques of forecasting, location planning, process selection and capacity planning, facilities layout, design of work systems, aggregate planning, inventory management, materials requirement planning, just-in-time, scheduling, waiting line, quality assurance among others. The course is designed to equip students with skills in employing various approaches in solving management problems.

Master in Management major in Engineering Management (MM-EM) (Effective Academic Year 2016-2017)

The Master of Management major in Engineering Management (MM-EM) program is designed to enhance the capabilities of engineering faculty members and cadet engineers through updating them on the advances and recent developments in engineering and technology, and by strengthening their comprehension of engineering principles. The program emphasizes the continuity of management and engineering related efforts from planning through design to execution. In addition to technical engineering topics, the program provides managerial, business, marketing, financial, legal and information systems tools for an engineering management career in either the industry or academic sector. The students will emerge with management and business skills to allow effective performance in directing engineering organizations and in assessing clients and their options from a business and engineering standpoint.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Apply key management concepts, principles, approaches, tools, and techniques in their line of engineering profession;
2. Demonstrate exemplary leadership in the engineering workplace and in relevant professional associations they join;
3. Take the lead or participate in formulating and implementing research projects which could lead to enhanced management of engineering related processes;
4. Apply the values and positive attributes towards work which they gained as MM-EM graduates, and develop a new, progress-oriented work ethics as model executives and/or entrepreneurs of business organizations and enterprises;

5. Integrate the knowledge and skills acquired across various disciplines of engineering, business, and management, and work collaboratively with other executive officers and technical executives;
6. Adapt to the new and emerging tools for managing engineering processes both local and global; and
7. Teach or serve as resource persons/speakers in engineering management-related topics in higher education and other learning institutions.

PROGRAM OUTCOMES

Graduates of MM-EM program are expected to have acquired the following:

1. Critical and integrative thinking skills to solve engineering-related case problems

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

2. Effective verbal and non-verbal communication skills

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

3. Creative and innovating thinking

Graduates were able to present/share an innovative perspective that possesses rarity and value-adding attributes, among others.

4. In-sighting and research skills and capabilities

Graduates had the ability to exercise lower level of abstraction to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Corporate leadership and management skills to be applied to multi-cultural organization environment

Graduates had the ability to utilize leadership skills effectively by understanding human behavior and interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

6. Knowledge of high level management tools and methodologies

Graduates had a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the engineering management functional areas, as well as the ability to apply this knowledge to various business case problems in different work places.

7. Positive Attitude and Filipino, Dominican, and Christian-Oriented Values

Graduates were able to put into practice positive attitude towards work, preserve and live Filipino culture and values, and deepen their Christian faith to emerge as role models in the society and in their faith-based community.

PROGRAM OUTLINE

MM-EM

I. Foundation Courses		(6) units
MFC001	Basic Statistics	1.5 units
MFC002	Organization and Management	1.5 units
MFC003	Introduction to Accounting	1.5 units
MFC004	Technical Writing	1.5 units
II. Core Courses		12 units
MAS053A	Strategic Leadership and Management	3 units
MAS013	Organizational Communication	3 units
MAS073	Social Responsibility and Good Governance	3 units
MAS043A	Theories and Principles in Research and Statistics	3 units
III. Major Courses (with training equivalency)		12 units
MEM013	Advanced Engineering Management	3 units
MEM023	Environmental Technology Management	3 units
MEM033	Optimization Techniques	3 units
MAS093	Operations Management	3 units
IV. Electives		6 units
MAS143	Project Development and Management (Mandatory for Capstone Project)	3 units
MBA023A	Global and Cross Cultural Management	3 units
MEM043	Total Quality Management	3 units
MAS023A	Organization Development and Innovation	3 units
PQM153	Business and Management Analytics	3 units
MAS083	Financial and Investment Management	3 units

V.	Integrative Courses		9 units
	MAS063A	Management Consulting	3 units
Graduate Research (Capstone Track)***			
	MAS103A	Graduate Research 1 (Project Proposal)	2 Units
	MAS103B	Graduate Research 2 (Implementation)	2 units
	MAS103C	Graduate Research 3 (Project Colloquium)	2 units
Graduate Research (Thesis Track)***			
	MAS112A-16	Graduate Reseach 1 (Thesis Proposal)	2 units
	MAS112B-16	Graduate Reseach 2 (Thesis Final)	2 units
	MAS112C-16	Graduate Research 3 (Thesis Colloquium)	2 units
***Students must pass the Comprehensive Examination (written and oral) before taking Graduate Research			
Total			39 units

MM-EM

Major	Units	Description
Foundation Courses	(6)	Foundations of Systems Engineering and Management (with training or related managerial experience equivalency)
Major Courses		
Operations Management	3	This course deals with the design, operation, planning, and controlling of productive systems in producing goods and services. It focuses on the theories, concepts, and techniques of forecasting, location planning, process selection and capacity planning, facilities layout, design of work systems, aggregate planning, inventory management, materials requirement planning, just-in-time, scheduling, waiting line, quality assurance, etc.
Advanced Engineering Management	3	It tackles the advanced principles and concepts of organizations, development of engineering and management skills, and introduction of scientific management in the administration of various areas of engineering operations. It also emphasizes the importance of facility planning, layout, and materials management in a business environment.
Environmental Technology Management	3	This subject introduces students to various activities in society involving the transformation of material and energy for the benefit of the community. Students are made aware of both the economic and environmental impact of these activities to society.
Optimization Techniques	3	The students get orientation on construction of optimization models for engineering design problems in terms of design variables, feasible region, objective function, and equality/inequality constraints, among others. The course helps the students analyze the robustness of optimization solutions using various techniques such as sensitivity analysis, monotonicity analysis, and other analytical solutions for optimization design models. At the end of the course, the students are expected to prepare a technical report on an optimization design project based on a real world engineering problem.

Master in Management major in Productivity and Quality Management (MM-PQM) (Effective Academic Year 2016-2017)

The Master in Management, major in Productivity and Quality Management provides the students with valuable knowledge about the connection between productivity and quality. It dissects the importance of quality increasing productivity and its effect on the continual improvement of the organization. It discusses the trends in productivity and quality management with emphasis on supply chain management. It explains how supply chain strategies differ from traditional strategies in coordinating operations among firms.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Apply key productivity and quality management concepts, principles, approaches, tools, and techniques in the performance of their profession in an organization or industry on a strategic and/or operational level;
2. Demonstrate exemplary leadership in productivity and quality management environment and in relevant professional associations they join;
3. Take the lead or participate in formulating and implementing research projects which could lead to enhanced management of productivity and quality related processes;
4. Apply the values and positive attributes towards work gained from the program and cascade this professional work ethic in all levels/ sectors of the organization;
5. Integrate the knowledge and skills acquired across various disciplines of productivity and quality management, and work collaboratively with other managers or executive officers;
6. Adapt to the new and emerging tools of management which provide a state-of-the-art metric system in productivity and quality management; and,

7. Teach or serve as resource persons/speakers or consultants in productivity and quality management- related topics in higher education institutions, organizations, and industries.

PROGRAM OUTCOMES

Graduates of MM-PQM program are expected to have acquired the following:

1. Critical and integrative thinking skills to solve productivity and quality management-related case problems

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

2. Effective written and oral communication skills

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

3. In-sighting and research skills and capabilities

Graduates were able to present/share an innovative perspective that can lead to new ways of doing business and or engaging into new business ventures that possess rarity and value-adding attributes, among others.

4. Creative and innovating thinking

Graduates had the ability to exercise lower level of abstraction to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Corporate leadership and management skills to be applied to multi-cultural organization environment

Graduates had the ability to utilize leadership skills effectively by understanding human behavior and interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

PROGRAM OUTLINE

MM-PQM

I.	Foundation Courses		(6) units
	MFC001	Basic Statistics	1.5 units
	MFC002	Organization and Management	1.5 units
	MFC003	Introduction to Accounting	1.5 units
	MFC004	Technical Writing	1.5 units
II.	Core Courses		12 units
	MAS053A	Strategic Leadership and Management	3 units
	MAS013	Organizational Communication	3 units
	MAS073	Social Responsibility and Good Governance	3 units
	MAS043A	Theories and Principles in Research and Statistics	3 units
III.	Major Courses (with training equivalency)		12 units
	MEM043	Total Quality Management	3 units
	PQM113	Quality Standards, Metrics, and Development	3 units
	PQM123	Productivity Theories and Models	3 units
	PQM133	Quality Management Tools, Techniques, and Methodologies	3 units
IV.	Electives		6 units
	PQM143	Project Development and Management (Mandatory per Capstone Project)	3 units
	MBA023A	Global and Cross Cultural Management	3 units
	MAS093	Operations Management	3 units
	MAS023A	Organization Development and Innovation	3 units
	PQM153	Business and Management Analytics	3 units
	MHR023	Human Resource Development	3 units
	PQM163	Value Change Systems Management	3 units
	PQM173	Quality Management Benchmarking and Best Practices	3 units

V.	Integrative Courses		9 units
	MAS063A	Management Consulting	3 units
Graduate Research (Capstone Track)***			
	MAS103A	Graduate Research 1 (Project Proposal)	2 Units
	MAS103B	Graduate Research 2 (Implementation)	2 units
	MAS103C	Graduate Research 3 (Project Colloquium)	2 units
Graduate Research (Thesis Track)***			
	MAS112A-16	Graduate Research 1 (Thesis Proposal)	2 units
	MAS112B-16	Graduate Research 2 (Thesis Final)	2 units
	MAS112C-16	Graduate Research 3 (Thesis Colloquium)	2 units
***Students must pass the Comprehensive Examination (written and oral) before taking Graduate Research			
			Total 39 units

MM-PQM

Major	Units	Description
Foundation Courses	(6)	Foundations of Productivity and Quality Management (with training or related managerial experience equivalency)
Major Courses		
Total Quality Management	3	This course looks at and exams the integrations of all functions and processes within an organization to achieve continuous improvement of the quality of goods and services with the goal achieving customer satisfaction. It focuses on the integration of all organizational and management sub-systems to seek and explore opportunities for improvement at all levels.
Quality Standards, Metrics and Development	3	This course gives emphasis on the standards used to measure quality, the development and use of these standards to increase productivity. It focuses on quality as a measure of productivity.
Productivity Theories and Models	3	The course is focused on the concepts, theories and model that would give the students ample know-how on the relevance of productivity to organizational performance and its strategic role in the industry.
Quality Management Tools, Techniques and Methodologies	3	The students are given exposure to quality management tools, techniques and methodologies through actual plan visits and simulation activities in the class, Quality management tools, techniques and methodologies are identified, analyzed and critiqued.

Master in Management major in Government Management (MM-GM) (Effective Academic Year 2016-2017)

The Master in Management, major in Government Management (MM-GM) is designed for students who want to pursue the challenging careers in government. It develops high level of competencies among students in managing public sector's corporate affairs especially when this concerns the effectiveness of delivering services to various stakeholders at the local and national levels. It seeks to deepen the knowledge of those who wish to enter management careers in the government sector or for those who are already government service practitioners seeking for top-level managerial position in the public sector. The program further prepares its students for leadership in public sector institutions, through solid education and training in governance, public policy, and management, ethics and accountability, local, national, and international governance, and critical analysis of trends, challenges and issues in public administration and governance. It also emphasizes a strategic approach to management to equip managers with the skills, tools, and insights required to manage change and succeed in the increasingly complex government sector.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Apply key management concepts, principles, approaches, tools, and techniques in the performance of their work as public servant-manager in a government agency and/or institution, or a public enterprise;
2. Demonstrate exemplary leadership in the government/public enterprise and in relevant professional associations they join;
3. Take the lead or participate in formulating and implementing research projects and/or exploring cases in exemplary leadership and management practices which could lead to the development of new models and applications in public service management and promotion of good governance, in either local, national and subnational levels;

4. Apply the values and positive attributes towards work gained as MM-GM graduates, and cascade this professional work ethic in both the supervisory and operative (employee) levels of the organization;
5. Integrate the knowledge and skills acquired across various disciplines of general management, public administration, and government management, and work collaboratively with fellow public servants towards the effective management and delivery of public service to the citizens of their country;
6. Advocate for ethics in government management and participate and socially responsive projects that will transform the country to a higher level of recognition among developing and highly- developed nations; and
7. Teach and/or serve as resource persons/speakers in public administration and government management courses/topics in higher education institutions and other learning institutions.

PROGRAM OUTCOMES

Graduates of MM-GM program are expected to have acquired the following:

1. Critical and integrative thinking skills to solve public governance-related case problems

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

2. Effective written and oral communication skills, verbal and non-verbal

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

3. Creative and innovating thinking

Graduates were able to present/share an innovative perspective that can lead to new ways of doing business and or engaging into new business ventures that possess rarity and value-adding attributes, among others.

4. In-sighting and research skills and capabilities

Graduates had the ability to exercise lower level of abstraction to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Public sector leadership and management skills to be applied to multi-cultural organization environment

Graduates had the ability to utilize leadership skills effectively by understanding human behavior and interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

6. Knowledge of high level management tools and methodologies

Graduates had a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the business and management functional areas, as well as the ability to apply this knowledge to various business case problems in different work places.

7. Positive Attitude and Filipino, Dominican, and Christian-Oriented Values

Graduates were able to put into practice positive attitude towards work, preserve and live Filipino culture and values, and deepen their Christian faith to emerge as role models in the society and in their faith-based community.

PROGRAM OUTLINE

MM-GM

I.	Foundation Courses		(6) units
	MFC001	Basic Statistics	1.5 units
	MFC002	Organization and Management	1.5 units
	MFC003	Introduction to Accounting	1.5 units
	MFC004	Technical Writing	1.5 units
II.	Core Courses		12 units
	MAS053A	Strategic Leadership and Management	3 units
	MAS013	Organizational Communication	3 units
	MAS073	Social Responsibility and Good Governance	3 units
	MAS043A	Theories and Principles in Research and Statistics	3 units
III.	Major Courses (with training equivalency)		12 units
	MGM063	Theories, Practices and Technology in Government Management	3 units
	MGM083	Political Structures and Dynamics of Public Governance	3 units
	MGM033A	Local Government Administration and Management	3 units
	MGM043A	Public Policy Development and Analysis	3 units
IV.	Electives		6 units
	MAS143	Project Development and Management (Mandatory for Capstone Project)	3 units
	MBA023A	Global and Cross Cultural Management	3 units
	MEM043	Total Quality Management	3 units
	MAS023A	Organization Development and Innovation	3 units
	PQM153	Business and Management Analytics	3 units
	MGM053	Public Sector Finance and Budget Management	3 units
	MGM063	Trends, Issues and Challenges in Government Management	3 units

V.	Integrative Courses		9 units
	MAS063A	Management Consulting	3 units
Graduate Research (Capstone Track)***			
	MAS103A	Graduate Research 1 (Project Proposal)	2 Units
	MAS103B	Graduate Research 2 (Implementation)	2 units
	MAS103C	Graduate Research 3 (Project Colloquium)	2 units
Graduate Research (Thesis Track)***			
	MAS112A-16	Graduate Reseach 1 (Thesis Proposal)	2 units
	MAS112B-16	Graduate Reseach 2 (Thesis Final)	2 units
	MAS112C-16	Graduate Research 3 (Thesis Colloquium)	2 units
***Students must pass the Comprehensive Examination (written and oral) before taking Graduate Research			
Total			39 units

MM-GM

Major		Description
Foundation Courses	(6)	Foundations of Government Management (with training or related managerial experience equivalency)
Major Courses		
Theories, Practices, and Technology in Government Management	3	This course covers theories in public administration and governance as well as the latest thinking, innovations, and technologies used in government. It also looks at the experiences and practices of different countries in managing their corporate and public affairs including the social, cultural, political, economic, and environmental factors that influence such practices.
Political Structures and Dynamics of Public Governance	3	This course deals with the political structures that influences the leadership and management skills applied in public management. It focuses on how each level in the political structure inter-acts and inter-relate with each other and how such dynamism affects government management.
Public Policy Development and Analysis	3	This course focuses on the critical analysis of various factors associated with the formulation, development, administration, and evaluation of public policy including its environment, structure and processes. It includes appraisal of the different approaches to policy making and possible improvements in policy planning, implementation and control.
Local Government Administration and Management	3	The course examines, juxtaposes local government administration in different countries within the context of the political, economic and social policies of the state. Particular emphasis is on its role in people empowerment and how local autonomy practices are made.

Master in Management major in People Management (MM-PM) (Effective Academic Year 2016-2017)

The Master of Management major in People Management is designed to help students deepen their human resource subject matter expertise, and strengthen their ability to think beyond functional boundaries, positioning themselves to become an important partner in developing and implementing workplace strategies that deliver business results. The program aims to enhance the students' proficiency in using human resource management technologies to be able to respond to the vast changing organization environment, apply knowledge in core areas such as compensation (including rewards and recognition), labor management relations, talent management, strategic human resource planning (i.e. strategic staffing, talent acquisition), performance management, and organizational capability development, among others. The program also engages the students to develop critical thinking ability needed to formulate, design and implement human resource development programs.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Apply key concepts, principles, approaches, tools, and techniques in human resource/People Management in different types of business and/ or public organizations;
2. Develop new models and applications in People Management as it applies in different business industries;
3. Take the lead or participate in formulating and implementing research projects and/or exploring cases in human resource/People Management which could lead to the development of new models and applications that can be adopted by both public and private organizations;
4. Master an array of leadership skills, ethical tools, and socially responsive projects that will contribute to the accomplishment of vision-mission and corporate goals of the

organization;

5. Apply the values and positive attributes towards work gained from the program and cascade this professional work ethic in all levels/ sectors of the organization;
6. Integrate the knowledge and skills acquired across all sectors of the corporate, non-corporate, and entrepreneurial organizations for possible implementation, like the use of new People Management technology, and the like;
7. Adapt to the new and emerging tools of management which provides a state-of-the art metric system in People Management; and
8. Teach and/or serve as resource persons/speakers in human resource/ People Management courses/topics in higher education institutions and other learning institutions.

PROGRAM OUTCOMES

Graduates of MM-PM program are expected to have acquired the following:

1. Critical and integrative thinking skills to solve human resource-related case problems

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

2. Effective verbal and non-verbal communication skills

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

3. Creative and innovating thinking

Graduates were able to present/share an innovative perspective that can lead to new ways of doing business and or engaging into new business ventures that possess rarity and value-adding attributes, among others.

4. In-sighting and research skills and capabilities

Graduates had the ability to exercise lower level of abstraction to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. People management skills to be applied to multi-cultural organization environment

Graduates had the ability to utilize leadership skills effectively by understanding human behavior and interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

6. Knowledge of high level human resource/people management tools and methodologies

Graduates had a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the business and management functional areas, as well as the ability to apply this knowledge to various business case problems in different work places.

7. Positive Attitude and Filipino, Dominican, and Christian-Oriented Values

Graduates were able to put into practice positive attitude towards work, preserve and live Filipino culture and values, and deepen their Christian faith to emerge as role models in the society and in their faith-based community.

PROGRAM OUTLINE

MM-PM

I.	Foundation Courses		(6) units
	MFC001	Basic Statistics	1.5 units
	MFC002	Organization and Management	1.5 units
	MFC003	Introduction to Accounting	1.5 units
	MFC004	Technical Writing	1.5 units
II.	Core Courses		12 units
	MAS053A	Strategic Leadership and Management	3 units
	MAS013	Organizational Communication	3 units
	MAS073	Social Responsibility and Good Governance	3 units
	MAS043A	Theories and Principles in Research and Statistics	3 units
III.	Major Courses (with training equivalency)		12 units
	MAS083	Human Resource Management	3 units
	MHR043	Organizational Behaviour	3 units
	MHR033	Labor Relations and Regulatory Practices	3 units
	MHR013	Compensation and Benefits Design and Administration	3 units
IV.	Electives		6 units
	MAS143	Project Development and Management (Mandatory for Capstone Project)	3 units
	MBA023A	Global and Cross Cultural Management	3 units
	MEM043	Total Quality Management	3 units
	MAS023A	Organization Development and Innovation	3 units
	PQM153	Business and Management Analytics	3 units
	MHR053	Performance Management System	3 units
	MHR023	Human Resource Development	3 units
V.	Integrative Courses		9 units
	MAS063A	Management Consulting	3 units
GraduateResearch (Capstone Track)***			

	MAS103A	Graduate Research 1 (Project Proposal)	2 units
	MAS103B	Graduate Research 2 (Implementation)	2 units
	MAS103C	Graduate Research 3 (Project Colloquium)	2 units
Graduate Research (Thesis Track)***			
	MAS112A-16	Graduate Research 1 (Thesis Proposal)	2 units
	MAS112B-16	Graduate Research 2 (Thesis Final)	2 units
	MAS112C-16	Graduate Research 3 (Thesis Colloquium)	2 units
***Students must pass the Comprehensive Examination (written and oral) before taking Graduate Research			
			Total
			39 units

MM-PM

Major	Units	Description
Foundation Courses	(6)	Foundations of People Management (with training or related managerial experience equivalency)
Major Courses		
Organizational Behavior	3	This course is designed to acquaint the students with the behavioral dimensions of organization in various industries. The course shows students how psychology will aid them in their careers, and how the findings of industrial/organizational psychology directly influence their everyday lives as job applicants, employees, managers, and consumers.
Compensation and Benefits Design and Administration	3	The students take a close look at the pay model, compensation objectives, policy divisions, and pay techniques. The course includes discussion on job evaluation, external competitiveness, formulation of pay structure, benefits and services and performance appraisal, and compensation decisions.
Labor Relations and Regulatory Practices	3	The subject provides opportunities for students to take a critical analysis of labormanagement relations in the workplace and its institutional and legal framework. It focuses on the industrial relations system and the processes by which wages, hours, and other conditions of employment are determined.
Human Resources Management	3	This course deals with the application of the management functions on the efficient and effective maximization of the human resources of an organization. It also focuses on strategy and strategic planning using an integrative approach to cover the major functional areas of management.

Master in Management major in Information Technology Management (MM-ITM) (Effective Academic Year 2016-2017)

The Master in Management major in Information Technology Management (MM-ITM) program provides the students an opportunity to explore the future of advanced and cutting edge technologies that facilitate the flow of information and communications in an organization and the corresponding management processes at an advanced level. It is designed to facilitate advanced learnings on the utilization and evaluation of Information Technology (IT) towards meeting changing customer needs and market; on how to weigh the costs/benefits of IT decisions; analyzing and evaluating the effects of IT change on organization; how to help people adopt to change; and, how to explore common problems of management and organization, and their relationship to IT.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Apply key IT management concepts, principles, approaches, tools, techniques in the performance of their IT profession in an organization, or enterprise on a strategic and/or operational level;
2. Demonstrate exemplary leadership in information technology environment and in relevant professional associations they join;
3. Take the lead or participate in formulating and implementing research projects which could lead to the enhanced management of IT related processes;
4. Apply the values and positive attributes towards work gained as MM-ITM graduates, and develop a new, progress-oriented work ethics as model executives and IT professionals;
5. Integrate the knowledge and skills acquired across various disciplines of information technology entrepreneurship, business, and management, and work-collaboratively with other executives and technical officers

6. Adapt to the new and emerging tools for managing information technology processes both local and global; and
7. Teach and serve as resource persons/ speakers in IT management related topics in higher education, other learning institutions, and industry.

PROGRAM OUTCOMES

Graduates of MM-ITM program are expected to have acquired the following:

1. Critical and integrative thinking skills to solve IT management-related case problems

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

2. Effective verbal and non-verbal communication skills

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

3. Creative and innovating thinking

Graduates were able to present/share an innovative perspective that can lead to new ways of doing business and or engaging into new business ventures that possess rarity and value-adding attributes, among others.

4. In-sighting and research skills and capabilities

Graduates had the ability to exercise lower level of abstraction to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Adaptability skills for multi-cultural organization environment

Graduates had the ability to utilize leadership skills effectively by understanding human behavior and interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

6. Knowledge of high level IT management tools and methodologies

Graduates had a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the business and management functional areas, as well as the ability to apply this knowledge to various business case problems in different work places.

7. Positive Attitude and Filipino, Dominican, and Christian-Oriented Values

Graduates were able to put into practice positive attitude towards work, preserve and live Filipino culture and values, and deepen their Christian faith to emerge as role models in the society and in their faith-based community.

PROGRAM OUTLINE

MM-ITM

I.	Foundation Courses		(6) units
	MFC001	Basic Statistics	1.5 units
	MFC002	Organization and Management	1.5 units
	MFC003	Introduction to Accounting	1.5 units
	MFC004	Technical Writing	1.5 units
II.	Core Courses		12 units
	MAS053A	Strategic Leadership and Management	3 units
	MAS013	Organizational Communication	3 units
	MAS073	Social Responsibility and Good Governance	3 units
	MAS043A	Theories and Principles in Research and Statistics	3 units
III.	Major Courses (with training equivalency)		12 units
	MIT063A	Strategic Information Systems Development and IT Management and Governance	3 units
	MIT033	Enterprise Systems Management	3 units
	MIT083	Business Continuity Management (IT Security and Disaster Recovery)	3 units
	MIT093	Technopreneurship	3 units
IV.	Electives		6 units
	MAS143	Project Development and Management (Mandatory for Capstone Project)	3 units
	MBA023A	Global and Cross Cultural Management	3 units
	MEM043	Total Quality Management	3 units
	MAS023A	Organization Development and Innovation	3 units
	PQM153	Business and Management Analytics	3 units
	MIT023	Business Process Outsourcing Management	3 units
V.	Integrative Courses		9 units
	MAS063A	Management Consulting	3 units
Graduate Research (Capstone Track)***			

	MAS103A	Graduate Research 1 (Project Proposal)	2 units
	MAS103B	Graduate Research 2 (Implementation)	2 units
	MAS103C	Graduate Research 3 (Project Colloquium)	2 units
Graduate Research (Thesis Track)***			
	MAS112A-16	Graduate Research 1 (Thesis Proposal)	2 units
	MAS112B-16	Graduate Research 2 (Thesis Final)	2 units
	MAS112C-16	Graduate Research 3 (Thesis Colloquium)	2 units
***Students must pass the Comprehensive Examination (written and oral) before taking Graduate Research			
			Total
			39 units

MM-ITM

Major	Units	Description
Foundation Courses`	(6)	Foundations of Information Technology Management (with training or related managerial experience equivalency)
Major Courses		
Strategic Information Systems Development and IT Management and Governance	3	This course intends to provide the students with tools and techniques to strategically manage the information technology resources of an organization. It stresses the importance of linking IT with organizational mission, vision, and business goals and the benefits that can be derived from adhering to strategic IT management guiding principles and operational framework.
Enterprise Systems Management	3	The role of IT in reengineering and enhancing enterprise-wide business processes is given priority in this course. The implication for organizational structures and processes, as the result of increased opportunities to deploy information and streamlining business systems, are covered.
Technopreneurship	3	This course is focused on the studies and cases of the nature, process and practice of entrepreneurship in the information technology industry. It covers the theories and practices in starting up, development and management of a new IT business, product or service, and examines the functions of management as applied in an IT business environment.
Business Continuity Management	3	This course is gives emphasis on the IT security and disaster recovery strategies and practices in the IT industry.

Master in Management major in School Management (MM-SM) (Effective Academic Year 2016-2017)

The Master in Management major in School Management (MM-SM) program is designed for teachers, school administrators, entrepreneurs, and policy makers who are interested in improving their management capabilities especially in school or any learning institution. It is geared towards equipping the students with the knowledge, attitudes, and skills in the attainment of the desired goals of an institution namely academic excellence, quality research, and community extension. The program provides the environment conducive to the development and enhancement of a practitioner's educational leadership and management and critical understanding of the complexities of educational organizations. It dwells on the theoretical and practical learning perspectives that are reflective and relevant to concerned stakeholders' educational setting. The program explores on concepts, cases and issues dealing with the philosophies of education, educational management and administration, comparative analysis of school management in global and cross-cultural contexts, academic policy and strategy formulation, current trends and challenges in education and other academic/learning institutionrelated management processes.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Apply key concepts, principles, approaches, tools, and techniques in school management especially those that could add value to the school's various stakeholders;
2. Plan, lead, and implement and build the capacity of their school learning institution towards organization change and innovation;

3. Take the lead or participate in formulating and implementing research projects and/or exploring cases in school/educational management which could lead to the development of new models and applications that can be adopted by both public and private schools/learning institutions;
4. Apply the inherent humane values and positive attributes towards work gained as Masters in School Management, and cascade this work in the academe;
5. Integrate and apply the knowledge and skills acquired across all divisions, departments, sections and/or units of the school hierarchy, such as implementing school services improvement, strengthening community relations and managing projects which could lead to improving school performance; and
6. Adapt to the new and emerging tools of school management which provide a state-of-the art metric system in assessing and evaluating school performance;

PROGRAM OUTCOMES

Graduates of MM-SM program are expected to have acquired the following:

1. Critical and integrative thinking skills to solve school and educational management-related case problems

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

2. Effective verbal and non-verbal communication skills,

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

3. Creative and innovating thinking

Graduates were able to present/share an innovative perspective that can lead to new ways of doing business and or engaging into new business ventures that possess rarity and value-

adding attributes, among others.

4. In-sighting and research skills and capabilities

Graduates had the ability to exercise lower level of abstraction to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

PROGRAM OUTLINE

MM-SM

I.	Foundation Courses		(6) units
	MFC001	Basic Statistics	1.5 units
	MFC002	Organization and Management	1.5 units
	MFC003	Introduction to Accounting	1.5 units
	MFC004	Technical Writing	1.5 units
II.	Core Courses		12 units
	MAS053A	Strategic Leadership and Management	3 units
	MAS013	Organizational Communication	3 units
	MAS073	Social Responsibility and Good Governance	3 units
	MAS043A	Theories and Principles in Research and Statistics	3 units
III.	Major Courses (with training equivalency)		12 units
	MSM033	Educational Management and Administration	3 units
	MSM023	Economics and Information Technology in School Management	3 units
	MSM013	Dominican Philosophy of Education in the Philippine Setting	3 units
	MSM043	Management of School-Community Relationships	3 units
IV.	Electives		6 units
	MAS143	Project Development and Management (Mandatory for Capstone Project)	3 units
	MBA023A	Global and Cross Cultural Management	3 units
	MEM043	Total Quality Management	3 units
	MAS023A	Organization Development and Innovation	3 units
	PQM153	Business and Management Analytics	3 units
	MSM063	Trends, Issues and Challenges in Education	3 units

V.	Integrative Courses		9 units
	MAS063A	Management Consulting	3 units
Graduate Research (Capstone Track)***			
	MAS103A	Graduate Research 1 (Project Proposal)	2 units
	MAS103B	Graduate Research 2 (Implementation)	2 units
	MAS103C	Graduate Research 3 (Project Colloquium)	2 units
Graduate Research (Thesis Track)***			
	MAS112A-16	Graduate Research 1 (Thesis Proposal)	2 units
	MAS112B-16	Graduate Research 2 (Thesis Final)	2 units
	MAS112C-16	Graduate Research 3 (Thesis Colloquium)	2 units
***Students must pass the Comprehensive Examination (written and oral) before taking Graduate Research			
Total			39 units

MM-SM

Major	Units	Description
Foundation Courses	(6)	Foundation of School Management (with training or related equivalency)
Major Courses		
Educational Management and Administration	3	It focuses on the study of concepts, foundations, theories, principles, competing models, paradigms, and processes underlying the technical and practical aspects of educational management. It engages students in education management functions, processes and procedures that allow them to build theories, create visions, and manage strategies for attaining them in the light of both fundamental and contemporary curriculum thoughts, action and institutional changes. Significant researches and fundamental issues, problems, concerns and future directions in the field of educational management are analyzed and synthesized. The course further examines and analyzes the nature, scope, purposes, development, patterns, functions, processes, approaches, methods and evaluation of the administration of instruction integrated with actual practice through corresponding experiential vehicle options.
Economics and Information Technology in School Management	3	This course deals with the economic analysis of school or learning institution's operations in terms of resource allocation, resource analysis and optimization, demand theory and forecasting, cost analysis, and industry and market structure risk analysis, among others. It also looks at the role and importance of information technology as a tool for management decision-making especially in the delivery of school services.
Dominican Philosophy of Education in Philippine Setting	3	It examines the major philosophies of education that have significantly influenced educational practices. It studies questions that concern philosophers of education and tries to define clearly the philosophical terms that assist in the understanding of educational theories. The students are expected to develop the ability to practice philosophical thinking about educational issues. There will be three way approaches: trace the philosophical base of some educational practices; discover the consequences of a philosophical thought in the practice of education; and analyze the Filipino Dominican philosophy of education.
Management of School-Community Relationships	3	This course centers on the analysis of the variables related to the input-throughput-output relationships between educational institutions and their service communities. It ushers the students to the rigor of developing and managing school-community program that is global in standards and relevant in the Philippine context.

DOCTORAL

The following are common courses being taken by any student enrolled in any PhD program.

Pre-PhD Courses	Units	Description
Foundation of Corporate Management (with training or related managerial experience equivalency)	3	This foundation course is designed to help students gain a better appreciation and articulation of some of the most critical and emerging issues in corporate management today. These issues include: the principal guiding forces that shape the future of international competition; the central role of corporate purpose to strategy in individual firms; the role of capital markets and corporate financial policies in shaping the firm's competitiveness in global market; the identification of appropriate boundaries for a firm, including strategic alliances and the degree of diversification; the future of the implicit contract between employees and the corporation; and, the future evolution of corporate governments.
Graduate Research Track (If masteral degree is non-thesis)	6	The course guides the students through the process of making a Thesis Proposal on any area of concern in management s/he may deem suitable for his/her purpose in conformity with accepted standards. It also guides the students through the process of sharing his/her research output to the public. Reactors are invited to help deepen the paper. Furthermore, it guides the student in the completion of the defended thesis proposal. The thesis must be defended before a panel of examiners appointed by the Graduate School Dean, at a time and place designated for the purpose.
Core Courses		
Advanced Research Methods with Statistics	3	This course is designed to provide managers with advanced knowledge of research methods and analytical techniques as they are used to implement a systematic pproach to planning policies, programs and projects. Modern decision theories, which treat managerial problem-solving as the selection of the best solution from a set of alternatives, are emphasized. It focuses on research concepts and techniques that are applicable in analyzing real-life business/ management problems.
Advanced Organizational Communication	3	It grants a critical exploration on the theories, structure, and processes of communication in organizations. It examines the nature of communication, communication approaches/traditions, levels of communication, and relevant communication theories/models in the organizational environment to surface emerging communication issues and concerns confronted in the organization. It zooms into various organizational contexts to surface, clarify the centrality, complexity, diversity, and dynamism of communication in organizing/ organizations. It underscores that effective communication is viewed as the foundation of modern organization.
Philosophy Courses		

Philosophy of Man	3	An analytical discourse on the importance of understanding human nature, the purpose of human existence, and the necessity of self-knowledge based on western and eastern philosophies and in comparison with Christian moral doctrines. The course forwards the acquisition of wisdom crucial for enlightenment, judgment that impacts social, economic, organizational, and personal issues. It aims to enrich students' appreciation of how human conduct framed on philosophical truths can uphold integrity, logic, harmony, and justice.
Moral Philosophy	3	This course introduces the different elements of moral philosophy and surveys exposition of selected philosophers and religious leaders throughout human history, their assumptions on the human condition and prescriptions for human conduct set against the background of contemporary culture and present day ethical problems. It revisits various philosophical ethics and a number of management and value systems, structures, norms, cultures, business milieu that have been shaped; and evaluates how such structures impact organizations, governance and the society as a whole. The course endeavors to raise the consciousness of students on possible opportunities that nurture moral integrity, accountability, and respect.
Philosophy of Business Ethics and Corporate Governance	3	This course exposes the students to the environment of business and the underlying ethical issues in management. Corporate governance is examined within a stakeholder's perspective through acquisition of knowledge of legal requirements and evolving business ethical principles. Cases in ethical decision-making in both individual and group settings are carefully analyzed. Fundamental to the process is the manager's understanding of how such issues impact business decisions and subsequent outcomes.
Philosophy of Development and Innovation	3	This course deals with the continuous search for growth to effect significant changes in the organization.
Integrative Courses		
Advanced Management Consulting	3	The subject provides opportunities for students to get field experience in management. Through observation of effective management practices, they will be able to distinguish the distinct marks of management that produce outcomes, thereby validating theoretical perspectives they have been exposed to in the various courses.

Dissertation Writing	12	<p>Dissertation Writing I (Proposal) (Credit: 3 units) The course guides the student through the process of making a dissertation proposal on any area of concern in management s/he may deem suitable for his/her purpose in conformity with accepted standards. The output of this course is the dissertation proposal, which is to be defended before a panel of examiners.</p> <p>Dissertation Writing II (Final) (Credit: 6 units) It aids the student in the completion of the defended dissertation proposal. The dissertation must be defended before a panel of examiners at a time and place designated for the purpose.</p> <p>Dissertation Writing III (Colloquium) (Credit: 3 units) The course facilitates the student to go through the process of sharing his/her research output to the public. Reactors will be invited to help deepen the paper.</p>
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Doctor of Philosophy in Management (PhD-M) (Effective Academic Year 2016-2017)

The PhD-M program is designed to enhance the professional development of students through mentoring, action research and practical projects, enabling them to make key leadership contributions in their area of expertise. It helps the students appreciate and analyze current management theories, become subject matter experts in various areas of management, develop a leadership style, effectively manage change, and predict future trends in business/ enterprise management. The program further aims to equip the students with advanced managerial skills and knowledge needed to address the problems, issues, and challenges arising in a complex organization, both in the private and public sectors. It builds on the theoretical and practical underpinnings of management anchoring on the dynamics of local and global organizations and their corresponding managerial dimensions.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Demonstrate the knowledge, skills and attitude necessary to examine and analyze organization and management-related problems, issues and concerns following an interdisciplinary approach;
2. Perform the advanced managerial functions towards efficient, effective and ethical use of organization's resources;
3. Lead and inspire the organization's various stakeholders to achieve quality objectives and productive future;
4. Adapt to the new and cutting-edge tools and technologies for managing organization's systems and services;

5. Explore on researchable areas in advanced management to contribute to its body of knowledge; and
6. Analyze and articulate organization and management-related cases and applications from local and global perspectives.

PROGRAM OUTCOMES

Graduates of the PhDM program are expected to have acquired the following:

1. Strategic leadership and management competencies

Graduates had the ability to utilize strategic leadership and management competencies effectively by understanding human behavior and interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

2. Global management skills and multi-cultural resilience

Graduates had the ability to utilize their global management skills and multi-cultural resiliency perspective that can lead to new ways of doing management work and or engaging into new ventures that possess rarity and value-adding attributes, among others.

3. Cross-functional and multi-dimensional analytical skills

Graduates had the ability to utilize their management skills in dealing and analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

4. Theory construction and model-building skills

Graduates had the ability to apply their theory construction and model-building skills to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Converging oral and written communication skills

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

6. Critical inquiry skills

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from management fields and related-organizational situations.

7. High degree of professionalism

Graduates had a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the management functional areas, as well as the ability to handle and apply this knowledge to various case problems and situations with high degree of professionalism.

PROGRAM OUTLINE

PhD-M

Pre-PhD Courses			(9) units
	DOC003	Foundation of Corporate Management (with training or related managerial experience equivalency)	3 units
	GRT003	Graduate Research Track (if masteral degree is non-thesis)	6 units
Philosophy Courses			12 units
	DOC043	Philosophy of Man	3 units
	DOC033	Moral Philosophy	3 units
	DOC153	Philosophy of Business Ethics & Corporate Governance	3 units
	DOC143	Philosophy of Development and Innovation	3 units
I.	Core Courses		6 units
	DOC023A	Advanced Research Methods with Statistics	3 units
	DOC013	Advanced Organizational Communication	3 units
II.	Major Courses		15 units
	DOC123A	Strategic People Management	3 units
	DMN063	Program Development and Management	3 units
	DMN173	Corporate and Strategic Planning	3 units
	DMN133	Global and Business Perspective	3 units
	DMN013	Advanced Entrepreneurship	3 units
Foreign Language			6 units
	DOC073A	Foreign Language 1	3 units
	DOC073B	Foreign Language 2	3 units

III. Electives/Cognates*			
	DOC173	Advanced Organizational Development	6 units
	DMN033	Current Technologies and Innovations in Management	3 units
	DOC113	Fiscal and Material Resources in Management	3 units
IV. Integrative Courses			
	Integrative Courses		15 units
	DOC083A	Advanced Management Consulting	3 units
		Dissertation Writing**	
	DOC093A-16	Dissertation Writing I (Proposal)	3 units
	DOC093B-16	Dissertation Writing II (Final)	6 units
	DOC093C-16	Dissertation Writing III (Colloquium)	3 units
Total			60 units
*Students may opt to take major courses from other programs			
**Comprehensive Examination is a requirement before Dissertation Writing			

Major Courses	Units	Description
Strategic People Management	3	This course grants an opportunity to examine various and emerging approaches to forward innovations and transformation within the organization. It revolves around the theoretical and the technical orientation of strategic human resource management and organization development enabling the students to acquire an in-depth grounding on the strategies to realize organizational change. Also, the subject details on the roles, responsibilities, relationships, functions, and processes of human resource management from a systems perspective.
Program Development and Management	3	Through this course, the students are provided with detailed knowledge of program development and management, specifically the strategy, tactics and processes needed for successful program and project portfolio management. It equips the students with the necessary tools and techniques to improve their skills in program management, appreciate more the role of program managers, learn the interface between program and project management, and share best practices for managing multiple programs for both profit and nonprofit organizations.
Corporate and Strategic Planning	3	The course surveys the nature, extent, and growth of different corporate models; and the formulation of corporate strategies to achieve the company's long-term objectives. It centers on the development of organizational objectives, policies, and strategies for survival, growth and development.
Global Business Perspective	3	It examines key strategic issues that managers in multi-national enterprises face when expanding operations globally. It includes trade issues, the role of WTO (World Trade Organization), and the relationships among multi-national firms, government institutions and local partner firms.
Advanced Entrepreneurship	3	Experiential learning is given importance in this course for it paves an opportunity for students to work on consulting projects, technology commercialization initiatives, entrepreneurial audits, feasibility studies, marketing initiatives, and comprehensive business plans, feasibility analysis. This course further provides a chance for students to apply business concepts of entrepreneurship to concerns related to managerial issues and other business requirements such as planning expansion, and new product development

Doctor of Philosophy Major in People Management (PhD-PM) (Effective Academic Year 2016-2017)

The PhD-PM program is designed to prepare students to lead, consult, or teach in the field of human resources within a complex and global business environment. It facilitates in developing human resource practitioners' skills in analyzing the relationship between human resource functions and corporate/business strategy with the end goal of providing appropriate intervention toward sustained human resource/ people management. The program further prepares the students to be actively involved in exploring and creating practical solutions to human resource related problems, contributing to the formulation of best alternative, and options for decision making. It equips the students with critical thinking skills and innovative approaches in leading and managing the organization's human assets.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Demonstrate the knowledge, skills and attitude necessary to examine and analyze People Management-related problems, issues and concerns following an interdisciplinary approach;
2. Perform the advanced managerial functions towards efficient, effective and ethical use of organization's resources;
3. Lead and inspire the organization's various stakeholders to achieve quality objectives and productive future;
4. Adapt to the new and cutting-edge tools and technologies for managing organization's human resources;
5. Explore on researchable areas in advanced Human Resource/ People Management to contribute to its body of knowledge; and
6. Analyze and articulate Human Resource/ People Management -related cases and applications from local and global perspectives.

Program Outcomes

Graduates of the PhD-PM program are expected to have acquired the following:

1. Strategic leadership skills

Graduates had the ability to utilize strategic leadership competencies effectively by interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

2. Global people management skills

Graduates had the ability to utilize their global people management skills in doing management work or engaging into new ventures that possess rarity and value-adding attributes, among others.

3. Multi-dimensional analytical skills

Graduates had the ability to utilize their people management skills in dealing and analyzing problems that arise from multi-dimensional fields and organizational situations.

4. Theory construction and model-building skills

Graduates had the ability to apply their theory construction and model-building skills to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Multi-cultural resilience


Graduates had the ability to utilize their multi-cultural resiliency perspective in doing work or engaging into ventures that reflect and apply their people management attributes.

6. Converging oral and written communication skills

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

7. Critical inquiry skills

Graduates were able to think critically, innovatively, and creatively, in



analyzing problems that arise from people management fields. And related-organizational situations.

8. High degree of professionalism

Graduates had a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the people management functional areas, as well as the ability to handle and apply this knowledge to various case problems and situations with high degree of professionalism.

PROGRAM OUTLINE

PhD-PM

Pre-PhD-PM Courses			(9) units
	DOC003	Foundation of Corporate Management (with training or related managerial experience equivalency)	3 units
	GRT003	Graduate Research Track (if masteral degree is non-thesis)	6 units
Philosophy Courses			12 units
	DOC043	Philosophy of Man	3 units
	DOC033	Moral Philosophy	3 units
	DOC153	Philosophy of Business Ethics & Corporate Governance	3 units
	DOC143	Philosophy of Development and Innovation	3 units
I.	Core Courses		6 units
	DOC023A	Advanced Research Methods with Statistics	3 units
	DOC013	Advanced Organizational Communication	3 units
II.	Major Courses		15 units
	DOC123A	Strategic People Management	3 units
	DPM063	Enterprise Risk Management	3 units
	DPM113	Human Resource Data Modeling and Analysis	3 units
	DOC173	Advanced Organizational Development	3 units
	DHR063	International Human Resource Management	3 units
Foreign Language			6 units
	DOC073A	Foreign Language 1	3 units
	DOC073B	Foreign Language 2	3 units

III.	Electives/Cognates*		6 units
	DOC173	Advanced Organizational Development	3 units
	DMN033	Current Technologies and Innovations in Management	3 units
	DOC113	Fiscal and Material Resources in Management	3 units
IV.	Integrative Courses		15 units
	DOC083A	Advanced Management Consulting	3 units
		Dissertation Writing**	
	DOC093A-16	Dissertation Writing I (Proposal)	3 units
	DOC093B-16	Dissertation Writing II (Final)	6 units
	DOC093C-16	Dissertation Writing III (Colloquium)	3 units
		Total	60 units
*Students may opt to take major courses from other programs			
**Comprehensive Examination is a requirement before Dissertation Writing			

Major Courses	Units	Description
Strategic People Management	3	This course grants an opportunity to examine various and emerging approaches to forward innovations and transformation within the organization. It revolves around the theoretical and the technical orientation of strategic human resource management and organization development enabling the students to acquire an in-depth grounding on the strategies to realize organizational change. Also, the subject details on the roles, responsibilities, relationships, functions, and processes of human resource management from a systems perspective.
Enterprise Risk Management	3	It offers scrutiny on contemporary theories and practices in understanding, preventing, and managing crisis. Various conceptual frameworks for analyzing the nature, impact, and consequences of crises will be presented and applied to a variety of private and public sector case studies. Using a multidisciplinary approach, the course will explore the dynamics of crisis decision-making and the multifaceted consequences of crisis.
Human Resource Data Modeling and Analysis	3	This course deals with the complex data structures and their interdependence. It involves human resources planning model, a method companies use to make sure it has enough employees and the right employees to carry out the various functions of the company.
International Human Resource Management	3	The course is focused on the emerging updates and innovations and the strategic dimension of international human resource management. The course further underscores consulting competencies, general managerial abilities that steer an HR practitioner/manager in managing multinational companies in a global arena.
Advanced Organizational Development	3	This course revolves around the theoretical and technical aspects of organizational development that enables students to acquire an in-depth grounding on the complexities of realizing organizational change.

Doctor of Philosophy Major in Information Technology Management (PhD-ITM) (Effective Academic Year 2016-2017)

The PhD-ITM program is designed for students who are interested in pursuing advanced study of business and information technology management. It aims to enhance the student's articulation of how information technology changes the way businesses operate and the dynamics of managing the IT resources and processes as anchored on various IT architecture and infrastructure frameworks and models. The program deals with interdisciplinary study in management and information systems and focuses on theory and practice, the dimensions of organizations and the associated IT leadership and governance. Graduates will develop the advanced leadership and management skills needed in the business world to provide innovative, real-world solutions to complex information technology issues.

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Demonstrate the knowledge, skills and attitude necessary to examine and analyze information technology (IT)-related problems, issues and concerns following an interdisciplinary approach;
2. Perform the advanced managerial functions towards efficient, effective and ethical use of organization's resources;
3. Lead and inspire the organization's various stakeholders to achieve quality objectives and productive future;
4. Adapt to the new and cutting-edge tools and technologies for managing organization's information technology resources;
5. Explore on researchable areas in advanced IT management to contribute to its body of knowledge; and
6. Analyze and articulate IT Management -related cases and applications

Program Outcomes

Graduates of the PhD-ITM program are expected to have acquired the following:

1. Strategic leadership and IT management competencies

Graduates had the ability to utilize strategic leadership and IT management competencies effectively by interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

2. Global IT management skills

Graduates had the ability to utilize their global IT management skills in doing management work or engaging into new ventures that possess rarity and value-adding attributes, among others.

3. Cross-functional and multi-dimensional analytical skills

Graduates had the ability to utilize their IT management skills in dealing and analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

4. Theory construction and model-building skills

Graduates had the ability to apply their theory construction and model-building skills to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Multi-cultural resilience

Graduates had the ability to utilize their multi-cultural resiliency perspective in doing work or engaging into ventures that reflect and apply their IT management attributes.

6. Converging oral and written communication skills

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences.

7. Critical inquiry skills

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from IT-related management fields and organizational situations.

8. High degree of professionalism

Graduates had a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the IT management functional areas, as well as the ability to handle and apply this knowledge to various IT-related case problems with high degree of professionalisms.

PROGRAM OUTLINE

PhD-ITM

Pre-PhD Courses			(9) units
	DOC003	Foundation of Corporate Management (with training or related managerial experience equivalency)	3 units
	GRT003	Graduate Research Track (if masteral degree is non-thesis)	6 units
Philosophy Courses			12 units
	DOC043	Philosophy of Man	3 units
	DOC033	Moral Philosophy	3 units
	DOC153	Philosophy of Business Ethics & Corporate Governance	3 units
	DOC143	Philosophy of Development and Innovation	3 units
I.	Core Courses		6 units
	DOC023A	Advanced Research Methods with Statistics	3 units
	DOC013	Advanced Organizational Communication	3 units
II.	Major Courses		15 units
	DOC123A	Strategic People Management	3 units
	DIT133	Systems and IT-Enabled Service Development	3 units
	DIT143	Advance Business Intelligence	3 units
	DIT153	Strategic Knowledge Mapping and Analysis	3 units
	DIT063	Global Enterprise Systems Architecture	3 units
Foreign Language			6 units
	DOC073A	Foreign Language 1	3 units
	DOC073B	Foreign Language 2	3 units

III. Electives/Cognates*			
	DOC173	Advanced Organizational Development	3 units
	DMN033	Current Technologies and Innovations in Management	3 units
	DOC113	Fiscal and Material Resources in Management	3 units
IV. Integrative Courses			9 units
	DOC083A	Advanced Management Consulting Dissertation Writing**	3 units
	DOC093A-16	Dissertation Writing I (Proposal)	3 units
	DOC093B-16	Dissertation Writing II (Final)	3 units
	DOC093C-16	Dissertation Writing III (Colloquium)	3 units
Total			60 units
*Students may opt to take major courses from other programs			
**Comprehensive Examination is a requirement before Dissertation Writing			

PhD-ITM

Major Courses	Units	Description
Strategic People Management	3	This course grants an opportunity to examine various and emerging approaches to forward innovations and transformation within the organization. It revolves around the theoretical and the technical orientation of strategic human resource management and organization development enabling the students to acquire an in-depth grounding on the strategies to realize organizational change. Also, the subject details on the roles, responsibilities, relationships, functions, and processes of human resource management from a systems perspective.
Systems and IT-Enabled Services Development	3	Through this course, the students are provided with detailed knowledge on the development of information systems on a multi-step process while using IT on the operations and services of the organization.
Advanced Business Intelligence	3	The course deals with a technology-driven process for analyzing big data and presenting actionable information to help corporate executives, business managers and other end-users make informed business decisions. It includes KPIs tailored to the needs of manufacturers and distributors, removing the complexity from finding the needed information.
Strategic Knowledge Mapping and Analysis	3	Through this course, the students are provided with understanding of knowledge management and how it contributes to the fulfillment of organization's mission and objectives. The course integrates various disciplines that deal with key information and knowledge management components- people, processes, content, and technology. Further, it aims to expose students to the issues of knowledge management in organization and provide them opportunities to learn and apply modeling and analytical techniques including various types of information technologies in meeting organizational knowledge management needs.
Global Enterprise Systems Architecture	3	The course is focused on organizing logic for a firm's core business processes and IT capabilities reflecting the integration and standardization requirements of a firm's operating model. It views ESA as a critical tool for aligning IT and business strategy and for deriving business value from IT.

Doctor of Philosophy Major in School Management (PhD-SM) (Effective Academic Year 2016-2017)

The Doctor of Philosophy, major in School Management is an advanced program which aims to develop school managers who are responsive to the global and national needs for quality research and development. It will help a student master a core of professional and theoretical knowledge and demonstrate skills in applied research and the practice of leadership. Through the promotion of advanced studies, practicum and research, school managers are guided in enriching their leadership capabilities, thus becoming more responsive to the challenges of socially transforming schools/learning institutions and school systems.

Aside from the philosophy and advanced organization and management related courses, the program's major courses cover the concepts, cases and issues dealing with school legislation and labor laws, strategic human resource management in education, management of curriculum and instruction, social relations in school management, planning and management of school systems, fiscal administration in school management, management of school services, and educational innovation and technology

PROGRAM EDUCATIONAL OBJECTIVES

The program seeks to prepare the students to achieve the following educational objectives:

1. Demonstrate the knowledge, skills and attitude necessary to examine and analyze school/learning-related problems, issues and concerns following an interdisciplinary approach;
2. Perform the advanced managerial functions towards efficient, effective and ethical use of school/learning institution's resources;
3. Lead and inspire the school/learning institution's various stakeholders to achieve quality objectives and productive future;
4. Adapt to the new and cutting-edge tools and technologies for managing school systems and services;

5. Explore on researchable areas in advanced school management to contribute to its body of knowledge; and
6. Analyze and articulate school/learning institution's management -related cases and applications from local and global perspectives.

PROGRAM OUTCOMES

Graduates of PhD-SM program are expected to have acquired the following:

1. Strategic school leadership and management competencies

Graduates had the ability to utilize strategic school leadership and management competencies effectively by understanding human behavior and interacting in group situations especially in culturally-diverse environments, and helping others develop their skills, and resolving conflict.

2. . Global management skills

Graduates had the ability to utilize their global management skills in doing school-related management work or engaging into new ventures that possess rarity and value-adding attributes, among others.

3. Cross-functional and multi-dimensional analytical skills

Graduates had the ability to utilize their school management skills in dealing and analyzing problems that arise from multi-dimensional fields and cross-sectional organizational situations.

4. Theory construction and model-building skills

Graduates had the ability to apply their theory construction and model-building skills to formulate case problems that may be solved through a process of scientific inquiry to produce a solid empirical basis for decision-making.

5. Multi-cultural resilience

Graduates had the ability to utilize their multi-cultural resiliency perspective in doing work or engaging into ventures that reflect and apply their school management attributes.

6. Converging oral and written communication skills

Graduates were able to communicate effectively in writing and in oral in ways appropriate for a variety of objectives, themes, places, and audiences

7. Critical inquiry skills

Graduates were able to think critically, innovatively, and creatively, in analyzing problems that arise from school management fields and related-organizational situations.

8. High degree of professionalism

Graduates had a comprehensive knowledge and understanding of the theoretical foundations and quantitative tools of each of the school management functional areas, as well as the ability to handle and apply this knowledge to various school-related case problems with high degree of professionalisms.

PROGRAM OUTLINE

PhD-SM

Pre-PhD Courses			(9) units
	DOC003	Foundation of Corporate Management (with training or related managerial experience equivalency)	3 units
	GRT003	Graduate Research Track (if masteral degree is non-thesis)	6 units
Philosophy Courses			12 units
	DOC043	Philosophy of Man	3 units
	DOC033	Moral Philosophy	3 units
	DOC153	Philosophy of Business Ethics & Corporate Governance	3 units
	DOC143	Philosophy of Development and Innovation	3 units
I.	Core Courses		6 units
	DOC023A	Advanced Research Methods with Statistics	3 units
	DOC013	Advanced Organizational Communication	3 units
II.	Major Courses		15 units
	DOC123A	Strategic People Management	3 units
	DSM063	School Legislation and Labor Laws	3 units
	DSM113	Advanced School Entrepreneurship	3 units
	DSM123	Regional and Global Dynamics of Educational Management	3 units
	DSM043	Metrics and Development Audit Systems for School Operations	3 units
Foreign Language			6 units
	DOC073A	Foreign Language 1	3 units
	DOC073B	Foreign Language 2	3 units

III. Electives/Cognates*			
	DOC173	Advanced Organizational Development	3 units
	DMN033	Current Technologies and Innovations in Management	3 units
	DOC113	Fiscal and Material Resources in Management	3 units
IV. Integrative Courses			9 units
	DOC083A	Advanced Management Consulting Dissertation Writing**	3 units
	DOC093A-16	Dissertation Writing I (Proposal)	3 units
	DOC093B-16	Dissertation Writing II (Final)	3 units
	DOC093C-16	Dissertation Writing III (Colloquium)	3 units
Total			60 units
*Students may opt to take major courses from other programs			
**Comprehensive Examination is a requirement before Dissertation Writing			

PhD-SM

Major Courses	Units	Description
Strategic People Management	3	This course grants an opportunity to examine various and emerging approaches to forward innovations and transformation within the organization. It revolves around the theoretical and the technical orientation of strategic human resource management and organization development enabling the students to acquire an in-depth grounding on the strategies to realize organizational change. Also, the subject details on the roles, responsibilities, relationships, functions and processes of human resource management from a systems perspective.
School Legislation and Labor Laws	3	This course serves to acquaint students on various school and labor laws that are utilized to structure the educational system. It tries to surface, explore the challenges and opportunities that these legislations grant in the management and supervision of schools. The course serves as a venue where students get to grasp the implications of various provisions, framework, and perspectives deemed to create a meaningful climate for school operations and management.
Regional and Global Dynamics of Educational Management	3	Through this course, the students are provided with understanding the interaction, changes and innovations, and shared practices of educational management in the regional and global environments.
Metrics Development and Audit Systems for School Operations	3	This course goes beyond the scope of the traditional financial audit and looks at all facets of the organization by evaluating the documents management processes, systems and procedures and provision of school services, to name a few. Students are introduced to the development of evaluation criteria following local and international standards in school/learning institutions management and operations.
Advanced School Entrepreneurship	3	This course covers how the school can be a potential business enterprise in a particular context. Emphasis will be directed towards learning through theory and the development of a workable business plan. Real-life cases will be introduced to explore the unique relationship between business and the culture and values in the community today. Students will design, develop, and implement a business plan.

GRADUATE SCHOOL MANAGEMENT CONSULTING PROGRAM

The Graduate School (GS) includes the Management Consulting as one of the integrative courses for its masteral and doctoral students aimed at introducing them in the consultancy work. The Management Consulting program adopts techniques which include identification of key business areas that are critical to the attainment of the company objectives, offering expertise in support of management initiatives, and implementation of the the corresponding model or non-model based business solutions towards the attainment of business enhancement in consultation with the company officials.

1. General Policies

1.1. Students must undergo management consulting outside their own companies/organizations. They may enroll this course during their 4th or 5th trimester in the Graduate School or when all professional courses have been taken.

1.2. In particular, the management consulting process is done using the following framework:

1.2.1 At the input level, the student confers with the senior management level of the target organization to identify the areas that the student's expertise will be most useful to the company.

1.2.2 At the process level, the student secures the company approval for the consulting services, prepares a SWOT analysis of the company and presents a draft consultancy proposal. A memorandum of Agreement between the company, the school and the student is prepared enumerating the boundaries and limits of the consultancy services.

1.2.3 At the output level, the student prepares the consultancy proposal for approval of the company and for subsequent implementation.

2. Specific Policies

2.1 Orientation. The Supervising Professor (SP) administers an orientation.

2.2 Submission of company partner name by the student to the SP. If the company partner (CP) has been approved by the SP, the student writes and submits a letter of intent to the HR manager of the company. The letter is noted by the SP. If CP is disapproved, the student seeks another company

2.3 Initial Meeting. If the HR manager agrees to be a company partner, the student arranges for an initial meeting to be attended by the student himself/herself and the SP of the GS. In this meeting, the Memorandum of Agreement shall be signed.

3. Management Consulting Monitoring

3.1 The student starts with his/her consultancy services which will be periodically monitored by the SP.

3.2 Students undergoing management consulting must attend the three (3) class meetings, wherein the SP will give the students an overview about management consulting.

3.3 The students may submit names of company/industry where they wish to undergo training. This is subject to the approval of the SP and the Dean of the GS. If the company requests for anonymity, it shall be respected by the student. The SP should also confer with the company representative to discuss any issue relative to the internship.

3.4 The students should obtain the required six (6) to ten (10) man-days for management consulting within 10 weeks after the 3rd in-campus class.

3.5 The SP and student should have an online consultation during the management consulting period. The GS Dean should also be invited in the forum/chat during the consultation. Online messengers can be used during the online consultation.

3.6 For the final requirement, the student will be required to present a paper about his/her management consulting.

4. Submission of Written Report and Preparation for the Final Presentation. The student submits his/her written report to the SP for final presentation. Format to be followed will be provided to the students.

5. On the Conduct of the Final Presentation

5.1 The venue and the time of the oral presentation should be set on the scheduled date. The student must see to it that the CP representative will be able to attend.

5.2 The written report is a requirement from the student to be submitted before the presentation. The written report should be submitted both in hard copies. The school reserves the right to use the output in this management consulting program for academic purpose with proper acknowledgement of the author and anonymity of the company.

5.3 Each student is given 30 minutes for the oral presentation after which there will be a 30-minute question and answer, and deliberation.

5.4 The student's final presentation shall be evaluated as follows:

5.4.1 Evaluator: Company Partner Representative

5.4.1.1 Completeness and Correctness of Facts

5.4.1.2 Correctness of Analysis

5.4.1.3 Soundness of Recommendation

5.4.2 Evaluator: Supervising Professor

5.4.2.1 Logic of the presentation, bearing, and composure of the presenter

5.4.2.2 Ability to answer questions

5.4.2.3 Quality of the written report

5.5 In recognition of the company partner's participation in the management consulting program, the GS shall present a certificate of appreciation to the company partner representative after the student's presentation.

6. Table of Management Consulting

1st Saturday of the Trimester	Orientation
2nd Saturday	2nd classroom meeting (Lecture on Management Consulting) Submission of Proposed Case Company
3rd Saturday	3rd Classroom meeting Submission of Proposed Case Company/ Organization Approval by the SP Final Briefing
Two months after 3rd Saturday	MOA signing, Consultation on Management Consulting Framework/Management Consulting Proper
Last two weeks of the Trimester	Final Paper Oral Presentation

All communications and updates will be posted in the Internship Program e-group (i.e. Yahoo Group)

7. Grading System

7.1 Company Partner's Criteria for Rating

7.1.1 Completeness and Correctness of Facts -30%

Attainability of the necessary and precise information to prove the plausibility of the research project

7.1.2 Correctness of Analysis - 35%

Logical analysis of facts leading to sound conclusions

7.1.3 Soundness of Recommendation - 35%

Recommendations are realistic and practical

7.2 Supervising Professor's Criteria for Rating

7.2.1 Presentation -30%

Logic of the presentation, bearing, and composure of the presenter

7.2.3 Ability to answer questions - 35%

Student's ability to comprehend and respond to queries

7.2.4 Quality of the written report -35%

- 7.2.4.1 Repost adheres to format
- 7.2.4.2 Content is focused and organized in a logical flow
- 7.2.4.3 Questions and Answers are well-written report with very few grammatical errors

7.3 Summary Rating

7.3.1 Company Partner Representative's Rating - 40%

7.3.2 Supervising Professor's Rating - 60%
100%

8. Related Documents

- 8.1 AR 01-00-FO-95 rev.01 072518, Approval of Company Partner Management Consultancy Program
- 8.2 AR 01-00-FO-24 rev.03 070418, Memorandum of Agreement
- 8.3 AR 01-00-FO-96 rev.01 072518, Monitoring Report for Management Consulting
- 8.4 AR 01-00-FO-97 rev.01 072518, Program Evaluation for Management Consulting
- 8.5 AR 01-00-FO-98 rev.01 072518, Company Partner Evaluation for Management Consultancy Program
- 8.6 AR 01-00-FO-29 rev.01 070418, Final Presentation Evaluation Company Representative
- 8.7 AR 01-00-FO-30 rev.01 070418, Final Presentation Evaluation Supervising Professor
- 8.8 Graduate School Student Handbook, 2013-2015, Revised Edition

GRADUATE RESEARCH POLICY

THESIS/CAPSTONE/DISSERTATION

1. POLICY FRAMEWORK

One of the commitments of the Graduate School is the creation, application, and communication of research-based knowledge that has significance to industry and society. The importance of research in the educational experience of the Graduate School student should be given priority and importance. The quality of research is measured by a number of different criteria: format logical presentation, theoretical foundation, consistency, language development, and source quality.

2. DEFINITION OF TERMS

- 2.1 **Dissertation** - a research output made by a doctoral candidate. Although similar to a thesis, dissertation requires more in depth analysis and must provide evidence of original research. Topics which have not been explored yet and/or with knowledge gaps are the preferred subject matter of dissertation.
- 2.2 **Thesis** - a research output made by a masteral student. Thesis research usually focuses on describing development, analyzing and/or applying theories and models through scientific methods, to effect further understanding of social phenomena.
- 2.3 **Capstone** – a research output made by a masteral student. It is a project developed and implemented following industry-accepted models; output of which should have an immediate impact in the chosen locale and industry
- 2.4 **Proposal Stage** - the phase of research wherein the candidate presents the research problem, objectives of the study, significance and scope of study, research framework, and methodologies before a panel of critiques for approval before proceeding to the conduct of research.

- 2.5 **Final Stage** - the phase of research wherein the entire paper is orally presented and defended before a panel of evaluators.
- 2.6 **Colloquium** - After the final defense, the candidates are required to present the findings of their research to the Graduate School students, faculty, administrators, employees, and other guests. Reactors are invited to help improve the paper.
- 2.7 **Research Adviser** - an individual who has extensive exposure in the field of research. For masteral candidates, the research adviser should have at least a masteral degree, and for PhD students, the research adviser should have a doctoral degree.
- 2.8 **Research Committee** - a faculty member of the Graduate School who is officially assigned to handle the Thesis/Capstone and/or Dissertation Writing Classes.
- 2.9 **Research Coordinator** - a faculty member of the Graduate School who is officially assigned to handle the Thesis and/or Dissertation Writing Classes.
- 2.10 **Researcher** - a candidate, either in the masteral or doctoral level, who has completed all the academic requirements and has successfully passed the comprehensive examinations, and has been identified by the Graduate School office to start a research study.
- 2.11 **Intellectual Property Rights** - a policy that provides necessary protection to encourage the candidate of new knowledge and its transfer for the public benefit, and to ensure that the educational mission of the Graduate School is not compromised.

3. GENERAL POLICIES

- 3.1 Only students who have completed all the requirements of the different courses and had passed the comprehensive examinations may enroll in the Thesis/Capstone/Dissertation Writing.
- 3.2 Thesis/Capstone/Dissertation Writing students are supervised by the Graduate School Research Coordinator.
- 3.3 The Thesis/Capstone/Dissertation adviser is appointed by the Graduate School

Dean after the former has been endorsed by the Graduate School Research Coordinator. The student, however, has the option to get an adviser who is not connected with the institution provided that s/he submits a recommendation letter to the Graduate School Office enclosed with the curriculum vitae of the adviser. The Dean, together with the Research Coordinator, approves the recommendation.

- 3.4 Theses/Capstone/Dissertations are presented orally three (3) times during the prescribed timeline – Proposal Defense, Final Defense and Colloquium.
- 3.5 The student shall submit to the GS Office his/her preferred topic and adviser for approval. In case the student has no adviser yet, the GS would assign adviser for the candidate. Prior to the presentation (Proposal Defense, Final Defense, and Colloquium), a candidate shall present the Graduate School application and certificate of recommendation as a sign of readiness for defense, and duly signed by the Research Adviser and Research Coordinator.
- 3.6 The Graduate School Office, together with the Research Coordinator, sets the schedule of the defense. Once finalized, the GS informs the panel members the schedule and venue of defense.
- 3.7 The composition of the Research Committee for proposal and final defense is as follows:

Masteral:

- a. Three (3) reactors with at least master's degree and research experience in related program
- b. Research Coordinator
- c. Research Adviser

Doctoral:

- a. Five (5) reactors with doctorate degree and research experience in related program
- b. Research Coordinator
- c. Research Adviser

3.8 Members of the Research Committee should be provided with a copy of the manuscript at least five (5) working days before the date of the presentation.

3.9 The following grading system shall be applied:

a. Proposal Stage

a.1 Approved

- defense grade of 2.0 and above for masteral
- defense grade of 1.75 and above for doctoral

a.2 Disapproved/re-defense

- defense grade of 2.25 and below for masteral
- defense grade of 2.00 and below for doctoral

b. Final Defense

b.1 Approved

- defense grade of 2.0 and above for masteral
- defense grade of 1.75 and above for doctorate

b.2 Disapproved/re-defense

- defense grade of 2.25 and below for masteral
- defense grade of 2.00 and below for doctoral

c. Colloquium

c.1 Passed

- defense grade of 2.0 and above for masteral
- defense grade of 1.75 and above for doctoral

c.2 Failed

- defense grade of 2.0 and above for masteral
- defense grade of 1.75 and above for doctoral

3.10 Award will be given to Thesis/Capstone/Dissertation per program (masteral and doctoral) that will obtain the following weighted average:

1.00 - 1.10 • Meritissimus

1.11 - 1.25 • Benemeritus

3.11 In case of re-defense, the student will be given a period of at least two (2) weeks to revise the paper. Once the candidate is ready for another presentation, s/he will again seek the approval of his/her Research Adviser and the Research Coordinator. The student will be required to pay another set of defense fee.

- 3.12 For approved paper, the researcher shall provide the committee members copies of the manuscript, including all the revisions suggested during the defense, two (2) weeks after the presentation for final approval. If the student fails to comply within the given timeframe, the GS Office will write a formal letter that will serve as a last reminder for the candidate.
- 3.13 Upon the approval of the research output, the researcher will submit to the GS Office four (4) hardbound copies of the research paper with appropriate labels and format, and two (2) separate copies of the abstract. Thesis/Capstone should be submitted in dark blue hardbound with silver lettering color. Dissertation should be submitted in maroon hardbound with gold lettering color.
- 3.14 Students may enroll in Thesis/Capstone/Dissertation Writing in the following schemes:

a. Thesis

Graduate Research 1 (Thesis Proposal)	- 2 units
Graduate Research 2 (Thesis Final)	- 2 units
Graduate Research 3 (Colloquium)	- 2 units
	=====
	6 units

b. Capstone

Graduate Research 1 (Project Proposal)	- 2 units
Graduate Research 2 (Project Implementation)	- 2 units
Graduate Research 3 (Project Colloquium)	- 2 units
	=====
	6 units

b. Dissertation

Dissertation Writing 1 (Proposal Defense)	- 3 units
Dissertation Writing 2 (Final Defense)	- 6 units
Dissertation Writing 3 (Colloquium)	- 3 units
	=====
	12 units

- 3.15 The student is given an option to enroll the full six (6) units of Thesis Writing or 12 units of Dissertation Writing in one term provided that s/he is able to fulfill all the terminal requirements prior to the end of the trimester.
- 3.16 If the student fails to comply with the prescribed requirements for Thesis/Capstone Writing 1 (for masteral) or Dissertation Writing 1 (for Doctoral), and Thesis Writing II & III (for masteral) or Dissertation Writing II & III (for doctoral), he/she will be given "In-Progress" (IP) status. Only one re-enrollment is allowed after the non- completion of the requirements of a particular term. For those who will not complete the research requirement of the program after the maximum residency requirements, they shall be given certificate of academic completion and will no longer be allowed to continue the degree in Letran Calamba.
- 3.17 Discipleship students enrolled in the Thesis Writing old curriculum (masteral curriculum before AY2011-2012) are given three (3) terms to finish the research, while students enrolled in the Dissertation Writing old curriculum (doctoral curriculum) before AY 2011--are given six (6) terms to finish the research. If they fail to complete their research after the second enrollment (second year of research for masteral and third year for doctoral), but wish to continue the program, they will be required to take and pass refresher courses equivalent to nine (9) units for masteral and fifteen (15) units for doctoral. For students who have reached their maximum residency as a Graduate School student, the Retention Policy shall be applied before they are allowed to continue with their Thesis/Capstone/Dissertation Writing.
- 3.18 After the student had successfully taken the refresher courses and is now ready to continue his/her Thesis/Capstone/Dissertation Writing, s/he will be shifted to the new curriculum scheme (as stated in provision 3.14).
- 3.19 For student who would be granted an extension period and had successfully completed the requirements, the highest grade that may be obtained in the final component of the Thesis/Capstone/
Dissertation grade is 2.00 for the masteral , and 1.75 for the doctoral.
- 3.20 The grading system that will be observed for Thesis/

Capstone/

Dissertation defense will be as follows:

Proposal

Adviser's and Coordinator's rating - 2/3

Panelists rating - 1/3

Final

Adviser's and Coordinator's rating - 2/3

Panelists rating - 1/3

Colloquium

Coordinator's rating - 1/2

Panelist rating (Chair) - 1/2

Final Grade = Proposal Defense Grade + Final Defense Grade + Colloquium Grade

4. SPECIFIC POLICIES

4.1 Roles of the Researcher

The Researcher shall:

- 4.1 Accept ultimate responsibility for completion of the agreed research project.
- 4.2 Act as a responsible student under the Discipleship program.
- 4.3 Take the initiative in raising any problems or difficulties for discussion with the Research Adviser and/or Research Coordinator of the Graduate School as appropriate.
- 4.4 In collaboration with the adviser, assume responsibility for the direction, timetable and progress of the research project. A change in advisers is allowed and shall follow the following process:
 - a) A formal written communication by the candidate explaining the reasons for the request for change of adviser shall be forwarded to the Graduate School Office duly signed and affirmed by the former adviser.
 - b) If found reasonable, the Dean assigns a new adviser on the basis of sound criteria and informs the new Adviser.

- c) The new adviser receives the form and affixes his/her signature (conforme) on the letter bearing his/her confirmation to the Graduate School Office;
 - d) The thesis/capstone/dissertation writing process will be closely monitored by the Dean and the Research Coordinator to ensure that the candidate will be directed in his/her writing.
- 4.5 Act in accordance with the relevant rules, regulations, and ethical principles governing research.
 - 4.6 Ensure that the final research output is submitted within the designated period, taking due account of advice and recommendations of Research Adviser and Research Coordinator.
 - 4.7 Discuss and agree with the Research Adviser and/or Research Coordinator a schedule of regular meetings.
 - 4.8 Submit written work for review and comment by Research Adviser and Research Coordinator at agreed times.
 - 4.9 Prepare periodic progress reports on the research project on due dates as required by the Graduate School Office and for commissioned research, by any relevant external agencies.
 - 4.10 Inform the Graduate School office of any communication in relation to the research project, including communications from sponsors, external agencies, and other researchers.

4.2 Roles of the Adviser

The Research Adviser shall:

- 4.2.1 Assume, in collaboration with the student, responsibility for the satisfactory progress and completion of the agreed research project.
- 4.2.2 Possess and maintain knowledge of the research area to provide adequate supervision of the research project.
- 4.2.3 Possess and continue to develop the appropriate skills to facilitate the production of high quality research work by the student.

- 4.2.4 Develop, in collaboration with the student, an appropriate planning schedule for successive stages of the research project so that the research may be completed and submitted within the appropriate timescale.
- 4.2.5 Encourage and instill a high standard of research ethics on the part of the student, in particular, avoiding conduct which may lead to fabrication of research results or plagiarism.
- 4.2.6 Ensure that the student is made aware of any unsatisfactory progress or standard work, and arrange any supportive action as necessary.
- 4.2.7 Advise the candidate when the research should be considered ready for submission.
- 4.2.8 Maintain and ensure availability for regular contact with the student, making sufficient time available to fulfill the needs of the individual research student.
- 4.2.9 Review written work produced by the student and provide appropriate and constructive criticism in a timely fashion and within one week of submission.
- 4.2.10 Maintain and ensure that students have clear, accurate, detailed, and accessible records of work undertaken.
- 4.2.11 Maintain and ensure that the students have a record of supervisory meetings and agreed actions.
- 4.2.12 Retain a copy of all written feedbacks provided to the student.
- 4.2.13 Ensure that appropriate agreement has been obtained with all parties, including external sponsors and potential co-authors, in relation to the communication of research outputs.
- 4.2.14 Ensure that the student is aware of all issues regarding intellectual property rights and intellectual contribution relating to the research project.

4.2.15 Ensure that the student is made aware of the rules and regulations governing the collaborating organization's premises and working practices including health and safety, and confidentiality.

4.3 Roles of the Research Coordinator

The Research Coordinator shall:

- 4.3.1 Meet with the researcher regularly to assist the student in planning the research process.
- 4.3.2 Ensure the implementation of the research standard of the program.
- 4.3.3 Coordinate with the Research Adviser and the candidate on a regular basis to ensure completion of research stages and submission of output within the scheduled time.
- 4.3.4 Advise the Dean on the appointment of the Research Panel's conferences and related meetings.
- 4.3.5 Facilitate research proceedings during presentation.
- 4.3.6 Facilitate the computation of the research grade.

4.4 Roles of the Research Committee

The Research Committee shall:

- 4.4.1 Provide and share their expertise on the development of the candidate's research.
- 4.4.2 Participate in the planning and execution of the research; provide pertinent assistance in the design and methodology to be used in the research.
- 4.4.3 Be responsible for evaluating and approving the proposal, completed research work, and the colloquium.
- 4.4.4 Exert all possible means to arrive at a consensus that is favorable to all stakeholders concerned.

4.5 Oral Defense

- 4.5.1 The purpose of the oral defense is for the researcher to present to the Research Panel the entire research proposal and eventually the findings.
- 4.5.2 The following pointers may be considered:

4.5.2.1 Proposal Stage

- The researcher shall make the presentation using the structure as follows:

Presentation	30 minutes
Question and Answer	50 minutes
Deliberation by panelists, adviser, and coordinator	<u>10 minutes</u>
TOTAL	90 minutes

- To facilitate understanding, it is suggested that the researcher presents the paper using the following format:
 - a. Title
 - b. Background of the problem
 - c. Theoretical foundations
 - d. Significance of the research
 - e. Scope and limitations
 - f. Methodology

4.5.2.2 Final Stage

- The researcher shall make the presentation using the structure as follows:

Presentation	30 minutes
Question and Answer	50 minutes
Deliberation by panelists, adviser, and coordinator	<u>10 minutes</u>
TOTAL	90 minutes

- The researcher shall present to the Research Panel the findings, conclusions, and recommendations of the research study. S/he shall provide a research matrix with the following information:

- a. Statement of the Problem
- b. Objectives
- c. Methodology
- d. Tools
- e. Findings
- f. Conclusions
- g. Recommendations

4.5.2.3 Colloquium

- The completed research shall be presented by the researcher using the structure as follows:

Presentation	30 minutes
Question and Answer	20 minutes
Deliberation by panelists, adviser, and coordinator	<u>10 minutes</u>
TOTAL	60 minutes

- The paper presentation shall follow the following format:

- a. Abstract
- b. Introduction
- c. Materials and Methods
- d. Results and Discussion
- e. Conclusions and Implications

4.6 Fees

Thesis/Capstone/Dissertation fees include standard fees for the adviser and the panel of examiners. Other fees include statistician, editor/reader, and colloquium reactors. The Dean officially appoints the panel of examiners, advisers, statisticians, editors/readers. A graduate school faculty shall be assigned only one of the aforementioned functions at a time so as to uphold the integrity of the scholarly work and foster greater professionalism in graduate studies, except in the colloquium where the chair of the panelist serves as the main reactor, in the absence of an external reactor.

Masteral

	Proposal Defense Fee*	Final Defense Fee*	Colloquium Fee*
Adviser's Fee	P 3,000.00	P 3,000.00	

Panelist's Fee	1,250.00 x 3	2,250.00 x 3	P2,250.00 (Chair or one external penalist only)
Administrative Fee	1,000.00	1,000.00	

Doctoral

	Proposal Defense Fee*	Final Defense Fee*	Colloquium Fee*
Adviser's Fee	P 4,000.00	P 4,000.00	
Panelist's Fee	1,750.00 x 5	2,750.00 x 5	P2,750.00 (Chair or one external penalist only)
Administrative Fee	1,500.00	1,500.00	

Editor's Fee* = P 1,250.00

Statistician Fee* = P 5,000.00 (maximum)

* Fees may change upon the approval of the Academic Board and Finance Division

5. REVIEW AND REVISIONS

This QP shall be subject to revision every year or when deemed necessary by the GS.

Selection of Research Topic

The selection of research topic is made on the basis of the following:

1. All theses, project papers, and dissertation topics should be consistent with the curriculum or graduate school degree being pursued or applied for.
2. All titles must be:
 - 2.1 Theory-based or concept based relevant to the graduate student's major field of specialization;
 - 2.2 Original and novel and significant in the pursuit of new knowledge; and
 - 2.3 Feasible and attainable within the time and resources available to the student.

3. The research topic must be initially approved by the Dean of the Graduate School upon the recommendation of the Research Coordinator.

Prior to the Proposal, Final Defense, and Colloquium, a candidate shall present certificate of recommendation as a sign of readiness for the defense/ colloquium duly signed by the Adviser and Research Coordinator.

The researcher then finally requests for the schedule of the proposal/ final defense/colloquium using the appropriate form.

The Dean shall assign the panelists for the thesis/capstone/dissertation proposal, final defense, and colloquium.

Confirmation of the panelists shall be made prior to the setting of the final schedule which shall again be validated in writing by the panelists involved.

Guidelines for a Thesis/Dissertation Proposal

The purpose of a thesis/capstone/dissertation proposal is to convey to the committee what the student would like to do for the thesis/dissertation research. There is a need to establish why the study should be done and exactly how the data will be collected and analyzed. A proposal must be written clearly that the method section could be given to another person who could conduct the study without having to ask for any clarification.

The following points describe how to develop a thesis/capstone/dissertation proposal:

1. The student should discuss potential ideas with adviser or any other faculty member who is an expert in the area. S/he should not proceed until the Graduate School Dean's approval on the title is given.
2. The student has to review literature to ensure that the approved topic has not already been researched or that student can justify a replication of a previous study.
3. The thesis/capstone/dissertation proposal should be prepared and submitted to the thesis/dissertation professor for review and revision and the Graduate School Dean for evaluation.
4. After the dean approves the proposal, the student

should make copies for each committee member.

5. All committee members must approve the proposal before the student may proceed.
6. The student should conduct the study exactly as it was described in the proposal. The committee has no obligation to accept a study that has been altered from what was approved.

Research Colloquium Structure and Policy

The research colloquium intends to provide graduate research students the opportunity to present their thesis/capstone/dissertation paper to other graduate students, faculty, and industry practitioners as well. This academic exercise will benefit the student researcher in terms of the following:

1. Improve the quality of their research with the goal of publishing it to reputable journals;
2. Broaden their perspective as experts in the field to provide applicable inputs, theoretically, and pragmatically;
3. Build linkage/network with interested professionals.

Colloquium Structure:

1. Graduate students who have successfully defended their research shall be required to present their final paper in a colloquium organized by the GS office.
2. A panel of reactors shall be appointed by the GS Dean. This shall be composed of two (2) members that include a graduate school faculty or an industry practitioner, and research coordinator.
3. The researcher will present the highlights of the paper in fifteen (15) minutes. Each reactor is given a maximum of fifteen (15) minutes to discuss his/her observations. After all the reactors have given their intelligible remarks, the researcher shall act in response to the comments or remarks given.
4. The invited spectators will be given the chance to ask questions after the researcher had responded to the reactors.
5. All the participants of the colloquium are expected to be in business attire to maintain an appropriate atmosphere.
6. No revisions shall be required from the researcher after the colloquium. However, should one of the reactors or invited guests would like to have the research published or referred by their research organization, then the researcher has the privilege to decide on it.

Presentation Procedure

1. The presentation shall start with a prayer to be led by the researcher.
2. The Research Adviser shall briefly introduce the researcher.
3. The researcher shall make the presentation using the structure mentioned in the research stages.
4. After the presentation, the Chair of the Research Panel shall facilitate the evaluation of the research paper.
5. The Research Panel shall provide the needed recommendations to improve the research paper.
6. The Research Panel shall provide the numerical grade based on the criteria prescribed during the proceedings.

Grading System

The grading system that will be observed for the Thesis/Capstone Dissertations proposal/colloquium/final defense will be as follows:

Proposal Defense Grade (PDG)

Grade : 1/3 Adviser's rating
1/3 Research Coordinator's rating
1/3 Panelist's rating

Final Defense Grade (FDG)

Grade : 1/3 Adviser's rating
1/3 Research Coordinator's rating
1/3 Panelist's rating

Colloquium Grade (CG)

Grade : 1/2 Research Coordinator's Rating
CG : 1/2 Reactor's Rating

Final Thesis/Capstone/Dissertation Writing Grade = $\frac{PDG+FDG+CG}{3}$

The final paper to be revised/edited/statistically analyzed shall be endorsed

to the faculty member with technical know-how who in return certifies the status of the revision.

Thesis/Capstone/Dissertation Flow Chart

1. A candidate with completed application is assigned an adviser to review the application and make recommendation of candidate's acceptability to the Graduate School Dean.
2. When the candidate's thesis/capstone/dissertation topic is accepted, s/he works with his/her adviser to develop a plan, establishing when Research Design and Writing is scheduled.
3. During the trimester, the adviser will meet with the candidate to discuss the thesis/capstone/dissertation process.
4. The candidate and the adviser work together to develop and refine the proposal. When the proposal is just about ready for the oral hearing, the Graduate School Dean identifies the members of the thesis committee.
5. The candidate can recommend the day and time for the oral proposal hearing that the committee members agree. Once set, the committee members are given a copy of the proposal at least five (5) working days prior to the oral proposal hearing to read and critique.
6. Data collection for thesis/capstone and all other empirical endeavors is defined as the point at which the candidate accesses data, uses data, or acquires data for research purposes. No data collection or analysis of archival data can occur until the thesis/capstone/dissertation proposal is approved. After the thesis/capstone/dissertation proposal is approved, the candidate applies for permission to collect the data from the Graduate School Dean.
7. After data collection and data analysis, the candidate and thesis/capstone/dissertation adviser work together to prepare the thesis/dissertation for defense. When the thesis/capstone/dissertation is just about ready for the oral defense, an evaluation occurring at the discretion of the thesis/capstone/dissertation chair, copies of the thesis/capstone/dissertation are given to the other committee members for their critique.

This must occur at least five (5) working days prior to defense.

8. The candidate can recommend the day and time for the final oral defense that the committee members agree. Candidates post notification of oral defense around the department.
9. If the defense is successful, the candidate makes final changes required by the committee. Once the thesis/capstone/dissertation is approved by the committee, the candidate gives the thesis/capstone/dissertation to the Graduate School Dean for approval. If the defense is not successful, the candidate, the adviser and the Research Panel chair meet with the Graduate School Dean.
10. The editor approves the thesis/dissertation for the department. The Graduate School Dean expects a thesis/capstone/dissertation that adheres uniformly to APA style. The Graduate School Office expects only to do light editing to improve readability.
11. When the committee approves the thesis/capstone/dissertation for the department, the thesis/capstone/dissertation goes to the Graduate School Dean for approval.
12. Once the Graduate School Dean approves the thesis/dissertation, the candidate will prepare five (5) final copies and give them to the office for final signatures by thesis/capstone/dissertation committee members and the Graduate School Dean.

TERMINAL PAPER FORMAT (Thesis/Dissertation)

PROPOSAL DEFENSE

For a thesis proposal defense, three (3) copies should be submitted to the Letran Graduate School Office. For a dissertation proposal, five (5) copies are required. The research proposal should be submitted five (5) working days before the scheduled defense. The proposal contains the following:

- Title page
- Endorsement sheet (from adviser)
- Table of Contents

Chapter I Introduction

Structure and Rationale of the Study
Research Questions and Objectives
Significance of the Study
Hypothesis of the Study (if applicable)
Scope and Limitations
Definition of Terms

Chapter II Review of Literature and Studies

Theoretical Framework/Conceptual Framework

Chapter III Research Methodology

Research Design
Research Locale
Population of the Study/ Sampling Design
Data Gathering Tools/Research Instruments
Data Gathering Procedure
Data Analysis Plan/Treatment of Data

References

Appendices

Questionnaire/Interview Guide/Other Tools

FINAL ORAL DEFENSE

For final thesis and dissertation oral defense, five (5) copies should be submitted to the Letran Graduate School Office. The final paper should be submitted five (5) working days before the scheduled defense. The final paper must contain the following:

Preliminaries

Title Page
Approval Sheet
Abstract
Acknowledgement
Dedication (optional)
Table of Contents
List of Tables
List of Figures

Chapter I-Introduction

Structure and Rationale of the Study. State here the logical reasons for conducting the study, as supported by review of related studies. Establish the research gap at this point.

Research Questions and Objectives. There could be one overarching, general research question stated as research problem. From there, deduce specific research objectives.

Significance of the Study. This segment must focus on the following areas of research contribution: theory, practice, policy, and social action.

Scope and limitations. Scope refers to the clout or coverage of the study in terms of its variables, locale, number of respondents—things it will do and not do. Limitations would refer to the potential weaknesses of the study that may focus precisely on its research design (data collection procedure and data analysis).

Definition of terms. Define the specific variables or constructs of the study, which are stated in the research questions. Terms may be defined conceptually and operationally.

Hypothesis of the Study (if applicable).

Chapter II Review of Literature and Studies

30 intercontinental Studies. See RL Guide in the Style Guide portion of this handbook.

Synthesis. This portion of Chapter II must identify knowledge or research gap surfacing from related studies reviewed. Gaps may be in the areas of knowledge or methodology.

Theoretical Framework. Discuss here the prevailing or dominant theory or set of theories governing or serving as the anchorage of the present study.

Conceptual Framework. Operationally define the variables and their relationship/s through your conceptual framework, which you must visually represent.

Philosophical Underpinnings/Lenses perspective that analyzes the world view that is used to discuss the topic outlined.

NOTE: In the absence of theoretical or conceptual framework, an analytical framework could be entertained as an option, where the process of analyzing data will be plotted out, including the movement of its direction.

Chapter III Research Methodology

Research Design. Decide on your prevalent research design. Will you do action research? Survey research design? Correlational research? Experimental research? Qualitative research?

Research Locale. Describe physically (location) and

historically your data source. The description, including that of respondents, must be in the context of your own study.

Sampling. Indicate here, if quantitative research, the sampling design. For qualitative research, describe the criteria used for selection of storytellers or interview/conversation partners or focus group discussants.

Instrumentation. Discuss the details of your data gathering tool/s. If possible, indicate process of testing or validating instrument/s.

Data Gathering Procedure. Detail the process of collecting data. If survey, discuss the specific steps of administering questionnaire. Will you email it? Snail mail? Phone check? If interview, define the protocol. If qualitative research, will you do [re]construction of data from data sources, such as memos to self or journal entries?

Data Analysis. If quantitative, state level of statistical analysis. If qualitative, will you do thematic analysis?

Chapter IV Results and Discussion

This chapter must be anchored on your Research Questions and Objectives.

Chapter V Research Implications

Summary of Significant Findings. Highlight here the major findings of your study on a per research question basis.

Conclusions. These should be constructively aligned with the findings per research question.

Recommendations. This segment must focus on research and polity or governance recommendations.

Literature Cited

Appendices

- Questionnaire
- Endorsement Letters
- Statistical Tables (if applicable)
- Curriculum Vitae of Researcher

CAPSTONE PROJECT TERMINAL PAPER FORMAT

PROPOSAL DEFENSE

For capstone project proposal defense, three (3) copies should be submitted to the Letran Graduate School Office. The proposal should be submitted five (5) working days before the scheduled defense. The proposal contains the following:

Title Page

Approval Sheet

Table of Contents

Chapter I	Introduction Project Background Project Framework Significance of the Project Objectives of the Project Scope and Limitations of the Project Definition of Terms
Chapter II	Review of Literature and Studies
Chapter III	Project Methodology Project Approach Project Locale Project Stakeholders Project Implementation Plan Work Breakdown Schedule Other Project Management Tools Project Task Time Estimates Project Deliverables Project Cost Project Risk Management Project Implementation Contingency

References

Appendices

FINAL DEFENSE

For final capstone project, three (3) copies should be submitted to the Letran Graduate School Office. The final paper should be submitted five (5) working days before the scheduled defense. The final paper must contain the following:

Preliminaries

- Title Page
- Approval Sheet
- Abstract
- Acknowledgement
- Dedication (optional)
- Table of Contents
- List of Tables
- List of Figures

Chapter I - Introduction

Project Background. It refers to the general/specific information that led to the identification of the project. This includes the rationale behind the project selection, and brief setting and history behind the project, among others. Citations/references in support of the project background documentation, such as research papers and articles are also included.

Objectives of the Project. It presents both general and specific objectives and discusses each objective in detail.

Scope and Limitations of the Project. It discusses what the project is all about and what are its limitations in terms of scope, time, cost and other constraints.

Significance of the Project. It indicates the project's significance to various stakeholders such as managers, industry in general, and to the field of discipline e.g. business, management, engineering, to name a few.

Definition of Terms. It lists down and defines the concepts, constructs and other related variables as used in the project.

Chapter II – Related Literature and Studies

It includes conceptual literature (key concepts and principles) and related studies in support of the project background documentation, such as research papers and articles.

Chapter III - Project Methodology

Project Approach. It indicates how the project is organized as well as details of the technology/management or business-related systems used. Here, the operational framework of the project in terms of: data/resources needed at the input level, related technology, business, or management processes to be adopted for the project, how the project will work, and, the outputs of the project in general, are discussed.

Project Locale. It indicates the location of the project.

Project Stakeholders. It indicates who owns the project, who funded it, who worked for the project, and its beneficiaries, among others.

Project Implementation Components

Work Breakdown Structure (WBS). It illustrates and discusses each of the tasks indicated in the project and their relationships with each others.

Other Project Management Tools. It include methods such as network diagramming, fishbone technique, performance evaluation and review technique or PERT, critical path method or CPM, among others.

Project Schedule. It details project activities based on WBS and their corresponding schedules using Gantt Chart.

Project Deliverables. It details the deliverables per project objective. Project deliverables include, among others, form of products, information, reports, which are delivered to the client/project beneficiary at the end and through the duration of the project. Estimated delivery dates are also indicated based on task time estimates.

Project Cost. It indicates the detailed cost of the project. i.e. personnel expense, operating expense, capital expense, to name a few.

Project Risk Management. It identifies project execution risks during the project implementation and how they are mitigated.

Project Implementation Contingency. It discusses the contingency measures used to adjust the project scope, schedule, and cost.

Chapter IV - Results and Discussions

Presents the detailed outputs of project based on set objectives and target deliverables per objective. It also includes discussions on the monitoring and controlling tasks performed for project scope, time and cost management.

Chapter V - Project Summary, Conclusions, and Recommendations

Synthesizes the project outputs based on project objectives and set deliverables. Conclusions and implications are drawn from the project performance relative to balancing of triple constraints of project management-scope, time, and cost. Also, recommendations are enumerated.

Literature Cited

Appendices

- Questionnaire
- Endorsement Letter
- Certification from Language Editor
- Curriculum Vitae

INTELLECTUAL PROPERTY RIGHT (IPR)

As part of the condition for registration for the degree of Master in Business Administration (MBA), Master in Management (MM) in all majors, and PhD in Management (PhDM) in all majors, all registered students shall assign their rights in any intellectual property arising from their studies or other activities to the Colegio. Where work by the student results in an invention or discovery, it shall be subject to the Letran's Code of Practice on IPR.

Note on access to contents

Candidates are required to include one or other of the following declarations: "I hereby declare that with effect from the date on which the thesis/capstone/ dissertation is deposited in the Library of Colegio de San Juan de Letran Calamba, I permit the Librarian of the College to allow the thesis/capstone/ dissertation to be copied in whole or in part without reference to me on the understanding that such authority applies to the provision of single copies made for study purposes or for inclusion within the stock of another library. IT IS A CONDITION OF USE OF THIS THESIS/CAPSTONE/DISSERTATION THAT ANYONE WHO CONSULTS IT MUST RECOGNIZE THAT THE COPYRIGHT RESTS WITH THE AUTHOR AND THAT NO QUOTATION FROM THE THESIS/CAPSTONE/ DISSERTATION AND NO INFORMATION DERIVED FROM IT MAY BE PUBLISHED UNLESS THE SOURCE IS PROPERLY ACKNOWLEDGED."

OR

"I hereby declare that for two (2) years following the date on which the thesis/capstone/dissertation is deposited in the Library of Colegio de San Juan de Letran Calamba, the thesis/capstone/dissertation shall remain confidential to accessor copying prohibited. Following expiry of this period, I permit the Librarian of Letran Calamba to allow the thesis/capstone/ dissertation to be copied in whole or in part without reference to me on the understanding that such authority applies to the provision of single copies made for study purposes or inclusion within the stock of another library. IT IS A CONDITION OF USE OF THIS THESIS/CAPSTONE/DISSERTATION THAT ANYONE WHO CONSULTS IT MUST RECOGNIZE THAT THE COPYRIGHT RESTS WITH THE AUTHOR AND THAT NO QUOTATION FROM THE THESIS/CAPSTONE/DISSERTATION AND NO INFORMATION DERIVED FROM IT MAY BE PUBLISHED UNLESS THE SOURCE IS PROPERLY ACKNOWLEDGED."

COLLOQUIUM AND RESEARCH PUBLICATION REPORT FORMAT
(EFFECTIVE FIRST TRIMESTER, AY 2016-2017)

Abstract. It should be no more than 300 words and should descriptively capture the research problem, method, major findings, conclusions, and recommendations. Keywords should also be indicated.

Introduction.

Nature and Scope of the Problem Investigated. This sets the tone of the research study, providing its structure and rationale and identifying gaps which establish research significance.

Research Problem and Objectives. It identifies the main problem and subproblems inherent in the research study, including the general and specific goals set to address the identified problem.

Research Framework or Focus. It presents and discusses the framework or grounding which has foreshadowed the study.

Research Significance. This narrates the relevance of the study; it also enumerates who would benefit from the study and how they would gain these potential, derivable benefits.

Hypotheses (if Quantitative) and Assumptions or Philosophical Lens (if Qualitative). These point out the major assumptions regarding the relationships of the variables or the nature of constructs studied or observed.

Scope and Limitations. This sets the limitations and coverage of the study.

Definition of Terms. It identifies and defines terms significant and contextual to the study.

Review of Pertinent Literatures. In a nutshell, it highlights pertinent literatures providing theoretical grounding for the study.

Methodology

Research Design. It discusses the over-all scheme followed in conducting

the research study.

Research Locale. It describes the physical and social location of the respondents; likewise, the area of study is briefly described here.

Population and Sampling Design. It quantifies the population from the research locale involved as data site and specifies the number of respondents using appropriate sampling technique/s.

Research Instruments. It details the type of research instruments used to collect data from the intended respondents.

Data Gathering Procedure. It explains the technique used in the administration of research instrument/s or extracting information from data sources.

Management and Treatment of Data (or Data Construction, for Qualitative Research). It tells how research data from various sources were analyzed and interpreted, or if applicable, [re]constructed, using statistical tests or qualitative tools.

Results and Discussion

Results Section. This highlights the direct outcome of the study, the figures or values for a set of calculations, the direct inferences derived from observations. This may also present graphics, tables, charts, and illustrations.

Discussion Section. It covers interpretation and significant bearing of results.

Research Implications

Summary of Findings. This quickly puts highlights of research findings in the context of identified problem and set objectives.

Derivable Conclusions from Research Data. It clearly shows implications of research results, including some knowledge claims.

Research and Policy Recommendations. This succinctly narrates contributions of research findings to future inquiries and policies.

Work Cited. This lists down all resources (including electronic sources) cited in the textual discussion.

IMRAD REPORT FORMAT

1. Recommended writing paper size: 8 1/2 x 11 inches.

2. Recommended font: Times New Roman

3. Margins

a. Top : 1.0 in.

b. Right : 1.0 in.

177

c. Bottom: 1.0 in.

d. Left : 1.5 in.

4. Title of Paper, Author(s)' Name(s) and Address(es)

a. Title of Paper – Capitalize all letters. Registered names and trademarks are not permitted in titles. Italicize or underline scientific names or organisms (if any). Use font size 14 pt., bold and centeraligned.

b. Author(s) – Type the main author's initials and surname in CAPITAL LETTERS. For all other authors, capitalize only the initials and the first letter of surnames. Use font size 12 pt., bold and centeraligned.

c. Address(es) – Show current mailing address(es) and affiliation(s) of all authors. Use font size 10 pts. and center-aligned.

5. Introduction, Methodology/Materials and Methods, Results and Discussion, Research Implications, and Literature Cited

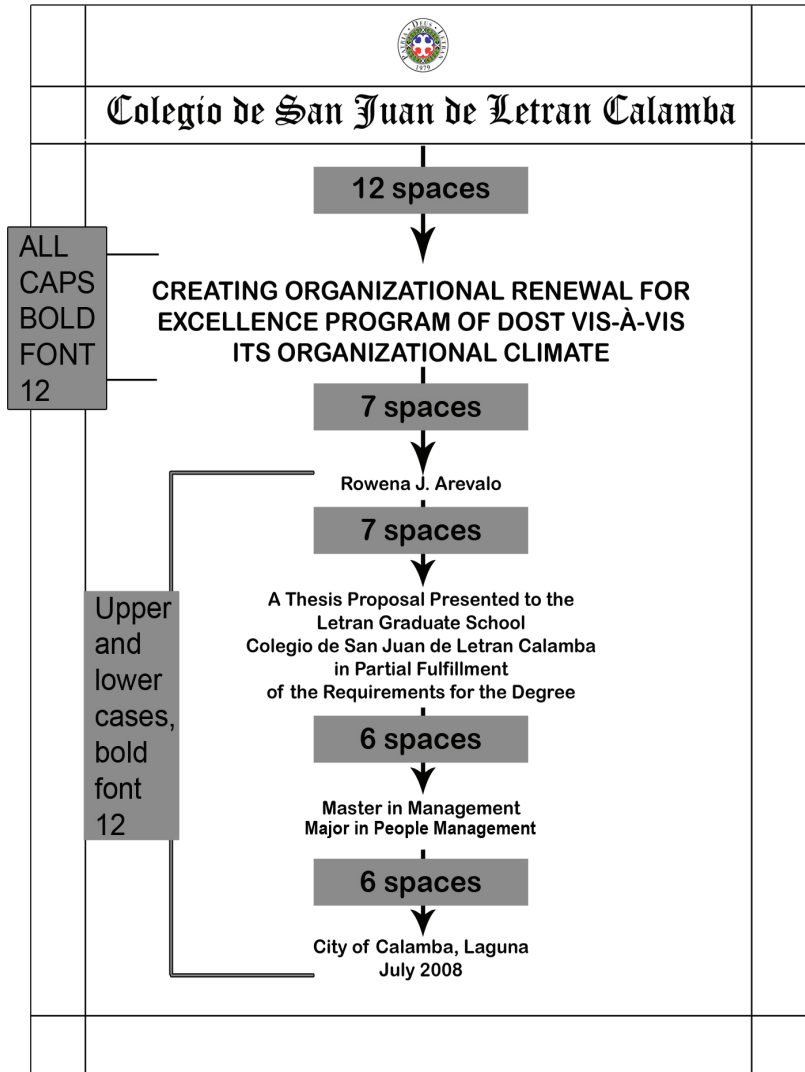
a. Use font size 12 pts., bold for Heading, bold italic for subheading, type text single spaced and fully justified. For uniformity in the presentation of the citations, capitalize only first letter of the family names and initials of the given names of the author/s.

Arranged authors alphabetically by their surnames. The whole paper shall not exceed 10 pages including tables and figures.

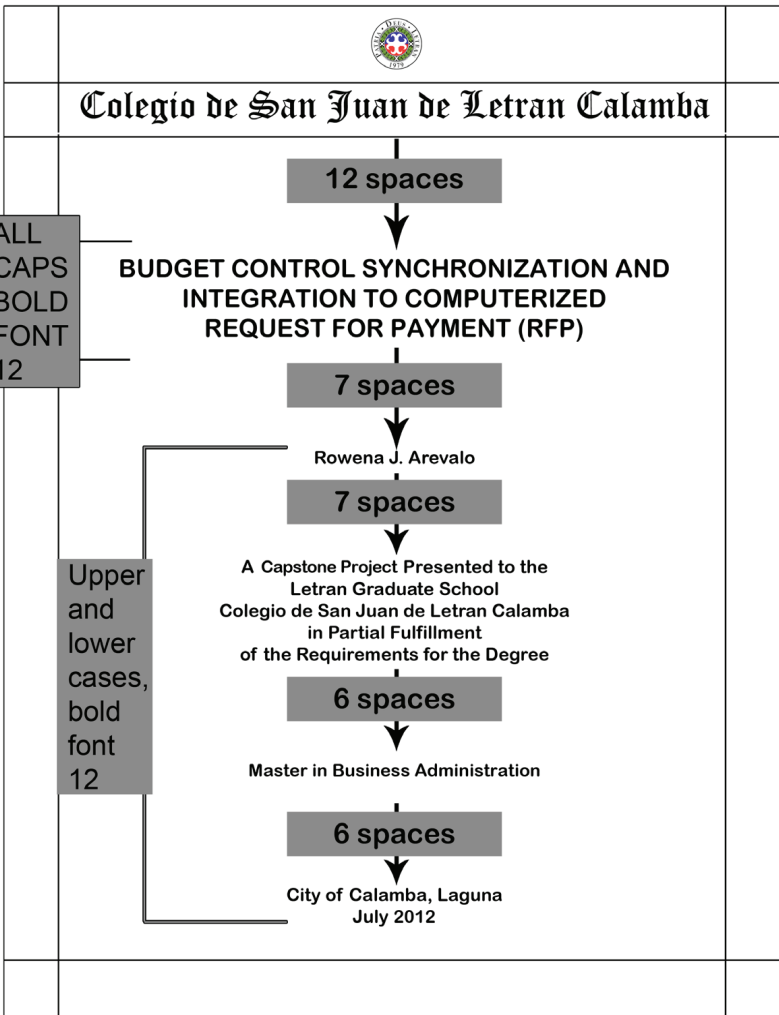


GRADUATE RESEARCH REPORT
FORMAT

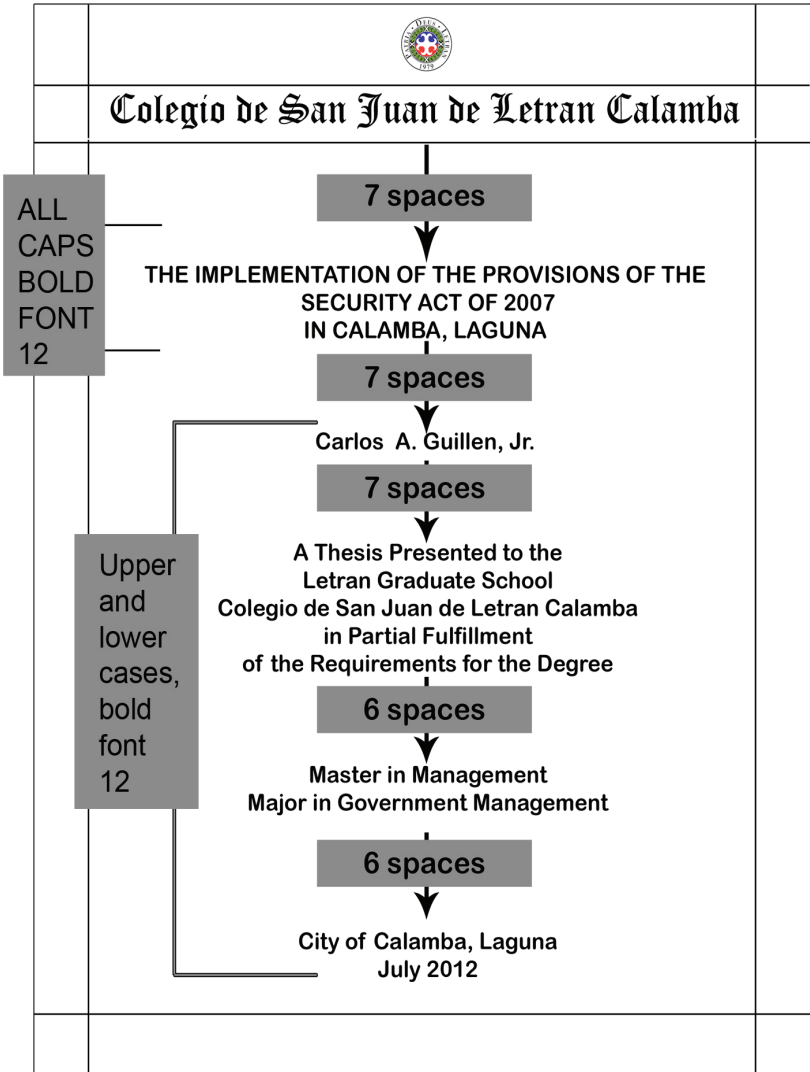
**Proposal Title Page Format
(Thesis/Dissertation)**



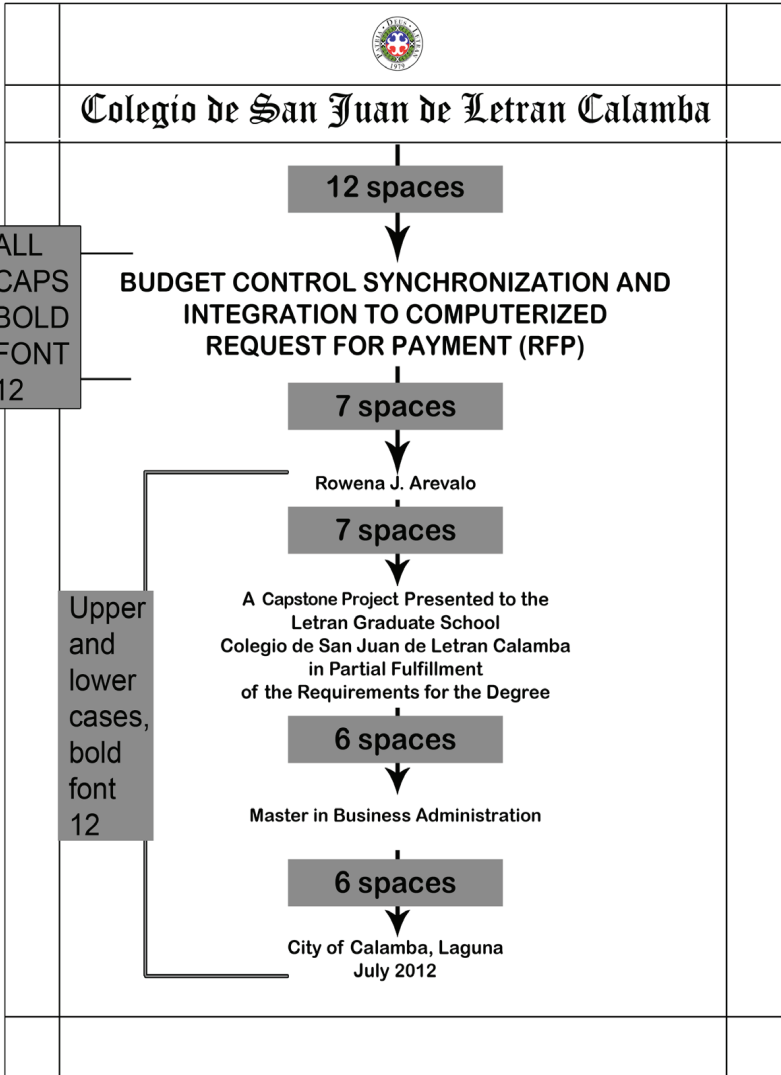
**Proposal Title Page Format
(Capstone Project)**





**Final Paper Title Page Format
(Thesis/Dissertation)**




Final Paper Title Page Format
(Capstone Project)




**Table of Contents Format
(Thesis/Dissertation)**

		Page number appears. 
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**Table of Contents Format
(Capstone Project)**

		Page number appears.
Colegio de San Juan de Letran Calamba		vi
Bold, All caps	TABLE OF CONTENTS	3 spaces
		Page no.
PRELIMINARIES		
Title Page	All chapter titles are bold, all caps	1
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Dedication (optional)		9
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V. PROJECT SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		
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Appendices		60
Questionnaire	Page numbers are aligned according to place value.	65
Endorsement Letter		100
Certificate of Language Editor		105
Curriculum Vitae		110


**Abstract Format
(Thesis/Dissertation)**

		<p align="center">Page number</p>
	<p align="center">Colegio de San Juan de Letran Calamba</p>	
	<p align="center">ABSTRACT</p> <p>Title of the Study: Leadership Styles of Filipino and Korean Resort Managers as related to their Business Profitability in Calamba, Laguna</p> <p>Researcher: Constancio V. Reyes</p> <p align="center">Abstract should not exceed 300 words.</p>	

**Abstract Format
(Capstone Project)**

		Page number
Colegio de San Juan de Letran Calamba		iii
Bold, All caps, Centered	ABSTRACT	
Project Title:	Budget Control Synchronization and Integration to Computerized Request for Payment (RFP)	
Proponent:	Constancio V. Reyes	
Abstract should not exceed 300 words.		

Chapter Page Format
(Thesis/Dissertation)


No page number appears.	
	
Colegio de San Juan de Letran Calamba	
<p>Bold, All caps, Centered</p>	<p>CHAPTER III</p> <p>RESEARCH METHODOLOGY</p>
<p>This chapter explains the research design adopted in the study. Among the topics included in the discussion of the research design are the respondents of the study, the instrument used in data gathering, and the statistical treatment applied to test the hypotheses forwarded in the study.</p>	
<p>Major sub-headings are centered, bold, upper/lower cases.</p>	<p>Research Design</p>
<p>The study used Non-Experimental Quantitative Research method. Since the paper calls for the description of phenomena, it is considered to be quantitative in nature because the results were eventually organized and presented systematically in the form of statistics.</p>	
<p>Research Locale</p>	
<p>The research was conducted in Colegio de San Juan de Letran Calamba. Founded in March 1979,</p>	

3 spaces


Text uses
1.5 spacing.

3 spaces between
major sub-headings.

Chapter Page Format
(Capstone Project)

		No page number appears.
	Colegio de San Juan de Letran Calamba	
Bold, All caps, Centered	CHAPTER III	
		3 spaces
	PROJECT METHODOLOGY	
	Project Locale	
Major sub-headings are centered, bold, upper/lower cases.	<p>The new branch will be opened at SM Supermarket, Ayala Maitangas. Situated seventy eight kilometers from the City is a first class city in the province of Samar. It is a city with a population of 260,558 in 41,962 households. It is the home of seven colleges that provide tertiary education and five tertiary hospitals. Lipa City is among the identified growth corridors of the Philippines.</p>	Text uses 1.5 spacing.
	Project Stakeholders	
		3 spaces between major sub-headings.
	<p>The project will be done by the proponent who is also the sole proprietor of A.C Travel & Tours. Other stakeholders who will benefit from the project are the investors, Branch Manager, Supervisor, and other members of the team.</p>	


For Other Text Pages
(Thesis/Dissertation)

		Page number appears. 22
	Colegio de San Juan de Letran Calamba	
	<p>All teachers react to stress. However, an important difference in such situation is the intensity of the reaction and the longevity of the hurt and shock. (Lugo, 1997).</p> <p><i>Unmanaged Stress</i></p> <p><u>Addictive behavior.</u> This is characterized by an increased use of tobacco, alcohol, prescription medication and/or illicit substance to help cope with stress and places the individual at great risk for psychological dependence.</p> <p><u>Relationship Distress.</u> Depersonalization, treating people like objects, may arise as a protective mechanism in human service professionals to minimize emotional involvement that could interfere with functioning in crisis situations (Berkely, 2002). In moderation, "detached concern" toward students by teachers may be appropriate and necessary, but when excessive, it may lead to callousness and cynicism with subsequent negative effects on the teacher-student relationships (Rocha, 2000).</p>	


Minor sub-headings are bold, upper/lower cases, flushed left.

Paragraph headings are underlined and not indented.


For Other Text Pages
(Capstone Project)

		Page number appears.	22
Colegio de San Juan de Letran Calamba			
<p>Project Implementation Plan</p> <p>Project Deliverables</p> <p><u>Final Project Plan.</u> The final project plan should contain the details of the project such as the project team, project schedules, etc. This will be presented using the form of the Work Breakdown Schedule (WBS) and the Gantt Chart.</p> <p><u>Documentation Requirements.</u> The documentation requirements include the contract with SM Supermarket - Lipa, Municipal Permits, and other Government Agencies.</p> <p><u>Partnerships, Bonds, and Banks.</u> These refer to agreements and contracts with different airline and vessel companies, depositing necessary books, and securing bank accounts for the business.</p> <p><u>Architectural Requirements.</u> Floor plan, lay out, and colored perspective of the office.</p>			


Definition of Terms (Thesis/Dissertation)

		18
	Colegio de San Juan de Letran Calamba	
<p>may be affected by various experience of the respondents. This is especially true in descriptive research, the method employed in conducting the study.</p> <p>Major sub-headings are centered, bold, upper/lower cases.</p>	<p style="text-align: center;">Definition of Terms</p> <p>To aid the reader in understanding terms are operationally defined:</p> <p>Administrators. In this study, the term may refer to Letran Calamba school personnel holding key positions including both lay and Dominican priests. These include members of the Academic Board namely, the VP for Academics and Research, principals, college deans, academic directors, and the registrar.</p> <p>Advocacy. Operationally, this is an area wherein Letran employees, faculty, and administrators help in disseminating information of Makipamuhay Immersion Program through lectures, exhibits, and the like.</p> <p>Community Facilitatorship. In this paper, the term refers to the act of accompanying students in community exposure activities of the Colegio.</p> <p>Employees. Operationally, the term refers to rank and file non-teaching staff of the various departments/offices.</p>	<p>Entries appear alphabetically. The term is typed bold, followed by a period.</p>


Definition of Terms (Capstone Project)

	18
Colegio de San Juan de Letran Calamba	
Definition of Terms	Major sub-headings are centered, bold, upper/lower cases.
<p>Automation. The use of computers to control a process in order to increase reliability and efficiency through the replacement of employees. For a manufacturer, this could entail using robotic assembly lines to manufacture a product.</p> <p>E-form (electronic form). It is a paper form. Aside from eliminating the need for storing, and distributing pre-printed forms, and the wastage of obsolete forms, e-forms can be filled out faster because the programming associated with them can automatically format, calculate, look up, and validated information for the user. With digital signatures and routing via e-mail, approval cycle times can be significantly reduce.</p> <p>Process. A set of interrelated actions and activities performed to achieve a pre-specified product, result, or service. Each process is characterized by its input, the tools and techniques that can be applied, and the resulting outputs.</p> <p>Project Management Processes. Ensure the effective flow of the project throughout its existence and encompass the tools and techniques involved in applying the skills and capabilities described in the Knowledge Areas.</p>	<p>Entries appear alphabetically.</p> <p>The term is typed bold, followed by a period.</p>


Reference Page Format

		Page number appears.
	Colegio de San Juan de Letran Calamba	91
<p>Double spaces between entries. Single spaces within entries.</p>	<p>REFERENCES</p> <p>Crooks, Lois. 2005. Findings: <i>Personal Factors Related to the Careers of MBAs</i>. Princeton, NJ: Educational Testing Service.</p> <p><i>Educational Technology Research and Development (ETRD)</i>. 2008. Washington, DC: Association for Educational Communications and Technology.</p> <p>Markwood, Richard A. and Sally M. Johnstone, eds. 2003. <i>New Pathways to a Degree: Technology Opens the College and New Pathways to a Degree: Seven Technology Stories</i>. Boulder, Colorado: Western Interstate Commission for Higher Education.</p> <p>Rutherford, LeAnne H. and Sheryl J. Gens. 2005, September. Retrofitting academe : Adapting faculty attitudes and practices to technology <i>THE Journal</i> (Technological Horizons In Education), v23, p. 82(5).</p> <p>San Miguel, Nina G. 2005. Filling in the Gaps of Communication. http://www.utopia.com/taient. (March 31, 2008).</p> <p>Smith, Karen L. 2001. Collaborative and Interactive Writing for Increasing Communication Skills. <i>Hispania</i>, v73 n1, pp. 77-87.</p>	<p>Hanging indent; alphabetically arranged</p>

Appendix Page Format

		Page number appears																																																																																							
<h3 style="margin: 0;">Colegio de San Juan de Letran Calamba</h3> 101																																																																																									
Code: _____ Age: _____ Gender: _____ Year of Service: _____ Educational Attainment: _____																																																																																									
<p>A. Please rate the following resources needed for the achievement of goals of the Human Resource Development Office (HRDO) using the scale:</p> <ol style="list-style-type: none"> 1. Inappropriate, inadequate, untimely 2. Moderately appropriate, adequate, timely 3. Very appropriate, very adequate, very timely 																																																																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Mission Statement</th> <th style="width: 20%;">Appropriateness</th> <th style="width: 20%;">Adequacy/Timeliness</th> </tr> </thead> <tbody> <tr> <td>Year: 2008</td> <td></td> <td></td> </tr> <tr> <td>Institutional Objectives</td> <td></td> <td></td> </tr> <tr> <td>Development Plan</td> <td></td> <td></td> </tr> </tbody> </table>			Mission Statement	Appropriateness	Adequacy/Timeliness	Year: 2008			Institutional Objectives			Development Plan																																																																													
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Development Plan																																																																																									
<p>B. Instructions: Tell whether each of the following are currently performed here in Letran. If yes, check the succeeding boxes; if NO, proceed to the next items. Be assured that all responses will be treated with utmost security and confidentiality. So please answer honestly and thoughtfully.</p>																																																																																									
<p>Rating 1- Extreme ineffective 2- Quite ineffective 3- Neutral 4- Quite Effective 5- Extreme Effective</p>																																																																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">HR Activity</th> <th colspan="2" style="width: 10%;">Activities Performed</th> <th colspan="3" style="width: 15%;">Responsibility is assigned to</th> <th colspan="5" style="width: 43%;">Effectiveness of the Activity</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>HR ONLY</th> <th>HR & LETS</th> <th>LETS ONLY</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>1. Interviewing</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Recruiting</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Temporary labor coordination</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Pre-employment testing</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. College recruiting</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Orientation of new employee</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			HR Activity	Activities Performed		Responsibility is assigned to			Effectiveness of the Activity					Yes	No	HR ONLY	HR & LETS	LETS ONLY	1	2	3	4	5	1. Interviewing											2. Recruiting											3. Temporary labor coordination											4. Pre-employment testing											5. College recruiting											6. Orientation of new employee										
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Sample Table Format

 Colegio de San Juan de Letran Calamba									
									75
Table 17. Computed Values of Teachers & Students' Level of Sexist Language Use, Laguna, 2001									
Language Area	Type	N	Mean	Degree of Freedom	Computed T	Tabular Value	Sig. (1-tailed)		
Masculine Generic Words**	Student	127	3.66	146	1.708	1.645	1.282	.037	reject Ho
	Teacher	21	4.05						
Singular Pronouns with Indefinite Article	Student	127	3.53	146	1.245	1.645	1.282	.157	accept Ho
	Teacher	21	3.81						
Compound Nouns ending in suffixes "ness" & "woman"***	Student	127	3.29	146	-2.693	1.645	1.282	.0045	reject Ho
	Teacher	21	3.33						
Feminine Suffixes**	Student	127	4.43	146	1.756	1.645	1.282	.040	reject Ho
	Teacher	21	4.71						
Masculine Sex-Linked Modifiers and Terms	Student	127	3.25	146	0.613	1.645	1.282	.270	accept Ho
	Teacher	21	3.57						
Feminine Sex-Linked Modifiers and Terms	Student	127	2.94	146	0.808	1.645	1.282	.193	accept Ho
	Teacher	21	3.14						
Gender Polarization of Nouning**	Student	127	3.52	146	1.755	1.645	1.282	.0405	reject Ho
	Teacher	21	3.86						

TERMINAL PAPER MECHANICS

PAPER TYPE

1. For the proposal and final stages, the researcher may use short, white bond paper.
2. The Letran thesis paper is used for the final paper that will be passed to the Graduate School Office.
3. No colored or textured bond paper should be used.

PRINT COLOR

1. Black ink is required for the text. No colored printout is allowed. Graphs and figures should also use varying shades of black. This is so because color distinction may not appear definite once the paper is photocopied.
2. The printout must be clear, intelligible, and neat.

ILLUSTRATIONS

1. No unnecessary illustrations are allowed.
2. If consequential, all illustrations and photos should be properly labeled so that readers can understand them without having to rely entirely on the picture.
3. Chapter separator pages are unnecessary.

PRINT SIZE

1. The required font is Times New Roman. The required font size throughout the paper is 12. Smaller fonts are allowed for charts and graphs.
2. Chapter titles, major and minor headings, paragraph headings, and table and figure titles are all typed using font size 12.
3. Page numbers should also be reformatted in Times New Roman in font size 12.

MARGINS AND SPACING

1. For the proposal and final defense papers using plain, short white bond paper, the margins are as follows:
Top : 1.00
Bottom : 1.00
Left : 1.25
Right : 1.25

2. For the final paper printed on the Letran thesis paper, the margins are as follows:

Top :	1.70
Bottom :	1.00
Left :	1.38
Right :	1.38
3. Indention for paragraphs, reference entries, table of content entries, etc. should be consistent throughout the paper. The suggested tab stop position is 0.5.
4. Preliminary and end pages use single spacing.
5. Line spacing for the text is two spaces unless otherwise specified.
6. Within the text, single spacing is used for block quotations.
7. Two spaces are required between paragraphs.

NUMBERING

A. Preliminary Pages

1. Use lower case Roman numerals for all preliminary pages.
2. The title page bears no number but is designated as page i.
3. A blank page (flyleaf) bearing no number is placed before and after the title page.
4. The approval sheet or the endorsement sheet bears no number, but is designated as page ii.
5. Preliminary pages do not appear in the Table of Contents.
6. Page numbers appear on the upper right hand corner.

B. Text Pages

1. Arabic numerals are used to designate text pages.
2. No page number appears at the beginning of each chapter, but these are, counted. It is suggested that each chapter be saved as a separate file for convenient formatting. To do this, format page numbers by unchecking "show number on first page" box in page numbers window (for those using Microsoft word).
3. Page numbers should appear on the upper right hand corner.
4. Page numbers should not be enclosed in parentheses, hyphens, or asterisks.
5. Upper case Roman numerals are used for chapter numbers.
6. Page numbers of references, appendices, and curriculum vitae are

- continued from the last text page number.
7. Tables are assigned consecutive Arabic numerals.
 8. Figures are assigned consecutive Arabic numerals.
 9. Appendices are lettered A,B,C, etc.

ENDNOTES

1. Endnotes are used to make incidental comments and amplify or qualify textual discussions. These are used to provide a place for material that the writer thinks is worthwhile to include but which s/he doubts would disrupt the flow of thought if introduced in the text.
2. To type endnotes, the following mechanics should be noted:
 - 2.1 Leave 1.5 spaces after the last line of text, and type an unbroken line 20 spaces in length, beginning at the left-hand margin of the page. Leave 1.5 spaces after the line before typing endnotes.
 - 2.2 Indent the first line of the endnote
 - 2.3 Type the endnote single-spaced.
 - 2.4 Double space between endnotes.
 - 2.5 Place the endnote numeral slightly above the first line of endnote text (use superscript feature in Microsoft word). There should be no period after the numeral and no space between the numeral and the first word of the endnote.
 - 2.6 Within the text, the raised endnote numeral should be placed at the end of the matter it supports. Type the endnote number outside the punctuation mark.1
 - 2.7 Begin numbering of endnotes with number 1, and number consecutively from one page to the next. Place the corresponding endnote at the bottom of the page.

BIBLIOGRAPHICAL ENTRIES

1. The reference page is an alphabetical list of all sources actually used in the research. The researcher should include only the sources that s/he has cited in the text.
2. If there are two or more sources by the same author, do not repeat his/her name for the entries other than the first. In place of the author's name, use an unbroken underline of 8 spaces long followed by a period.
 3. The first line of a reference entry is typed flushed to the left margin. The succeeding lines are indented to the right.
 4. Single space within entries; double space between entries.
 5. Should there be more than 10 entries in the reference

page, divide

these into the following: books, journals and periodicals, other sources (unpublished theses and dissertations, brochures, Internet sources).

6. Refer to sample entries under writing style of this handbook.

TABLES AND FIGURES

1. All table titles appear above the tables; figure titles go below.
2. All table titles must carry complete information: the table number, description of the subject matter, locale, year the survey was conducted (e.g. Table 12. Mean of Burnout Causes among Teacher-respondents of Liceo de Los Baños and Los Baños National High School, 2003).
3. Never cut tables.
4. Tables and figures presented in landscape format should follow the sample given in this handbook.

TERMINAL PAPER WRITING STYLE

LANGUAGE

1. The researcher is always referred to in the third person except in qualitative research.
2. Language should be formal and academic; however, to aid readability one must be careful that highfalutin, "scholarly" words are avoided.
3. In general, the writer must attempt to have variation in the structure and length of clauses, sentences and paragraphs to achieve a lucid, readable style.
4. Acknowledgement and dedication pages also use formal, academic language.
5. Contractions are discouraged.
6. The use of gender-equal terminology and grammar is a must.

PUNCTUATIONS AND TEXT FORMATTING

A. USE OF THE PERIOD

1. Periods and other end marks usually appear inside the closing quotation mark.
e.g. The crucial question that the author asked was “Where are all these technologies leading?” She further noted that “the acceleration of technologies should go hand in hand with training personnel.”
2. Omit the period in abbreviation of offices, schools, and organizations (e.g. AFP, WHO, SJLC).
3. Periods and other end marks appear after the closing parenthesis.
4. Use periods instead of parentheses with numerals or letters accompanying an enumeration.

B. USE OF THE APOSTROPHE

1. Do not use the apostrophe to form the plural of capital letters and figures (e.g. CPAs, 1980s).
2. Use the apostrophe to form the plural of lower case letters (e.g. p’s and q’s).

C. ABBREVIATION

1. As a general rule, use the full name before using its abbreviation.
2. Do not begin a sentence with an abbreviation.
3. Use the word percent not the symbol in body matter. The symbol may be used only in tabulated matter. The same is true with the ampersand (&).
4. To maximize clarity, it is preferred that authors use abbreviations sparingly. Although abbreviations are sometimes useful for long, technical terms in scientific writing, communication is usually garbled rather than clarified if, for example, an abbreviation is unfamiliar to the reader.
5. APA style does permit the use of abbreviations that appear as word entries (i.e., that are not labeled abbr) in Webster’s Collegiate. Such abbreviations do not need explanation in text.

D. USE OF PARENTHESES

1. It is correct to use parentheses to set off structurally independent elements.

e.g. The patterns were significant (see Figure 5).

2. (When a complete sentence is enclosed in parentheses, place punctuation in the sentence inside the parentheses, like this.) If only part of a sentence is enclosed in parentheses (like this), place punctuation outside the parentheses (like this).

USE OF THE SEMICOLON

1. Use a semicolon to separate two independent clauses that are not joined by a conjunction

e.g. The participants in the first study were paid; those in the second were unpaid.

2. Use a semicolon to separate elements in a series

e.g. 1. The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.
 2. (Davis & Hueter, 1994; Pettigrew, 1993)
 3. main effects of age, $F(1, 76) = 7.86, p < .01, d = .09$ ($MSE = .019$); condition, $F(1,76) = 4.11, p = .05, d = .06$; and the Age x Condition interaction, $F(1, 76) = 4.96, p = .03, d = .07$

FIGURES

1. Spell out figures from one to nine when used in a sentence.
2. Numbers ten and above should be written in Arabic numerals when these appear within a sentence.
3. Avoid beginning a sentence with a figure. If you must, the figure should be spelled out (e.g. Seventy-six percent of the respondents are female).

4. Fractions should be spelled out in the reading matter. Thus: one-quarter of a century, one-half of one percent.
5. In a sentence requiring more than one numeral, one below and the other above ten, use figures (e.g. It takes an entrepreneur 2 to 12 years to fully establish a business)

CITING SOURCES IN-TEXT

1. Whenever you quote, paraphrase, summarize, or otherwise refer to the work of another, you are required to cite its source by way of parenthetical documentation.
2. Letran Graduate School and Professional Services follows the American Psychological Association (APA) guidelines. These guidelines require that you use parenthetical citations to document quotations, paraphrases, summaries, and other material from a source used in your paper. These in-text citations correspond to the full bibliographic entries found in a list of references included at the end of your paper. Unless otherwise noted, electronic sources follow the same pattern as printed ones.
3. To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations. Note that the words page and chapter are abbreviated in such text citations:
(Cheek & Buss, 1981, p. 332)
(Shimamura, 1989, chap. 3)

Following are details regarding in-text citations. Examples are italicized.

Single author named in a signal phrase.

Use the author's name in a signal phrase to introduce the quoted material, and place the date of the work in parentheses, immediately after the author's name. For a quotation, the page number, preceded by p., appears in parentheses after the quotation.

Social historian Richard Sennett (1980) names the tendency to come to terms with difficult experiences a "purification process" whereby "threatening or painful dissonances are warded off to preserve intact a clear and articulated image of oneself and one's place in the world" (p. 11).

Single author named in parentheses.

When you do not mention the author in a signal phrase, give the name and the date, separated by a comma, in parentheses at the end of the cited material.

The tendency to come to terms with difficult experiences is referred to as a "purification process" whereby "threatening or painful dissonances are warded off to preserve intact a clear and articulated image of oneself and one's place in the world" (Sennett, 1980, p.11).

Two authors.

Goody and Watt (1963) have gone so far as to declare that "the most significant elements of human culture are undoubtedly channeled through words, and reside in the particular range of meanings and attitudes which members of any society attach to the verbal symbols" (p. 323).

Three to five authors.

List all the authors names for the first reference.

Kintgen, Kroll, and Rose (1988) maintain that "just as a single definition of literacy is insufficient, so is scrutiny from within the confines of a single academic discipline" (p. xv).

In subsequent references, use just the first author's name plus et al.

In assessing the educational quality of our schools, it is important to remember that, as Kintgen et al. (1988) explain: "the contemporary asymmetry between reading and writing can be related to use in a particular socioeconomic context" (p. xvii).

Six (6) or more authors.

As Williams et al. (1999) demonstrated, the internet holds the potential to open consumer markets in new and unexpected ways.

Corporate author (organization, association, etc.)

If the name of the organization or association is long, spell it out the first time, followed by an abbreviation in brackets. In later citations, use the abbreviation only.

FIRST CITATION (Food and Drug Administration [FDA], 1996)

LATER CITATION (FDA, 1996)

Works with no author.

Several critics of the concept of the transparent society ask if a large society would be able to handle the complete loss of privacy (“Surveillance Society,” 1998, p. 115).

Bible passage.

Unfortunately, the president could not recall the truism found in Prov. 20-22 that “Wisdom is a fountain to one who has it, but folly is the punishment of fools” (New Oxford Annotated Bible).

Email message.

Robinson’s argument has since been dismissed by scholars of American history (Virginia Baker, personal communication, October 28, 2002).

Web page.

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material (see section 3.39).

(Myers, 2000, ¶ 5)

(Beutler, 2000, Conclusion section, para. 1)

The cabin at the Abraham Lincoln Birthplace National Historic Site is designed to be “symbolic of the one in which Lincoln was born” (National Park Service, 2003, para. 1).

Note: page or chapter number should be included if available on the website.

CITING REFERENCES

APA Style for Citing References

(SOURCE: APA STYLE GUIDE (4th ed.) of the Cardinal Stritch University Library
<<http://www.user1.stitch.edu/~csclib/apa.html>>)

Citations in Text

Citation in text identifies the source for readers and enables readers to locate the source of information in the alphabetical reference list at the end of a paper. Citations are included in the text of the paper immediately following the quotation or paraphrased material. Include the author's last name, year of publication, and page or chapter number (if appropriate) in parentheses.

Example:

Smith (1983) compared reaction time

In a recent study of reaction time (Smith, 1983)

When a work has two (2) authors, always cite both names every time the reference occurs in text. For works with three (3), four (4), or five (5) authors, cite all authors the first time the reference occurs. In subsequent citations, include only the last name of the first author followed by et al. and the year, if it is the first citation of the reference within a paragraph.

Example:

Smith, Brown, Jones, French, and White (1989) found [first citation in text]

Smith et al. (1989) found [subsequent citations]

Smith et al. found [omit year from subsequent citations after the first citations within a paragraph]

For six (6) or more authors, use only the last name of the first author followed by et al. Give the year for the first and subsequent citations.

Example:

(Kneip et al., 1993)

In the reference list, provide the initials and the last names of each author.

Quotations

Material quoted directly from another author's work should be reproduced word for word. Incorporate a short quotation (fewer than 40 words) in text, and enclose the quotation with double quotation marks. A quotation of forty (40) or more words is cited in free-standing block of typewritten lines with the quotation marks omitted. Start such a block on a new line, and indent it five (5) spaces from the left margin (in the same position as a new paragraph). Type subsequent lines flush with the indent. If there are additional paragraphs within the quotation, indent the first line of each five (5) spaces from the margin of the quotation. Type the entire quotation double-spaced. For a direct quotation in the text, give the author, year, and page in parentheses (paragraph numbers may be used in place of page numbers for electronic text). Include a complete reference in the reference list. At the end of a block quote, cite the quoted source in parentheses after the final punctuation mark.

In midsentence, end the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence.

Example:

She stated, "... disappeared when behaviors were studied in this manner" (Miele, 1993, p.276), but ...

At the end of a sentence, close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and end with a period outside the final parenthesis.

Example:

Miele (1993) found "... disappeared when behaviors were studied in this manner" (p.276).

Order of the Reference List

1. Arrange entries in alphabetical order by last name of the first author.
2. References with the same authors in the same order are arranged by year of publication, the earliest first:

Example:

Kaufman, J. R., & Jones, K. (1977)

Kaufman, J. R., & Jones, K. (1989)

3. If an author has more than one work in the same year, order them alphabetically by title. Lower case letters - a,b,c, - are placed immediately after the year, within the parentheses.

Example:

Smith, J. B. (1981.a). Control...

Smith, J. B. (1981.b). The Role of...

4. Alphabetize corporate authors, such as associations or government agencies, by the first significant words of the name. Full official names should be used:

Example:

American Psychological Association not APA

5. If there is no author, the title moves to the author position, and the entry is alphabetized by the first significant word of the title. If, and only if, the work is signed "Anonymous", the entry begins with the word Anonymous spelled out, and the entry is alphabetized as if Anonymous were a true name.

All entries in the reference list must include the following information in the correct sequence and with correct punctuation:

Author(s): Last name of the author, followed by a comma, and the author's initial(s), followed by a period. Commas between multiple authors, ampersand (&) between two or before final author, period after last author.

Example:

Smith, J. B.

Smith, J. B., & Brown, S. C.

Publication Date: date in parentheses, followed by a period. For magazines and newspapers, give the year followed by the month and date, if any.

Example:

(1984).

(1984, January 15).

Title: book title underlined followed by a period. For books: city and state of publication followed by a colon, the publisher's name and a period.

All entries end with a period. Capitalize only the initial word or proper nouns in book or title of journal article. For journals, the full name of

the journal is underlined, followed by a comma, the volume number is underlined, followed by a comma, the inclusive pages followed by a period.

Examples:

Book - Single author

Lofts, N. (1954). Bless this house. New York: Doubleday.

Book- Two authors

Collier, P., & Horowitz, D. (1984). The Kennedys: An American dream. New York: Summit Press.

Book- Three authors

Hirsch, E. D., Jr., Kett, J. F., & Trefil, J. (1988). The dictionary of cultural literacy. Boston, MA: Houghton Mifflin.

Edited Book

Cunningham, L. (Ed.). (1972). Brother Francis: An anthology of writings by and about St. Francis of Assisi. Huntington, IN: Our Sunday Visitor.

Edition

Suzuki, D. T., Griffiths, A. J., Miller, J. H., & Lewontin, R. C. (1989). An introduction to genetic analysis (4th ed.). New York: W. H. Freeman.

Book, revised edition

Cohen, J. (1977). Statistical power analysis for the behavior sciences (Rev. ed). New York: Academic Press.

Multivolume work: To refer to a single volume, include only the relevant date and volume number.

Vass, G. (1985). Understanding Karl Rahner (Vol. 2). Westminster, MD: Christian Classics.

Note: To refer to another volume in the work, create another entry.

Chapter in an edited book

Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), Handbook of reading research (pp. 353-394). New York: Longman.

Chapter in an edited book part of multivolume work, each volume

having its own title

Ansbacher, H. L. (1978). What is positive mental health? In D. G. Forgrays (Ed.), *Primary prevention of psychopathology: Vol 2 Environmental influences* (pp. 3-6). Hanover, NH: University Press of New England.

Corporate author

American Psychological Association. (1994). *Publication manual of the American Psychological Association*. (4th ed.). Washington, DC: Author.

No author or editor

College bound seniors. (1979). Princeton, NJ: College Board of Publications.

Encyclopedia article signed

Kanter, S. (1983). Kidnapping. In S. H. Kadish (Ed.), *Encyclopedia of Crime and Justice* (Vol. 3, pp. 993-999). New York: Free Press.

Encyclopedia article unsigned

Marriage. (1979). *Compton's Encyclopedia* (Vol. 15, pp. 114-117). Chicago, IL: F. D. Compton.

Weekly or biweekly magazine article signed

Shute, N. (1997, August 18-25). Why do we age? *U.S. News & World Report*, 123, 55-57.

Note: Give the date shown on the publication- month for monthlies or month and day for weeklies. Give the volume number.

Magazine article unsigned

Tales of the tape, cont. (1990, December 17). *Newsweek*, 116, 29.

Journal article continuous pagination

Stueart, R. D. (1990). The liberal arts college library: Paradox or panacea. *College and Research Libraries*, 51, 524-529.

Journal article new paging each issue

Price, E. B. (1990). Independence and the individual with severe disabilities. *Journal of Rehabilitation*, 56 (4), 15-18.

Entire issue of a journal

Barlow, D. H. (Ed.). (1991). Diagnoses, dimensions, and DSM-IV: The science of classification [Special issue]. *Journal of Abnormal Psychology*,

100. (3).

Newsletter article

Brown, L. S. (1993, Spring). Antidomination training as a central component of diversity in clinical psychology education. *The Clinical Psychologist*, 46, 83-87.

Newsletter article, no author

The new health-care lexicon. (1993, August/September). *Copy Editor*, 4, 1-2.

Newsletter article signed

Hanley, D. P., Jr. (1991, January 20). Release of inmates raises concerns. *The Milwaukee Journal*, p. A18.

Note: Precede page numbers for newspaper articles with "p." or "pp."

Newsletter article unsigned

Hazy battle over Canyon's air. (1991, January 20). *The Milwaukee Journal*, p. A13.

Review of a book

Prescott, P.S. (1991, January 14). Farewell to the father. [Review of the book *Patrimony: A true story*]. *Newsweek*, 117.53.

Unpublished master's thesis

Jones, R. B. (1982). Effectiveness management training for librarystaff. Unpublished master's thesis, Cardinal Stritch College, Milwaukee, WI.

Unpublished paper presented at a meeting

Johnson, J. E., Yu, S., & Roopnarine, J. (1980, March). Social cognitive ability, interpersonal behaviors, and peer status within a mixed age group. Paper presented at the meeting of the Southwestern Society for Research in Human Development, Lawrence, JS.

ERIC document

Simm, M. C. (1989). The effectiveness of government training programs: Background paper no. 10. Washington, DC: Department of Labor, Commission on Workforce Quality and Labor Market Efficiency. (ERIC Document Reproduction Service No. ED 317 677)

Government document

National Institute of Mental Health. (1982). Television and behavior: Ten years of scientific progress (DHSS Publication No. A82-1195). Washington, DC: U.S. Government Printing Office.

Nonprint media

Mass, J. B. (Producer), & Gluck, D. H. (Director). (1979). Deeper into hypnosis [Film]. Englewood Cliffs, NJ: Prentice-Hall.

Television broadcast

Crystal, L. (Executive Producer). (1993, October 11). The Macneil/Lehrer news hour. New York and Washington, DC: Public Broadcasting Service.

Single episode from a television series

Restak, R. M. (1989). Depress and mood (D. Sage, Director). In J. Sameth (Producer), The mind. New York: WNET.

Non-English book

Piaget, J., & Inhelder, B. (1951). La genese de l'idee de hazard chez l'enfant [The origin of the idea of chance in the child]. Paris: Presses Universitaires de France.

English translation of a book

Laplace, P.-S. (1951). A philosophical essay on probabilities (F.W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814).

Abstract only

Morrisette, M. R. (1990). AIDS and palliative care: An individual appeal to health care professionals and intervening parties. *Journal of Palliative Care*, 6, (1), 26-31. (From Psychological Abstracts. 1990, 77, Abstract No. 263-436)

On-line abstract

Meyer, A. S., & Bock, K. (1992). The tip-of-the tongue phenomenon: Blocking or partial activation? [On-line]. *Memory & Cognition*, 20, 715-726. Abstract from: DIALOG File: PsycINFO Item: 80-16351

Abstract form CD-ROM

Bower, D. L. (1993). Employee assistant programs supervisory referrals: Characteristics of referring and nonreferring supervisor [CD-ROM]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9315947.

Personal communications

Personal communications may be memos, telephone conversations, letters, some electronic communications (e.g., E-mail, discussion groups, message from electronic bulletin boards), and the like. Recoverable data cannot be provided from personal communications and are not included in the reference list. Cite personal communications in text only. Give the initials as well as the surname of the communicator and provide as exact a date as possible.

Example: K. W. Schaie (personal communication, April 18, 1993). APA Style for Citing Electronic Sources (SOURCE: APA Style for Citing Electronic Sources <<http://www.cas.usf.edu/english/walker/mla.html>>)

Internet sources are not yet included in the Publication Manual of the American Psychological Association. Several people have addressed this need, but no one style has yet gained universal acceptance. The following citation guidelines, based on APA format, have been developed by Janice R. Walker of the University of South Florida, whose MLA-style format for citation of Internet resources has been endorsed by the Alliance for Computers and Writing and has gained wide acceptance among scholars and academics. The basic component of the reference citation is simple: Author's Last Name, Initial(s). (Date of Work, if known). Title of work. Title of complete work. [protocol and address] [path] (date of message or visit).

FTP (File Transfer Protocol) Sites

To cite files available for downloading via ftp, give the author's name (if known), the publication date (if available and if different from the date accessed), the full title of the paper (capitalizing only the first word and proper nouns), the address of the ftp site along with the full path necessary to access the file, and the date of access.

Example: Johnson-Eilola, J. (1994). Little machines: Rearticulating hypertextusers.ftp://daedalus.com/Pub/CCCC95/Johnson-eilola (10 Feb. 1996).

WWW Sites (World Wide Web)

To cite files available for viewing or downloading via the World Wide Web, give the author's name (if known), the year of publication (if known and if different from the date accessed), the full title of the article, and the title the complete work (if applicable) in italics. Include any additional information

(such as versions, editions, or revisions) in parentheses immediately following the title. Include the full URL (the http address) and the date of visit.

Example:

Burka, L. (1993). A hypertext history of multi-user dungeons. MUDdex. <http://www.utopia.com/talent/lpb/muddex/essay/> (13 Jan. 1997).

Tilton, J. (1995). Composing good HTML (Vers. 2.0.6). <http://www.cs.cmu.edu/~tilt/cgh/> (1 Dec. 1996).

Telnet Sites

List the author's name or alias (if known), the date of publication (if available and if different from the date accessed), the title of the article, the title of the full work (if applicable) or the name of the telnet site in italics, and the complete telnet address, followed by a comma and directions to access the publication (if applicable). Last, give the date of visit in parentheses.

Example:

Dava (#472). (1995, 3 November). A deadline. *General(#554). Internet Public Library. <telnet://ipl.sils.umich.edu.8888,@peek25on#554> (9 Aug. 1996).

Help. Internet public library. <telnet://ipl.org:8888/>, help (1 Dec. 1996).

Synchronous Communications (MOOs, MUDs, IRC, etc.)

Give the name of the speaker(s), the complete date of the conversation being referenced in parentheses (if different from the date accessed), and the title of the session (if applicable). Next, list the title of the site in italics, the protocol and address (if applicable), and any directions necessary to access the work. If there is additional such as archive addresses or file numbers (if applicable), list the word "Available," a colon, and the archival information. Last, list the date of access. Enclose in parentheses. Personal interviews do not need to be listed in the References, but do need to be included in parenthetical references in the text.

Examples:

Basic IRC commands, <irc.undernet.org>, /help (13 Jan. 1996).

Cross, J. (1996, February 27). Netoric's Tuesday café: Why use MUDs in the writing classroom? Media MOO.

<telnet://purple-crayon.media.mit.edu:8888,@goTuesday>.

Available:[ftp://daedalus.com/pub/ACW/NETO RIC/catalog.96a](ftp://daedalus.com/pub/ACW/NETO%20RIC/catalog.96a)

(tc 022796. log). (1 Mar. 1996).

Gopher Sites

List the author's name (if applicable), the year of publication (if known and if different from the date accessed), the title of the file or paper, and the title of the complete work (if applicable). Include any print publication information (if applicable) followed by the protocol (i.e., gopher://) and the path necessary to access the file. List the date that the file was accessed in parentheses immediately following the path.

Example:

Boyer, C. (1996). About the virtual reference
**desk.gopher://peg.cwis.uci.edu:7000/00/gopher.welcome/
peg/VIRTUAL%20REFERENCE%20DESK/about (31
Dec.1996).**

Email, Listservs, and Newsgroups

Give the author's name (if known), the date of the correspondence in parentheses (if known and if different from the date accessed), the subject line from the posting, and the name of the list (if known) in italics. Next, list the address of the listserv or newsgroup. Include any archival information after the address, listing the word "Available" and a colon and the protocol and address of the archive. Last, give the date accessed enclosed in parentheses. Do not include personal email in the list of References. See the APA Publication Manual for information on in-text citations.

**Bruckman, A.S. MOOSE crossing proposal. mediamoo@
media.
mit.edu (20 Dec. 1994).
Heilke, J. (1996, May 3). Re: Webfolios. acw-l@ttacs.ttu.edu.
Available: http://www.ttu.edu/lists/acw-l/9605 (31 Dec.
1996).
Laws, R. UMI thesis publication. alt.education.distance (3
Jan.
1996).**

LINGUISTIC DEVICES

1. Devices that attract attention to words, sounds, or other embellishments instead of to ideas are inappropriate in scientific writing.
2. Avoid heavy alliteration, rhyming, poetic expression, and

clichés.

3. Use metaphors sparingly; although they can help simplify complicated ideas, metaphors can be distracting.

4. Avoid mixed metaphors (e.g., a theory representing one bunch of a growing body of evidence) and words with surplus or unintended meaning (e.g., cop for police officer), which may distract if not actually mislead the reader.

5. Use figurative expressions with restraint and colorful expressions with care; these expressions can sound strained or forced.

Corrections and Insertions

No corrections should be made in the final copies of the manuscript, nor should any cross-outs, strikeovers, raised or dropped letters, piled-up letters, insertions, or noticeable erasures appear. In short, the final copy must be flawless.

WRITING TIPS (Thesis/Dissertation)

ABSTRACT

There shall be a summary of work not exceeding three hundred (300) words in length. This shall provide synopsis of the work and shall state clearly the nature and scope of the research undertaken and of the contribution made to the knowledge of the subject treated. There should be a brief statement of the method of investigation where appropriate, an outline of the major divisions or principal arguments of the work and a summary of any conclusions reached.

INTRODUCTION

The introduction of the problem should contain a discussion of any or all of the following:

1. Presentation of the problem. The start of the introduction is the presentation of the problem, that is, what the problem is all about. This will indicate what will be covered by the study.

2. The existence of an unsatisfactory condition, a felt problem that needs a solution. The researcher should give a background of the unsatisfactory condition, tracing its roots and origin, citing government

policies and other regulations that led to such a problem. This should be connected to the the research problem.

3. Rationale of the study. The reason or reasons why it is necessary to conduct the study must be discussed. It may be that a government move or thrust calls for the need to study the problem.

4. Historical background of the study. The history of the research problem may be traced from its ancient or more modern beginnings.

5. A desire to have a deeper and clearer understanding of a situation, circumstance, or phenomenon. The researchers must explain their earnest aspiration to find out more about the problem or the topic so that they will be in a better position to initiate remedial measures.

6. A desire to find a better way of doing something. Reasons may be cited as to why the situation needs improvement, its current flaws, its strengths.

7. Geographical conditions of the study locale. This is necessary in anthropological and economic studies. If the research problem plays a vital role based on geographical conditions (terrain, soil, climate, rainfall, etc.) , then these conditions must be described.

8. A link between the introduction and the statement of the problem. A sentence or two should show the link between the introduction and the conduct of the research.

THE STATEMENT OF THE PROBLEM

There should be a general statement of the whole problem followed by the specific questions or sub-problems into which the general problem is broken up. The best way to know the specific questions would be to determine the different aspects of the research problem to be studied and then for each aspect, make one specific question with sub-questions if there is a need. If the research topic is the promotion system used for a certain company, the different aspects may be the following:

- a. Criteria for promotions used by the company
- b. Methods and strategies for employee evaluation
- c. Level of effectiveness of criteria as perceived by the employees
- d. Problems encountered by management in using the promotion system

e. Proposals to solve or help solve the problems

f. Implications of the study to the system being used

These aspects should be reworded in question form to comprise the subproblems.

OBJECTIVES OF THE STUDY

The objectives of the study are a guide for the researcher and the reader to know what the researcher needs to do. These usually follow the chronological sequence of the statement of the problem and its specific questions.

Objectives are written by either beginning with an action verb or an infinitive. e.g. – to determine the efficiency of the system as perceived by the employees; or -- identify possible problems encountered with the present system.

SIGNIFICANCE OF THE STUDY

The importance of the whole study must contain explanations or discussions of any or all of the following:

1. The rationale, timeliness, and/or relevance of the study. Government, local, regional, or national, concerns should be cited as reasons for timeliness. World events may also contribute to the relevance.

2. Possible solutions to existing problems or improvement to unsatisfactory conditions. Existing problems may be cited and if inquiry is made, the possible causes of the problem may be discovered so that remedial measures may be instituted to solve it.

3. Who are benefited and how they are going to be benefited. It must be shown who are the individuals, groups, or communities who may be placed in a more advantageous position on account of the study.

4. Possible contribution to the fund of knowledge. If the study finds a more effective method or system to do something, then it should be pointed out that this can be a contribution of the study to the fund of knowledge.

5. Possible implications. It should be discussed here that the implications include the possible causes of the problems discovered, the possible effects of the problems, and the remedial measures to solve the problems. Implications also include the good points of a system which

ought to be continued or to be improved if possible.

SCOPE AND LIMITATIONS

The scope should include the following:

1. A brief statement of the general purpose of the study;
2. The subject matter and topics discussed;
3. The study locale and the entity to which the data belong;
4. The population or universe from which the respondents were selected, and
5. The period of the study. This is the time, either months or years during which the data were gathered. Limitations of the study include the weaknesses of the study that are beyond the researcher's control. Delimitations, however, are factors to which the study's scope was confined and narrowed.

THEORETICAL FRAMEWORK

A theoretical framework is based on an existing explanatory theory or theories which may form the bases for the researcher's observations and become the frame of reference by which the conceptual framework may be derived. The framework may be existing models from previous empirical researches or theories which are applicable to the current research.

CONCEPTUAL FRAMEWORK

After initial exploration of research so far on the topic, the author can make a more specific conceptual framework. It is important at this point that the author operationalizes (i.e. defines at the least, and possibly indicates how concepts can be measured or judged) the various concepts in the research question method and how s/he will investigate the topic.

A conceptual framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A conceptual framework guides the researcher; clarifies what things to be measured, and what statistical relationships to be looked for.

The conceptual framework may be accompanied by a symbolic representation of a phenomenon or a diagram which gives a schematic representation using arrows and boxes.

DEFINITION OF TERMS

Guidelines in defining terms:

1. Only terms, words, phrases which have a special or unique meaning in the study are defined. For instance, the term non-teaching facilities may be used in the study. It may be defined as facilities needed by the students and teachers but are not used to explain the lesson or make the instructions clearer. Examples are toilets, electric fans, lounges.
2. Terms should be defined operationally, that is, how they are going to be used in the study. For instance, a study is made about employees. Operationally, the term may be defined as those who are permanently employed including all probationary employees. Part timers and casual employees are not part of the term.
3. The researcher may develop his/her own definition from the characteristics of the term defined. Thus, the level of efficiency of a system may be defined as a researcher-made scale to measure the efficiency.
4. Definitions may be taken from encyclopedias, books, magazines, newspaper articles, dictionaries, and other publications but the researcher must acknowledge his/her sources. Definitions taken from published materials are called conceptual or theoretical definitions.
5. Definitions should be brief, clear, and unequivocal (no double meanings)
6. Acronyms should always be spelled out fully especially if it is not commonly known or if it is used for the first time.

RELATED LITERATURE

The chapter on Literature Review serves to tie together two things: what others have done and what the researcher plans to do. The review is supposed to lead the researcher's own proposed research project and its justification. The review should be organized by subjects, and the organization depends on the field and the nature and quantity of literature available.

Guidelines in selecting related literature and studies:

1. The materials should be as recent as possible. This is important because of the rapid social, political, scientific, and technological changes. Materials should not be more than ten years old.
2. Materials must be objective and unbiased as possible. Some materials are

extremely one sided, either politically or religiously biased. These should be avoided.

3. Materials should be relevant to the study. Only materials that have some similarity to or bearing on the research problem should be cited.

4. Materials must not be too few but not too many. They must be sufficient enough to give the researcher insight into his/her problem or to indicate the nature of the present investigation.

METHODOLOGY

Generally, the method of research, the method of collecting data, the development of the research instrument, the sampling (population), and the statistical treatment of the data are discussed under methodology.

The method of collecting data and the development of the instrument for gathering data must also be explained. If questionnaires, interviews, observations were used, such should be mentioned and the reasons for using such and how these were conducted or distributed should be discussed.

Should a Likert scale be used for the questionnaire, the scales should be provided with a verbal interpretation. How the questionnaire is to be scored must also be mentioned.

The researcher must also explain very clearly how the sample was selected. S/he must be able to show that the sample size is enough to be a representative of the population. This is very important because the implications and findings of the research will be valid and reliable if the population of respondents is also valid and reliable.

Statistical treatment may also mean simple statistical tools such as frequency counts, mean, median, mode. A brief description of where these were used should be mentioned.

DATA ANALYSIS AND INTERPRETATION

This section presents the data gathered and the information obtained from them. The results section should begin with a general statement that means something to the reader. Then, as necessary, support this statement with appropriate figures.

The narrative portion of the section should stand on its own. Tables, charts,

and other illustrations should only verify or elaborate points made in the text. The researcher should tell the results in words, augmented with as few numbers as possible; and refer the interested reader to the more detailed presentation in the tables and charts. The trend, range of values, and other interesting aspects should be highlighted. The reader should not be left out to sort out the figures and decide what they mean.

The discussion part should present the principles, relationship, and generalization shown by the results. The results need to be compared and interpreted with those in previously published works. The implications of the results as well as possible practical applications must be discussed.

Guidelines in writing:

1. All tabular presentations must be accompanied by a textual interpretation.
2. Only the highlights of the table should be textually presented. It is important that inferences and implications be analyzed and included.
3. Textual interpretations should reveal the strength of the related literature and studies, showing similarities and differences. This is to enable the researcher to make generalizations if there are enough data to support such.

CONCLUSIONS

This section states the deduction from the findings. It presents the significance of the study, and tells how the situation described in the beginning of the thesis has changed because of your research. They are inferences, deductions, abstractions, implications, interpretations, or general statements based on the findings. They should not contain any numerical data. No conclusions should be made that are not based on the findings.

Guidelines in writing:

1. The researcher should present conclusions and implications. Often the researcher uses the conclusions to merely restate the research findings.
2. The researcher should help the reader understand what it all means. (This is a key section of the thesis/dissertation and is sometimes best

done after the writer had a few days to step away from the research. This allows the writer to put the research into perspective and an opportunity to draw a variety of insights that help link the research to other areas).

3. S/he should think of conclusions/implications as the “So what” statements. In other words, what are the key ideas that one can draw from the study for application. However, no conclusions should be drawn from implied or indirect effects of the findings.

4. Without strong evidence, conclusions should be stated categorically. They should be worded as if they are one hundred percent (100%) true and correct. The use of qualifiers such as probably, perhaps, may be and the like should be avoided. However, one should be careful that these are not sweeping generalizations or hastily generalized statements.

RECOMMENDATIONS

Recommendations are appeals to people or entities concerned to solve or help solve the problems discovered.

Guidelines in writing:

1. Generally, recommendations are addressed to the persons or entities forwarded by the researcher under the significance of the study portion of Chapter 1.
2. No recommendations should be made for a problem that has not been discussed or discovered in the study. Recommendations for problems not investigated are irrelevant.
3. Recommendations for further research may be forwarded.

APPENDICES

Appendices could include original data, lengthy quotations or description, and other relevant information that are not readily available to the reader (questionnaires, computer printouts, forms and documents). They are typed single-spaced. Each appendix should be identified using an alphabet.

SELF-EVALUATION

The researcher may evaluate the thesis/dissertation using the following criteria which the panelists will eventually use:

- I. The Subject and the Problem
 1. Is the subject significant, timely, and of current issue?

2. Is it clearly delimited but big enough for making valid generalizations?
3. Are the sub-problems specific, clear, and unequivocal?

II. The Data

1. Are the data adequate, valid, and reliable?
2. Are they analyzed carefully and correctly treated statistically?
3. Are they interpreted correctly and adequately?

III. Conclusions

1. Are the conclusions based on the findings?
2. Do they answer the specific questions raised at the beginning of the investigation?
3. Are they logical and valid outcomes of the study?
4. Are they stated concisely and clearly and limited only to the subject of the study?

IV. Recommendations

1. Are recommendations based upon the findings and conclusions?
2. Are they feasible, practical, and attainable?
3. Are they action-oriented, recommending action to remedy unfavorable conditions discovered?

4. Are they limited only to the subject of the study but recommend further research on the same subject?

ROUNDING UP

1. After all the five chapters have been done, the researcher should rewrite chapter one. S/he should reread Chapter One carefully with the insight acquired from having completed Chapter Five. Does Chapter One clearly help the reader move in the direction of Chapter Five? Are important concepts that will be necessary for understanding Chapter Five presented in Chapter One?

2. Pagination should be checked.

3. The thesis/ dissertation should be submitted to the editor for final editing.

BINDING

When the thesis/capstone project/dissertation has been completed and the necessary signatures obtained on all copies, it will be bound. All copies should be checked carefully to ensure that all papers are in order and that the thesis/capstone project/dissertation is ready for binding.

The thesis/capstone/dissertation should be hardbound. The cover should be in dark blue (masteral) and maroon (doctoral) The following should be lettered in gold (doctoral) and silver (masteral) from the head to the foot of spine of the thesis/capstoneproject/dissertation:

1. Surname and initial of first name and middle initial of candidate
2. Shortened title of thesis/capstone project/dissertation
3. Month and Year of submission

The following particulars should be provided on the thesis/capstone project/dissertation cover (masteral -ettered in silver, doctoral-lettered in gold):

1. Title of thesis/capstone project/dissertation
2. Name of candidate
3. Colegio de San Juan de Letran Calamba Graduate School
4. Year of submission

LETRAN MAGPAKAILANMAN

Letran naming mahal, magpakailanman pa man
 Alay sa Maykapal, sa bayan ring mahal
 Magkaisa't magdamayan
 At kung katalinuhan ng mga kabataan
 Ang kailangan ng bayan, ating ibigay
 Isigaw ang mabuhay!
 Sana ay mapakinggan
 Alay sa Maykapal at Bayan,
 (Letran naming mahal...ibigay)

HIMNO NG LETRAN

Alma Mater Letran aming hirang
 Karunungan, kabayanihan,
 Pag-ibig sa Diyos at inang bayan
 Ang pamanang aming kinagisnan
 Kayamanan ng iyong kasaysayan
 Yakap lagi sa aming isipan
 Aming tanging mithi at pangarap
 Itanghal DEUS, PATRIA, LETRAN

Solo:

Sa lupang perlas ng silanganan
 Ilaw kang aming tinitingnan
 Pagkalinga sa aming kabataan
 Ang pag-asa nitong inang bayan
 Sa paghubog ng aming puso't diwa
 Sa hugis ng pagkadakila
 Tulad mo ay tala sa karimlan
 Bantay naming at laging tanglaw.
 (Alma Mater...Letran)

DOMINICAN BLESSING

May God the Father bless us
May God the Son heal us
May God the Holy Spirit enlighten us
And give us eyes to see with
Ears to hear with
Hands to do the work of God with
Feet to walk with
And mouth to preach the word of salvation with
And the angel of peace
To watch over us and lead us at last
By the Lord's gift of the Kingdom. Amen.

STUDENT'S PRAYER

St. Thomas Aquinas

Lord, true source of light and wisdom
Give me a sharp sense of understanding
A retentive memory
And ability to grasp things correctly.
Grant me the talent of being
Exact in my explanations
And the ability to express myself
With thoroughness and charm.
Point out the beginning
Direct the progress
And help in the completion.
Grant this through Christ our Lord. Amen.

DOMINICAN YOUTH CODE

I believe in the Father our Creator.

I believe in the Son our Savior.

I believe in the Holy Spirit our Sanctifier.

I believe in one God,

whose Name and Word I honor and adore.

To the blessed Virgin, I devote myself
and uphold the ideals of Saint Dominic
in prayer, study, and fellowship.

I believe that we are created in the image and likeness of God.

I believe in the sanctity of life and the family.

To persons, I give my respect and compassion and to the whole world
that I may dignify it with my human presence.

Because I am responsible for my decisions,
actions, and their consequences,

I believe I have to be humble in the face of triumph
and grateful in glory, graceful in the face of failure
and hopeful in defeat.

I believe that the truth will set us free.

I believe that I have to stand up for what is true and what is right
no matter what it takes, because I am a Dominican.

This is my identity. This is my family.

A Dominican I shall always be
to the Name, to the Gospel, to the Most Holy Trinity
that I praise, I bless and I preach.

This is my Code.

This is my Commitment.



DEUS PATRIA LETRAN

Colegio de San Juan de Letran Calamba

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