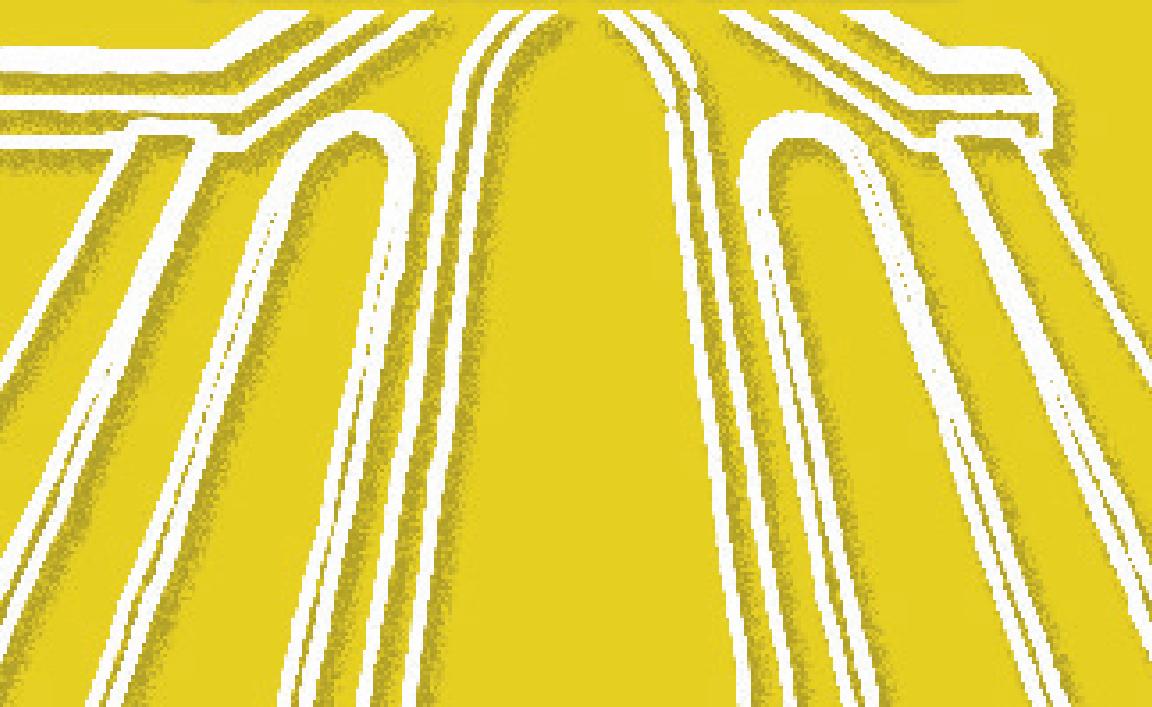




USIL

STUDENT HANDBOOK & PLANNER



THE UNIVERSITY HYMN

Forward, forward dear USI On
to glory and fame
To the skies of the North wave your banner To
the isles of the South send your name Onward,
forward dear USI
Hold the torch ever firm in your hand Let
the rays of its light lead you onward
Spreading knowledge and faith through the land Fling
afar your name Santa Isabel
All serene, you stand upon the heights, We
give all we have, loyal and true Our hearts
Alma Mater, forever to you.

THE UNIVERSITY SEAL



The school seal bears the words **VIRTUE** and **SCIENCE**, signifying the Universidad de Sta. Isabel de Naga, Inc. aims to be the seat of virtue and science in Bicolandia.

At the right, the **CROSS** with a **CROWN** surrounded by roses represents St. Elizabeth of Hungary, the Patron Saint of the University. To the left is the **INSIGNIA** of the Daughters of Charity, showing the heart of Christ with a cross at the center, surrounded by the motto: "The charity of Jesus Christ Crucified Urges US." At the center is the **TORCH** to symbolize the Education Ministry and the **CADUCEUS** to symbolize the Health Ministry (reflective of the formal merging of the USI and Mother Seton Hospital).

University Title
"The Heritage and the Historical University of Bicol"
University Color
"Golden Yellow and Emerald Green"

Foreword Message from the Vice-President of the Student Development Services and Linkages

Welcome to Universidad de Sta. Isabel de Naga, Inc. We are thrilled to have you join our University. This handbook is designed to be your guide to a successful and enriching year. Inside, you will find important information about academics, student life, policies, and resources available to support your learning and growth. We encourage you to read it carefully and reach out to any staff member if you have questions or need assistance.

Familiarizing yourself with its contents is crucial for a smooth and successful academic year. This handbook is packed with all the need-to-know information to help you gain a clear understanding of your rights and responsibilities. Think of it as your personal guide to making the most of your time in the University. Don't hesitate to ask questions, we are here to help you succeed!

Chairperson Student Handbook
Virginia C. Reyes, PhD.

Message from the University President



Dear Parents and Students,

For over 155 years, Universidad de Sta. Isabel (USI) has remained committed and true to its mission of providing quality education for all. We are steadfast in our endeavor to make your campus experience both meaningful and rewarding.

This student handbook is designed to give you an overview of the variety of student affairs and services available to you at USI. It also outlines our collective responsibilities, privileges, and rights to ensure a safe, caring, and productive environment for your learning and growth in the years to come.

Please read this handbook thoroughly. May you find it to be a useful and reliable guide, serving as a means for you, my dear Isabelinos and Isabelinas, to uphold the ideals of the University and embody our core values of Respect, Simplicity, Service, and Vincentian Excellence. As students at our university, you are called to be Christ-Centered, Charitable, and Competent.

With the assistance of the Student Affairs and Student Services Office, along with the entire academic community, we are here to help you accomplish your goals and reach for the stars.

I fervently pray that St. Louise de Marillac and St. Vincent de Paul continue to guide and inspire you on your educational journey.

TABLE OF CONTENT

Table of Contents	Page
University Seal	3
History of the Universidad de Sta. Isabel	8
One USI Vision, Mission, Enabling Values, and Action Goals	16
Value Indicators of Vincentian Graduates	19
Statement of Being and Philosophy of USI	22
Institutional Goals	24
General Information	
General Admission Policies	25
Office of the University Registrar	33
Adding, Dropping, and Changing of Subjects	34
Shifting Course	35
Students Leave of Absence	35
USI Scholarship and Grants	42
Academic Regulations	
Academic Load	47
Grading System	47
Special Exams	50
Attendance	52
Punctuality	52
Dismissal of Classes	53
Examinations	53
General and Retention Policies	53
Graduation Honors	71
Graduation Requirements	90
Non-Academic Regulation	
Uniform	90
Identification Card	91
Student Development Program	92
Student Welfare	95
Student Leadership and Empowerment Programs	95

The Central Student Government	96	
Supervision of Organizational Activities	97	
Executive Council of Student Organizations	97	
Process of Application for Recognition of New Organizations	101	
Requirements Accreditation	102	
Student Organization's Moderator	103	
Student Activities	104	
Student Publications	112	
 Student Services	 114	
The University Varsity	115	
University Symphonic Band	116	
Arts Culture Archives and Tourism (ACAT) Center	117	
USI Guidance, Counseling, and Testing Center	118	
Campus Ministry Information and Formation Services	133	
Library Services	134	
Health Services	140	
Other Facilities	145	
Student Discipline	149	
Guidelines for Disciplinary Actions Offenses	149	
Category 1: Light Offenses	Category 2A: Grave Offenses	Category 2B: Grave Offenses
Composition of the Committee on Student Discipline		
Functions of the Student Discipline Committee	160	
Dean's Prerogatives and Faculty's Responsibilities in Disciplinary Matters	162	
General Accessory Penalties	163	
Complaint and Grievances	164	

HISTORY OF THE UNIVERSIDAD DE STA ISABEL

THE DAUGHTERS OF CHARITY IN THE PHILIPPINES

The Daughters of Charity arrived on the Philippine soil on July 22, 1862, after four months of sea travel aboard the frigate "Concepcion." With the fifteen Sisters headed by Sister Tiburcia Ayans were two Vincentian priests, two Vincentian brothers, seven Jesuits and thirteen Recollect Friars.

The Sisters' profound faith and selfless love serve as the foundation for the rapid growth of various institutions of charity. While engaged in the 'traditional' ministries of education, Health Care, Social Services and Pastoral Work, the Sisters started programs that seek to meet the needs of the 'new poor'; some within the current ministries, and others in totally new places and structures like migrants and their families, persons living with HIV/AIDs, victims of violence and calamities, displaced persons, indigenous peoples and the young with special focus on those with difficulties (abused, abandoned, out of school, displaced.)

The seed of Vincentian Education that was planted by the fifteen Sisters has grown through the years to become the foundation of Colegio de Sta. Isabel, now Universidad de Sta. Isabel, the first and only University among the schools of the Daughters of Charity.

The Universidad de Sta. Isabel in Naga City, Philippines is a Catholic university owned and managed by the Daughters of Charity of Saint Vincent de Paul, Philippine Province. Born and nurtured from the hearts of two great saints, Sts. Vincent de Paul and Louise de Marillac, the UNIVERSIDAD DE STA. ISABEL (USI), formerly Colegio de Sta. Isabel (CSI) has the distinct honor and claim to 158 years of educational service to Bicol.

Colegio's humble beginning started with the arrival of six Hijas de Caridad: Crisologa Navarro, Ignacia Ostolazas, Juana Morga, Rita Delome, Antonia Novoa, and Sales Montoyo. The Sisters arrived at midnight of

April 4, 1867 at Pasacao Beach. Fr. Vicente Garcia, former provisor of the diocese, together with the jubilant crowd, warmly welcomed the group. On April 5, Palm Sunday, the contingent left for Pamplona then cruised the Bikol River to Camaligan. As the pagoda passed by, all the people lit their fireworks, struck their tambourines, and waved their banners. The contingent must have sailed through the canal which led them to Camaligan where they were to disembark and to proceed from there to Nueva Caceres where they were warmly welcomed by Most Rev. Francisco Carraciolo Gainza O.P., Bishop of Caceres. It was Bishop Gainza's magnificent obsession to have in Caceres a diocesan school for girls and a PLANTEL DE MAESTRAS-a training school for teachers for the entire diocese.

This dream came true when on November 5, 1867, Bishop Gainza secured a Royal Decree from Queen Isabella II of Spain, creating the Escuela Colegio Diocesano de Sta. Isabel. On April 12, 1868, the school was formally opened; thus, marked the beginning of Colegio. The school was opened to both paying and non-paying students as specified in the Royal Order. On January 11, 1872, a Royal Decree signed by Amadeo of Saboya raised the Colegio de Sta. Isabel of Caceres to "Escuela Normal de Maestras." This was solemnly inaugurated on September 18, 1875 thus making Colegio the First Normal School for Girls in the Philippines and in the Far East. One hundred pensioned students (one from each of the 100 towns of Caceres) underwent a three-year Normal School Program. In 1877, the Colegio graduated its first eleven (11) students. From then on, it continued to produce well-trained teachers who, upon returning to their hometowns, established primary schools.

The operations of the Colegio were cut short in 1898 by the Spanish-American War. The seat of government organized by then Corporal Elias Angeles was Colegio de Sta. Isabel. It was here where Gov. Vicente Zaidin, on September 19, 1898 signed the papers of capitulation ending the Spanish rule in the Bicol Region.

The renewed existence of the Colegio under the American regime, with its attendant upheavals and adjustments was only part of the

continuing process of its growth as an educational institution. At the end of the 20th century, CSI received government recognition for its Primary Course (1913), its Intermediate Course (1916), its Secondary Course (1924), Secondary Home Economics Course (1932), Music Teachers' Course in Piano (1939), and Junior Normal Course (1940). In 1940-1941, at the request of the Bishop, the Colegio admitted boys whose school was closed due to the war. When CSI was used as Japanese headquarters, classes were held in the convent of the Cathedral and the Archdiocesan Seminary. On January 12, 1946, the first post liberation graduation was held with sixty students.

From a basically teacher-training institution, CSI opened courses which responded to the changing educational needs of Bicol and the nation. The CSI College Department for many years concentrated on the education of women towards Bachelor degrees in Secondary Education (1950) and the Elementary Education (1955), Bachelor of Arts (1957), and Junior Secretarial Course (1957) to answer the need for short courses for young girls seeking employment. Music Education (1960) and Home Economics (1963) followed. The Graduate School was granted recognition in 1968 with its premier offering of Master of Arts in Education. The College of Nursing, on the other hand, received its full recognition in 1972 and the College of Social Work in 1973.

In recognition of the quality education the institution offered, the management ventured into higher learning. Founded on humble beginnings, the Graduate School offered courses for Master of Arts in Education (1968), Master of Arts in Nursing (1989), Master of Science in Social Work (1994), Master in Management (1995), and Doctor in Philosophy in Human Development Management (1996).

The arrival of the DCs' in God's vineyard ushered a new era in the social and intellectual life of the young women in the region. This did not only give the women hopes to transcend their confinement to the domestic sphere but also set the phase for a new direction they had in society. Colegio de Sta. Isabel played a gigantic role in Bicol History in the aspects of education, religion, socio-civic, and economic development of then Nueva Caceres in particular and the whole of Bicolandia in

general. Colegio de Sta. Isabel became the Center for Music in the Bicol Region. Moreover, the institution is notable for producing committed and remarkable service-oriented paramedics and health practitioners (Nurses, Physical Therapists, Nutritionists, and Dietitians) in hospitals, educational institutions, and communities in Bicolandia and in the whole world.

The last half of the century of Sta. Isabel was marked by enormous strides toward development as evidenced in the many buildings which filled up the landscape of the Sta. Isabel campus. The need to keep abreast of the fast changing world also compelled the school to respond to modern demands, thus new courses were introduced; state-of-the-art technology was acquired; and new policies had to be drafted to blaze new directions for the school. Guided by the University Expanded Operational Plan 2009-2014, the reconfiguration plan continues with the Mother Seton Hospital to become the University Health Services Department.

Granted its university status in 2001, the Universidad de Sta. Isabel continues to be recognized as a quality center of learning and formation in the Bicol Region. Through the years, it has worked towards voluntary accreditation and re-accreditation of its various course programs. Its programs in Liberal Arts, Teacher Education, Nursing, Business Administration, and Social Work, as well as its Basic Education programs, have been granted Level II accreditation by the Philippine Accrediting Association of Schools, Colleges, and Universities. The University was awarded for Outstanding Higher Educational Institution Extension Program in 2008, and in 2010 regional winner and national finalist respectively. Likewise, National Awardee for Volunteerism (institutional category) during the Search for Outstanding Volunteers on Dec. 8, 2006 given by the Philippine National Volunteer Service Coordinating Agency. In 2008, USI was also awarded as the Best in Student Development Services in the Philippines, national level. The University's Teacher Education Program was granted Center of Excellence in 2011 by the Commission on Higher Education.

USI has produced board placers in Education, Nursing, Physical Therapy, and Social Work plus a consistently high and above the national passing percentage result in board examinations. It has also produced

Outstanding Students of the Philippines, Knights of Rizal, Model Students of the Philippines, Bayer Philippine Envoy to Germany, Rotary Exchange Scholars, Ayala Young Leaders, and national recognition and achievement awards. It has received countless student awards for community services, academic performance and leadership given by different award giving bodies in the local, national, and international level. True to its Vincentian moral fiber of serving the poor, the university has provided access to education to poor but deserving high school and college students by providing grants, financial assistance, and scholarships. In 1998, through the effort of Sister Justine Rosales, DC, USI's first University President, the Night High School department was established. In 2004, the Marillac Alternative Program for college students was opened under a socialized payment scheme.

USI has enabled to undertake innovations and linkages with other leading educational institutions in the Philippines, Asia, and the USA. It has taken the lead on National and International Linkaging with Sacred Heart College, Sta. Isabel College, Philippine Normal University, Concordia College, Adamson University, University of the Philippines Open University, International Social Services Philippines (ISS-Philippines), Niagara University, New York, USA, St. John's University, New York, USA, De Paul University, Chicago, USA, and Providence University in Taiwan.

As a Vincentian University in the heart of Bicol, is an active member of the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCA), Association of Catholic Universities of the Philippines Inc. (ACUP), Catholic Educational Association of the Philippines (CEAP), Bicol Foundation for Higher Education (BFHE), Bicol Association of Catholic Schools (BACS), Bicol Association of Private Colleges and Universities (BAPCU), Catholic Educational Association of Caceres and Libmanan (CEACAL), Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU), Association of Southeast Asian Institutions of Higher Learning (ASAHL), and the Association of Southeast Asian Ministers of Education Organization (SEAMEO).

On the occasion of the 400 years of Catholic Education in the Philippines, the Catholic Bishops Conference of the Philippines on January 29, 2012 recognized Universidad de Sta. Isabel as one of the Catholic Schools in the nation that has worked significantly in evangelizing the mission of the church for Catholic Education in all its forms.

In June 2012, the Bachelor of Science in Medical Technology started guided by the mission to form and empower future Vincentian Medical Technologists who are socially-conscious, competent and responsive to the needs of the society.

USI accepted Senior High school students from June 2016 as DepEd introduced the K-12 Basic Education Program that aims to improve Filipino students' mathematical, scientific, and linguistic competence through tracks. Responding to the needs of our times through education and related ministries, and taking into consideration that school with boys and girls will encourage more students' self-esteem, social skills and better prepare them for a diverse world where both genders play important roles, USI formally and gradually accepted boys in grade school from S/Y 2016-2017.

In 2016, The Sangguniang Panlungsod declared USI as a historical landmark in the City of Naga. Two years after, in February 2018, the National Historical Commission of the Philippines officially and publicly recognized Universidad de Sta. Isabel as a National Historical Landmark (Res. No. 3, Series of 2018).

April 12, 2018 marked another milestone in the history of CSI/USI the celebration of its 150th Foundation Anniversary. Transformed by the journey of one and a half centuries of loving service and mission, the university has been continuously working to answer the Bicolanos' need for quality Vincentian education. Its mission is to create a learning environment that empowers persons preferably the persons in various poverty situations through Christian formations, Academic Excellence, Research, Professional Competence, and Community Engagement. USI ceaselessly innovates its educational and hospital services through

reasonable risk-taking strategies to be more responsive to the Bicolano's love for education and to be globally competent in their own respective fields. Most of its alumni are making names not only for themselves but especially for their school and country by holding top positions in government and private corporations all over the world.

The Bachelor of Science in Human Services was opened in June 2018 making USI being the first to offer in Bicol. It aims to hone its graduates for local and global practice with staunch commitment for genuine service to foster lasting healthy living with loving care for the poor. On January 30, 2019, the unveiling of the national historical marker was held. Shortly after, the Radiologic Technology and Management Accounting were granted government permit in May 2020.

In 9th day of June 2023, another historical landmark was installed through the Naga City Culture and Arts Council by the Honorable Nelson S. Legacion, City Mayor of Naga, and the Reverend Sister Teresita A. Abastillas, DC., University President, along the faculty and staff, students and pupils, honored alumni, and guests who served as witnesses.

Universidad de Sta. Isabel graduates speak for themselves. They generate the quality of education they have acquired and nurtured through the years in (CSI) USI. To them, it has made history in their respective lives. This kind of education - "The torch they hold firmly in their hands" is continuously lit and echoed not only in Bicolandia but throughout the archipelago.

Today, there are hundreds of other institutions of higher learning that stud the skyline of the Bicol Region, but Universidad de Sta. Isabel stands as a monument-not so much a relic of the past but as a living symbol of the Bicol Church's on-going commitment to serving and transforming the lives of countless persons in varying situations and degrees of poverty. USI will forever stand regally as a beacon of change without compromising the deep religiosity and morality of every person, of every Bicolano.

USI will continue to empower the lives and build the futures of our young and old alike through a system of delivering education that impacts

great contribution in the formation and development of individual persons in the region, while bearing the great zeal of love and service for the less privileged - an education that is Catholic, Filipino, Christian, and uniquely Vincentian.

The school seal bears the words VIRTUE and SCIENCE, signifying that the UNIVERSIDAD DE STA. ISABEL aims to be the seat of virtue and science in Bicolandia.

**DAUGHTERS OF CHARITY-ST. LOUISE DE MARILLAC
EDUCATIONAL SYSTEM
UNIVERSIDAD DE STA. ISABEL DE NAGA INC.**

ONE USI VISION

Universidad de Sta. Isabel de Naga, Inc. is an empowering Christ-centered Vincentian learning institution.

Empowering means:

- Providing the stakeholders with the opportunity to embrace the Vincentian Charism and commissioning them to fully participate in the mission.
- Enabling the stakeholders to recognize their potential and bring out the best in them and others so that life is lived to the full.

Vincentian Learning Institution:

- Making alive the legacy of St. Louise de Marillac and St. Vincent de Paul in the lives of the stakeholders.
- Grounded in the Vincentian ideals and teachings as reflected in the philosophy, curriculum, pedagogy, and practices.

MISSION

We commit to engaging the community of learners into becoming inner-directed, globally competent Vincentian leaders who journey with persons living in poverty situations and care for God's creation.

***Inner-directed** Individuals are self-motivated and are directed in thought and in action by their own scale of values as opposed to external norms.

*They are Vincentian trailblazers who are universally proficient but always have the preferential love for the last, the least and the lost in the society and are mindful stewards of God's creation.

CORE VALUES

Respect
Simplicity
Service
Vincentian Excellence

CORE VALUE	DESCRIPTION
1. RESPECT	Upholding human dignity, providing a safe learning environment through holistic development, and reverence for God's creation towards an integral ecology
2. SIMPLICITY	A lifestyle that witnesses the truth, integrity, honesty, transparency in relationships, and living with real needs.
3. SERVICE	An expression of love, compassion, and solidarity with persons living in poverty situations through shared social responsibility, accountability, and networking.
4. VINCENTIAN EXCELLENCE	Having analytical, technical, and social skills, innovative and creative mind, resiliency, and agility to the emerging realities.

ENABLING VALUES

A. COMPASSIONATE SERVICES:

Sensitivity to the needs of others and the zealous response of caring and sharing for persons who are poor and God's creation, out of a gentle and humble heart.

B. CO-RESPONSIBILITY:

Spirit of stewardship, dialogue, partnership, participation, teamwork and collaboration in all endeavors for the good of humanity and the whole of creation towards sustainable development.

C. SOCIAL COMMITMENT:

Audacious love of country and Mother Earth; dedication to the transformation of communities and unjust social structures through changed personal attitudes and peaceful, non-violent means.

D. SOLIDARITY:

Sense of communion with nature, with persons and families regardless of gender, race, color, creed, and socioeconomic status, and in the firm determination to promote the common good.

ACTION GOALS

At Universidad de Sta. Isabel de Naga, Inc., we commit ourselves to:

- courageously pursue value innovative educational programs and health services for sustainability anchored in Christ;
- interdependently accelerate leadership and professional development through continuing education and intensive Vincentian Formation;

- synergistically facilitate the integral development of the learners towards transformation through current researches, relevant curricular offerings, and responsive community extension services;
- relentlessly generate a new breed of self-directed, global and environmentally caring Vincentian leaders; and
- ardently support one another in sustaining the shared mission

VALUE INDICATORS OF VINCENTIAN GRADUATES

CHRIST-CENTERED

1. Sees Christ in persons and events
2. Makes the Eucharist and Word of God central in their Christian life
3. Participates in the mission of Jesus
4. Shares personal experiences of the love of Jesus in one's life
5. Shows devotion to, and emulates Mary, Mother of Jesus
6. Practices honesty, trust, and reliability in one's undertakings
7. Makes decisions with prayer and discernment

CHARITABLE

1. Serves selflessly with compassion, cordiality, and gentleness
2. Provides organized service in the spirit of volunteerism, collaboration, and community engagement
3. Shares talent, time, and treasure generously without expecting any return
4. Appreciates and affirms the efforts and works of others
5. Creates harmonious relationships by being tactful, observing proper channels of communication, and responsible use of social media.
6. Accepts one's and others' giftedness and shortcomings in the spirit of humility
7. Shows mindfulness and empathizes with other people's feelings and situations

COMPETENT

1. Manifests critical and analytical stance in dealing with social issues to uphold the truth
2. Demonstrates innovativeness through research in creating projects and programs to achieve the quality of life and nation building.
3. Accomplishes the assigned tasks and responsibilities with proficiency and creativity.
4. Exhibits mastery of self and refinement in words and actions with a sense of humor, wit, and a joyful attitude.
5. Shows decisiveness and firmness in managing conflict situations to strengthen relationships.
6. Lives out the spirit of gratitude and stewardship in the management human, material, and financial resources.
7. Integrates mind, heart, hands, and habits for efficiency and effectiveness by humanizing technology.

- As a CATHOLIC UNIVERSITY, Universidad de Sta. Isabel de Naga Inc. is committed to the total human development and integral formation of its students and personnel, with the Person of Christ as the center and foundation of its educational program. As such, Religious Education is the core that holds together all subjects and permeates all disciplines of the entire school curriculum.
- As a VINCENTIAN UNIVERSITY, Universidad de Sta. Isabel de Naga, Inc. is inspired and guided by the spirit, ideals, teachings, and way of life of St. Vincent de Paul and St. Louise de Marillac. It is owned and managed by the Daughters of Charity of the Philippine Province.
- In all its EDUCATIONAL ENDEAVORS, it seeks to promote the internalization of essential Vincentian virtues of simplicity, humility, and charity to all, but mainly to persons who are marginalized and poor.
- As a FILIPINO UNIVERSITY, Universidad de Sta. Isabel offers an educational program and curriculum which are designed to promote a healthy sense of nationalism, a genuine pride in being

Filipino, an appreciation of the Filipino cultural heritage, as well as the preservation and enhancement of Bicol culture.

- As an AGENT OF CHANGE, Universidad de Sta. Isabel de Naga, Inc. commits itself to contribute to nation-building and social transformation.
- It aims to produce men and women of character, imbued with the spirit of Christ, the Church, St. Vincent de Paul, and St. Louise de Marillac.

PHILOSOPHY OF LEADERSHIP

Inspired by St. Vincent de Paul and St. Louise de Marillac and the legacy of the First Daughters of Charity, Universidad de Sta. Isabel educational leaders and change catalysts. As transformational leaders, they lead by example with the mission as their focus and adopt a process of emphatic dialogue, discernment, and collaborative relationship based on mutual interests.

Flagship Programs

- Catholic and Vincentian Identity
- Transformational Leadership and Governance
- Student Development and Engagement
- Learning Environment and Engagement
- Operational Vitality/Organizational Stewardship
- Research Development and Innovation

Priority Thrust/Advocacies

T the alleviation of Poverty and Hunger
A access to Primary Education
M ministry to Migrant Families, HIV/AIDs, GAD. PWD
E environment sustainability

STATEMENT OF BEING AND PHILOSOPHY OF USI

The possession of God is the true destiny and highest perfection of every human being. We believe that true Christian Education is a means to lead men and women to the knowledge, appreciation, and possession of God as the Ultimate Good, Truth, and Beauty. While USI prepares the learners to attain their true goal of union with God in an eternity of happiness, it also equips them to meet the challenges of temporal life in this contemporary world. USI education, then, is a lifelong process of facilitating the total growth of human persons towards integration and wholeness.

USI believes parents have the primary right and duty to educate their children in the faith. USI is committed to assisting them as partners in becoming effective vehicles of evangelization by promoting Gospel values in the school and the home.

As a CATHOLIC UNIVERSITY, Universidad de Sta. Isabel de Naga, Inc. is committed to the total human development and integral formation of its students and personnel, with the Person of Christ as the center and foundation of its educational program. As such, Religious Education is the core that holds together all subjects and permeates all disciplines of the entire school curriculum.

As a VINCENTIAN UNIVERSITY, Universidad de Sta. Isabel de Naga, Inc. is inspired and guided by the spirit, ideals, teachings, and way of life of St. Vincent de Paul and St. Louise de Marillac. It is owned and managed by the Daughters of Charity of the Philippine Province.

As a Daughters of Christ UNIVERSITY, it provides opportunities for students to develop their God-given physical, spiritual, social, emotional, and intellectual talents so that they may use and share these talents to serve the Church, families, and society. USI seeks to promote the internationalization of essential Vincentian virtues of simplicity, humility, and charity in all its educational endeavors. These are expressed preferentially towards persons who are poor, whom St. Vincent de Paul considered his "lords and masters," the image and reflection of the suffering Christ Incarnate.

As a FILIPINO UNIVERSITY, Universidad de Sta. Isabel de Naga, Inc.

offers studies programs based on the Philippine Constitution's provisions, approved and sanctioned by the Department of Education (DepEd) and the Commission on Higher Education (CHED). Its educational programs and curricula are designed to promote in the students a healthy sense of nationalism, genuine pride in the Filipino identity, an appreciation of Filipino culture, and a clear awareness of rights and duties for responsible Filipino citizenship.

Likewise, Universidad de Sta. Isabel de Naga, Inc. commits itself to the priority formation of the school personnel, believing that the quality of the graduates depends upon the quality of the administrators, faculty, and non-teaching staff. Personnel development is comprehensive enough to embrace all human and Christ-centered formation aspects. Justice and Charity are the basic hallmarks of the USI formation program, with provision for promoting critical assimilation of culture and comprehensive synthesis of faith and life. A necessary condition is an encounter- meeting persons in a context of respect and acceptance in a Christian atmosphere of concern and sharing for the common good.

As an agent of change, Universidad de Sta. Isabel de Naga, Inc., commits itself to contributing to nation-building and transformation. It elucidates on the Christian social teaching and promotes a process of contextualization that develops in all sectors of the school community, preferential love for persons who are poor, a missionary concern for the integrity of creation, and the empowerment of peoples.

The curricula provide opportunities for periodic and systematic exposure of the school personnel and students to socio-cultural realities through Vincentian Academic Service Learning/community of outreach, exposure-immersion. This is attained through a well- organized, coordinated, and integrated program of Community Extension Service.

Thus, Universidad de Sta. Isabel de Naga, Inc. aims to produce men and women of character, imbued with the spirit of Christ, the Church, and St. Vincent de Paul and St. Louise de Marillac, who are truly **maka-Diyos, maka-tao, maka-dukha, maka-bayan at maka-kalikasan.**

INSTITUTIONAL GOALS

I

The promotion of holistic learning rooted in knowledge and values formation toward quality and relevant instruction, productive and socially-oriented research, and empowering community services.

II

The cultivation of human, Christian, and Vincentian attitudes and values among the members of the school community toward the promotion of human dignity, compassionate service, commitment to excellence, simplicity, integrity, family-orientedness, and solidarity.

III

Promotion of truth and knowledge through research, critical reflection, appropriate use of modern technology, and innovative approaches to one's specialization, leading to effective evangelization and social transformation.

IV

The advancement of national and global sustainable development towards enhancement of the quality of life, empowerment of peoples, and the integration of faith and culture in the light of the Gospel.

GENERAL ADMISSION POLICIES

The University admits students who possess good moral character and the required academic credentials. Further, the admission of applicants will be based on the following:

- Results of the Entrance Examinations administered by the University Testing Center;
- Interview with the Admission Officer and the Coordinator of the Religious Education Department for Non-Catholic Applicants;
- Other pertinent requirements set by a particular college or unit.

I. COURSE OFFERINGS

GRADUATE SCHOOL

DOCTOR OF PHILOSOPHY

Majors:

Human Development Management
Educational Leadership and Management

MASTER OF ARTS IN EDUCATION

Majors:

- *Administration and Supervision*
- *Guidance and Counseling*
- *Religious Education*
- *Mathematics*
- *History*
- *Filipino*
- *Music*

MASTER OF SCIENCE IN SOCIAL WORK

MASTER IN MANAGEMENT

MASTER OF ARTS IN NURSING

Majors:

- Medical Surgical Nursing*
- Community Health Nursing*
- Maternal Child Nursing*
- Nursing Administration (non-thesis)*

MASTER OF NURSING EDUCATION

UNDERGRADUATE PROGRAMS

**COLLEGE OF ARTS AND SCIENCES, TEACHER EDUCATION,
SOCIAL WORK, HUMAN SERVICES, AND MUSIC**

BACHELOR OF SCIENCE IN PSYCHOLOGY

BACHELOR OF ARTS IN COMMUNICATION

BACHELOR OF SCIENCE IN SOCIAL WORK

BACHELOR IN HUMAN SERVICES

BACHELOR OF ARTS IN POLITICAL SCIENCE

BACHELOR OF MUSIC

Majors:

- Music Education, Music Performance*

BACHELOR OF ELEMENTARY EDUCATION

BACHELOR OF SPECIAL NEEDS EDUCATION

BACHELOR OF SECONDARY EDUCATION

Majors:

- English*
- Mathematics*
- Filipino*
- Science*
- Values Education*

BACHELOR IN PHYSICAL EDUCATION
BACHELOR IN CULTURE AND ARTS EDUCATION

COLLEGE OF HEALTH SCIENCES

BACHELOR OF SCIENCE IN NURSING
BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY
BACHELOR OF SCIENCE IN PHYSICAL THERAPY
BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY

COLLEGE OF BUSINESS EDUCATION

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Majors:

Financial Management
Marketing Management
Human Resource Management

BACHELOR OF SCIENCE IN MANAGEMENT ACCOUNTING

BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT

BACHELOR OF SCIENCE IN ENTREPRENEURSHIP

ALTERNATIVE TRANSFORMATIVE LEARNING SYSTEM (ATLS)/

TESDA COURSES:

Caregiving NC II
Food and Beverage NC II
Bread and Pastry Production NC II
Events Management NC III
Bookkeeping NC II

ADMISSION POLICIES FOR FOREIGN STUDENTS

The University admits foreign students who have the required academic credentials. More so, the student-applicants will be admitted based on the General Admission Policies and along the following:

- Non-English and/or Tagalog Speaking Student-Applicants should enroll in the University's Formation Program.
- Dual citizen student-applicant must present a certification that the school where he/she studied abroad is accredited by Department of Education, Philippines, if not, he/she has the option whether to take a placement test at Department of Education Manila or to continue the last level which he/she finished in the Philippines.
- The Registrar's Office will evaluate the credentials before he/she is accepted.

ADMISSION POLICIES FOR ALTERNATIVE LEARNING SYSTEM (ALS) PASSERS

The University admits ALS passers with the required academic credentials. More so, the student-applicants will be admitted based on the General Admission Policies and along the following:

- Student-applicant who passed the SHS Program are eligible for college admission.
- For Admission in any of the board course, the approval is through the College Dean or Program Chairperson.

ADMISSION POLICIES FOR PERSONS WITH DISABILITY (PWD) OR WITH SPECIAL NEEDS

The University admits student-applicants of persons with disability or with special needs who have the required academic credentials. The student-applicants will be admitted based on the General Admission Policies and treated on a case-to-case basis.

ADMISSION REQUIREMENTS FOR INCOMING COLLEGE STUDENTS

College student-applicants must submit the following credentials upon admission:

New Students

- Original Senior High School Report Card (Form 138);
- Original Certificate of Good Moral Character;
- Photocopy of PSA Birth Certificate;
- Photocopy of Baptismal Certificate;
- Photocopy of Marriage Certificate (for married student applicants)
- Photocopy of Medical Examination Result: (CBC, Chest x-ray, Urinalysis, Hepa-B Screening) for BSN, BSPT, BSMT, BSRT and BSHM student-applicants
- Certificate of Indigency or Certificate of Employment (for employed) for Marillac Alternative Program (MAP) Applicants;

For foreign student-applicants:

- Valid VISA and Passport
- Alien Certificate of Registration Identification Card (ACRI Card)
- Clearance from the Bureau of Quarantine

Transferees

- Official Transcript of Records; Honorable Dismissal / Transfer Credentials;
- Original Certificate of Good Moral Character;
- Photocopy of PSA Birth Certificate;
- Photocopy of Baptismal Certificate;
- Photocopy of Marriage Certificate (for married students)
- Photocopy of Medical Examination Result: (CBC, Chest x-ray, Urinalysis, Hepa B Screening) for BSN, BSPT, BSMT, BSRT and BSHM student-applicants;
- Certificate of Indigency or Certificate of Employment (for employed) for Marillac Alternative Program (MAP) Applicants

For foreign student-applicants:

- Valid VISA and Passport
- Alien Certificate of Registration Identification Card (ACRI Card)
- Clearance from the Bureau of Quarantine

ADMISSION REQUIREMENTS FOR DEGREE HOLDERS

Degree Holders who are eligible for admission must submit the following credentials:

- Official Transcript of Records; Honorable Dismissal / Transfer Credentials;
- Photocopy of PSA Birth Certificate;
- Photocopy of Baptismal Certificate;
- Photocopy of Marriage Certificate (for married students);
- Photocopy of Medical Examination Result: (CBC, Chest x-ray, Urinalysis, Hepa B Screening) for BSN, BSPT, BSMT, BSRT and BSHM student-applicants;
- Student Visa or Special Study Permit for foreign students.

The University reserves the right to require all applicants to submit medical test results and other requirements from accredited testing agencies.

All submitted credentials will be verified by the respective College Dean and the University Registrar to ensure the authenticity and completeness. Thus, falsification of documents constitutes a ground for disqualification.

Procedures for Taking University Admissions Examination (UAE)

First Process: Pre-Enrollment	Please proceed to
1. Secure and accomplish the University Admission Examination form.	Admissions and Placement Office
2. Proceed to the Accounting Cashier for the payment of the applicant's testing fee.	Accounting Office
3. Present and submit the accomplished UAE form and the testing fee receipt for scheduling.	Testing Center
4. Take the University Admission Examination (UAE) as scheduled.	Testing Center

Second Process: Enrollment	Please proceed to
1. Proceed to the Admission Office for the result of the UAE. Present admission requirements for review and secure the referral and/or recommendation notice from the Admission Office.	Admissions and Placement Office
2. Proceed to the respective department for interview and academic advising. 3. Settle the PHP 2,000 enrollment fee at the cashier and secure your student number and password.	Dean's Office/ Program chairperson
'4. Log on to www.usi.edu.ph . Open the student portal using your log-in credentials and accomplish the enrollment form.	Computer Laboratory
5. Submit admissions requirements.	Registra's Office
6. Complete the student health record. For BSN, BSMT, BSPT, BSRT and BSHM, submit the photocopies of medical examinations results.	University Clinic
7. Present the enrollment receipt to secure the USI Gmail account and ID processing.	MIS Office

OFFICE OF THE UNIVERSITY REGISTRAR

All students enrolled in this university are covered by the following policies, guidelines, and procedures:

ENROLLMENT

1. A student is considered officially enrolled only after he/she compiled the following:
 - a. Submitted all required admission credentials;
 - b. Made an initial payment of school fees;
 - c. Students' name appeared in the official class list.
2. All payments should be made at the Accounting Office. Non payment means removal from the list of students officially enrolled.
3. A student is not allowed to transfer from one section to another or to attend classes not officially enrolled in.
4. A student should follow the sequential arrangement of subjects as prescribed in the prospectus of the program he/she is pursuing. Observe strictly the prerequisite before enrolling in any subject. Any subject enrolled and passed without the needed prerequisite/s will not be given credit.
5. A student should not be allowed to enroll if he/she has an incomplete grade in any subject taken. Moreover, all accounts due are settled accordingly.
6. To shift from one program to another, a student must secure and accomplish the Request for Shifting Form available at the Registrar's Office. This form should be approved by the former and the accepting Deans.
7. A class may be opened, provided a minimum number of students are met.
8. Refund of assessment fees due to dropping of subject/s or

withdrawal from the school will be based on the policies and procedures of the Accounting Office. Forms should be secured and accomplished from the Registrar's Office.

9. For SUMMER ENROLLMENT, the Registrar's Office, with the approval of the VP for Academic Services, sets the schedule of enrollment.
10. CROSS ENROLLMENT to another school is allowed ONLY for graduating students. However, inter-department cross- enrollment is allowed at all year levels.
11. The department/program being applied for in the enrollment reserves the right to screen and accept students in accordance with their admission and retention policies.

CLASS REPORTING

1. The faculty are provided with a class list at the opening of classes (semester/summer). Faculty should check the completeness of the list. If there are students not enlisted or who claim to be officially enrolled but not on the list, they should be advised to go to the Registrar's Office for official processing of their enrollment.
2. No students should be allowed to join the class unless officially enrolled.
3. Students are prohibited from transferring from one section to another or attending unenrolled classes.

ADDING, DROPPING, AND CHANGING OF SUBJECTS

1. A student may add subjects provided he/she does not exceed the maximum number of units allowed in the course of study he/she is enrolled in.
2. A student may also drop a subject/s for a valid reason/s.

3. Adding or dropping a subject/s must be done only during the first two weeks of classes during the regular semester or the first two (2) days during summer.
4. Secure form for adding and dropping at the Registrar's Office.
5. Approval/ Signature of the Dean/ Program Chair is required.
6. Students who fail to drop subject/s after the given period officially will be charged and will be given a grade of FA (Failure Due to Absences) at the end of the term.

SHIFTING COURSE

1. A student who decides to shift course or program of study must secure and accomplish Shifting Form from the Registrar's Office.
2. The form should be approved and signed by the former and the accepting Deans.

STUDENTS LEAVE OF ABSENCE

Filing of Leave of Absence (LOA) is a requirement for students who decided to temporarily stop schooling without withdrawing any credentials, with the firm and stated intention of returning.

Guidelines and Procedures:

1. Only two LOAs are allowed during the entire stay of students in the tertiary level;
2. Leave form shall be obtained at the Registrar's Office, clear all financial obligations in the university, and include all necessary signatures to complete the process;
3. The LOA must have approval from the Dean and the University Registrar;
4. The LOA should be filed before classes start in the semester. However, suppose it is filed within two weeks after the start of the semester. In that case, it shall follow the provisions on the pecuniary consequences on the dropping and adding of subjects or provisions of the allowable percentage or reimbursement when the student dropped a certain subject;

5. A student can file only two Leave of Absence while enrolled, and each leave of absence shall not be more than four years for a four-year course or five years for a five-year course. Non-enrollment beyond the allowable period shall give the Registrar's Office the right to expunge the student's record from the active file.
6. Absence without leave and/or commission of a crime punishable by law or municipal ordinances, while not enrolled, shall be dealt with accordingly in accordance with the Student Handbook.

RETURNING STUDENTS FROM LEAVE OF ABSENCE

Students on leave wishing to return to Universidad de Sta. Isabel, with the intention to resume their degree studies, must complete the following process:

1. In order to be considered for return from leave, a student should complete a Petition to Return from Leave of Absence form, which shall be obtained from the Office of the University Registrar;
2. The form must include all necessary signatures to complete the process;
3. The completed form should be submitted to the Registrar's Office at least 30 days prior to the opening of the semester.
4. The students, upon their return, are subject to academic performance evaluation in the same academic department as before they left.

STUDENTS ACADEMIC FILES

1. Students Individual Files and Academic Records are kept confidential but may be obtained only from the Registrar's Office under special circumstances.

2. A student is accorded the right to access his/her personal and academic records kept in the Registrar's Office upon request to review, make copies of his/her records, and correct inaccurate records about personal information.
3. Information in the student's educational record file shall not be disclosed or used for other than the authorized institutional purposes within his/her consent unless required by law.

CHANGE OF PERSONAL INFORMATION

The database of the school serves as the storage for the personal information of the students. The information may be changed provided documentary support accompanies the request. Visit the Registrar's Office for the specific type of request and the needed documentary support.

RELEASE OF GRADES

Students can view their grades anytime over the automated machine available on campus. Moreover, students can get a grade certification at the registrar's office upon request.

DIPLOMA/ CERTIFICATE

The DIPLOMA is a legal document that certifies the completion of a degree program. The University President, College Dean and the University Registrar sign the CERTIFICATE for a non-degree program.

TRANSCRIPT OF RECORDS

Transcript of Records may be issued as requested regardless of frequency and number of copies. Requests must be filed at least one week before the desired issuance date.

Policies to Secure Transcript of Records (TOR) for Non- Education Graduates who will take the Board Exam for Teachers

These policies will apply to non-education graduates of the university who took a Teaching Certificate or its equivalent and are intending to take the Board Examination for Teachers.

1. The Dean of the Non-Education Program in USI should be notified about the request of the student and endorse their graduate to the Teacher Education Program for approval to take the Board Examination for Teachers.
2. The applicant must be able to fulfill the following conditions before he/she may be allowed to take the Board Examination for Teachers:
 - A. Recently took review classes in USI or a reputable review center before applying for the Examination.
 - B. Present certificate of completion as proof of diligence in attendance to the review classes. Test results of the diagnostic, formative, and summative tests taken during the review class will also be considered.
3. The previous academic performance in the baccalaureate degree taken in the university will be considered. Poor academic performance and low general weighted average may deter immediate approval of the application for examination. The Teacher Education Program reserves the right to allow the student to take or postpone it until the applicant is deemed more prepared to take the exam.
4. Applicants applying to take the exam in the following specializations must take an additional review class for the major subjects before the application for examination.
 - A. Technology and Livelihood Education (TLE)
 - B. Physical Sciences, Biology, Chemistry or Physics
 - C. English
 - D. Mathematics
 - E. Social Sciences, and MAPEH

5. The applicant must observe professionalism, appropriate conduct, and discipline while securing their Transcript of Records and seeking approval to take the Board Exam.

VERIFICATION OF RECORDS

The Registrar's Office accommodates academic verification services to companies/institutions. This ensures the genuineness and accuracy of documents submitted by the students/ graduates.

Verification can be done via e-mail at registrar@usi.edu.ph or send via courier to:

The REGISTRAR
Universidad de Sta. Isabel de Naga, Inc.
Elias Angeles Street, Naga City, Philippines

TRANSFER TO OTHER SCHOOL

A student who will transfer to another school is required to accomplish the Clearance Form for him/her to be granted a Certificate of Transfer Credential (Honorable Dismissal). Secure the form from the Registrar's Office.

CREDIT EVALUATION

1. Transferees seeking admission to the university are evaluated for credit purposes by the Registrar or the College Dean before processing their enrollment.
2. All candidates for graduation should file an application for graduation on the third week of October at the Registrar's Office.

GRADUATION

Candidates for Graduation should strictly observe the schedule of activities below, which will be posted on the Registrar's Office Bulletin Board every July of each calendar year.

SCHEDULE OF ACTIVITIES:

1. First to the second week of September – Release of Application Form for Graduation to graduating students.
2. Third week of October – Submission of the fully accomplished Application Form for Graduation to the Registrar’s Office.
3. November to December – Re-evaluation of academic records with the individual student (with reference to the previous evaluation made). This is to determine their qualification for graduation. He/ she will be given a Graduation Checklist to inform him/her of his/ her deficiency(ies). The Registrar and his staff will facilitate this.
4. First week of February – Re-evaluation of the status of the candidates for graduation to be determined by the program in charge in the Registrar’s Office.
5. First week of March – Release of the tentative List of Candidates for Graduation for checking by the graduating students. The Registrar’s Office is informed of any change or correction in the names appearing in the list.
6. First week of April – Initial department deliberation with the graduating students c/o respective colleges.
7. Third week of April – Consolidation of evaluation/deliberation reports to be presented to the Vice President for Academics.
8. First week of May – Submission of Final Grades of Graduating Students to College Deans.
 - Final deliberation of graduating students facilitated by the Registrar with the College Deans.
 - Submission of the Final Grades to the Registrar’s office.
 - Posting of the Final List of Candidates for Graduation at the Registrar’s Office Bulletin Board.

9. Dates of Recognition Day, Baccalaureate Mass, and Commencement Exercises vary every year. Final dates will be posted on the Registrar's Bulletin Board.

TUITION AND MISCELLANEOUS FEES

Tuition and miscellaneous fees may be paid by installment within the semester. The student may opt for any of the schemes of payment proposed by the Accounting Office.

All students, including scholarship grantees, are charged miscellaneous fees.

REFUND AND WITHDRAWAL

When a student registers, s/he enrolls for the semester. If s/he wishes to withdraw/drop during the semester or after registrations, s/he must accomplish a clearance form and submit a letter of intent to withdraw/stop. Students who withdraw within two weeks after the beginning of classes are charged 10% of the total assessment due for the term regardless of whether or not s/he had actually attended classes.

The student will be charged full tuition and 20% for the miscellaneous fee id if s/he withdraws any time after the second week of classes.

A student, who has been absent for so many days for valid reasons, shall still be considered enrolled and shall be charged for tuition fees until s/he accomplishes the withdrawal form signed by authorized persons including the officer in charge at the Accounting Office. A copy of the accomplished clearance form must be submitted to the Accounting Office for proper posting in the student's ledger.

USI SCHOLARSHIPS

The University provides greater access to quality Catholic Vincentian Education through the following scholarships, grants, and financial assistance:

ACADEMIC HONORS SCHOLARSHIP

A full tuition fee scholarship is granted to High School Valedictorians or Salutatorians who graduated from any secondary school recognized by the Department of Education. This scholarship is valid for one year and may be retained provided the following conditions are met: (a) general weighted average grade of 95 and no grade below 90 for full scholars; and (b) general weighted average grade of 93 and no grade below 88 for half scholars.

PRESIDENT'S SCHOLARSHIP

The President Scholarship is categorized into Full President Scholarship, Half President Scholarship, and President Service Grant.

These are awarded at the discretion of the University President to deserving students who belong to the socially disadvantaged sector in recognition of their outstanding academic performance and/or special talents in the areas of arts, music, sports, graphics, computer animations, leadership, community service, and the like. Qualified applicants must submit a written application and a written recommendation from a teacher, adviser, moderator, dean, administrator, or principal.

TEACHER EDUCATION SCHOLARSHIP PROGRAM

- The Scholarship for Teacher Education is established to help outstanding student applicants interested to take teacher education courses who exhibited excellent academic performance but financially handicapped. Deserving applicant may be awarded with a **100% or full scholarship** (Tuition fees, Miscellaneous, and Book allowance) or **50% or half scholarship**.

Qualifications:

- **Top 10** in graduating batch of not less than 100 students.
- Scholarship Examination passing score/result.
- **Socio-economic status:** Applicants must be recognized as member of indigent families.

USI SCHOLARSHIP EXAMINATION

This scholarship is granted to those who pass the USI Scholarship Exam, provided they are officially enrolled in the University.

GRANTS AND FINANCIAL ASSISTANCE PROGRAMS

ST. LOUISE DE MARILLAC GRANT (STUDENT ASSISTANT PROGRAM)

The St. Louise de Marillac Grant of the Daughters of Charity provides educational assistance to desirous and deserving young people who are academically capable yet financially handicapped. The grantees are expected to help the University through varied works as part of their total formation. To qualify for this grant the following requirements should be met:

- Must preferably belong to a low-income family with three or more dependents;
- Must be physically and psychologically fit;
- Must be morally upright;
- Must be single and within the age bracket of 16 to 25 years old upon application; and
- Must have a general weighted average grade of 85 in Form 138 to qualify for a four-year course.

BISHOP GAINZA GRANT

A special grant of 100% tuition fee discount is awarded to one graduate of a Daughters of Charity School upon recommendation of the School Head. The grantee must belong to a low-income family; must be academically competent with a general weighted average grade of 90 or above, and with no grade below 85 in any subject during his fourth year in high school.

ST. ELIZABETH OF HUNGARY GRANT

This scholarship is granted to Universidad de Sta. Isabel Basic Education Department Graduates only. A full scholarship is awarded to the Top Ten percent of a graduating batch, and a half scholarship is granted to Top Eleven to Twenty of the said graduating batch. A twenty percent (20%) discount on tuition fees is given to all graduates of USI-BED and Daughters of Charity Schools. An excess in the regular number of years required to finish the course is no longer covered by the said grant.

ST. LOUISE DE MARILLAC ALTERNATIVE COLLEGE SOCIALIZED TUITION FEE SCHEME

The rationale behind the program is to provide opportunities for economically deprived working students to pursue higher education through socialized tuition fee payment. As much as a 75% discount is given to financially challenged yet academically qualified students.

GRANT FOR THE RELIGIOUS

Full tuition fee discount is granted to CM priests and Daughters of Charity Sisters, while a twenty percent (20%) tuition fee discount is given to other priests and religious sisters. Qualified applicants should be recommended by their superior and/or head of the congregation.

UNIVERSITY PERFORMING ARTS GRANT

Tuition fee discounts are granted to Higher Education Department Students who are members of the UNIVERSITY PERFORMING ARTS GROUP and have shown exemplary artistic dancing performance. Discounts vary depending on the criteria set by the Scholarship Committee. The scholarship is granted to students who have been regular dance troupe members for at least one year, except for students with exemplary performance and skills who may avail of an outright discount. The student must not have any failing grades based on the passing grade set by the College where the student is enrolled. The students must have the ability to balance academic and performing arts requirements like rehearsals, practices, and performances

GRANT FOR USI VARSITY TEAM MEMBERS

Financial assistance is granted to members of the University Varsity based on outstanding sporting skills, academic performance, discipline, and financial status of the students. Residency of at least one semester is required before a varsity player may be granted tuition fee assistance, except for deserving students with exemplary sporting potential and a proven track record in sports. A varsity player must carry a load of at least 15 units in a semester. Only academically competent students can be members of the varsity; thus, they must not have failing marks, incomplete grades, and dropped subjects in a semester.

GRANT FOR USI BAND MEMBERS

A scholarship is granted to students with special talents in music and outstanding performance and skills as members of the University Band. The Grantees must not have any failing grades. The amount of grant given depends on the level of skills, performance, and discipline.

GENERAL GUIDELINES FOR PERFORMING ARTS, VARSITY, AND USI BAND GRANTS/SCHOLARSHIPS

A scholar must be a bona fide student of the university w/ a minimum academic load of 15 units except for graduating students.

- Must have the willingness to hone skills.
- Must pass the screening, audition, and tryouts.
- Attends regular practices and rehearsals.
- No Failing grade, dropped, Incomplete (Inc.) mark; however, they have to comply with the set minimum requirement of the college/s concerned.
- Must possess good moral character and a clean disciplinary record in the university.
- Must have no criminal record and history of involvement in substance abuse (alcohol, illegal drugs) and cases involving moral turpitude.
- Must have complied and submitted all necessary documents prescribed by a particular grant.
- Must be physically and mentally fit

COMMUNION OF GIFTS FINANCIAL ASSISTANCE PROGRAM

This scholarship program is an expression of gratitude for the Universidad de Sta. Isabel Administrators, Faculty, Non-teaching Staff, and Maintenance voluntarily contribute a portion of their salaries to the program's beneficiaries. Every member of the USI family is encouraged to pledge for whatever amount s/he can offer through salary deduction every payday.

EXTERNAL GRANTS

The University assists applicants in availing of various government and private scholarship grants like:

1. PESFA (CHED and TESDA)
2. Full/Half Merit Scholarship (CHED)
3. Special Study Grant Program for Congressional Districts (CHED)
4. "One Town, One Scholar" Scholarship Program (CHED)
5. City Scholarships/Financial Assistance
6. Congressional Scholarships/Financial Assistance
7. Alumni Scholarships
8. Veterans Scholarship Grant
9. Scholarships Funded by Private Individuals
10. SM Foundation Incorporated Scholarship
11. GSIS Scholarship
12. AFP Scholarship
13. DOST Scholarship
14. TES Scholarship
15. Tulong-Dunong Scholarship

The University accepts applicants with Prepaid Tuition Plans and other Agency-Funded Scholarships or grants.

Note: All applications for scholarships and grants should be submitted to the office of the VP SDSLS.

ACADEMIC REGULATIONS

ACADEMIC LOAD

Semestral load should be according to the number of units specified in the curriculum except for graduating students and should include Religious Education.

GRADING SYSTEM

Course ratings are computed according to the following percentage distribution for non-laboratory subjects, the grade is distributed as follows:

Class Standing	40%
Attendance	7.5%
Asynchronous Tasks (assignments, seatwork, etc.)	7.5%
Long test/ summative test	25%
Major Exam (Written/Performance Based)	60%
TOTAL	100%

****Performance tasks will depend on the subject, its objectives and focus; may come in the form of research, problem sets, etc.***

Final Grade – Average of the Prelims, Midterms, and Finals

For laboratory subjects, the grade is distributed as follows:

Percentage distribution depends on the number of units.

For a 5-unit subject – 3 units lecture and two (2) units laboratory

Lecture (3 units)	60%
Laboratory (2 units)	40%
TOTAL	100%

For a 4-unit subject – 3 units lecture and one (1) unit laboratory

Lecture (3 units)	75%
Laboratory (1 unit)	25%
TOTAL	100%

For Nursing Subjects

Theory	50%
RLE	50%
TOTAL	100%

GRADING SYSTEM

GRADE	EQUIVALENT	DESCRIPTION
97 to 98	1.00	Excellent
95 to 96	1.25	Very Superior
93 to 94	1.50	Superior
90 to 92	1.75	Very Good
87 to 89	2.00	Good
84 to 86	2.25	Very Satisfactory
81 to 83	2.50	Satisfactory
78 to 80	2.75	Fair
75 to 77	3.00	Passed
74 and below	5.00	Failed

WP Withdrawal with Permission

FA Failed Due to Excessive Absences

DRP Dropped

PASSED

NSTP – passed or failed *(description)

For RLE/Practicum/Internship/Field Study/Field Practice, each college has its own criteria and weight percentages.

Other than numerical ratings, the following marks or symbols are part of the grading system:

DRP

Officially Dropped

WP

Withdrawal with permission

FA- Failure due to Absence. The student exceeded the allowed number of absences, or the student dropped from the subject without official permission any time after the designated period.

INC- Incomplete. The student has not complied with the subject requirements (term paper, research, and project) at the end of the semester. A student should complete the requirement within one school year (two semesters). Failure to complete a grade within one school year means a 5.0 grade.

F- Failed. This means a student received a failing grade of 5.0 in a particular subject. Hence, it may be required to re-enroll in the subject or ground for his/her non-readmission depending on the department's policy where the student is enrolled.

Special Exams

Special exams are given to students who missed periodical examinations (prelims, midterms, and finals) and, as a general rule, are not encouraged by the institution, for it is a form of disruption to its regular procedures. As an exception, it shall be granted for purposes of humanitarian or other valid reasons in any of the following:

1. Serious illness or injury as supported by authentic medical certification verified by any USI University Physician;
2. Activity as sanctioned by the University as official delegate or contestant, whether in co-curricular or extra-curricular;
3. Death of an immediate family member;
4. Any other emergencies and other valid reasons examined and verified by the Dean.

The student should file for a special examination in a particular exam and subject. Failure to do so would mean a grade of 60% in such an exam. To deter students from filing special examinations for unreasonable and invalid reasons, fees shall be imposed. The fees shall be used for materials and printing needs, and 60% of the fee is allotted for the honorarium of teachers who are required to draft new sets of questionnaires.

Procedure for taking special examination:

1. Must obtain a request form from the Dean's Office, which reasons shall be examined by the Program Chair or Vice- Dean, who in turn shall recommend for approval to the Dean;
2. Upon approval by the concern Dean, the requesting student shall:
 - 2.1 Pay an extra fees which is P300.00 per subject at the Accounting Office, aside from the mandated tuition fee for exam permit.
 3. The requesting student shall give a copy of the approved form and receipt to the subject teacher, who shall give new sets of questions or examination papers.
 4. The request and the taking of the examination must be made within one week immediately following the scheduled examination period. It shall be administered in the area approved by the Program Chair/Vice-Dean.

CORRECTION AND COMPLETION OF GRADES

Final grades may be corrected, or grades may be given a finality only upon the request of the faculty member concerned and with the endorsement of the College Dean and approved by the Vice- President for Academics and received by University Registrar.

ACADEMIC HONORS

DEAN'S LISTER:

- Excellent academic achievement is recognized through the publication of the Dean's List at the end of the semester and the awarding of medals during the Recognition Day.
- A semestral load of at least 18 units
- No final grade in any subject below 90.
- A general weighted average (GWA) of 92% or above.

Leadership ability, significant involvement in co-curricular activities, and community service are also given weight for qualification and final selection.

ATTENDANCE

Regular attendance in all classes and other college activities is an obligation of all students.

1. Students are allowed only six (6) hours of absences per semester for a 3-unit subject, seven (7) hours for a 4-unit subject, and nine (9) hours for an 8-unit subject. Otherwise, the student is dropped from the roll of students or will be given a failing mark. The VP for Academics or the College Dean may grant exemptions. Hence, a student with an excuse letter signed and approved by the aforementioned school authority should not be considered absent. However, giving a special quiz is still the subject teacher's prerogative.
2. After an absence, the student must present the requisite excuse letter signed by the Dean or Program Chairperson or an admission slip with a medical certificate if the absence is due to health reasons.
3. A student who leaves the class and returns after 30 minutes or beyond or not at all is considered absent.

PUNCTUALITY

Reporting on time for class, school activities, and other appointments is a good habit every student should develop. Tardiness of more than five (5) minutes shall be considered an absence; an excuse slip, therefore, from the Dean is required. Three instances of tardiness shall be marked as an absence.

Habitual absence and tardiness in class may subject a student to disciplinary action.

DISMISSAL OF CLASSES

Non-Appearance of the faculty after 15 minutes as scheduled requires the Class Mayor or Class Representative to seek instruction from the College Dean.

EXAMINATIONS

There are three (3) regular examinations per semester: preliminary, midterm, and final examinations.

- The Accounting Office provides a list of students with examination permit to the teacher.
- Special examination is given to students only when approved by the College Dean. The reasons that may be considered include death in the immediate family, major illness of the student as officially certified by a physician, official internal/ external activities allowed by school authorities, and delayed payment of school fees during Final Examinations. When a request for a special examination is granted, the student shall take the said examination within the week following the regular schedule.
- Failure to take the final examination will merit a 60% rating for that examination.
- For humanitarian reasons, promissory notes are provided, and it is approved by the Vice-President for Finance through the University Accounting Office.

GENERAL AND RETENTION POLICIES

A student shall not be readmitted when s/he:

- Failed in three subjects (GE OR PROFESSIONAL) within a term.
- Dropped three GE or professional subjects within a term.
- Failed in a professional subject twice. The college determines the qualifying grade in a professional subject.
- Did not pass the selective retention process conducted by the college.

- Adjudged as unfit to be readmitted by the Student Affairs Discipline Committee.

COLLEGE OF HEALTH SCIENCES

Admission – Retention Policy of the Bachelor of Science in Nursing

A. Guidelines and Policy on Retention and Promotion

Rationale: Everyone has a right to nursing education as a constitutionally guaranteed right. Article XIV Section 1 of the 1987 constitution requires the State “to protect and promote the right of every citizen to quality education at all levels” and to “take all appropriate steps to make such education accessible to all.” More so, the new Nursing Law, Republic Act 9173 of 2002, aims to provide a sound general and professional foundation for nursing practice through quality nursing education. As enunciated in the constitution, the first policy encourages nursing schools and colleges to *implement some standards for admission, qualifying examination for year-level promotion, and quality point indices for the continuance of nursing students in their respective nursing degree programs to ensure the quality of nursing graduates* (De Belen R., 2007)

The policies on promotion and retention and the use of quality point index (80%) are not meant to discriminate against any student whose spirits are willing, but in intellect, he is wanting. Yes, every student has the right to quality education. However, *every student is responsible for knowing his limitations and choosing the course for which he is best suited.*

A.1 Quality Point Index

A student has to pass the Related Learning Experience (RLE) concepts, skills laboratory, and clinical exposure immersion in the varied RLE areas per term period. This is a prerequisite to the following term period or concepts. The general passing

rate is eighty percent (80%).

The student has to pass one hundred percent (100%) mastery skills for life-threatening performance tasks and eighty percent (80%) for non-threatening performance tasks. *To remain in USI, he must get a final eighty percent (80%) grade in theory.*

The eighty percent quality point index (80%) is the College's initiative to provide quality nursing education and comply with what is mandated by the law.

The relevance of the eighty percent quality points index (80%) is justified by the provisions in the Nursing Law of 2002, Republic Act 9173, on a licensure examination. Rule III Section 15 on rating stipulated that to pass the nursing examination, the following shall fully comply with:

- a. An examinee must obtain a general average of at least seventy-five percent (75 %) OR higher with a rating of not below sixty percent (60 %) in any subject.
- b. Any examinee who obtained an average rating of seventy five percent (75%) but with a rating of below sixty percent (60%) in any subject shall be required to take the examination again but only on the subject where he/she is rated below sixty percent (60%). However, in order to pass the succeeding examination, he/she must obtain a rating of at least seventy- five percent (75%) in the subject of repeated subjects.

The provisions in the Nursing Law serve as the basis of the policy on retention, remedial, or removal examination to pass and be admitted /promoted to the next level.

A.2. Guidelines on Retention

- To be retained in USI, BSN I – IV students must obtain a grade of eighty percent (80%) (Quality Point Index) in all subjects.
- Level I students will be asked to sign the Memorandum

of Agreement (MOA) during the first semester of the first year. MOA states the rules and regulations about retention policies and procedures, the QPI of a BSN student, and the Remedial and Removal Examination. The MOA applies from the first to the fourth year.

- Meetings with BSN1 students and parents will be conducted within the first semester to discuss the MOA and Screening and Retention Policy of the department.
- The student shall sign the Memorandum of Agreement, acknowledged/ noted by the parent or guardian, the class adviser as a witness, and the Dean, and shall be notarized.
- All incoming second-year students, to be admitted will undergo a retention/ screening process conducted by the screening committee which is tasked to determine compliance of the applicant to the minimum requirements; and aptitude for nursing.
- All applicants to Level II must:
 - a. Be of good moral character
 - b. Have a general average rating of at least eighty- five percent (85%) or higher of the subjects taken in the first year.
 - c. Have no grade below eighty percent (80%) in all first-year academic subjects.
 - d. Completed all first-year level academic requirements.
 - e. Satisfactory performance in the interview conducted by clinical instructors, the screening committee or the Dean.
 - f. Over-all screening result of 80.00 and above

A.3 The Screening Committee

The screening committee, an independent body under the guidance and supervision of the Dean, is composed of a Chairman and four or five members/ Clinical Instructors. The

committee is tasked to perform the screening process to level incoming II students at the end of the second semester of first year. Its tasks include the following:

- a. Coordinate with the General Education Department, Religious Education, guidance office and other departments in connection with the screening of first year students.
- b. Conducts the review of all requirements, pertinent records submitted by the applicant.
- c. Schedule the interviewer and coordinate with the panel of interviewers.
- d. Submit the result to the Dean for approval.
- e. Publish the final list of qualified students for promotion to level II.

A.4. Criteria for Retention/ Promotion to level II are the following:

a. Scholastic performance	50%
b. Qualifying Examination (NAT)	35%
c. College Entrance Test	10%
d. Oral Communication Skills	5%

- Students must have taken all the subjects for first year (First and Second semester).
- Regular semester grades and summer grades will be the basis for determining the general weighted average grade.
- Only students with an average weighted grade of 85 % and no grade below 80 are qualified for screening for promotion to 2nd year.
- Students with grades below 80 % in any subject other than Mathematics and English but with a general weighted average of 88 % may qualify for screening and promotion.
- Selected Clinical Instructors interview the students to

determine their communication skills.

A.5 Requirements

The following requirements are to be submitted to the screening committee:

- a. Application letter noted by parents/guardian
- b. Summary of grades: First Semester and Second
- c. Bio-data with 2x2 picture
- d. Laboratory examination results: Chest X-Ray, Fecalysis, Urinalysis, Complete Blood Count, Hepatitis Screening, and Drug test.
- e. Clearance from: Barangay, Police, and NARCOM
- f. Medical Certificate by the school physician
- g. Results of College Entrance Test: OLSAT/OLMAT/ MAT and Nursing Aptitude Test
- h. Clearance From Guidance Office

A.6. Screening Procedure

4. All first-year students will submit to the screening committee the requirements.
5. The screening committee will conduct the initial review of the requirements submitted to determine who achieved the quality point index.
6. Those who passed the initial requirements review will be scheduled for physical examination by the school physician and laboratory test at USI- Mother Seton Hospital.
7. Scheduled Interviews will be conducted by the Clinical Instructor to assist the screening committee.
8. The committee will tabulate the result per criteria and prepare the list of qualified applicants.
9. Names of qualified applicants will be submitted to the Dean for approval.

10. The final list of qualified students will be posted on the college's bulletin board. Parents of those who did not pass the screening will be notified through a letter.
11. The start of the screening to Level II will be conducted during the second semester after the midterm examination; the result will be released before the enrollment to a summer class.

A.7 Promotion and Retention for Higher Level

- Level competence is required for a student to be promoted to the next level, as manifested by a grade of at least 80% in the theory.
- A student whose average grade in RLE is below 80% is required to attend RLE remedial or RLE Extension. If he/ she fails the second time, he is not allowed to continue the course.
- A student who passed remedial classes and extension of duties is allowed to go to the next level. Those who fail are not allowed to continue the course.
- An extra fee based on the number of hours/units or concepts or experiences repeated will be charged to the student.
- To achieve good health, emphasize its importance, and ensure that students will comply with it, the College of Nursing will require from the students the following:
 - a. Annual physical exam.
 - b. Chest X-ray annually and whenever deemed necessary.
 - c. Routine Laboratory Examination annually.
 - d. Special requirement: throat swab for those assigned in the Neonatal Intensive care Unit (NICU).
 - e. Other Special Examinations as needed

Admission – Retention Policy of the Bachelor of Science in Medical Technology

1. Comply with the following academic requirements to be retained as a student in the higher.

- a. Attain the Quality Point Index of 83% in major Medical Technology subjects.
 - b. Attain a grade of 80 and above in General Education (GE) subjects.
 - c. Students must pass all the General Education subjects required in the first two years of the course and must obtain a general weighted average GWA of 83% or
 - d. Will not incur absences equivalent to 20% of the total lecture and laboratory hours.
2. Strictly adhere to the above academic requirements and that the students will not be allowed to continue and voluntarily withdraw from the course if:
 - a. Students fail in two General Education (GE) subjects
 - b. Students fail in the minor Medical Tech subjects (Biochemistry, Anatomy, Analytical Chemistry, Organic Chemistry).
 - c. Students fail in one core Medical Technology subject.
 - d. Students fail in one Medical Technology professional subject.
3. Respectfully abide by the general and specific rules, regulations, and policies of the Medical Technology Program and the partner/ affiliation agency, hospital, or laboratory where students will be assigned.
4. For married female students
 - Pregnancy is highly discouraged during the duration of the course of studies.
 - In case of pregnancy, I should immediately and voluntarily file a leave of absence, regardless of the month and condition of my pregnancy.
 - If I wish to continue my studies, I will file a re-admission form subject to deliberation conducted by the Department. If allowed to pursue this, I must settle all of my obligations incurred before my leave of absence and re-enrollment.
5. BSMT students shall comply with the provisions of the Memorandum of Agreement signed by them at the start of

their first year in the program.

Admission – Retention Policy of the Bachelor of Science in Radiologic Technology

- I. ADMISSION: The BSRT accepts all STEM students interested to enroll in the program. Entrance examinations (OLSAT and MAT) must be at least HS Level and Average OR Above Average.
- II. RETENTION: The BSRT student must comply with the following academic requirements to be retained as a student in the program.
 - a. Students must pass (no inc/fa) all subjects required prior to promotion to the next level.
 - b. Grades for the GE subject must be 80 and above.
 - c. Grades for professional subjects must be 83 and above.
 - d. The GWA for the semester must be 83
- III. NON-READMISSION: The student will not be readmitted to the course for the following reasons:
 - a. There are 3 failed GE subjects in a semester.
 - b. There are 2 failed professional subjects in a year.
 - c. Student committed major offense as stipulated in the Student Handbook.
 - d. Student is continuously and repeatedly violating grooming policies, institutional academic policies and regulations.

Admission – Retention Policy of the Bachelor of Science in Physical Therapy

- I. ADMISSION: The BSPT Program generally accepts all students interested to enroll in the program. They are however given a maximum of 2 consecutive semesters upon enrollment to comply

with the BSPT Retention Policy.

II. RETENTION POLICY: A student shall not be readmitted when s/he:

- a. Failed in three subjects within a term;
- b. Dropped without permission in three general educational subjects or two or more professional subjects within the term;
- c. Failed in more than 1 professional subjects within a term;
- d. Failed in the same professional subject twice;

Furthermore, the following academic and non-academic requirements is expected from each student to be retained in the program:

1. A GWA of 88 and above per semester should be met by BSPT 1 to 3 students.
2. No final grade below 82 in ALL PT subjects (except for Internship Grade) and final grade below 85 in General Education (GE) subjects.
3. Will not incur absences more than 20% of the total lecture and/or laboratory hours.
4. 1st year students who were accepted in the program despite a GWA of below 85 should have NO grade lower than 80 in ALL subjects within their 1st academic year. Furthermore, a GWA of below 85 in their first year will be considered as a "conditional" candidate for promotion to 2nd year BSPT.
5. No recurring incident reports on misconduct/ misdemeanor and minor offenses. Major offenses will be deliberated upon by the BSPT Faculty team to ascertain a decision for retention.
6. A Memorandum of Agreement/Conforme to USI's Physical Therapy Program Retention Policies will be accomplished and signed by the student and parents/ guardian.

COLLEGE OF ARTS AND SCIENCES, TEACHER EDUCATION, SOCIAL WORK, HUMAN SERVICES, AND MUSIC

Admission- Retention Policy of the Teacher Education Program

A. Admission Policy

1. Teacher Education adheres to open admission and selective retention policy.
2. A prospective Teacher Education Student shall have:
 - 2.1 obtained in Senior High School, an average of at least 83% or its equivalent;
 - 2.2. at least high school level aptitude in Mathematics, Language, and Reading;
 - 2.3 at least an average I.Q.

B. Screening and Retention Policies

1. Teacher Education has a system of screening and selective retention to ensure that those who enter the teaching profession shall possess a reasonably high level of scholastic achievement and the appropriate aptitude, attitude, personality traits, and interest in the profession.
2. Promotion to the next year's level will require a student of a grade of at least 83% or its equivalent in all subjects.
3. The Teacher Education or Program Chairperson shall form or designate members to constitute the screening committee for the incoming second to fourth-year students.
4. The screening committee will corroborate the results of the qualifying exams, interview, and other scholastic records and decides who will be:
 - a. admitted in the major field of specialization applied for,
 - b. promoted to the next year level,
 - c. recommended delaying graduation, and
 - d. transfer to another course.

Academic Advising or Counseling

On Probationary Status

1. A student is placed on probationary status on the following reasons:
 - 1.1 poor entrance test results
 - 1.2 poor academic performance in Senior High School
 - 1.3 poor academic performance during the previous semester
 - 1.4 attitudinal problems or poor conduct
 - 1.5 poor or low results in the qualifying exam or interview
 - 1.6 academic deficiency/ies
 - 1.7 recommended to delay graduation
 - 1.8 misdemeanor
 - 1.9 other reasons which may be of serious concern (e.g., backlogs)
2. The student on probationary status is subject to strict monitoring and follow-up.
3. The student signs a contract of probationary status and the program chairperson or the Dean. The parent/s may be asked to sign in the contract when needed.
4. The on-probationary status is set for one semester only. Three consecutive probationary statuses may be a ground for a student to be redirected to take another course.

Admission – Retention Policy of the Social Work Program

1. The following are the criteria for promotion to level 2.
 - a. Grades 50%
 - b. Assessment exam 35%
 - c. Aptitude test/evaluation 10%
 - d. Oral communication skills 5%

2. For incoming second year students, the grades in first and second semesters are the bases in determining the general weighted average grade. Only students with no grade below 80 are qualified for promotion; however students with a grade below 80 in any subject, but with a general weighted average of 85 may qualify for retention.
3. Students who have grades below 80 and who request for retention are given one more semester to prove their worth. A contract on Probation is executed and is filed in the office.
4. Deliberation among the social work faculty as to the class performance is done to determine the retention of the students. Level of the oral communication skills is determined through class recitation.
5. Assessment examination is given to the incoming second year , third year and fourth year students

The coverage of exams in each level are as follows:

Incoming 2nd year	- HBSE and SW Methods
Incoming 3rd year	- HBSE, SW Methods and SWPS
Incoming 4th year	- HBSE, SW Methods and Field Practice

There are 100 questions in each area or more, which are given to students in their free time prior to the scheduled final exam of the second semester.

6. Students who do not show potential of passing the licensure examination are screened out.

Admission – Retention Policy for Arts and Sciences Program

BACHELOR OF SCIENCE IN PSYCHOLOGY

A. Admission Policy

1. The prospective BS Psychology student should have:
 - 1.1. obtain in Senior high School, an average of at least 83%

or its equivalent

- 1.2. at least high school level aptitude in Math, Language and Reading
- 1.3. at least an average I.Q.

B. Retention Policy

1. Promotion to the next year level requires the student of a grade of 83% or its equivalent in all subjects.

C. Probationary Status

1. A student is placed on probationary status based on the following cond following conditions:
 - 1.1. poor entrance result, academic performance in senior high school and performance in the previous semester
 - 1.2. attitudinal problems
 - 1.3. academic deficiencies
 - 1.4. did not pass the retention policy for the program
2. Student under probation are subjected to peer mentoring program

BACHELOR OF ARTS IN COMMUNICATION / BACHELOR OF ARTS IN POLITICAL SCIENCE

A. Admission Policy

1. The BA Communication and Political Science programs adheres to open admission policy and selective retention policy.

B. Retention Policy

1. Promotion to the next year level requires the student of a grade of 80% or its equivalent in all subjects.

C. Probationary Status

1. A student is placed on probationary status based on the following conditions:

- 1.1. did not pass the retention policy for the program
- 1.2. academic deficiencies
- 1.3. attitudinal problems

2. Student under probation are subjected to peer mentoring program

COLLEGE OF BUSINESS EDUCATION

Admission- Retention Policy Bachelor of Science in Business Administration program

A. Admission Policy

1. Business education follows an open enrollment approach with a selective retention policy
2. A potential applicant for the business program must meet the following criteria:
 - 2.1 Completed senior high school with a minimum average of 82% or its equivalent
 - 2.2 Attained at least a high school level score in an aptitude test
 - 2.3 Achieved a minimum average Intelligence Quotient (I.Q.)

B. Screening and Retention Policy

1. Advancement to the succeeding academic year mandates that a student upholds a cumulative grade average of 83%, with no grades below 81% in all subjects.
2. The student must not receive a failing grade in more than three subjects during a term.
3. Did not meet the criteria in the selective retention evaluation conducted by the program chairperson and the dean.
4. Deemed unfit for readmission by the Student Affairs Discipline Committee.

Bachelor of Science in Management Accounting program

A. Admission Policy

The College of Business Education admits student – applicants who have the required academic credentials. More so, the applicant will be admitted based on the General Admission Policies and along the following:

1. Student-applicant should attain at least Average IQ test and College level in the Achievement test results upon his/her entrance examination is eligible for admission in the Bachelor of Science in Management Accounting.
2. Must have taken Basic Accounting, Management and Economics
3. Interview with the BSMA Program Chairperson and the dean is required.

B. Screening and Retention Policy

1. Advancement to the succeeding academic year mandates that a student upholds a cumulative grade average of 85%, with no grades below 82% in all subjects.
2. The student must not have any failing grade in any academic course or subject. Students failing to satisfy this will be advised to shift to other degree programs of the university.
3. Did not meet the criteria in the selective retention evaluation conducted by the program chairperson and the dean.
4. Deemed unfit for readmission by the Student Affairs Discipline Committee.

Academic Advising or Counseling

On Probationary Status:

1. A student will be on a Probationary status if he obtains final grades of 70% of 5.0 and or INC in 50% of the total academic units in which he is enrolled.

2. When on a Probationary Status the maximum load a student may carry is 15 units only. A student in such status can be reverted back to regular status upon passing all enrolled academic subjects and upon completion/ passing of deficiencies before the next enrollment.

Bachelor of Science in Entrepreneurship program

A. Admission Policy

1. Business education follows an open enrollment approach with a selective retention policy
2. A potential applicant for the business entrepreneurship program must meet the following criteria:
 - 2.1 Completed senior high school with a minimum average of 82% or its equivalent
 - 2.2 Attained at least a high school level score in an aptitude test
 - 2.3 Achieved a minimum average Intelligence Quotient (I.Q.)

B. Screening and Retention Policy

1. Advancement to the succeeding academic year mandates that a student upholds a cumulative grade average of 85%, with no grades below 80% in all subjects.
2. The student must not receive a failing grade in more than three subjects during a term.
3. If a student obtained below 80% in any subject for the term, it will impact the MAP scholarship received. A reduction of 25% in the grant will be applied, and if multiple subjects fall below the threshold, the scholarship will be revoked.
4. Did not meet the criteria in the selective retention evaluation conducted by the program chairperson and the dean.
5. Deemed unfit for readmission by the Student Affairs Discipline Committee.

Bachelor of Science in Hospitality Management program

A. Admission Policy

The College of Hospitality Management admits student – applicants who have the required academic credentials. More so, the applicant will be admitted based on the General Admission Policies and along the following:

1. Completed senior high school with a minimum average of 82% or its equivalent
2. Attained at least a high school level score in an aptitude test
3. Achieved a minimum average Intelligence Quotient (I.Q.)

B. Screening and Retention Policy

1. Advancement to the succeeding academic year mandates that a student upholds a cumulative grade average of 85%, with no grades below 80% in all subjects.
2. The student must not receive a failing grade in more than three subjects during a term.
3. If the student fails to meet the threshold, they will be advised to consider shifting to other degree programs offered by the university.
4. Did not meet the criteria in the selective retention evaluation conducted by the program chairperson and the dean.
5. Deemed unfit for readmission by the Student Affairs Discipline Committee.

Academic Advising or Counseling

On Probationary Status:

1. A student will be placed on Probationary status under certain conditions. Specifically, if the student achieves final grades of 70% or lower in 50% of the total academic units they are enrolled in, or if they receive an incomplete grade (INC) in 50% of their total academic units.

2. When on a Probationary Status the maximum load a student may carry is 15 units only. A student in such status can be reverted back to regular status upon passing all enrolled academic subjects and upon completion/ passing of deficiencies before the next enrollment.

A student placed on probationary status will be subjected to rigorous monitoring and follow-up and required to follow the following:

1. The student enters into a probationary status agreement, signing the contract with either the program chairperson or the Dean. In certain situations, the parent/s may be required to sign the contract.
2. The probationary status is applicable for a single semester. Accumulating more than the threshold could be a reason for the student to be advised to pursue an alternative course program offered by the university.

GRADUATION HONORS

- Students who maintain the required academic standards may be recommended for graduation honors: summa cum laude, magna cum laude, cum laude, with highest distinction and with distinction.
- The general weighted averages required for graduation honors are:

Regular College Courses	Weight Average
Summa Cum Laude	96 and above
With no grade lower than	93% in any term
Magna cum Laude	93-95
With no grade lower than	90% in any term
Cum Laude	90-92
With no grade lower than	88% in any term

***No rounding off ***

- For courses of less than four years
 - With highest distinction 95 and above general weighted average
 - With no final grade below 90
 - With distinction 92 - 94%
 - With no final grade below 88

A student achieving a particular academic distinction signifies a remarkable level of dedication, intelligence, and commitment to excellence in the field of study. It serves as a testament to the individual's exceptional academic prowess, deep understanding of the subject matter, and a strong work ethic. This distinction not only reflects the recipient's academic achievements but also highlights their potential for future success and contributions to their chosen field.

CHRISTIAN-VINCENTIAN IDENTITY AND MISSION POLICIES ON RELIGIOUS EDUCATION COURSES

I. THE RELIGIOUS EDUCATION CURRICULAR OFFERING

The Religious Education subjects required to be taken sequentially by all students are the following:

- RE 101 - Catechesis on Salvation History
- RE 102 - Catechesis on Jesus Christ
- RE 103 - Catechesis on the Church and Sacraments
- RE 104 - Catechesis on Christian Moral Life
- RE 105 - Catechesis on Social Responsibility
- RE 106 - Fundamentals of New Evangelization

II. POLICIES

1. For Regular HED Student

- a. Students enrolled in Higher Education Department (HED) will take six (6) RE subjects: RE 101 till 106.
- b. Students must be enrolled in one (1) RE subject every semester and must be taken sequentially.

2. For Transferee

- a. From Catholic School or University
 - i. RE/ Theology subject/s taken by a transferee from another Catholic School or University will be evaluated and assessed by the Registrar, RE Program Chair, and VP for CVIM, according to the description and content of the subject/s taken, for equivalent and credit purposes.
 - ii. If the assessment of subject/s taken reveals that RE subject/s are the same or its equivalent and is credited, the student is advised to enroll in the next higher subject following the sequence.
 - iii. A student who transfers/enrolls during the second semester may be allowed to take RE 102, for this is a foundation subject, and must enroll during the first semester of the

following year in RE 101 but not in RE 103 if RE 101 is not yet taken.

b. From Non-Catholic School or University

- i. A regular second-year student from a non-Catholic school who enrolls during the first semester will take sequentially RE 101 to RE 104 only.
- ii. A regular third-year student will enroll in RE 101- 102 only.
- iii. A transferee who stays for three years in the university should enroll in RE 101 to 104.

3. For Non-Catholic Student/other Christian Student

- a. He/She is requested to see the RE Program Chair/ Campus Minister in the CVIM Office upon enrollment for proper orientation and guidance.
- b. He/She is required to enroll and pass the RE classes
- c. He/She is required to attend the retreat/recollection offered by the university.
- d. He/She is encouraged/invited to the liturgical and sacramental celebration but has to respect the activity by his/her "solemn" presence.
- e. He/she is strictly prohibited to proselytize.

4. On Special Class

1. Reason for Policy

This policy intends to standardize and facilitate the conduct of special classes in terms of intent and procedures.

2. Scope

Students applying for special classes within the bounds of the specific intention of this policy. This policy excludes classes with very small numbers due to small number of enrollees, as these classes are not special classes because they are deemed regular offerings of the concerned college.

Student initiated requests to open a class which is not a curricular offering for the current semester is not considered special class so

it should follow the regular class size of 35-40 before the particular class is opened.

3. Policy Statements

This policy seeks to limit applications for special classes based on actual and verified necessity.

WHO MAY APPLY FOR SPECIAL CLASSES

Generally, the policy applies to students who have failed and need to retake a particular course or subject, for transferees who need to enroll a pre-requisite (only if the subject is not offered in a regular semester) as indicated in his/her program of studies, for irregular students with conflicting schedules and for old/ returning students with subjects which are no longer offered in the college.

WHEN TO APPLY FOR A SPECIAL CLASS

Special Classes may be applied for on a regular semester except for the final semester/term of the student's graduation year. Special classes may not be taken simultaneous with practicum or its equivalent.

NUMBER OF SPECIAL CLASSES THAT MAY BE APPLIED FOR IN A TERM

Students are allowed to apply for two special classes in a term/semester only, regardless of whether the subjects being applied for are general education or professional subjects.

NUMBER OF STUDENTS CONSTITUTING A SPECIAL CLASS

Generally, a class, whose opening was initiated by a student out of necessity, with less than 10 students for both general education and professional subjects is considered a special class.

4. Definitions

Terms specific to this Policy

Special Class

A class conducted for a certain course in the curriculum that is not part of the regular offering in that particular semester or summer. It is opened upon application of a student based on actual and verified necessity. It is basically designed specifically for students who fail and need to retake a particular course or subject, for transferees who need to enroll a prerequisite (only if the subject is not offered in a regular semester) as indicated in his/her program of studies, for irregular students with conflicting schedules and for old/ returning students with subjects which are no longer offered in the college.

5. Application for a Special Class

How to apply

1. Student(s) shall secure the special class form from the Office of the Registrar during the enrolment period of a particular term/ semester. The form must be accomplished in triplicate (copies will be for the registrar's office, accounting office and faculty assigned with special class).
2. The student consults with the program chair for academic advising. The program chair discerns on the need for such an application.
3. The Program chair identifies the available schedule of the student for the special class.
4. The program Chair endorses to the Dean the application indicative of the student(s)'available time for the special class guided by these provisions:

For General Education Subjects: The Dean of the College of Arts and Sciences shall be responsible by assigning appropriate

faculty to handle the special class taking into account the qualification, availability, and teaching/administrative loads.

For Professional Subjects : The Deans of the respective colleges shall be responsible by assigning the appropriate faculty to handle the special class taking into account the qualification, availability, and teaching/administrative loads.

6. Procedures

- a) The Dean reviews the endorsement then identifies and recommends to the Vice President of Academics the most qualified faculty to handle the special class
- b) The Vice-President for Academics further reviews and approves the application.
- c) The student who applied for the special class will be notified by their respective program chairs/ deans regarding its approval. Likewise, the faculty who will handle the special class shall be notified through the Dean of the college.
- d) The student submits the triplicate copy to the Registrar's office. The Registrar's Office validates, formalizes and encodes the subjects. The Registrar's office keeps one copy of the form for filing.
- e) The Registrar's Office forwards the other forms to the Accounting Office for assessment and charging into students' respective accounts.
- f) The Accounting office keeps the second copy of the contract for filing and integrates the special class assessment to students' respective accounts.
- g) The students get the third copy of the contract from the accounting office and hand it into the assigned teacher before the start of the scheduled special class.

NB: The application and processing of special classes shall not be later than 3 weeks after start of classes.

7. Responsibilities of teachers handling special classes/Program

Teachers

1. Teacher prepares and submits the syllabus for the special class.
2. The teacher submits a copy of the schedule for class encounters and meets the students based on the special class schedule submitted.
3. Teacher prepares, submits, and conducts tests, performance tasks.
4. Teacher submits grading sheets required for a term/ semester on time.

Program chair

1. The program chair is responsible for monitoring the conduct of special classes based on submitted and agreed upon schedule.

Required Contact Hours

1. All special classes shall follow the required number of contact hours for a particular subject per term. The following guidelines must be followed in the conduct of special classes:
 - a. For a 3-unit subject (54 contact hours) - 18 hours should be allotted for face-to-face sessions inclusive of the written examinations and the 36 hours are allotted to online sessions.
 - b. For a 2-unit subject (36 contact hours) - 9 hours should be allotted for face-to-face sessions inclusive of the written examinations/ practical examination (for PE classes) and the 27 hours are allotted to online sessions.
 - c. 5 units (for subjects with laboratory classes) - 18 hours should be allotted for face-to-face sessions inclusive of the written examinations and the 36 hours are allotted to online sessions. Laboratory sessions may be arranged by the teacher based on the students' learning phase.

5.3 Student Fees

1. The students will be charged fees as equitably determined by the Accounting Office.

Charges shall depend upon the number of students sharing in the fees. Late or additional enrollees shall pay the same amount shared by the members of the requesting group.

Students shall pay their special class accounts in full before or at the end of the term to warrant release of grades by the teacher.

No privilege of free tuition and other fees shall be given to scholars.

6. Enforcement

Utmost compliance for those within policy scope is expected. Those who are found in violation of the policy shall be dealt with accordingly. A prescribed set of consequences for noncompliance will form part of the faculty and administrative manuals as well as the Student handbook.

- Special classes in RE are discouraged, unless it is needed.
The student writes a request of the need for the special class to the Dean concerned. This is forwarded to the RE Program Chair for recommendation to the VP for CVIM. Contract Form for the special class from the Registrar's office, for this purpose, must be filled up and signed by them.
- The RE Program Chair/VP for CVIM will assign an RE faculty to handle the requested RE subject.
- Upon approval by the Registrar and the VP for Academics and after she/he has officially enrolled in the special class, the student will give a copy of the contract to her/ his special class RE teacher. They will agree on the day and time they will meet for the class.

PRACTICUM POLICY AND AWARDS

College	Name of the Awards	Criteria /Policy
College of Arts Science, Teacher Education, Social work and Music	EXCELLENCE AWARDS IN PRACTICE TEACHING OUTSTANDING IN PRACTICE TEACHING AWARD	<p>Off-Campus Teaching (60%) Ratings of the Student Teaching Supervisor (40%) Final Grade in Practice Teaching (100%)</p> <p>1. To qualify for the award, the following criteria will be considered in the computation:</p> <p style="margin-left: 20px;">A. Academic Grade (30%) B. Practice Teaching (70%)</p> <p>Other Criteria would include:</p> <p>2. No grade below 82 in any of the General Education, Professional, and major subjects.</p> <p>3. Outstanding performance in both the in-campus and off-campus practice teaching.</p> <p>4. Of sound attitude and character as evidenced in his/ her conduct and discipline and has not committed any misconduct in the university and the cooperating school/s.</p> <p>5. Prompt submission of all requirements and quality outputs for practice teaching.</p> <p>6. Diligence as reflected through 100% attendance in all in-campus and off-campus practice teaching duties and other practicum-related activities.</p> <p>7. The average grade for the Excellence in Practice Teaching Award must be</p>

<p>PAFTE MEDAL-LION OF EXCELLENCE,</p> <p>EXCELLENCE PRACTICUM AWARDS</p> <p>(AB COMMUNICATION)</p>	<p>96% and above, and an average of 93 to 95% for the Outstanding in Practice Teaching Award.</p> <p>The award is given to deserving students who meet the following qualifications:</p> <ol style="list-style-type: none"> 1. A candidate for the graduation of the current year and semester. 2. Earned the highest general weighted average in his/ her area of specialization among the recipients of the graduation Latin honors. 3. Of sound attitude and character as evidenced in his/ her conduct and discipline and has not committed any misconduct in the university and the cooperating school/s. <p>Grade of the Media Organizations (60%) - Print - radio -production Grade of the Internship Instructor (40%)</p> <p>(Submission of Documents required in the subject, attitude shown in the entire duration of the internship like responsibility, initiative, willingness, and openness to learn new things, promptness in the submission of requirements, etc.)</p>
---	---

		<p>Computation:</p> <p>I. Academic Grade 30%</p> <p>II. Practicum 70%</p> <p>Excellence Award (Average of 95% and above)</p> <p>Outstanding Award (Average of 92-94.99%)</p>
	<p>EXCELLENCE IN PRACTICUM AWARD (BS PSYCHOLOGY)</p> <p>Excellence and Outstanding in Practicum Awards</p>	<p>Grade given by the industry/establishment</p> <p>Industrial 20%</p> <p>Clinical 20%</p> <p>Educational 20%</p> <p>60%</p> <p>Grade of the Internship</p> <p>Instructor 40%</p> <p>(Submission of Documents required in the subject, the attitude shown in the entire duration of the internship like responsibility, initiative, willingness and openness to learn new things, promptness in the submission of requirements, etc.)</p> <p>Excellence Award (Average of 95% and above)</p> <p>Outstanding Award (Average of 92-94.99%)</p> <p>Academic (FI Grade) 93 X 60% 55.8 Conduct 95 X 30% 28.5 Leadership 95 X 10% 9.5</p>

	<p>(BSSW)</p> <p>93.8 or 94 Academic (60%) For excellence in Field Practice the average grade (both F1 and 2) is 92 and above.</p> <p>For outstanding in Field Practice the average grade (both F1 1 and 2) is 90-91.99</p> <p>There should be no grade below 82 in any professional subject.</p> <p>Conduct (30%) Has a very outstanding performance in the Placement agency.</p> <p>Has exhibited desirable and admirable attitudes in Field Instruction. Has submitted all requirements in F1 on time and with quality.</p> <p>Has no violation of the F1 rules and regulations stipulated in the F1 Manual and code of ethics.</p> <p>Leadership (10%) Has shown leadership ability both in the campus and placement agency.</p> <p>Has a sense of initiative. Is dependable, reliable, and decisive.</p> <p>Note: We use the normative standard, particularly in the academic aspect.</p>
--	--

<p>RLE Special Awards</p> <p>Excellence in Clinical Practice (St. Elizabeth of Hungary Award)</p>	<ol style="list-style-type: none"> 1. RLE – General Weighted Average of 94-95% and above (from first year to fourth year in professional subjects with RLE) 2. No grade below 90% in RLE 3. No record of incident report 4. Of the good moral character 5. No absences/tardiness in RLE 6. Exceptions for absences: <ul style="list-style-type: none"> • absence incurred when a student is sent to represent the school or department to a National/Regional contest/training or conference/receive an award. • absence due to illness or accident with a medical certificate from the physician. However, such absence should not exceed 20% of the total RLE hours.
<p>Most Outstanding in Clinical Practice</p>	<ol style="list-style-type: none"> 1. RLE-General Weighted Average of 92-93% and above (from first year to fourth year in professional subjects with RLE) 2. No grade below 88% in RLE 3. No record of incident report (IR) 4. Of good moral character 5. No absences/tardiness in RLE
<p>Outstanding in Clinical Practice</p>	<ol style="list-style-type: none"> 1. RLE-General Weighted Average of 90-91% 2. No general average below 85% in RLE 3. No record of incident report (IR) 4. Of good moral character 5. No absences/tardiness in RLE

MEDICAL TECHNOLOGY	Excellence in Clinical Internship	<ol style="list-style-type: none"> 1. Internship Grade=94% or above with no grade below 90% in professional MT subjects 2. No record of incident report (IR) 3. No absences/tardiness during internship 4. No record of demerits
	Most Outstanding in Clinical Internship	<ol style="list-style-type: none"> 1. Internship Grade = 92-93% professional MedTech subject 2. No record of incident report (IR) 3. No absences/tardiness during internship 4. No record of demerits 5. No grade below 88% in professional subjects
	Outstanding in Clinical Internship	<ol style="list-style-type: none"> 1. Internship Grade = 90-91% 2. No record of incident report 3. No absences/tardiness during internship 4. No record of demerits 5. No grade below 85% in professional subjects
PHYSICAL THERAPY	Excellence in Clinical Internship	<ol style="list-style-type: none"> 1. Internship Grade = 94% or above with no grade below 90% in professional PT subjects 2. No record of incident report (IR) 3. No absences/tardiness during internship
	Most Outstanding in Clinical Internship	<ol style="list-style-type: none"> 1. Internship grade = 92-93%, with no grade below 88% in professional PT subjects

RADIOLOGIC TECHNOLOGY	Outstanding in Clinical Internship Excellence in Clinical Internship Most Outstanding in Clinical Practice Outstanding in Clinical Practice	<ol style="list-style-type: none"> 2. No record of incident report 3. No absences/tardiness during internship <ol style="list-style-type: none"> 1. Internship Grade = 90-91% with no grade below 85% in professional PT subjects 2. No record of incident report 3. No absences/tardiness during internship 4. No record of demerits <ol style="list-style-type: none"> 1. Internship grade= 94% or above with no grade below 90% in professional RT subjects. 2. No record of incident reports or demerits. 3. No absence/ tardiness during internship. <ol style="list-style-type: none"> 1. Internship grade = 92-93%, no grade below 88% in professional RT subjects. 2. No record of incident report or demerits. 3. NO absence/ tardiness during the internship. <ol style="list-style-type: none"> 1. Internship grade = 90-91%, no grade below 85% in professional RT subjects. 2. No record of incident report or demerits 3. NO absence/ tardiness during internship
------------------------------	--	--

College of Business Education BACHELOR OF SCIENCE IN HOTEL AND HOSPITALITY MANAGEMENT	Excellence in Practicum	Grade Requirement 96% - 98% 93% - 95%
		1. No grade below 83 in any major subject for board course. 2. No grade below 85 in any major subject for an onboard course. Attitude towards work during the practicum (no reported case/s)-30% Work output (journal or weekly log sheet) -15% Evaluation of the establishment -20% Practicum Grade -35%
	Outstanding in Practicum	1. No grade below 82 in all professional subjects 2. No grade below 80 in all core business and general education subjects 3. No record of misdemeanor 4. Practicum grade of 95-98
	Entrepreneur of the year	1. No grade below 82 in all professional subjects 2. No grade below 80 in all core business and general education subjects 3. No record of misdemeanor 4. A final rating of the Business Implementation I and II of 97-98%
BS ENTREPRENEURSHIP	Promising Entrepreneur	1. No grade below 82 in all professional subjects 2. No grade below 80 in all core business and general education

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION	Excellence in Practicum	<p>subjects</p> <p>3. No record of misdemeanor</p> <p>4. Successful Implementation of the Business Plan with a final rating of 95-96.</p> <p>Practicum grade of 97-98%. This is based on the evaluation given by the company/establishment and practicum adviser.</p> <p>a. Evaluation of the establishment 70%</p> <p>b. Evaluation of the adviser <u>30%</u> 100%</p> <p>1. No grade below 85 in all professional subjects</p> <p>2. No grade below 82 in all core business and general education subjects</p> <p>3. No record of misdemeanor</p> <p>4. Further validation may be conducted by the Dean's Council through deliberation and/or panel interview to assess more the candidates for this award.</p>
	Outstanding in Practicum	<p>a. Evaluation of the establishment 70%</p> <p>b. Evaluation of the adviser <u>30%</u> 100%</p> <p>1. No grade below 82 in all professional subjects</p> <p>2. No grade below 80 in all core</p>

		<p>subjects and general education subjects</p> <p>3. No record of misdemeanor</p> <p>4. No records of misdemeanor in school and during practicum</p> <p>5. Further validation may be conducted by the Dean's Council through deliberation and/or panel interview to assess more the candidates for this award.</p>
--	--	--

GRADUATION REQUIREMENTS

- Completion of the units required for the course
- Minimum residence in USI of six (6) semesters for a regular college course of 4 years and three (3) semesters for courses of less than four years.

EDUCATIONAL TOURS, FIELD TRIPS, AND OTHER ACADEMIC-RELATED OFF-CAMPUS EXPOSURES

The university understands the importance of educational tours, field trips, and off-campus experiences for students. To ensure their safety and security, competent faculty members with knowledge of basic life support are assigned to accompany them. The university adheres to CHED memo 63 s 2017 in the conduct of these activities.

Upon approval of the University President, the sponsoring department shall seek certification and approval from CHED. All documents should be kept by the department concerned and copy-furnish the Office of VP SDSLS.

All financial transactions relative to the activity should be coursed to the VP ASF.

The university also adheres to CHED Memo 104 s 2017, which governs student internships and practicum programs, offering valuable hands-on experience. These initiatives create an engaging and enriching learning environment that prioritizes student well-being.

NON-ACADEMIC REGULATIONS

UNIFORM

All students must wear the prescribed uniform from Monday to Friday except during officially declared wash and civilian days.

Male students: prescribed white polo shirt, white undershirt without prints, chocolate brown pants, and black leather shoes with socks.

Female students: prescribed white blouse with a necktie, white sando, prescribed checkered skirt, and black shoes with 1 or 1 ½ inches heeled shoes.

Married and part-time students: USI prescribed school uniforms.

Students may also be required to wear other types of uniforms that may be prescribed by the College, like RLE/Clinical uniforms, on-the-job training uniforms, field practice uniforms, and official PE uniforms (official P.E. shirt and official P.E. pants). P.E. uniforms must be worn only during PE classes.

Cross-enrollees shall attend classes in appropriate attire with USI I.D. due consideration to the University Dress Code, office/school uniform, or as permitted by the Student Affairs Office.

Any student may dispense of wearing the school uniform provided s/he is wearing the I.D. inside the campus for valid reasons. Non-compliance thereof will be considered a violation of the school policy, thus, punishable. An admission slip must be secured from the Office of the Students Affairs/Discipline Office for admittance inside the campus if the student cannot comply with the wearing of the proper uniform. On Saturdays, students can attend classes in civilian clothes, provided they come in decent attire and with their school I.D.

IDENTIFICATION CARD

Students are STRICTLY required to wear their ID cards with official University lanyard before entering and while on campus.

Students wearing nameplates must still present their IDs upon entering the campus; a nameplate is not a valid substitute for the official school I.D.

Loss of ID cards must be reported immediately to the Student Affairs Office for the issuance of a temporary ID, which shall be valid only for a week. An affidavit of loss shall be submitted to the Discipline Officer before a new ID shall be issued. An additional requirement may be posted from time to time.

The ID is the sole property of the University and use thereof is a privilege subject to rules and conditions to the rules and conditions imposed by the University. The ID shall be deactivated by the Office of Student Affairs upon graduating or transferring clearance and request of credentials.

During non-uniform days, college students are allowed to wear casual attire, which must conform to the generally accepted norms of decency. The following are guidelines for reference:

- Slippers are unacceptable to be used as attire on ordinary or non-academic days.
- Appropriate and acceptable clothing shall be defined to be not too revealing. Clothing that expresses the midsection of the body below the armpits (cut-up or muscle shirts), plunging necklines and see-through apparel (sheer) are considered inappropriate.
- Articles of clothing that display sexually suggestive wording or symbols, profanity and/or obscenities, racial slurs, tobacco, alcohol, drug-related symbols, or advertisements will not be permitted.
- Dirty pants/tattered pants/shorts/short skirts and mid-thigh dresses are not allowed.
- It is expected that clothing/apparel should be worn as intended.
- Cross-dressing is strictly prohibited.
- Pieces of jewelry or accessories must conform to the University's norms of decency.
- Dyed or unnatural colored and unkept hair are expressions of fashion but are indecorous for students.
- Long hair for male students is strictly prohibited.
- Tattoos and body piercings are strictly prohibited.

STUDENT DEVELOPMENT PROGRAM

The Universidad de Sta. Isabel places a strong emphasis on student formation and development through its Student Development and Services programs and projects. The university is committed to empowering students and believes that every student engagement is an opportunity for learning and growth, both within and beyond the classroom.

Aligned with the university's competency-based curriculum, the USI Student Development Program aims to develop students' leadership

and managerial skills, equipping them with the necessary competencies to excel in their future professional endeavors. By focusing on leadership development, the program seeks to enhance students' abilities to navigate complex organizational dynamics, solve problems, and assume positions of responsibility with confidence and competence.

In addition, the university embraces the concept of holistic formation, which encompasses the love of God, country, and neighbor. This holistic approach recognizes that students' development extends beyond academic pursuits and includes spiritual, social, cultural, and political dimensions. Through exposure to various aspects of life, such as spiritual practices, social interactions, cultural experiences, and political awareness, the university aims to cultivate well-rounded individuals who are not only academically competent but also socially conscious and responsible citizens. The goal is to nurture individuals who are grounded in their values, have a strong sense of social responsibility, and actively contribute to the betterment of society.

The student formation programs at USI have a multifaceted approach. They aim to foster leadership skills, promote ethical values, encourage civic engagement, and cultivate a sense of social responsibility among students. By providing a comprehensive educational experience that goes beyond the acquisition of knowledge and skills, the university prepares students to make meaningful contributions to their communities and the world at large.

The student formation programs at the Universidad de Sta. Isabel aim to achieve the following goals:

1. Foster inner-directed students who can effectively respond to the challenges of Christian-Vincentian student life.
2. Cultivate student leaders who can demonstrate responsibility, accountability, and innovation, embodying the principles of Vincentian servant-leadership.
3. Create a holistic environment that facilitates the successful pursuit of knowledge, intensive training, and exposure to develop professional competence.
4. Produce students who are Christ-centered agents of change, actively contributing to social transformation.

5. Foster collaboration and meaningful partnerships with the Academe to enhance student formation and development.
6. Engage students as active partners of the Daughters of Charity, addressing concerns related to ecological integrity, primary education, poverty alleviation, HIV awareness, children's rights, and women's rights.
7. Establish strong, active, and interdependent student service units that efficiently and effectively respond to students' spiritual, moral, social, psychological, and academic needs.

Students' Responsibilities

Section 15. Duties and Responsibilities of Students.

In addition to those provided under existing laws, every student shall:

1. Exert his utmost to develop his potential for service, particularly by undergoing an education suited to his abilities, so that he may become an asset to his family and society.
2. Uphold the academic integrity of the school, endeavor to achieve academic excellence, and abide by the rules and regulations governing his academic responsibilities and moral integrity.
3. Promote and maintain the peace and tranquility of the school by observing the rules and discipline and by exerting efforts to attain harmonious relationships with fellow students, the teaching and academic staff, and other school personnel.
4. Participate actively in civic affairs and the promotion of the general welfare, particularly in the social, economic, and cultural development of his community and in attaining a just, compassionate, and orderly society.
5. Exercise his rights responsibly in the knowledge that he is answerable for any infringement or violation of the public welfare and of the rights of others.

ENHANCED POLICIES AND GUIDELINES ON STUDENT AFFAIRS AND SERVICES

STUDENT WELFARE

These are basic services that are necessary to serve the well-being of the students. These include Information, Orientation and Awareness, Guidance and Counseling, Career and Placement, Economic Enterprise and Development, and Student Handbook development.

1. **Student Affairs and Services (SAS)** – refers to services and programs in higher education institutions that complement and support the academic experiences of students to attain holistic student development. These services include student welfare, student development, and institutional programs and services
2. **Student Welfare Services** – refers to basic services and programs needed to ensure and promote the well-being of students.
3. **Student Development Services** – refers to the services and programs intentionally designed by the HEI to provide opportunities for student formation and discipline in the context of the 21st century.
4. **Institutional Student Programs and Services** – refers to the services and programs designed to proactively respond to all types of students' basic health, food, shelter, and safety concerns.

STUDENT LEADERSHIP AND EMPOWERMENT PROGRAMS

The Universidad de Sta. Isabel takes great pride in its student leadership programs, which are designed to empower and cultivate service-oriented student leaders. These programs have been highly successful, as evidenced by the Central Student Government (CSG) officers' ability to effectively advocate for student concerns through constructive dialogue and institutional solidarity with the administration.

As a valued partner of the Office of Student Affairs and Services, the CSG plays a dynamic role in sharing leadership concepts and principles with students both within and beyond the university.

They actively contribute to the development of student leaders by organizing various programs and activities aimed at promoting leadership skills and values.

One notable program is the summer camp for incoming freshmen, which serves as a preparatory experience before the official Orientation Seminar. This camp equips students with the necessary tools and knowledge to navigate the challenges of college life and adapt to their new environment.

The Central Student Government (CSG)

The Central Student Government is autonomous yet working interdependently with Student Affairs and Services. This is the highest office that a student-leader can attain. It is the umbrella organization of all the student organizations in the University. Hence, it sets rules and regulations governing student organizations. Most often, the student-leaders who occupy the office are products of the Bayani Volunteers. These groups of volunteer students from several student organizations generously live out the spirit of volunteerism.

The Central Student Government (CSG) handles its finances and plots its programs and projects. The budget for their operations and all other accredited student organizations are taken from the Student Activity Fee collected during enrolment by the CSG officers. The CSG officers are free to allocate the budget for all organizations under it, following an equitable and just formula. Moreover, the CSG Minister on Budget and Finance and Prime Minister must first approve activities that directly involve a recognized or accredited student organization before its final approval by the Vice President for Student Affairs Services and Linkages. The CSG has the power of administration and supervision of all student organizations; hence, it can tap any organization anytime to implement special project/s or be a partner for a particular program.

In choosing USI- CSG officers, a distinct electoral process is observed during the election of Central Student Government officers in

the University. USI Commission on Elections (COMELEC) officials, headed by a chairperson and supported by Commissioners appointed from different colleges, are installed to achieve equal representation. It takes pride in its independence and adherence to judicious processes in solving cases related to the election ranging from complaints to violations of the implementing rules and regulations stated in the USI COMELEC election code. It sits *en banc* to hear complaints pertaining to serious questions of law and violations of the code.

Supervision of Organizational Activities

The Office of Vice-President for Student Development Services and Linkages supervises and regulates the operation of all the duly recognized and accredited student organizations through the Director for Student Affairs and in cooperation with the Central Student Government.

All Students Organizational Leaders and Moderators Implementing Rules and Regulation for Student Activities (Higher Education Department)

Executive Council of Student Organizations

This council comprises student organizations officers, presidents, governors, secretaries, and treasurers of all accredited and recognized organizations. This is a coordinating body under the office of the Deputy Prime Minister. As a coordinating council, all Student Affairs and Central Student Government orders, memorandums, and instructions are downloaded so that all organizations are duly notified. Moreover, this shall serve as the planning and coordinating council for all student activities. Hence, all student organizations' proposals shall be synchronized in this council through monthly meetings or interpellations for further improvement of the proposals and collaboration and mergers of projects if necessary.

Student Organization Budget and Activities

Only accredited organizations can receive a semestral budget taken from Student Activity Fee. The equitable sharing shall be formulated

by the Central Student Government and approved by the Director of Student Affairs and VP for Student Development Services and Linkages. Recognized and auxiliary organizations may source out their budget and/or may be funded from SAF, provided the project is duly approved.

This implementing rule for Student Activities is suitable for all the Higher Education Department Student Organizations, including the Central Student Government and its auxiliary organizations.

Student Activity must pertain to all activities initiated by student organizations without considering compliance with academic requirements. The University does not allow students to represent the University in any contest or competition that tends to degrade human dignity, as this does not conform to the University's vision, mission, and core values.

This University condemns any group/organization that believes in using force or inflicts physical, social, psychological, and moral harm to anyone as part of their membership processes. The members and officers of organizations found guilty of such acts shall be dealt with accordingly and penalties provided by the Anti-Hazing Law shall be applied as reference.

Student Organizations Accountability

All student organizations headed by the Central Student Government shall have the following duties and responsibilities:

- a. Accredited student organizations must teach student leaders and members a sense of interdependence and accountability.
- b. Organizations must be models in living-out Vincentian values and Charism and be agents of social transformation.
- c. Organizations must be able to live out the Vision, Mission, and Core Values of the University and DC Thrust in their activities.
- d. Organizations must conduct activities as approved by the right office.
- e. Organization must coordinate with the Central Student Government and the Office of the Student Affairs.
- f. Organizations are required to present both project and budget proposals depending on the necessity and proximity of the projects.

- g. At the end of the school year, all organizations are required to submit accomplishment and liquidation reports.
- h. Organizations must comply with the set standards and rules, and regulations governing the student organization and conduct of student activities.

Types of Organization

- a. **HED Student Council** – The HED Student Government, referred hereinafter to as Central Student Government shall be composed of students from the Higher Education Department. It shall be the highest governing student body of the University and the umbrella organization of the all- student organization.
- b. **Departmental Organizations** – Departmental organizations are those organizations that are established for the benefit of the program/department; they are composed of elected or appointed program officers, with the governor as the highest officer.
- c. **Religious Organization** – is an organization that promotes Vincentian spirituality through activities such as formation, vigils, feasts, mass, recollections or retreats, vocation programs, community engagement, catechism, etc.
- d. **Interest Organization** – is an organization that promotes and develops special skills, talents, and/or advocacies like sports, performing and practical arts, environmental, human development advocacies, and the like.
- e. **Program Organization** – is a specialized organization attached to the academic departmental organization with the sole purpose of promoting academic-related programs and projects hence, conducts activities that directly complement the knowledge and skills of a particular course or discipline for which it is created.
- f. **Auxiliary Organization** – Organizations under the supervision of the Central Student Government which helps in sustaining the function of the Council in every activity or of its advocacies.

Organizational Status

- a. **Recognized** – Newly formed organization and completed the requirements for recognized status. The organization shall have one year recognized status with no budget allocation. An organization should submit an end-term report at the end of the academic year.

Privilege: The organization shall enjoy the privilege of a student organization.

- b. **Level 1 Accredited** – Organization that has completed one (1) year of recognition status has submitted the required end-term report. Must have at least organized five (5) organizational activities and one (1) College-wide activity last academic year.

Privilege: The organization shall enjoy the privilege of a student organization and shall have a budget allocation from the CSG Fund.

- c. **Level 2 Accredited** – Organization that has been active for five (5) consecutive years and has fully completed the submission of end-term reports annually. Must have at least organized five (5) organizational activities and two (2) College- wide activities annually for the last five (5) academic years.

Privilege: The organization shall enjoy the privilege of a student organization and shall have a budget allocation from the CSG fund.

- d. **Level 3 Accredited** – Organization that has been active for eight (8) consecutive years and has fully completed the submission of end-term reports annually. Must have at least organized five (5) organizational activities and two (2) College-wide activities annually for the last eight (8) academic years and has at least organized one (1) regional, national, or international event for the past eight (8) years.

Privilege: The organization shall enjoy the privilege of a student organization and shall have a separate budget allocation from the Student Activity Fund.

- e. Level accreditation shall be granted to student organizations

- at the end of the school year based on the reports given.
- f. Organizations that have been inactive for one year or failed to submit end-term reports shall be demoted to one status lower than their current status.
- g. Auxiliary organizations shall have their budget allocated from the fund of the Central Student Government.

Process of Application for Recognition of New Organizations

As examined by the Student Activity Coordinator, recommended by the Director for Student Affairs, and approved by the Vice President for Student Development, Services, Linkages, and Scholarships organizations are granted Recognition Status upon the submission of the following requirements:

- 1. Constitution of by-laws.
- 2. Logo of the Organization and its meaning
- 3. Description of the Organization
- 4. List of officers with their positions, course and year level, address, contact numbers, birthday, and specimen signatures.
- 5. Name, course and year, and specimen signature of the 15 founding members.
- 6. Annual plan of activities.

Section 5. Accreditation and Re-accreditation of Student Organization

Upon the recommendation by the CSG President, as examined by the Student Activity Coordinator, recommended by the Student Affairs Director, and approved by Vice President for Student Development, Services, Linkages, and Scholarships, the organization may be granted the accredited or re-accredited status in compliance with the submission of end-term reports and an active standing of the organization each year. When granted to the organization, a Certificate of Accreditation/Re-accreditation will be effective only within the school year and will have to be renewed thereafter. A student organization that fails to renew its registration will be considered inactive, and an organization that fails the

evaluation of the Accreditation Committee will revert to recognized status.

Requirements Accreditation

1. Organizations' performance will be evaluated, which will include the following:
 - a. Quality and Quantity of the activities conducted.
 - b. Submission of End-Term Reports (accomplishment reports with liquidation reports and the like).
 - c. Conduct of members
2. Organizations shall also submit the following requirement before accreditation:
 - a. Long Range Plan for the next Academic Year
 - b. Letter for re-accreditation
 - c. Request Letter for Moderator
 - d. A new set of Officers
 - e. Organigram

General/Common Privileges of Student Organizations

1. To use the University's facilities to enhance the organization's growth and projects.
2. To have a moderator to act as a guide, confidant, and trainer.
3. To sponsor/implement, in accordance with the University policies, an on- or off-campus activity with social or educational relevance.
4. To use a bulletin board.
5. To implement a project in accordance with the policies of this University.
6. To be allocated with the budget from the Student Activity Fund

Section 8. Officership in any Student Organization

1. The Prime Minister, Governors, and Presidents of any student organization must be a bonafide students; have stayed at least two semesters consecutively in the organization or council.
2. No CSG Officer can be Governor/ President or Vice President of other student organizations simultaneously.
3. No Student can be Governor / President or Vice-Governor/ Vice

President of two student organizations simultaneously.

4. These limitations are made to:
 - a. Ensure fair scholastic standing
 - b. Give opportunities to other students
 - c. Avoid overlapping of duties and activities of students
 - d. Develop maximum leadership potential

Section 9. Student Organization's Moderator

1. Moderators are not allowed to handle three (3) or more different student organizations. The University recognizes the importance of providing student organizations with professional, moral, and spiritual guidance. As such, faculty members are assigned to be advisers/moderators of student organizations.
2. The Director for Student Affairs, in consultation with the College Deans and the members of the student organization concerned, shall recommend to the Vice President for Student Development, Services, Linkages, and Scholarships the appointment of a departmental or a program moderator of a particular organization for a term of one semester, and renewable for another term. The selection of the moderator should be based on the following qualifications:
 - a. S/he must be an employee of USI.
 - b. S/he must be known to possess probity and have imbibed Vincentian values.
 - c. S/he must be knowledgeable in handling organizations and willing to devote time to the organization's interests.
 - d. S/he must perform satisfactorily in his/her main job, at the University, and as a moderator.
3. Functions and responsibilities of an adviser:
 - a. Act as trainer/coach and adviser of the organization under his/her watch and provide technical assistance to members for them to acquire knowledge, expertise, or skills in accordance with the line of interest, vision, and mission for which the organization is created.
 - b. To ensure the realization of the vision-mission and core values of the University through relevant training, exposure, and the

- organization's programs and projects;
- c. To make certain the organization's compliance with University's policies, valued customs and traditions; rules and guidelines as stated in the Student Handbook, like the submission of the organization's list of officers and members, constitution and by-laws, long-range plan, project proposals, correct financial reports, evaluation, accomplishment reports/portfolios, minutes of the meeting and all other records/documents required by the CSG and/or Student Affairs and Services Office;
- d. To ensure the discipline, safety, and security of the student-members in all activities;
- e. To accompany or at least supervise the students under his/her watch in all activities and act with utmost diligence like the diligence of a good parent of a family in all undertakings;
- f. To evaluate activities conducted by the organization together with the members at the end of every activity and submit the evaluation report to the Office of Student Affairs and Services;
- g. To devise/adopt ways and means that can enhance the leadership and management skills of each student member and the performance of the organization as a whole;
- h. Coordinate with school authorities and non-USI organizations for opportunities that may help in the formation of students;
- i. To live- out the SLME core values.

Student Activities

Mandate of Student Activities

- 1. Student Activities must be in line with the vision, mission, and core values of the University.
- 2. It shall adhere to the development of students guided by the C5+1 values indicators of Vincentian Graduates.
 - a. Christ Centered
 - b. Charitable
 - c. Compassionate
 - d. Creative

- e. Competent
- f. Environmentally Conscious

Types of Student Activity

- a. **Academic** – Programs or activities that focus on curricular activities such as seminars, and talks which will enhance their knowledge on their specific or other fields towards Vincentian Excellence.
- b. **Advocacy** – Activities that focus on addressing pertinent University, National, and Global issues through different forms.
- c. **Assembly** – Gathering of the members of the organization for the purpose of meeting the members, planning, and other agenda.
- d. **Community Engagement** – Activities that organization extends its services to communities in partnership with the office of Integrated Community Extension Services and Advocacies (ICESA). Each organization must have at least one (1) Community Engagement per year.
- e. **Leaders/Capability Building** – Activities that enhance Vincentian leadership through various activities such as facilitator training, leadership training seminar, and personality development.
- f. **Organizational Development** – Activities that enable the growth of the organization to help in implementing measures and modular programs that will aid in the growth of the members. This may be in training seminars, workshop seminars, and team-building workshops.
- g. **Skills Enhancement** – Activities that promote the holistic growth of every unique skill/s of the students.
- h. **Spiritual Formation** – Activities that focus on deepening the Vincentian spirit among students. This may be in formation, praise fests, vigils, mass, recollection/retreats, vocation programs, catechism, etc.

Project Approval

- 1. Flow of approval of Student Activities

- a. Project proposals shall be signed by the project director, organization president, moderator, or college dean.
- b. It shall be checked and approved by Student Activity Coordinator, Student Affairs Directors, and Vice President for Student Development, Services and Linkages.
- c. Conditional Signatories are needed for the following conditions:
 - Director, Integrated Community Extension Services and Advocacies for Community Engagement Activities in Partner Barangays
 - VP/ Director, Center of Christian Vincentian Formation for activities of all Religious Organizations.
 - Director/Coordinator of Arts, Culture, Archives, and Tourism for activities involving ACAT organizations.

2. Schedule of Approval
 - a. Four (4) weeks before the implementation – Project proposal must be submitted to the Student Activity Coordinator and Director of Student Affairs.
 - b. Three (3) weeks before the implementation – Project Proposal must be submitted to the Office of the Vice President for Student Development, Services, Linkages, and Scholarship.
3. Requirements for approval
 - a. Fully Accomplished Project Proposal with Budget Proposal
 - b. Cash Requisition
 - c. Reservation Form
4. Accomplishment Report
 - a. Fully Accomplished Accomplishment Report
 - b. Liquidation Report
 - c. Attendance Sheet of Participants
 - d. Minutes of the meeting about the activity

Section 4. In - Campus Student Activities

1. Proper Communication

- a. Project Proposals and letters must be submitted to the designated offices prior to the implementation of the activities.

- b. Activities that would affect the classes must be addressed for approval to the Vice President for Academic Services

2. Safety

- a. Overnight Activity and Big Events must be evaluated by the Chairman of the University Risk Reduction Management Council for the provision of necessary medical assistance.

3. Use of Facilities

- a. Facilities must be reserved at least one (1) week before the implementation of the activity to the right office.

4. Restoration

- a. All activities must have their restoration committee; this will ensure the cleanliness of the venue after the activity.
- b. Restoration must be the responsibility of the sponsoring organization.

5. Promotional Material

- a. Promotional materials that will be posted or tarpaulin that will be hung in the university must be signed by the Director for Student Affairs
- b. Posters must be limited to ten (10) pieces only, and tarpaulin must be limited to two (2) pieces only. It must be removed within three (3) days after the program's implementation.
- c. Online promotional materials must be duly checked and approved by the SA Office.

6. Overnight Stay/Entrance During Holiday/ Weekends and Entrance of Visitors

- a. Permit for an overnight stay, entrance during holiday or non-working day, and the entrance of visitors must be approved by the Director for Student Affairs, Vice President for Student Development, Services, Linkages and Scholarship and Vice President for Administrative Services and Finance.
- b. A copy must be given to the Head of Security Services one (1) day before the activity.

7. Entrance wearing civilian clothes during Weekdays/ School days

- a. A permit to enter the school for civilians because of program

implementation must be approved by the Director of Student Affairs.

- 8. No student Activity must be held one (1) week before the major examinations, except for academic activities approved by the College Dean.**
- 9. All evening activities, overnight activities, entrance during non-office days, and the entrance of visitors or guests must accomplish the Campus Access form and be approved by the Director for Arts, Culture, Archives, and Tourism (for ACAT Activities), Director for Student Affairs, Vice President for Student Development, Services, Linkages, and Scholarships and Vice President for Administrative Services and Finance. A copy must be provided to the Head of Security.**
- 10. Collection of contributions is highly discouraged.**
- 11. Moderators must accompany respective organizations during in-campus activities.**
- 12. Simultaneous evening activities from different organizations are not allowed. Special Requests must be submitted and approved by the Director for Student Affairs and Vice President for Student Development, Services, Linkages, and Scholarships.**

Off-Campus Student Activities

- 1. Faculty-chaperon or moderator must accompany respective organizations during off-campus activities.**
- 2. Off-campus student Activities must be approved by the Director for Student Affairs and Vice President for Student Development, Services, Linkages, and Scholarships. The following requirements must be submitted:**
 - a. Project Proposal**
 - b. Cash Requisition Form**
 - c. Off-campus Form**
 - d. Parents permit with waiver**
 - e. Invitations (If Available)**
- 3. Any student who will be sent by the Institution as the official**

representative and sent to attend or participate in competitions, conferences, seminars, and the like must coordinate with the concerned Dean, who will, in turn, endorse the student's name to their respective clinical instructors and teachers, to be officially excused from their absences in a class, RLE or field practice without any cost on the student to undertake make-up duties or practicum. In the case where a student acts in his capacity, s/he should not misrepresent the University and cannot hold the institution liable.

4. Off-Campus activities must be evaluated by the Chairman of the University Risk Reduction Management Council for the provision of necessary medical assistance.
5. CHED MEMORANDUM CIRCULAR 63 S 2017 pertaining to off campus travels shall be applied accordingly.

End-Term Reports

1. End-term reports must be submitted at the end of each semester.
2. Organizations shall submit the following:
 - a. Accomplishment and Liquidation reports of every activity.
 - b. Minutes of the Meeting

VIOLATIONS

Violations or non-compliance to implementing rules and regulations will be evaluated by the Student Activity Coordinator, recommended to the Director for Student Affairs and Vice President for Student Development, Services, Linkages, and Scholarship for necessary sanctions.

SPECIAL PROVISIONS FOR PEOPLE WHO ARE DIFFERENTLY ABLED AND GENDER RELATED ISSUES

PEOPLE WHO ARE PWD or DIFFERENTLY ABLED:

Students with physical and/or mental limitations are treated with equal respect and given the same privileges as their peers without disabilities. They have the right to join any student-accredited organization without facing discrimination, except in cases where the organization may pose a safety or security risk to the student with disabilities. The university

strives to create an environment where all students can participate fully and without barriers.

To ensure their general welfare, the following guidelines are observed:

1. Differentiated activities: For activities that involve sports, team building, or any physically demanding tasks that exceed their capacity and competence, alternative activities shall be provided to ensure their inclusion and prevent them from feeling insecure or discriminated against.
2. Officership opportunities: Differently-abled students are eligible for officership positions in student organizations. They have the option to accept or decline the responsibilities based on their personal circumstances and capabilities.
3. Personal chaperon/assistant: Whenever there are campus activities, differently-abled students may be accompanied by a personal chaperon or assistant from their family. This arrangement requires proper consent from the parents to ensure the student's safety and well-being.
4. Support for welfare organizations: Organizations dedicated to the welfare of differently-abled students are given support and assistance to promote inclusivity and provide necessary resources and services.
5. Recognition and awards: The university strongly encourages the acknowledgment of achievements by differently-abled students both within and outside the university. Awards and recognition are given to celebrate their accomplishments and inspire others.

These guidelines demonstrate the commitment of the Universidad de Sta. Isabel de Naga, Inc. to promoting inclusivity, equal opportunities, and a supportive environment for all students, regardless of their physical limitations.

PEOPLE WHO ARE DIFFERENTLY ABLED AND PWD IN CONFLICT WITH LAWS AND UNIVERSITY POLICIES

Individuals who are differently abled or persons with disabilities (PWD) involved in conflicts with laws or university policies are granted equal rights and privileges, on par with their fellow students. They are afforded due process without any bias or discrimination.

Throughout the proceedings, individuals with disabilities are entitled to the assistance of a trusted family member or faculty member, whom they have placed their trust and confidence in. The university exercises appropriate care and diligence, taking into consideration their specific incapacities. However, the severity of the case is duly considered, in relation to any malicious intent that may be inferred from the facts and circumstances surrounding their personal involvement in the offense committed.

In situations where the person with disabilities is identified as the victim, the Guidance Office or Clinic promptly intervenes to alleviate any emotional or physical distress endured by the individual. The offense committed against them is regarded as an aggravating circumstance.

To ensure the safety and security of individuals with disabilities, the university implements suitable measures within the school premises. Moreover, when leaving the school, persons with disabilities are accompanied by a designated chaperone assigned by their family.

These measures exemplify the university's unwavering commitment to upholding the rights, well-being, and inclusivity of individuals with disabilities, both within the legal realm and the university community.

WE ADHERE TO THE ACT PROVIDING FOR THE REHABILITATION, SELF-DEVELOPMENT AND SELF-RELIANCE OF DISABLED PERSONS AND THEIR INTEGRATION INTO THE MAINSTREAM OF SOCIETY AND FOR OTHER PURPOSES.

This Act shall be known and cited as the "Magna Carta for Disabled Persons." - *Chan Robles Virtual Law Library*

The grant of the rights and privileges for disabled persons shall be guided by the following principles:

- (a) Disabled persons are part of Philippine society, thus the State shall give full support to the improvement of the total well-being of disabled persons and their integration into the mainstream of society. Toward this end, the State shall adopt policies ensuring the rehabilitation, self-development, and self-reliance of disabled persons. It shall develop their skills and potential to enable them to compete favorably for available opportunities.
- (b) Disabled persons have the same rights as others to take their proper place in society. They should be able to live freely and as independently as possible. This must be the concern of everyone — the family, the community, and all government and non-government organizations. Disabled persons' rights must never be perceived as welfare services by the Government.
- (c) The rehabilitation of disabled persons shall be the concern of the Government to foster their capacity to attain a more meaningful, productive, and satisfying life. To reach out to a greater number of disabled persons, the rehabilitation services and benefits shall be expanded beyond the traditional urban-based centers to comply by and local government agencies.

STUDENT PUBLICATIONS

The student publications serve as the source of information regarding the events that involve the school and provide a forum for ideas and opinions.

Policies

- 1. The student publication shall enjoy press freedom accorded by RA 7079 or also known as the Journalism Act of 1991, provided it is consistent with the ideals and Core Values of the University. Moreover, all members of the school paper are encouraged to join competitions, workshops, and conferences.
- 2. Publications other than the Official School Organ/paper must have the prior approval of the VP for Student Development Services and Linkages upon the recommendations of the Student Affairs Office and the AVP of Student Development and Services.
- 3. The official school paper is mandated to publish quarterly

newsletters and semestral tabloids or magazines to ensure that the community is updated and to hone the skills of student writers. A literary folio may be published annually.

4. For filing, five copies of every publication must be submitted to the Office of the VP for Educational Services on the day of its actual circulation.
5. The semestral liquidation of expenditures taken from the publication fee must be posted in strategic areas, within the campus, following the principle of transparency.
6. Responsible journalism must be the guiding principle behind promoting press freedom within the campus. Wanton errors contained in the published article/s that caused shame and embarrassment to any community member shall be considered a grave offense.
7. Publishing obscene and/or libelous articles which are hearsay is prohibited. The writer and the Editorial Board may be penalized in accordance with the provisions of the Student Handbook or may be dismissed depending on the degree of malice present while committing the offense after due consideration of the evidence presented before the Discipline Committee.

PROVIDING FOR THE DEVELOPMENT AND PROMOTION OF CAMPUS JOURNALISM

Editorial Board Selection

1. Competitive examinations are conducted to select the members of the Editorial Board. Information regarding the competitive examinations should be circulated at least one month before the examination date. Screening is under the supervision of the Editorial Screening Committee, composed of the following:
 - a. Adviser as Chairperson
 - b. English and/or Filipino faculty members as recommended by the Vice President for Student Development Services and Linkages
 - c. Outgoing Editor-in-Chief

2. Members of the Editorial Board must have the following qualifications:
 - a. A grade average of 88 in all English and Filipino subjects
 - b. Passed the oral and written qualifying examinations
 - c. Bona fide student
 - d. Should not hold any key position in the Central Student Government and other Student Organizations
 - e. Must not be under disciplinary and academic probation
 - f. Must have stayed for at least one year in the University

The Editorial Board shall select the staffers in consultation with the Adviser. The selection is based on competitive examination and performance in the journalism workshop.

Publication Adviser / Moderator

The Vice President for Student Development Services and Linkages shall appoint the campus paper adviser, upon the recommendation of the Student Affairs Director, based on the nominees submitted by the Editorial Board. It must be approved by the University President. The adviser must have met the following minimum requirements:

1. Must be a faculty member
2. Must have taught or is teaching Campus Journalism or its equivalent
3. Proficient in English and Filipino language
4. Known for his/her simplicity, probity, independence, and dedication to service
5. Must have a grade of satisfactory to excellent in the students' evaluation and be willing to serve as such.

STUDENT SERVICES

Lost and Found Services

Lost and Found properties of students should be reported to the Prefect of Discipline in the Student Affairs Office for assessment of the circumstances and for the announcement of the same to the community.

Sports Development Services

It provides opportunities for students that possess athletic skills to be developed holistically. Unlike other sports programs, Vincentian values, academic responsibilities, and requisites are still the top priority for varsity members. This program provides exposures for varsity students with the following opportunities:

- Regular exposure to various sports events (Local/Regional/ National level)
- Financial assistance to deserving varsity players
- Programmed Academic Assistance through Marillac Alternative College

THE UNIVERSITY VARSITY

The University recognizes the importance of skills and values developed through sports. The Sports Office, headed by a Sports Coordinator, devises programs that are in line with the policies of the University on sports and its development.

Screening of Varsity

Membership in the school varsity is on a semester basis only. Evaluation based on the level of performance in sports, behavior, attitude, discipline, and academic performance shall be made at the start of every semester.

Students who are expected to undergo practicum and affiliations, which may constrain their availability and affect the quality of their performance during competitions, need not be accepted as members of the school varsity.

Students with exemplary performance in sports may be members of the varsity only after a screening process is conducted based on the following criteria:

- Must be within the allowable age required in regular tournaments participated by the school.
- Should never have been involved in any drug-related disciplinary case.

- Have complied with the minimum academic requirement.

Residency Requirement

Residency of at least one semester is required before a varsity player may be granted tuition fee assistance, except for deserving students with exemplary sporting potential and proven track records in sports.

Minimum Academic Load Required

A varsity player must carry a load of no less than 15 units. A student who exceeds the regular number of years to finish his/her course is automatically disqualified from the varsity.

No player shall be required, by any coach, to enroll in several subjects below the allowable number of units per course.

Schedule of Practice

Varsity players shall not be required to attend practices during major examination periods. A varsity player deserves the right to oppose unscheduled practices when such will affect the performance of an academic task. Likewise, a coach may recommend the disqualification of a varsity player who becomes irregular in attending scheduled practices.

UNIVERSITY SYMPHONIC BAND

USI is the only institution in Southern Luzon offering a Bachelor of Music. It is regionally known for its band and lyre performances. This unit is under the baton of a Music Coordinator who possesses the necessary skills to conduct and train band members.

Screening of Band Members

Membership in the University Symphonic Band is granted to students who while enrolled and after the screening are found to possess the necessary skills in playing a musical instrument, found to manifest a good attitude, are disciplined, and can cope with academic requirements as a college student.

A scholarship is granted to students with special talents in music and outstanding performance and skills as members of the University Band.

Arts Culture Archives and Tourism (ACAT) Center

The Director for ACAT is responsible for providing opportunities to students with artistic talents in acting, dancing, and in musical instruments to be developed and exposed to diverse techniques and styles of their skills. The following artistic organizations have gained prestige at regional and national levels and have been recipients of civic awards by the City Government:

- Vincentian Performing Arts Company
- Teatro de Sta. Luisa
- USI Symphonic Band
- IBED and SHS arts group

Moreover, this center is responsible for the title of USI as one of the cultural heritage sites. Hence, another unit is the University Museum and Archives. This is the university's contribution to the Bicol Region by promoting Bicolano culture and preserving artifacts and documents that date back to the Spanish era. The museum is open at 8 am and closes at 5 pm.

VINCENTIAN PERFORMING ARTS COMPANY

University dance troupe. The student-applicant must pass rigid training and auditions to join this group. Trainees are not yet considered members and, hence, cannot avail of any scholarship.

GUIDANCE, COUNSELING, AND TESTING CENTER GUIDANCE SERVICES

Rationale

Each person has the dignity and worth of being created in the image and likeness of God. If given the opportunity, individuals can actualize their potential and capacities to the maximum at their own pace. In keeping with this philosophy, the Guidance Services of Universidad de Sta. Isabel de Naga, Inc. considers the uniqueness of the clientele as Filipino Christians in the process of growing up into maturity so that one day they can give their service to the most deprived in the community and be an agent of transformation.

The program is also built on the following assumptions:

- Each person is of value
- The individual can think for herself at all ages
- Self-determination is the right of every individual
- Adjustment is a continuous process
- A person finds fulfillment in sharing with others

Mission

The Guidance, Counseling, and Testing Center is a service unit of Universidad de Sta. Isabel designed to assist the holistic formation of students imbued with Vincentian values.

Vision

To provide comprehensive guidance programs and services that will equip the students with the necessary knowledge, attitude, and skills to become mature and socially responsible individuals who will promote a just and humane society.

Goal

At the end of ten years, the students have realized their dignity and worth, that they are created in the image and likeness of God, have actualized their potential to the maximum, and are committed to pursuing academic excellence and professional competence for the church and society.

Objectives

The Guidance Services aim, in general, to assist the students in discovering their giftedness and understanding and accepting themselves in relation to their decision-making competencies. Furthermore, it aims to instill in the students a love for the poor, simplicity of lifestyle, commitment to academic excellence and professional competence, and realize their calling as agents of transformation. To achieve the above objectives, the following are the functions of the office:

1. accumulate all relevant information about an individual to help them know and understand themselves and to help the administrators, teachers, and parents know and understand the students;
2. interpret these pieces of information to the students and to the persons who are interested in helping them;
3. assist the students in assessing their talents, interest, and personality through the psychological test;
4. make accessible to the students the adequate pieces of information that will help them in making good decisions;
5. aid the students in the choice of co-curricular activities and in utilizing these to an advantage;
6. make accessible to the students' career information that will help them in evaluating their physical and social environment and opportunities according to their needs, interest and capabilities and their role in the transformation within the church and society;
7. provide opportunities for the students to become more sensitive to the needs of others, simple in their lifestyle and more committed to the pursuit of academic excellence;
8. render personal assistance to the students through individual and group counseling to enable them to find solutions to their

problems;

- aid the students in entering and progressing in their post- school situation

I. Individual Inventory Service

A. Rationale

Every person lives in his/her world of experience, which determines his/her concept of reality for himself/herself. All pertinent data about an individual must be ready at hand for guidance purposes.

B. Objectives

This service aims to gather information about the student that will:

- accumulate all relevant information about the student to help him/her know and understand himself/herself.
- assist the teachers, counselors, administrators, and parents in knowing the student so that they may be able to understand and assist him/her.

C. Personnel

- Guidance Counselor
- Guidance Associates
- Psychometricians
- Teachers

D. Process

The data are gathered through test and non-test techniques. The test techniques include different tests such as Mental Ability, Scholastic Ability, Achievement, Aptitude, Personality, Interest, and Critical Thinking. The non-test techniques include interviews, checklists, and rating scales.

II. Testing Service

A. Rationale

The testing service emphasizes the use of tests to discover the student's general academic performance and personal development

toward academic excellence and professional competence.

B. Objectives

This service aims to:

- Help the student assess and understand his/her abilities, capacities, interests, personality, and pressing concerns.
- Provide a useful tool for counselors as a basis for guidance and counseling.
- Make available to the teachers relevant student data as a basis for classroom activities tailored to the needs, interests, and abilities of the students.
- Identify students who will need remedial instruction.
- Diagnose behavioral and emotional problems that affect school performance
- Make available standardized admission test

C. Personnel

- Guidance Coordinator
- Psychometrician
- Counselors
- Class Adviser
- Subject Area Coordinator

D. Process

The Psychometricians, with the Guidance Counselors and Guidance Coordinator, decide on the tests to be given. Sometimes, the Deans, faculty, and the Principal/Subject Area Coordinators request tests for particular groups. The testing schedule is prepared and submitted for approval by the VP for SDSLS and disseminated to the deans, teachers concerned, and students. Test results are forwarded to the Guidance Counselors, Deans, Principal/Subject Area Coordinators, and/or teachers. Results are also interpreted by the students and their parents.

III. Information Service

A. Rationale

This service provides valid information that is educational, social, personal, and occupational so that the student may be able

to develop her decision-making competencies.

B. Objectives

The information service aims to:

- Make accessible to the students adequate information that will help them in making good decisions.
- Assist the student in interpreting and using the data available to understand herself and others.
- Assist the student in her effort to understand herself in relation to her social and physical environment.

C. Personnel

- Guidance Counselors
- Guidance Associates
- Psychometricians
- Homeroom Advisers
- Subject Teachers
- Librarians
- Program Chairs

D. Process

This service may be implemented individually or in groups. The Guidance Classes may be utilized for this purpose. Information materials are also made available to the student through the guidance bulletin board to encourage and aid him/her in seeking information by himself/herself.

IV. Career Program Service

A. Rationale

Every person has a calling that is to be pursued for a lifetime. It may be a profession or a life commitment where she can fully actualize his/her potential and realize meaningful service to others within the Church and society.

B. Objectives

The service aims to help the student to:

- Discover his/her talents, interests, attitudes, values, aspirations, and expectations in life.
- Enhance his/her decision-making skills
- Orient the different job opportunities in the community and manpower needs in the near future
- Assist educational institutions that offer specific training course programs
- Prepare requirements for admission
- Enjoy scholarships and grants
- Gain admittance to college and universities for the further education

C. Personnel

- Guidance Counselors
- Guidance Associates
- Psychometricians
- Deans
- Homeroom Adviser
- Campus Ministry Coordinator
- Admission and Placement Officer

D. Process

Career/Vocational information is integrated in all subjects. A more focused career-oriented program is designed for all students. Career counseling is intensified; tests are interpreted by the students and their parents. Other activities include sessions to develop decision-making competencies, field trips, exposure to the real world of work, convocations, and career week.

V. Counseling Service

Individual and Group counseling

A. Rationale

Respect for the dignity of the individual and recognition of individual differences underlie this service. It is founded on

the hypothesis that if the counselor can provide a certain type of relationship, the counselee will discover within herself the capacity to use that relationship for growth, change, and personal development. This service is rendered through individual counseling, group counseling, home visits, and referrals. The latter is rendered to anyone in a difficult situation needing specialized counseling.

B. Objectives

The counseling service aims to assist the counselee/s to:

- Attain some amount of self-awareness so that she can be responsible for herself
- Make a realistic evaluation of the environment she is in to make proper adjustments
- Overcome personal difficulties such as shyness, lack of self-confidence, nervousness, etc.
- Become more sensitive of his/her own needs and that of others.
- Imbibe the Vincentian values such as love for the poor, and simple lifestyle and realize her role as agent of transformation.

C. Personnel

- Guidance Counselors
- Guidance Associates
- Deans
- Faculty
- Homeroom Advisers
- Student Affairs Director
- Student Formation Coordinator
- Psychometricians

D. Process

The students make appointments with the counselor for individual or group counseling or the counselor schedules students for individual or group counseling interview sessions. Students called are either referred by teachers, administrators, parents, and/or peers or part of routine interviews.

SPECIAL PROGRAMS:

VI. Gender and Development

A. Rationale

Gender and Development (GAD) refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination, and actualizing human potential. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of the gender roles ascribed to people of all genders; contends that all can be active agents of development and not just passive recipients of development assistance, and stresses the need of all genders to organize themselves and participate in political processes to strengthen their legal rights.

- **Gender Equality** - refers to the principle asserting the equality of men and women and their right to enjoy equal conditions realizing their full human potential to contribute to and benefit from the results of development, and with the State recognizing that all human beings are free and equal in dignity and rights.
- **Gender Mainstreaming** - refers to the strategy to make people of all gender concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that all gender benefit from equality and inequality is not perpetuated.

B. Objectives

- To protect the rights and privileges of students of all genders
- To aid the students having difficulties in peer adjustment to develop interpersonal relationships with other students.
- To provide programs to enrich the administration, faculty, and parents' knowledge about their children's individuality and

expression.

- To provide a safe place to all human beings regardless of their gender.
- To establish an inclusive environment that supports the expression of individuality, love, and acceptance to all genders.
- To hone a university that is free from violence, respectful of human rights, with high appreciation of human potentialities, sensitive, participative, and empowering.

C. Personnel

- Guidance Coordinator
- Guidance Counselors
- Guidance Associates
- Teachers/faculty
- Administrators
- Deans
- Principal

D. Process

This service may be implemented individually or in groups. Activities and Seminars are to be conducted for this purpose. Information materials are also made available to the student through the Gender and Development, International and Local Migrants, Peer Facilitators' Group, and PWD (G.I.P.P.) Office to encourage and aid them to seek information by themselves.

WE ADHERE TO ESTABLISHING THE POLICIES AND GUIDELINES ON GENDER AND DEVELOPMENT IN THE COMMISSION ON HIGHER EDUCATION AND HIGHER EDUCATION INSTITUTIONS (HEIs) RATIONALE AND MANDATES

Gender and Development (GAD)

- refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potential. It seeks to

achieve gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of the gender roles ascribed to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political processes to strengthen their legal rights. (MCW)

GAD Focal Point System

- refers to an interacting and interdependent group of people in all government instrumentalities tasked to catalyze and accelerate gender mainstreaming. It is a mechanism established to ensure and advocate for, guide, coordinate, and monitor the development, implementation, review, and updating of their GAD plans and GAD-related programs, activities, and projects. (PCW MC 2011-01)

GAD Resource Center (GRC)

- refers to institutional mechanisms employed earlier by the PCW, then still called the National Commission on the Role of Filipino Women, as depositories of gender-related information and materials in select state universities and colleges in the regions. (GAD Planning and Budgeting—Adding Value to Governance: GAD Budget Policy Compliance Report 2001- 2002, NCRFW, 2002)

Gender Equality

- refers to the principle asserting the equality of men and women and their right to enjoy equal conditions realizing their full human potential to contribute to and benefit from the results of development, and with the State recognizing that all human beings are free and equal in dignity and rights. (MCW and PCW MC 2011-01)

VII. Follow-up Service

A. Rationale

Follow-up service focuses on the graduates, school learners, and counseled students. It hopes to look into the effectiveness and adequacy of guidance and educational programs in general.

B. Objectives

This service aims to:

- Aid the school in planning a more adequate educational and guidance program
- Discover the difficulties encountered by former students and find out means to prevent such difficulties from arising
- Determine reasons for drop-outs and means to prevent it

C. Personnel

- Prefect of Discipline
- Homeroom Advisers
- Counselors
- Alumni Association

D. Process

Follow-up is done by the homeroom adviser, subject teachers and the guidance counselor in coordination with the Alumni Association.

Follow-up may be done through letters, telephone calls, personal interviews, or questionnaires. This may also include contacts with school heads/counselors of former students to gain insight into her level of adjustment.

A terminal interview is done for students who leave school to discover his/her reasons for dropping out, his/her reaction to the school program, and his/her plans after leaving school.

VIII. Service to Administration

A. Rationale

The guidance service is a support service in carrying out the Vision-Mission of the school. As such, the guidance staff helps create a learning environment conducive to integral development.

This service aims to:

- provide support in realizing the Vision-Mission of the School
- screen applicants through entrance examination and interview
- assist in the recruitment of students
- provide information regarding students' needs, abilities, interests, and aptitude

C. Employee

- Vice President for Student Services
- Director for Institutional Guidance and Testing
- Guidance Counselors
- Psychometrician

D. Process

The guidance staff conducts research on students' and teachers' needs. The results of these studies are forwarded to the administration for consideration and action. The guidance staff assists the administration in recruiting and screening students applying for admission to high school and college. They also assist in in-service training for teachers and staff, which will enable them to better serve students.

IX. Service to Faculty

A. Rationale

The teachers and counselors are partners in helping the students go through the process of integral development according to their God-given talents and potential. This partnership must be able to bring to the fore their respective background of experience

and expertise for the welfare of the students.

B. Objectives

This service aims to:

- Help them identify students with problems
- Share with faculty appropriate individual data of students
- Make available test results and results of researchers so that they can be guided in designing instructional materials tailored to the student's needs, interests and abilities.
- Enhance the facilitating skills of teachers in dealing with their students, co-teachers, and parents.

C. Process

Guidance Orientation for teachers (old and new) is conducted at the start of the school year. It is always a part of the yearly orientation program. Teachers are assisted in utilizing students' data in the student's best interest. Through the monthly meeting with the homeroom advisers, they are assisted in understanding their students and discovering ways of handling them.

Seminar workshops on guidance and relevant topics are conducted every year to update the faculty with recent trends. Individual consultation/conference with the teachers is done to discuss in more detail some cases referred to the counselor.

The guidance staff provides available data to teachers/faculty and students conducting research and to the university researchers.

X. Service to Parents

A. Rationale

The quality and stability of the home are basic to the personal welfare of every child. Corollary to this condition is the quality of the relationship between the home and the school. This implies the cooperative efforts of the parents, teachers, and other school personnel to promote the personal welfare of the students.

In this regard, the school's responsibility is to initiate personal contact with the parents.

B. Objectives

This service aims to:

- Provide parents with information about their children
- Assist parents in understanding the educational and other programs of the school, policies, rules, and regulations are structures provided to help attain the school's vision-mission.
- Assist them in developing a realistic perception of their children's development in relation to their potential through seminars and forums conducted regularly.
- Assist them to improve their parenting skills

C. Process

Conferences with parents are arranged. They are informed about their child's performance/behavior in school. Assemblies are also scheduled where topics of interest to all parents are discussed. The PTC facilitates this in coordination with the Guidance Staff.

XI. Evaluation and Research

A. Rationale

The quality and effectiveness of a program are determined by continuous evaluation, which necessitates an objective study. Research is vital in the evaluation process.

These services aim to determine how effectively the guidance program is meeting the needs, interests, and abilities of the students and discover what other aspects of the program have contributed to the development of the total educational program of the school.

B. Objectives

The service aims to:

- survey student's needs
- find out if the objectives of the program are carried out and realized
- evaluate the guidance services

- establish a profile of student's school performance
 - giftedness
 - disabilities
 - intelligence quotient
 - multiple intelligence
 - emotional quotient

C. Personnel

- Guidance Coordinator
- Guidance Counselors
- Psychometricians
- Homeroom Advisers

XII. Guidance Classes

A. Rationale

Guidance Class is the unit composed of a group of students with a counselor facilitating the growth of each one who is growing up.

The permissive atmosphere in the classroom during the class promotes freedom, trust, and security. This affords them the opportunity to explore themselves, their potential, and their capabilities.

B. Objectives

This service aims to:

- Provide the students with the opportunity to learn and understand themselves, other people, and the core values of the schools
- Provide the students the opportunity to live out the knowledge and values in the classroom setting and eventually internalize them
- Promote a better and deeper relationship between the counselor and the students
- Provide the counselor the opportunity to know the students' needs, concerns, and aspirations

C. Process

The Guidance Classes are conducted twice a month. The guidance counselors for each grade level schedule a session with

the class. This gives the counselor first-hand contact with the students in the classroom.

For this purpose, the counselors have prepared modules focused on emotional intelligence.

XIII. Referral

A. Rationale

Referral happens when a student presents a problem or a request for information that is beyond the level of competency of the homeroom adviser and the guidance counselor.

B. Objectives

- Relieve the students' fears and answer as many of their questions as the counselor reasonably can
- Provide specialized counseling or advising by referring clients to psychiatrists, clinical psychologists, and other professional practitioners.

C. Process

Students with personal problems and complaints of anxiety and depression, poor self-image, relationship problems, and family difficulties are referred to the guidance counselor, who in turn provides specialized counseling.

However, if the situation requires a highly specialized approach, clients may be referred to other professionals in their field.

Campus Ministry Information and Formation Services

The Campus Ministry of Universidad de Sta. Isabel de Naga, Inc. is tasked with the mission of

- animating the Christian life of the school community mainly through the creative, contextualized celebration of the Eucharist.
- deepening of the personal relationship of the members of the school community with God/Jesus through prayer and spiritual

accompaniment;

- bringing the Christian community together in faith mainly through a meaningful and well-participated celebration of the holy Eucharist
- facilitating the active participation of the members of the school community in the celebration of the Holy Eucharist as lectors, commentators, or members of the choir.
- encouraging the students/personnel to participate in the campus ministry program of the school as volunteer Student Campus ministers
- doing Media Evangelization and Advocacy for greater consciousness and responsibility in the use of Media.

The Retreat/Recollection (R/R) Ministry is focused mainly on giving annual retreats and recollections to USI students and personnel. This ministry is commissioned to provide spiritual formation to the students and personnel, especially in their personal relationship with God and their Christian Life. This program component is a sequel, a deepening of the student's religious instruction.

The Retreat/Recollection ministry spiritual formation program provides the students and personnel with structured time and space to reflect and contemplate the presence of God in their lives and how God's love is manifested in the daily events of their life journey. The Retreat/Recollection Ministry also responds to requests for recollection/retreat from USI's partner communities, public schools, and prisons or wherever and whenever requests are made in fidelity to its Vincentian spirit.

Library

The library maintains an adequate and balanced collection of print and non-print materials. Online Public Access Catalogue (OPAC) and Internet are provided to facilitate students' research undertaking, e-journals, and e-books. It is open from 8:00 am to 5:00 pm, Monday to Saturday without a noon break.

Library Services

- Dissemination of information
- Library Orientation

- Lending Services
- Reference Services
- Library Display
- Phone Call Inquiry
- Library Tours
- Referral
- Wireless Fidelity (Wi-Fi)
- Book Drop
- Computerized Logbook
- Virtual Document Delivery Service
- Online Reservation/Inquiry of Research Topic

COLLECTIONS

Print and Non-Print Materials

- Printed Books - Filipiniana and Non-Filipiniana
- Non Print – Materials that are not totally dependent on the printed words to transmit data or information. Also known as audio-visual materials, e-resources and special materials.
- General Reference Books – Dictionaries, Encyclopedia, Directories, Atlas, Map, globe and gazetteers, bibliographies, Indexes, Catalogues, Newspapers, Magazines, Journals.

Special Collections

- Vincentian Literature - Reading materials on Saints Vincent and Louise.
- Bikolnon - Books on Bicol language and literature.
- Rizaliana - Rizal Books.

ONLINE RESOURCES

Philippine E-Journals

The Philippine E-Journals is an expanding collection of academic journals made accessible globally through a single Web-based platform. It is hosted by C&E Publishing, Inc., a premier educational publisher in the Philippines and a leader in distributing integrated information-based solutions. It is an online bibliographic database & repository of academic

journals in different disciplines from various resources.

EBSCO eBooks Academic Collection

The leading provider of research databases, e-journals, magazine subscriptions, e-books, and discovery online research platform used by thousands of institutions and millions of users worldwide.

World Technology e-Books

The pioneering company in the field of technological advancements in education. The primary focus lies in publishing SIM and professional e-books for academic research libraries to educate and inform students, researchers, and academicians about the latest developments in a particular field.

Magzter/Edzter

The ultimate digital reading destination for educational institutions that offers 5,000+ leading magazines, newspapers, and journals from around the globe and across 40 categories to students and faculty.

Starbooks (DOST)

Science and Technology Academic and Research-Based Openly Operated Kiosks

The first Philippine Science Digital Library Contains thousands of digitized science and technology resources in various formats (text and video/audio) placed in specially designed “pods” set in a user-friendly interface.

BOOK LOCATOR

- FIL – Filipiniana
- GR – General Reference
- FIL/GR – Filipiniana/General Reference
- FIC – Fiction
- BIK - Bikolnon
- NS – Nursing Section
- NS/FIL – Nursing Section/Filipiniana
- NS/GR – Nursing Section/General Reference
- MT – Medical Technology

- MT/FIL – Medical Technology/Filipiniana
- PT – Physical Therapy
- PT/FIL – Physical Therapy/Filipiniana
- RT - Radiologic Technology

ACCESS TO THE COLLECTION

1. The Library materials make use of the open shelves system.
2. The collection is classified into Dewey Decimal Classification System
3. The collection can be accessed through the Online Public Access Catalog.

USE OF ONLINE PUBLIC ACCESS CATALOG (OPAC)

1. Enter a Word/Phrase/Topic you want to research and click SEARCH.
2. Search results appear:
IN – if the book is in the library.
OUT – if the book is borrowed.
3. Click NEXT or PREVIOUS to select titles.
4. Click each TITLE to see the details.
5. Click SHOW CARD to see the details in card catalog format.
6. Click GO BACK to do another search.

STEPS IN BORROWING BOOKS FOR HOME USE

1. A borrower must present his/her school ID to the circulation librarian.
2. A Student Borrower's Form is provided to be filled up.
3. A borrower must fill up the form properly, the Date, Barcode of the book, and sign his/her name after the needed data is written.
4. The Librarian in charge encodes (check-out) to the Athena database.
5. Receipt of books borrowed is provided to serve as the client's reference of the due date.
6. The Librarian in charge will sign the borrower's form after the client's transaction is finished.

STEPS IN RETURNING BOOKS FOR HOME USE

1. Borrowed books must be returned to the circulation desk, not directly on the shelves.

2. The Borrower must fill up the student's borrower's form, and he/she must indicate the date when the book was returned and signify opposite the barcode of the book/s.
3. The Librarian in charge will check if the book returned tallies with the record signified by the borrower.
4. The Librarian in charge will encode (check-in) to the Athena database.

STEPS IN BORROWING BOOKS FOR CLASSROOM USE & FOR PHOTOCOPY

1. The Borrower must present their school ID.
2. A Student Borrower's form is provided with the Date, Name, Student Number, Barcode of the Book, and the Time indicated.

GENERAL RULES AND REGULATIONS:

1. Bags, envelopes, folders, and laptop cases must not be brought inside the library. They must be left at the deposit counter. All valuables, such as wallets, cell phones, jewelry, etc., must be removed. The library is not liable for any losses.
2. Students are required to tap their IDs at the computerized logbook located at the entrance of the library for statistics record purposes.
3. Silence must be strictly observed at all times.
4. Cell phones must be in silent mode.
5. Vandalism and littering are strictly prohibited.
6. Chairs must be returned to their proper place after use.
7. Used books must not be left at the table instead, they must be put back in the book track provided.
8. Lights and electric fans after use must be put off after.
9. Books and seat reservation is not allowed.
10. Wearing hats, sando, slippers, mini skirts, and hanging blouses is not allowed inside the library.
11. Eating, drinking, smoking, sleeping, and loud conversations are prohibited.
12. General reference books such as encyclopedias, dictionaries, atlases, yearbooks, almanacs, periodicals such as newspapers, magazines, journals, pamphlets, clippings or vertical files, research

papers such as theses, concept papers, dissertations, are not allowed for take-home use. They must be used only inside the library.

13. A maximum of five (5) books can be borrowed at a time for three (3) days for undergraduate students, while graduate students are allowed to borrow for one (1) week since their classes are only on weekends.
14. Books for classroom use are allowed to borrow for one and a half (1 ½) hours only.
15. Books for photocopy, a maximum of five (5) books is allowed to borrow for thirty (30) minutes only.
16. For record purposes, borrowed books must be returned to the circulation desk and not on the bookshelves. If the library is already or still closed, drop the book you want to return at the book drop provided at the library entrance. In case of sickness or other valid reasons, request someone to return your borrowed book/s so that other users may not be deprived of using the book/s.
17. Any library user who defaces, mutilates, or steals any library materials shall replace it or pay its current value. He/she must be brought to the discipline office for disciplinary action.
18. Student clearance will not be signed if one has unreturned books or unsettled library accounts.
19. Outside researcher must present a valid ID and a referral letter from his/her head librarian. A research fee of 25.00 pesos is charged for every visit/use of library resources. An alumni researcher is free of charge, but he/she must present an alumni ID.
20. Student who wants to research in other libraries must request a referral letter from the librarian in-charge of the circulation section.
21. Lost books must be reported immediately at the circulation counter/librarian so the chargeable fine will not accumulate.
22. Lost book/s must be replaced with the same title, author, and edition or paid according to the current price.
23. A fine of P5.00 per day is imposed for overdue books.

Health Services

The University maintains a well-equipped clinic administered by licensed medical, dental, and allied professionals. It provides all students with primary medical and dental health care and health education. It is open from 7:00 A.M. to 8:00 P.M., Monday to Friday, and 8:00 A.M. to 11:30 A.M. on Saturday. It specifically provides the following programs and services to the University:

Unit Policies and Standard Operating Procedures

I. General Policies

- 1.1 Medical and Dental Services are rendered to students, administration, faculty, non-teaching and maintenance staff from 7:00 a.m. to 9:00 pm, Monday to Friday, and Saturdays from 7:00 a.m. to 7:00 p.m. only.
- 1.2 The student/personnel needing medicine should be assessed/examined or seen by any USI school physician or clinic staff before dispensing the medicine.
- 1.3 The clinic will dispense emergency medicine for one dose only; however, for succeeding doses, a prescription will be issued by the school physician.
- 1.4 Medical certificates will only be given to students/personnel who have been examined/consulted by the school physician before their absence.
- 1.5 Issuance of a medical certificate to students as a requirement for school activities (e.g., sports, affiliation) is valid for one (1) year.
- 1.6 A student requesting an exemption in any school activity due to medical reasons should present a medical certificate coming from their family physician and will be certified by the school physician.
- 1.7 A student who wishes or advises to go home due to illness should be fetched by their parent/guardian. The parent/guardian will be notified by the clinic staff and or their respective adviser about the student's health status, particularly those without landlines or cellphones.

1.8 A student who needs hospitalization is referred to their hospital of choice accompanied by a relative/teacher. In extreme emergencies, the student's parent/guardian/relative will be notified by the adviser/clinic staff/related others that the student will be brought to USI-Health Services Department via USI car. The Naga City Hospital's ambulance will be made available in cases that the USI car is unavailable.

II. Standard Operating Procedures

A. For the treatment and management of health cases

1. Minor Cases

A. Types of Minor Cases

- a. Fever of 37.6-37.9 for one-day
- b. Mild to moderate headache
- c. Cough
- d. Stomach ache pain scale 1-5
- e. Toothache
- f. Nose bleeding with minimal discharge, not recurrent
- g. Mild eye irritation or redness
- h. Dysmenorrhea
- i. Wound (simple abrasion and laceration)
- j. Mouth sore
- k. First-degree burn with blisters
- l. Hyperventilation
- m. Fainting due to lack of sleep, poor diet and fatigue

B. Procedure

- 1. Receive the client courteously and tactfully.
- 2. Record the client's data (name, age, gender, grade/year level)
- 3. Take the client's chief complaint.
- 4. Take the client's vital signs.

HEALTH PROGRAMS

1. Health Assessment

This includes health assessment concerning the present

health condition, improvement, adjustment, and protection which includes:

- a. Yearly health examination
- b. Consultation
- c. Dispensing of Medicines
- d. First Aid and Treatment for minor cases
- e. Referral or emergency transport of students to the USI- Health Services Department or the nearest hospital
- f. Vaccination

2. Health Instruction/Teaching

This aids in developing awareness of health and safety among clients through

- a. Seminar
- b. Workshops
- c. Conferences
- d. Lectures

3. Healthful School Living

Major concern of which is to promote a wholesome, clean, and safe environment

4. School-Community Linkage

Done by coordinating with teachers' administration concerning health, safety, and related matters.

IV. SERVICES

MEDICAL SERVICES

- 1. Complete physical check-ups for incoming HED freshmen students and submission of their laboratory results.
- 2. Annual medical and dental check-ups of students, teachers, and personnel.
- 3. Emergency treatment of minor wounds and other injuries occurring within the school premises during school hours.

4. Making proper referrals to the student's private dentist/doctor for further management
5. Providing comfort and rest in the clinic, if needed.

DENTAL SERVICES

1. Yearly routine dental check ups including dental health instruction to students in all levels
2. Free dental consultation
3. Annual prophylaxis, temporary filing by appointment
4. Emergency dental Treatment (e.g., swelling, bleeding, or inflammation of tooth).

STUDENT'S INSURANCE

Every enrolled student is covered by Personal Accident Insurance. The coverage is 24 hours, on and off campus, for injuries caused by accidents. Benefits are as follows:

- Accidental Death and Disablement
- Accidental Medical Reimbursement
- Burial Expense
- Unprovoked Murder and Assault

Procedures to be followed when availing of student insurance:

1. Secure and submit the following documents to the Accounting Office. The documents must be submitted within one year from the accident date or at least reported to the insurance company. You may inquire about the amount you can claim from the office.

GENERAL REQUIREMENTS:

- a. Insurance Policy
- b. Official Receipt of Premium Payment
- c. Endorsements / Attachments (if any)
- d. Police Report / Accident Investigation Report / Affidavit of Loss of Witness.

I. In cases of Death claim:

- a. Death Certificate (certified true copy)

- b. Funeral / Burial Receipts
- c. Medical Certificate, (if hospitalized)
- d. Birth Certificate (if minor)
- e. Marriage Certificate (if married)
- f. Certification from School

II. In cases of bodily injury claim:

- a. Medical Certificate
- b. Receipts of Medicines / Hospital Bills
- c. Birth Certificate (if minor)
- d. Marriage Certificate (if incapacitated)
- e. Certification from School

III. Additional Documents In Case of Death Claim of Vessel Passenger:

- a. Passenger Manifest
- b. Sworn Statement / Marine Protest of the Master of the Vessel
- c. MARINA Certificate of Inspection
- d. Clearance from the Philippine Coast Guard (if applicable)

Failure on the part of the Insured to submit any of the requirements enumerated above will cause a delay in the processing of the claim. The company reserves the right to require additional proof as it may consider necessary to support a claim.

2. Claim the check after two weeks at the insurance company's office.

Exclusions:

- War invasion, Act Foreign Enemy, Hostilities (whether war be declared or not), Civil War, Rebellion, Insurrection, Mutiny, Military or Usurped Power, Riots, Strikes, Military or Popular Rising.
- Suicide or Attempted Suicide (whether felonious or not), Alcoholism, Venereal Disease, or Insanity.
- Earthquake, Volcanic Eruption, or Tidal Wave.
- Death or disablement occurring while the Insured is traveling in an aircraft other than one licensed for public passenger service and operated by a regular airline on a published scheduled flight over a

regular air route between two established airports and in which the insured is traveling as a ticket-holding passenger.

- Death or disablement consequent upon the Insured engaging in hunting, racing of all kinds, steeplechasing, polo playing, motorcycling, mountaineering, winter sports, ice hockey, football or yachting, or using woodworking machinery driven by mechanical power.
- Death or disablement caused by murder and assault on an attempt thereat.

RESERVATION FOR THE USE OF FACILITIES, REPAIR, AND MAINTENANCE

The Office of the Administrative Services through the GSS handles the reservation and approval of the use of facilities like auditorium, gymnasium, open and covered courts, social hall, conference rooms, classrooms, and other USI facilities for the use of students in their curricular and extracurricular activities. The reservation must be at least two (2) weeks immediately preceding its actual use but in emergency cases, at least three (3) days.

This office also receives requests for the construction and repair of school facilities, tools, and utilities and their necessary maintenance through the GSS Office.

Laboratories

Adequate laboratory facilities are maintained to enhance instruction. These are the Chemistry Laboratory, Zoology / Botany Laboratory, Physics Laboratory, PT Laboratories, Nursing Proficiency Center, Home Economics Laboratory, HM Laboratories (St. Martha's Laboratory and Apartelle), Computer Laboratories, Micro-Teaching Laboratory, Mass Communication Laboratory, Psychology, and MIS Laboratory.

Audio-Visual Centers (AVC) and Mini-Theater

Fully air-conditioned Audio-Visual Rooms with different educational equipment and audio-visual materials are available for instructional purposes and other student activities. This room is ideal for academic lectures with audio-visual presentations or for movie reviews and seminars

accommodating a hundred participants in one activity. It is manned by a full-time staff and student assistant. For the use of Audio-visual rooms and multi-media gadgets, reservation must be done at the AVR Center located near the Gainza Learning Center or library and beside the Apartelle Music Department.

Social Hall

The University Blessed Frederick Ozanam Hall is one of our physical constructs that preserved the Spanish-inspired structure. This serves as a venue for student gatherings, programs, seminar workshops, and assemblies that require more mobility.

Auditorium

The fully air-conditioned auditorium has a seating capacity of 800. It is used for convocations, assemblies, programs, concerts, seminars, stage plays, and other school functions. It is the only auditorium in the Bicol region that passed standard specifications. It was the venue of the popular play, "Oliver," staged by the students of the University and was played in PICC and other DC schools.

Mother Guillemin Conference Room

The fully air-conditioned Conference Room is a venue for conferences and meetings, and workshops. It is a perfect venue for group discussions and mentoring.

Blessed Frassati Gymnasium

This multi-purpose physical structure does not only serve as a gym for sports or athletic activities but is also ideal for PE calisthenics classes, masses, assemblies/gatherings, games, and tournaments (courts for basketball, volleyball, tennis, sepak takraw, and badminton) with thousand participants in attendance.

Sports Facilities and Equipment

Volleyball, basketball, and tennis courts are available for practices and competitions. These are equipped with lighting facilities for evening use. Sports equipment is available to interested students.

Internet Facilities

The Internet facilities are available to students and faculty. It is open from Mondays to Saturdays. Wireless Internet facility is available in certain areas.

St. Louise Cafeteria

Environmental Stewardships extend to our University Canteen. Safe and healthy foods are our priority since this is constantly checked by the city's health and sanitary officials. In this area, we encourage proper waste segregation.

University Business Center

The store provides easy access to school supplies, books, and other materials the students need. Hence, freeing the community members from the hassle and danger of going out from campus just to buy school or office supplies. Provides photocopying and printing services.

Chapel

On campuses, a chapel is a prominent structure, for this serves as the heart of the University where the USI family prays and celebrates daily mass.

USI SUPPLEMENTAL FACILITIES

Caritas Christi Retreat and Renewal Center

This is a Center for Prayer and Renewal in which the University takes pride. This is also known as "Harong nin Pamibi" (House of Prayer). It is conveniently located just a kilometer from the heart of the city. Through this house, one can find tranquillity right in the middle of the busy city life of Naga.

It serves as the center for spiritual renewal, self-discernment, and spiritual recollection and retreats for students and personnel alike.

USI Health Services Department

In pursuance of quality education and training for its nursing students, Universidad de Sta. Isabel has its base hospital – the USI-Mother Seton Hospital. USI students exclusively use it for their Related Learning Experience.

USI Health Services Department, the most modern hospital in the Bicol Region today, is located along Roxas Avenue (Diversion Road) in Naga City. The in-patient department has a total 150-bed capacity, and the out-patient department is located at the back of the St. Louise de Marillac Hospital Chapel. In its daily operation, it has about 500 hospital workers and is staffed by about 141 medical consultants, and highly trained experts in their respective fields of specialization. It is level IV licensed by the Department of Health (DOH).

Villa Marillac Community Center

Universidad de Sta. Isabel, in its commitment to holistic growth and development for those in poverty, ventured into the Social Work approach in the Community Development Program in 1967. It established the Villa Marillac Community Center for the elderly in honor of St. Louise de Marillac, co-foundress of the Daughters of Charity of St. Vincent de Paul.

This is a form of extension of the century-old academic function of the school which was realized by the donation of three parcels of lots measuring 6,764 sq. meters (now the existing compound of Villa Marillac) 5,885 sq. meters (used for the housing of CSI employees) and more or less 3 hectares of rice fields in Concepcion Pequeña (intended for the support of the elderly) to the Daughters of Charity.

Villa Marillac Community Center for the elderly villa is situated at Barangay Calauag, Naga City, and serves as field social work and health program instruction.

TITLE
STUDENT DISCIPLINE
POLICY STATEMENT

Discipline plays a significant role in ensuring students' success in the pursuit of knowledge and Vincentian formation. As a Vincentian institution, the value of simplicity is discerned into various spectrums of character, such as truthfulness, decency, and integrity. Hence, students, while enrolled in USI and after graduation, are expected to manifest these characteristics in the exercise of their rights and obligations as global citizens.

The Formation Officer has the overall jurisdiction of all offenses committed by the student and thus may investigate, file a complaint and/or elevate the case to the Student Discipline Committee. However, academic-related offenses or acts committed during academic encounters may be acted upon by the Students and Welfare Committee (SWC) of the department to which the students belong.

A clean disciplinary record ensures the student a continuous enjoyment of the privileges the school offers. In view of this, the student must be acquainted with the University's disciplinary framework, policies, rules, and regulations embodied in the Student handbook.

Level 1 (Light Offenses)	
---------------------------------	--

Light offenses are acts demonstrating a misunderstanding of truthfulness or the consequences of falsehood. These actions reveal not only a lack of understanding of the repercussions of one's actions but also a tendency to damage the reputation of individuals or the institution through words or deeds. Such actions may stem from a distorted sense of morality or a lack of understanding of the moral and spiritual principles underlying religious practices.

Level 1 (Light Offenses)	FORMATIVE INTERVENTIONS
<ul style="list-style-type: none"> • Using an expired gate pass or other student's identification card. • Entering the campus not in uniform and/or without an ID, surreptitiously or by force with the guard on duty • Other flagrant violation of rules in uniform, ID and dress code. • Habitual loss of gate pass • Not observing environmental school policies. • Threat/s to commit harm • Spreading rumors/lies against a person or the institution • Gossiping • Name-calling as a form of bullying • Slight physical injury • Any form of disrespect in words and deeds. • Smoking in USI uniform. • Utterance of vulgar language and expressions. • Students who hold on to their heretical, erroneous beliefs contrary to Catholic teachings/ (continuously participating/ conforming or abetting heretical practices from the other sect or organizations. 	<ul style="list-style-type: none"> • Reprimand with written warning • Letter of explanation • Peer mediation • Tri-circular Program • If the present offense is of the same name or nature as the offense enumerated in this category, it shall be automatically classified as the next higher level. • Other penalties/undertaking that the Discipline Committee deemed it fit and proper to be imposed under the principle of transformative and restorative justice.

<ul style="list-style-type: none"> Putting in contempt any religious dogma, teachings, or practices in class or religious rites. Discrediting in public any denomination to embarrass any member of such denomination. 	
<p>Level 2 offenses (grave offenses) are acts demonstrating not only a lack of understanding of the consequences of falsehood but also a significant degree of malice. These actions show not only disregard for campus safety and security but also a deliberate and malicious intent to violate regulations. Furthermore, they reveal a flawed moral compass and a propensity to cause harm, coupled with a conscious intent to break the rules.</p>	<p>In addition to the level 1 formative interventions, SWC members / Formation Officer may use any or combination of the following measures</p>
<p>MISDEMEANORS</p> <ul style="list-style-type: none"> Spreading wrong pieces of information or stories in any medium that undermined the integrity of another person/legal entity or student organization. False statements in written or verbal to manipulate any school policy or classroom discipline. Collection of contributions from peers and classmates for a certain unknown school project or activity. 	<p>FORMATIVE INTERVENTIONS</p> <ul style="list-style-type: none"> Revocation of the right to participate in social and/or extracurricular activities Student, parents/ guardians conference Student contract Letter of apology to the aggrieved party Participation in an informal counseling session related to the misdemeanor

<ul style="list-style-type: none"> • False assertion of personal circumstances when inquired by any USI office as part of school function. • Perjury or giving false statements involving light offenses. • Solicitation for financial/material support without the knowledge and consent of any school official under the guise of school activity with an amount of five hundred pesos and below • Misrepresentation or fraudulent act that does not directly prejudice the integrity of the University on any of the following acts: <ul style="list-style-type: none"> • Joining beauty contest illegally carrying the school's identity • Joining seminars, conferences, and contests carrying the identity of the school without the knowledge and consent of any school official. • Solicitation for financial/material support without the knowledge and consent of any school official under the guise of school activity with more than five hundred pesos. • Online solicitation of payment in exchange of a product, goods or services that is proven to be false or a form of scam amounting to five hundred to five thousand pesos in one transaction or series of transactions. • Posting of any lewd material, gender and religion based 	<ul style="list-style-type: none"> • If the present offense is of the same name or nature with the offense enumerated in this category, it shall be automatically classified as the next higher level. • Suspension in attending/participating in academic or non-academic school activities from 10 to 20 days • Tri-circular Program • Restoration or reparation of what has been damaged • Disqualification or forfeiture from any school grants/awards (depending on the degree of malice) • Non-readmission, if the offense committed is surrounded with facts and circumstances that disturbs sensibilities of people in the community and/or scandalizes the community at large, especially the students. • If the present offense is of the same name or nature as the offense enumerated in this category, it shall be automatically classified as the next higher level. • Probationary status • If the present offense is of the same name or nature as the offense enumerated
--	--

hatred to stir social agitation or scandal, in an online platform or other forms of social media platforms.

- Falsification of official school documents and forgery of signatures of school officials or persons in authority.
- Perjury or giving false statements involving grave offenses.
- Cheating by whatever means and method in quizzes, periodical exams, or its equivalent undertaking.
- Plagiarism of simple research assignments aside from thesis.
- Spreading rumors that resulted in other offenses or have caused disturbance of other people's wellbeing.
- Use of falsified school records for enrollment in USI or the benefit of grants.
- Body piercing and/or body tattoo that is showing lewdness, discomfort to the public.
- Other offenses covered by ordinances or laws of the land which gravity fall in this category
- Possession of any gambling materials or paraphernalia.
- Entrusting personal ID to another person to breach security or gain entrance.
- Tampering library or academic records
- Any form of disrespect in words and deeds.

in this category, it shall be automatically classified as the next higher level.

- Preventive suspension with days as determined by the Discipline Committee.
- Suspension from attending/participating in academic or non-academic school activities' from Twenty-one to thirty days or as determined by the Committee on Discipline.
- Restoration or reparation of what has been damaged with reasonable payment.
- Probationary status
- Non-readmission if the offense committed is surrounded with facts and circumstances that disturb the sensibilities of people in the community and/or scandalize the community at large, especially the students.
- Other penalties/undertaking that the discipline committee deemed fit and proper to be imposed under the principle of transformative and restorative justice.

- Utterance of vulgar language and expressions in public.
- Initiating altercation with the guard/s
- Surreptitiously or by force letting a non-USI student or person without obtaining proper clearance.
- Carrying deadly weapons or explosive material/s upon entering or while in the campus.
- Carrying illegal substances, and pornographic and subversive materials upon entering or while inside the campus.
- Carrying liquor or any intoxicating drinks upon entering or while inside the campus without proper clearance from the guard or department as part of academic requirements/ or theater play.
- Drinking alcoholic beverages and/or drunkenness in any school-sanctioned activity/ on-the-job training/ related learning experience/ internship.
- Theft or any form of larceny or robbery involving the amount of five thousand pesos and below.
- Vandalism or destruction of property /misuse or abuse of USI property
- Smoking marijuana or taking other illegal substances
- Found positive in highly

pernicious illegal substances twice or frequently.

- Hacking or illegally accessing electronic files of USI or USI personnel
- Tampering school records related to academic standing, accountability, or marital status.
- Wantonly and recklessly exposing the campus to man made disasters or dangers like fire, ramble, shooting/stabbing and the like.
- Coercion
- Slander
- Libel
- Threat/s to commit serious harm
- Serious physical injury (as categorized by medico legal)
- Inciting or aiding someone to commit offense or immoral acts
- Aiding/inciting someone to commit an offense or suicide
- Causing pregnancy
- Immoral acts such as entering an illicit affair
- Pre-marital sex
- Sexual coercion
- Physical assault / unjust vexation
- Any act punishable by the Anti- Hazing Law
- Any act punishable by Anti- Photo and Video Voyeurism Act.
- Causing physical and moral harm as a form of serious

bullying

- Causing commotion resulting in terror and physical harm
- Rumble / tumultuous defray
- Inflicting serious physical injury
- Acts of lasciviousness, lewdness, a commission of any other indecent acts such as, but not limited to:
- Touching/fondling of sensitive parts like breasts, buttocks, and nape
- Dirty language (verbal or non-verbal)
- Direct assault against a person in authority like a teacher, administrator, co-academic staff. Member of the maintenance personnel and security force while inside the campus or while engaging in his duty resulting in less serious to serious physical injuries and/or embarrassment.
- Causing alarm and scandal like nudity, profanity, and public confessions or exposé. Using vulgar acts and/or language and any act causing terror and trauma like committing acts of suicide, brandishing a deadly weapon, or false public alarm causes panic and chaos.
- Body tattoo and piercing
- All forms of bullying that affect the general well-being of the victim.
- Recidivism or habitual delinquency with offenses of same or different categories.
- Possession of synthetic and

<p>herbal contraceptives with an end to promoting on and/or with intent to use the same.</p> <ul style="list-style-type: none"> • Betting and gambling in any form within the campus or while in uniform outside the campus. • Drunkenness with public display of contemptuous actions and/or in uniform. • Involved in common crimes outside the campus while being a student or during academic breaks. • Sexual misbehavior/ promiscuousness in public. • Hanging out in computer cafes in uniform during school hours for non-academic purposes. • Misplaced rowdiness 	
<p>Level 3 (grave offenses)</p> <p>In addition to level 2, these acts connote that the actor is not deficient in understanding the consequences of propagating falsehood; it also shows the malefactor's considerably high degree of malice in committing the offense.</p>	<p>SWC members / Formation Officer may use any or combination of the following measures</p>
<p>MISDEMEANORS</p>	<p>FORMATIVE INTERVENTIONS</p>
<ul style="list-style-type: none"> • Falsification or illegal production of school official receipts issued by the accounting office amounting to one thousand pesos and above • On-line solicitation of 	<ul style="list-style-type: none"> • Suspension in attending/ participating in academic or non- academic school activities' from Twenty-one to Thirty day. • Preventive suspension for students entangled with law

<p>payment in exchange of a product, goods or services that is proven to be false or a form of scam amounting to more than five thousand pesos in one transaction or series of transactions.</p> <ul style="list-style-type: none"> • Using plagiarized thesis/report or literary arts. • Falsification or illegal production school official examination permits • Forgery of signatures • Unauthorized production or reproduction of examination materials or lectures of the teacher • Committing perjury material to a grave offense or crime • Estafa involving considerable amount • Production of false evidence / statement as part of the complaint/ allegation or reply to it or for the benefit of a grant. • Spreading rumors that resulted in other offenses or have caused disturbance of other people's wellbeing and the community. • Theft or robbery involving the amount of more than five thousand pesos • Serious physical injury causing mutilation or removal of any bodily parts • Bullying causing mental challenges to the victim. • Causing pregnancy and other forms of immorality. • Drug pushing 	<p>until the case is cleared.</p> <ul style="list-style-type: none"> • Restoration or reparation of what has been damaged with reasonable payment. • Non-readmission if warranted by the surrounding circumstances • Probationary status • Disqualification or forfeiture of any academic and non-academic awards <p>Other penalties/undertakings that the discipline committee deemed it fit and proper to be imposed under the principle of transformative and restorative justice.</p>
---	---

<ul style="list-style-type: none">• Refusal to undergo rehabilitation• Under investigation by law enforcers or undergoing a legal procedures, of an offense punishable by law categorized as grave or serious offense.	
---	--

NB: The administration reserves the right to amend and/or revise its formative interventions under the principle of transformative and restorative justice, provided due process is observed

Extent of STUDENT DISCIPLINE

- Anytime within the school campus
- Anytime within the school vicinity
- At all school functions and school-related activities outside the campus
- Anytime when the offender has committed an act categorized as less grave to grave offense under the municipal laws and other special laws of the Philippines.
- Anytime when the misconduct involves or affects a student's status, or the school's good name (Manual of Regulations for Private Higher Education).

Composition of the Committee on Student Discipline

- i. VP for Student Development and Services-Chairperson
- ii. Formation/Discipline Officer
- iii. Dean of the student/s involved in case
- iv. Student Welfare Officer
- v. Committee Secretary who is a non-voting member appointed by the Committee

Functions of the Student Discipline Committee

1. The Committee shall promulgate its own rules or procedures for the speedy disposition of case
2. Hearing is fact-finding and clarificatory, which can be done either on open or closed doors as may be determined by the Committee.
3. The Committee, in any stage of the proceeding, has the power of the following:
 - a. Issue subpoena
 - b. Exclude any person from the hearing
 - c. Issue preliminary/minor decisions
 - d. Call the complainant, witnesses, and respondents for further questioning
 - e. Place any party in preventive suspension

- f. Entertain amicable settlement or compromise from both parties after serious deliberation and investigation that no force, threat, duress, or undue influence was committed by either party or that settlement and compromise are sought freely and voluntarily, without prejudice to the right of the school to file the appropriate complaint.
- 4. A student may choose any of the faculty members to aid on the understanding of the rights accorded him/her during the investigation/hearing if a counsel is so desired and/or in the absence of either parent upon the invitation of the Chair of the Committee. But such faculty members have no right to either interfere or intervene any procedural matters for the proper disposition of the case. Moreover, such faculty members are oriented on matters of confidentiality, and any misguided or malicious opinion/advice from her/him such faculty alone shall be held responsible.
- 5. The presence or participation of a practicing legal counsel at any stage of the proceedings is subject to the approval of the committee but under no circumstance that the committee be enjoined to approve or allow the presence of such counsel during the hearing of the case.

Norms of Conduct

A student of Universidad de Sta. Isabel is expected to act in accordance with the accepted norms of behavior in and outside the school.

A. Conduct outside the School

- 1. Students are responsible for living out the ideals, Christian and Vincentian values, and principles of Universidad de Sta. Isabel, wherever they are.
- 2. Respect for their persons, and the rights of others (students, employees, sisters, and guests), especially those in poverty.
- 3. To avoid questionable establishments and places such as bars, gambling dens and places of ill repute, and the like.
- 4. To refrain from smoking, and drinking alcoholic beverages and

liquors.

5. To observe decorum and conduct a desirable behavior in public places while wearing the USI school uniform or other attire sanctioned by the school.

B. Conduct within the School

Students are expected to observe the following:

1. Respect and deference to the administrators, faculty members, school personnel, and fellow students.
2. Use of words that are offensive, vexatious, vulgar, indecent, or blasphemous must be avoided, for such language is unbecoming in an academic community.
3. Relationships are characterized by mutual respect, dignity, true Christi, and friendship.
4. Policies on no smoking, substance abuse, and usage of liquor for academic and laboratory purposes.
5. Decorum on the campus, especially in libraries, corridors, chapels, and conference halls.
6. Campus cleanliness and proper segregation of trash.

Actions and demeanors which are in direct contravention of the University Norms of Conduct shall be dealt with accordingly. The Discipline Office and/or the Discipline reserves the right to impose corresponding sanctions commensurate to the infractions committed.

Dean's Prerogatives and Faculty's Responsibilities in Disciplinary Matters

All light offenses committed in relation to academic activities are cognizable by the concerned College Dean, who may summarily resolve the case thereof. If the act can be classified as grave, the such violation must be reported to the Prefect of Discipline. If the Dean concerned wants to take upon himself/herself the responsibility of resolving the case and the imposition of sanctions, he/she must coordinate with the Prefect of Discipline the determination the gravity of the offense and imposition of sanctions and a copy of the resolution of the case must be submitted

to Discipline Office for record purposes.

Any faculty member who has personal knowledge of the offense committed must immediately report the offense to the Dean and/or the Office of Student Affairs.

General Accessory Penalties

Any student caught or proven to have violated any of the existing policies, rules, and regulations of the school shall be subjected to one or more of the disciplinary sanctions enumerated in this Handbook. The gravity of the offense committed and the circumstance attending to its commission shall determine the nature of the sanction to be imposed.

The disciplinary action may take the following forms:

1. Restitution.

Restitution is imposed on students for damage or misappropriation of school property, property of any student, faculty member, or school official/personnel. It may take the form of payment or appropriate service, which shall be charged to the student concerned. Failure to make restitution shall warrant suspension of diploma or issuance of academic records.

2. Fines

Fines from fifty pesos and above depending on the gravity of the infraction or offense, as determined by the Student Discipline Committee.

3. Any form of community service determined by the Discipline Committee.
4. Withdrawal of office or privileges if the offender holds a position of trust or honor.
5. Forfeiture of any awards, academic or non-academic.
6. Non – eligibility to hold any elective or appointive position in any organization accredited or recognized by the University.
7. Disqualification from the honor roll or Dean's list.
8. In case of light personal offenses, a written apology to the person offended.

9. Temporary suspension of any privileges accorded to students.
10. Summoning of parents or guardians
11. Confiscation of identification card (ID)
12. Probationary status

All offenses not included in the foregoing enumerations shall be classified by the Student Discipline Committee based on the established rules and norms of morality and fundamental policies, municipal and special laws of the land. The Committee shall likewise determine the corresponding sanctions thereof.

In determining which type of disciplinary action may be imposed, the following shall be taken into consideration:

1. Facts surrounding the case
2. The previous record of student
3. Degree of malice involved
4. Position, age, and sex of the off-ended person
5. Established precedents
6. The gravity of the violation committed
7. Seriousness/ amount of damage or injury caused
8. Conduct and attitude during the investigation
9. Mitigating and aggravating circumstances mentioned in the Revised Penal Code
10. Other factors or circumstances may be deemed worthy of consideration
11. The scope of the publication of the offense to the public.

Complaint and Grievances

In all offenses mentioned, the Student Discipline Committee may conduct a formal hearing upon the formal complaint in writing by the offended party through the Prefect of Discipline or upon the elevation of the case by the Prefect of Discipline after determining the gravity of the offense committed. The right to due process is respected, including the

right to be informed in writing of the complaint filed against the student and the opportunity to defend himself/herself against the accusation/s before the constituted body. The respondent student/s shall be allowed to be represented by any member of the College Faculty of his/her choice.

Procedure in resolving complaints and cases:

1. Any of the following may file complaints:
 - a. Offended party
 - b. Dean of the offended party
 - c. Any person having direct knowledge of the commission of the offense
2. All complaints shall be filed to the concerned College Dean or directly to the Prefect of Discipline immediately after the violation is committed, discovered, or made known to the proper authority. Verbal complaints shall be placed in the Student Discipline Summary of Records authenticated or signed by the complainant.
3. In cases where there is no complaint but the rising offense or the offense committed has reached the knowledge of Student Affairs, the Prefect shall investigate the matter and shall call any student for questioning.
4. The Prefect of Discipline summons/notifies the student concerned to inform him/her of the complaint and asks him/ her to answer in writing within three academic days. Failure to answer within the prescribed period without a valid reason such right shall before forfeited. Thus, the case can be summarily resolved.
5. If there is any confession or admission from the respondent during the preliminary investigation, the Prefect of Discipline may summarily resolve the case and recommend sanctions to be approved by the Chairperson of the Discipline Committee if the case is serious.
6. The Prefect of Discipline makes a preliminary determination as to the gravity of the violation or acts complained of, as stipulated in the rules and regulations of the University. Light offenses may be resolved by the Prefect of Discipline or by the Dean concerned summarily or without a hearing, provided a copy of the resolution is submitted to the Prefect of the Discipline.

7. For major offenses, the Prefect of Discipline shall file a formal charge or complaint to the Discipline Committee. The respondents shall be notified in writing of the complaint against him/her. They shall be furnished with a copy and the supporting documents, immediately after the complaint is filed.
8. The respondents must answer in writing under oath, with affidavits from his/her witnesses and other evidence within three academic days from the receipt of the complaint or charge, and shall file the same with the Chairperson of the Discipline Committee.
9. The Prefect of Discipline shall notify the complainant and the respondent/s in writing at least two (2) academic days before The hearing of the case.
10. The Prefect of Discipline or Discipline Officer, with the approval of the Chairperson of the Discipline Committee, may, at any stage of the investigation or while the case is pending place any involved party in preventive suspension.
11. The Chairperson, with the recommendation of the Prefect of Discipline or upon investigation, may hold the release of any transfer credentials of the person/s involved in the complaint or until the sanctions have completely complied.
12. The scheduled proceeding shall be undertaken even in the absence of either party who failed to present a reasonable excuse as determined by the Committee.
13. The scheduled proceeding shall be undertaken even in the absence of either party who failed to present a reasonable excuse as determined by the Committee.
14. During the hearing, the witness may be required to give testimony under oath. Respondents may have counsel from any of the members of the College Faculty of his/her choice. A private counsel may be allowed only as an observer during the hearing and only if the corresponding penalty to the alleged violation is dismissal or non-readmission.
15. The Committee shall render a decision within seven (7) academic days from the last hearing. It must be done in writing, stating the facts and the provisions of the Student Handbook to which the

decision is based, signed by all the members who participated in the decision-making.

16. The decision of the Committee may be appealed to the University President within three (3) academic days from its promulgation. The decision of the University President is final
17. In case of exclusion, the Committee on Discipline shall refer the case to the Commission on Higher Education for execution.

Other Concerns:

Pregnancy outside marriage: Policy statement

The university upholds the sanctity of marriage as one of the channels of sanctifying of grace. In relation to this, we considered pregnancy as a fruit of conjugal love and part of a Divine procreation for the creation of God's Kingdom. Hence, pregnancy outside marriage though not abhorred but totally discouraged for this is irreconcilable to the norms of morality of the university without undermining the rights of women under the law, like the right to privacy. Hence, a student under this ordeal shall take the following measures , each according to the peculiarity of the case:

1. A non-graduating student shall automatically be considered having filed a leave of absence if pregnancy is at high risk and shall take the Tri-circular Program of the University, unless her pregnancy becomes apparent that can instigate a normal person to inquire. Such a case her Tri-circular Program will commence right before her re-enrollment.
2. If the Academic Year is on its final three weeks and the pregnancy is on its first month, the student shall be allowed to finish the semester provided that:
 - a. She will not be allowed to march if graduating
 - b. She will finish the remaining days through other manner than classroom engagement.
 - c. Her awards shall be forfeited or held in abeyance.
 - d. Shall start the Tri-circular program

3. Shall file an undertaking with the Dean and Student Affairs for proper compliance of the conditions.

Sexual Harassment (RA 7877)

Sexual Harassment is an unwanted act, uninvited and unsolicited sexual conduct. It is a form of harassment directed towards a person lower in rank, status or condition wherein the perpetrator has a moral ascendancy, influence or authority over the victim. The act maybe done directly by physically touching any part of the victim with malicious intent and/or verbally with sexual content or blatantly display contempt to the opposite gender or indirectly through innuendos, causing to annoy shame or embarrass the latter.

The act may be perpetrated in an academic or academic related places or training institutions or workplaces.

Rule 1 Part ii of the Implementing Rules and Regulations of Sexual Harassment Act of 1995 provides among others:

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

Sec. 4. Forms of Sexual Harassment-Sexual Harassment consist of the following:

- A. Persistent, unwanted attempts to change a professional or educational relationship to a personal one.
- B. Unwelcome sexual flirtations and inappropriate put-downs of individual; persons or classes of people. Examples include but not limited to the following:
 1. Unwelcome sexual advances;

- 2. Repeated sexually oriented kidding, teasing, joking or flirting;
- 3. Verbal abuse of a sexual nature;
- 4. Graphic commentary about an individual's body sexual prowess, or sexual deficiencies;
- 5. Derogatory or demeaning comments about women in general, whether sexual or not;
- 6. Leering, whistling, touching, pinching, or brushing against another body;
- 7. Displaying objects or pictures, which are sexual in nature that would create hostile or offensive work or living environments.

C. When sexual advances result in an intimidating hostile or offensive environment for the student trainee or apprentice (Anti-Sexual Harassment Act of 1995)

COMMITTEE ON DECORUM

In accordance with Section 4 (b) of the Anti-Sexual Harassment Act of 1995, a Committee on Decorum and Investigation is hereby constituted.

COMPOSITION

The Committee on Decorum shall compose the following:

- 1. VP for Student Development, Services, Linkages and Scholarships as Chairperson
- 2. VP for Academic Services as Vice-Chair
- 3. A Daughter of Charity who is member of the Administration;
- 4. Dean of the faculty involved or the Head of the office where the particular personnel is working or connected;
- 5. College Dean of the student-aggrieved party;
- 6. President of the Faculty Association or President of the Co-academic personnel or his/her designate, depending with sector the perpetrator belongs;

7. President of the Student Council; University Chaplain or his designate;
8. Prefect of Discipline;
9. Secretary to be appointed by the Chairperson as recommended by the committee members (a non-voting member and in-charge of all transcripts of the proceedings).

JURISDICTION AND PRIMARY FUNCTION

The Committee on Decorum and Investigation shall entertain and investigate cases pertaining to sexual harassment, only where one party is a student that stands as the victim of crime.

However, the Head of the Student Affairs with the aid of the Prefect of Discipline may conduct an investigation after it has obtained vital information in the commission of such offense or may endorse the filing of a case to the Committee on Decorum after it has received a complaint from a student or students.

This Committee shall automatically be convened at the call of the Chairperson. The members on the other hand, cannot be represented nor can vote through a proxy if his presence cannot be obtained. The composition of members from the initial hearing to the final disposition of the case shall not be changed to safeguard the confidentiality and preserve the integrity of the proceedings, unless there be physical and moral impossibility which may prevent such member from exercising his duties.

It is likewise the responsibility of the Committee to formulate preventive measures, conduct seminars, orientation and promote awareness and understanding on the nature of sexual harassment, to students. The Committee may formulate protective measures for the protection of the complainant/s his/her witnesses, from further harassment or threats.

The Committee shall serve as the coordinating body of other offices when a person involved is the case is beyond its jurisdiction. It may issue a subpoena **ad testificandum** or **duces tecum**, signed by the Chair towards person or an office, which is deemed necessary for the speedy disposition of the case or which has bearing in the case at hand.

The hearing in the Committee on Decorum is non-litigious in nature, renders findings only after hearing and elevate the records to the Human Resource Department for appropriate action against the alleged offender, in accordance with Anti-Sexual Harassment Act of 1995. In the process of hearing, Administrative proceedings as provided under Civil Service Law (P.D. 807 and Memorandum Circular 19, s. 1994) may be suppletorily used. However, technicality of rules of procedure adopted by the Committee should not in any way hinder the just application of the Anti-Sexual Harassment Act.

RULES OF PROCEDURE

1. The victim-complainant shall submit a written complaint under oath and sworn affidavit of his/her witnesses together with the evidence if there are any, to a Guidance Counselor or to the Prefect of Discipline whoever he/she feels comfortable/secured.
2. The written complaint shall be in any form provided it substantially contains the following:
 - a. The name of the complainant, the course he/she is currently enrolled, year and section;
 - b. The name of the respondent;
 - c. Date of filing;
 - d. Facts and circumstances illustrating the perpetration of the crime, in any language/dialect known to the complainant;
 - e. Attachments/evidences/affidavits
3. The receiving officer concerned together with the complainant shall file under oath the written complaint to the Chairperson of the Committee on Decorum, who in turn shall explain to the complainant the serious consequences if the complaint is unfounded and malicious.
4. If the Chairperson finds probable cause, he shall immediately convene the Committee within (10) days from the receipt of the complaint and preservation of the secrecy and integrity of the case and future proceedings.

5. The Committee through the Chairperson shall then summon the respondent and notify him in writing on the existence of the complaint and charges against him;
6. The respondent shall be given five (5) days from receipt of the complaint to answer the complaint charge under oath, together with witnesses' affidavits and evidence, if any.
7. When all necessary documents are substantially submitted from the respective parties, the Committee shall at the call of the Chair be immediately convened to start formally the hearing of the complaint.
8. Failure or refusal of the respondent to submit an answer within the prescribed period despite due notice, shall be taken as a guilty plea.
9. At the hearing, the complainant may be accompanied by a parent or a guardian or any member of a faculty/guidance counselor of his/her choice. The respondent may be accompanied by another faculty or co-academic personnel of his/her choice. The chosen company shall act as an adviser to ensure only that due process is properly observed but not to meddle or directly intervene with the proceedings or hearing by focusing merely on technicalities or unessential matters.
10. Absence of either party without justifiable cause as determined by the Committee shall dispose of the case on the basis of testimonies of the party present, his witnesses and the submitted affidavits and/or evidence from both parties.
11. Withdrawal of the complaint will not bar the further hearing of case, if the committee finds it proper and necessary to proceed even in the absence of the complainant for purposes of administrative action to be used by the HRD.
12. Either party may object to the presentation of the evidence or testimony if it finds that it does not answer to the allegations and/or would make the case obscure, or such evidence is irrelevant and/or immaterial. The Chairperson having in control of the proceedings may

inquire the reasons/grounds of the objections thereof, before making a ruling on the objection. However, the ruling may be overridden by the majority vote of the members present.

13. The Committee at any stage of the proceedings has the power to:
 - a. issue subpoenas
 - b. exclude any person for attending the hearing
 - c. promulgate rules of conduct and new rules of proceedings of justice so requires
 - d. call the complainant/s, witnesses, and respondents for further questionings
 - e. entertain amicable settlement or compromise from both parties, after serious deliberations and investigation that no force, threats, duress or undue influence was committed by either party, and that settlement or compromise was sought freely and voluntarily
14. The Committee has the power to impose sanctions under the category of Grave Offense 2A or 2B of the Student Handbook, if it is discovered that the complaint is malicious and persecutory which tend to cause dishonor, spite, discredit or contempt of the respondent.
15. After due appreciation of all testimonies, pleadings and evidences presented, the Committee may render findings and the members shall sign the transcript of the findings and shall be forwarded/endorsed to the Human Resource Development Office.
16. The hearing of the case must not exceed for 60 days, unless it is disadvantageous for both parties to resolve/endorse the case to the HRD within 60 days from its commencement.
17. The findings must state the facts and the law/policy violated, in such a manner that both parties can know issues involved, and the reasons for the findings.

Qualified Seduction is committed when there is an abuse of authority or confidence by the offender having sexual intercourse with a woman who is a minor or over 12 but less than 18 years old and with good reputation.

The crime can be committed by the following:

1. Teacher/Professor/Instructor
2. Priest
3. Guardian
4. Persons entrusted with education and custody of the woman seduced

If any of the above crimes is filed, the Committee's function is just a fact finding. But their findings will be the basis of their recommendation of a particular Administrative sanction, to be submitted to the President who in turn shall signify her concurrence or disagreement of the findings. If the recommendation is sustained, the President shall make an endorsement for the execution of the sanction to be carried out by the HRD.

However, if the respondent is a student, the approval of the President is sufficient, for the execution of the impossible penalty to be carried out by the Committee on Discipline.

SAFE SPACES ACT

The Safe Spaces Act in the Philippines, also known as Republic Act No. 11313, is a law enacted in April 2019 to prevent gender-based sexual harassment in public spaces. It mandates the creation of safe spaces and requires public and private establishments to adopt policies to address and prevent sexual harassment.

GRIEVANCE MECHANISM

1. If the offense is committed by a person in authority or with moral ascendancy of the victim the Code of Conduct of Anti-Sexual Harassment shall be applied.
2. For other type of offenders this mechanism shall apply:

COMMITTEE ON DECORUM

In accordance with Safe Spaces Act the composition is as follows:

COMPOSITION

The Committee on Decorum shall compose the following:

1. VP for Student Affairs and Services as Chairperson
2. Prefect of Discipline as Vice-Chair

Members:

- a. Student Government Prime Minister or Minister of Student Welfare as a substitute.
- b. Guidance Counselor as secretary and non-voting
- c. Dean of the offender involved or the Head of the office where the particular personnel is working or connected.
- d. Dean of the student-aggrieved party.

The Rules of Procedure of the Anti-Sexual Harassment shall be applied as reference provided all parties right to be heard is observe.

However, if the respondent is a student, the approval of the President is sufficient, for the execution of the imposed penalty to be carried out by the Committee on Discipline.

POLICY ON DRUG TESTING

EXCERPTS FROM COMPREHENSIVE DANGEROUS DRUGS ACT OF 2002 [Republic Act No. 9165]

An act instituting the comprehensive dangerous drugs act of 2002, repealing republic act no. 6425, otherwise known as the dangerous drugs act of 1972, as amended, providing funds, therefore, and for other purposes.

Section 44. Heads, Supervisors, and Teachers of Schools

For the purpose often forcing the provisions of Article II of this Act, all school heads, supervisors, and teachers shall be deemed persons in authority and, as such, are hereby empowered to apprehend, arrest, or cause the apprehension or arrest of any person who shall violate any of the said provisions, pursuant to Section 5, Rule 113 of the Rules Court. They shall be deemed persons in authority if they are in the school or within its immediate vicinity, or even beyond such immediate vicinity if they are in attendance at any school or class function in their official capacity as school heads, supervisors, and teachers. Any teacher or school employee, who discovers or finds that any person in the school within its immediate vicinity is liable for violating any of said provisions, shall have the duty to report the same to the school head or immediate superior, who shall, in turn, report the matter to the proper authorities.

Failure to do so in either case, within a reasonable period from the time of discovery of the violation shall, after due hearing, constitute sufficient cause for disciplinary action by the school authorities.

Article III. DANGEROUS DRUGS TEST AND RECORD REQUIREMENTS

Section 36. Authorized Drug Testing

Authorized drug testing shall be done by any government forensic laboratories or by any of the drug testing laboratories accredited and monitored by the DOH to safeguard the quality of test results.

The DOH shall take steps to set the price of the drug test with DOH-accredited drug testing centers to further reduce the cost of such drug tests. The drug testing shall employ, among others, two (2) testing methods, the screening test, which will determine the positive result as well as the type of the drug used, and the confirmatory test, which will confirm a positive screening test. Drug test certificates issued by accredited drug testing centers shall be valid for a one-year period from the date of issue and may be used for other purposes. The following shall be subjected to undergo drug testing:

c. Students of secondary and tertiary schools shall, pursuant to be related rules and regulations as contained in the school's student handbook and with notice to the parents, undergo a random drug testing: Provided, That all drug testing expenses, whether in private or public schools under this Section will be borne by the government.

Section 43. School Curricula

Instruction on drug abuse prevention and control shall be integrated into the elementary, secondary, and tertiary curricula of all public and private schools, whether general, technical, vocational, or agro-industrial, as well as in non-formal, informal, and indigenous learning systems. Such instructions shall include:

1. Adverse effects of the abuse and misuse of dangerous drugs on the person, the family, the school and the community
2. Preventive measures against drug abuse
3. Health, socio-cultural, psychological, legal, and economic

dimensions and implications of the drug problem

4. Steps to take when intervention on behalf of a drug dependent is needed, as well as the services available for the treatment and rehabilitation of drug dependents
5. Misconceptions about the use of dangerous drugs such as, but not limited to, the importance and safety of dangerous drugs for medical and therapeutic use as well as the differentiation between medical patients and drug dependents in order to avoid confusion and accidental stigmatization in the consciousness of the students.

School Policy

- The university shall adhere to the CHED Memorandum 64 s 2017 and R. A. 9165 or otherwise known as the Comprehensive Dangerous Drugs Act of 2002, for its conduct to the students and aftercare procedures.
- The school, in compliance thereto, shall create a Drug Testing Committee headed by a Drug Testing Coordinator, hence:
- VP for Student Development Services Linkages as the university drug coordinator
- Members
- Deans or designate
- Formation Officer
- Director Of SA
- Guidance Counselor

In cases of positive findings, the following measures shall be followed:

1. The name of the student/s shall be kept confidential.
2. They shall be interviewed by the committee as the level of dependency and all other pertinent facts regarding the use and abuse of such substance.
3. The parents shall be duly notified
4. In cases of resistance and/or non-cooperation, the student/s shall automatically be placed in preventive suspension
5. If the level of dependency is high or beyond the level of a

casual user, the student/s, with the notice to the parents, shall be endorsed to the local Dangerous Drug Board for the proper care and/or endorsement procedures for rehabilitation.

6. If the student/s has been found to be positive twice or often despite due warning and interventions as required by law, he shall not be re-admitted or shall be asked to enroll for voluntary rehabilitation.

EXCERPT FROM REPUBLIC 11053 OR THE "ANTI-HAZING ACT OF 2018"

Section 3. Explicitly bans hazing.

"All forms of hazing shall be prohibited in fraternities, sororities, and organizations in schools, including citizens' military training and citizens' army training."

The prohibition covers even non-school-based fraternities, sororities, and organizations.

Other relevant provisions:

- Organizations that wish to hold initiation rites, even if they do not involve hazing, must apply with school authorities to conduct them.
- A written application must be submitted to school authorities at most seven (7) days before the rites take place. It must contain the place and date of the initiation rites, the names of those to be initiated, and how the initiation rites will go.
- Schools are ordered to craft guidelines on approving or denying the conduct of initiation rites within 60 days after the law's approval.
- Two school representatives must be present during the initiation rites to ensure no hazing takes place.

Definition of Terms

Student refers, but is not limited to:

- a. A person who, at the time of the commission of the offense, is enrolled in any academic or non – academic subject or subjects whether in the undergraduate or graduate school, day or evening

classes, regular or part-time; or

- b. A person admitted to any college or unit or any academic or non-academic program of the University, whether enrolled or not. However, his/her credentials/records (transcript of record, certificate of good moral character, and other pertinent document as required by the college he/she belong to) have not been released.
- c. Who has compiled all the requirements for graduation in the program where the person was admitted at the time of the filing of the charge or during the pendency of the proceedings; or
- d. A person who has been allowed to graduate from the University but has not yet been cleared to take delivery of his or her certificate of completion, diploma or transcript of records regardless of whether or not he or she has been granted by the University an alumnus status.

(Definitions adapted from the 2003-2006 La Salle Student Handbook)

A person who has temporarily stopped from schooling / while on vacation but has not fully withdrawn his credentials from this University (SLME).

In all these instances, the University reserves its right to impose sanctions to these students:

Dismissal non-readmission or Exclusion is the termination of the status as a student of the University. Once a student is dismissed for a cause, he/she becomes ineligible for re – admission.

Exclusion is an extreme form of administrative sanction that bars the student from all private and public schools. The penalty of exclusion requires the approval of the Commission on Higher Education (CHED).

Excellence in Conduct means that a student has not been involved in any violation of school policy, rules and regulation that merit a penalty and/or intervention of any of the following and or combination of the following: **suspension** for more than five days with or with- out Tri-Circular, forfeiture of academic output due to dishonesty, **transfer of section** due to bullying, **preventively suspended** due to rising threat of moral or

physical harm, substance and drug abuse or any act that is tantamount to **moral turpitude**, or an act that is categorized as light felony or offense under the Philippine laws, municipal and local ordinances.

Offense- is any act that directly or indirectly violates the spirit and letter of the University policies, laws of the land, and those acts identified and enumerated in this handbook and general norms of a decent society.

Recidivist is one who, while his case is pending before the Prefect of Discipline, shall have been previously punished or had an existing disciplinary record.

Habitual Offender a person shall be deemed to be a habitual offender if within a period of his stay as a student (as defined in this handbook) from the date of his last commission of a crime of serious or less serious physical injuries, robbery, theft, misrepresentation, estafa, falsification, and any acts of immorality, he is found guilty of any of said crimes/offenses a second time or oftener.”

If a person is adjudged to be a recidivist or habitual offender, the maximum imposable penalty for the offense recently committed shall be imposed. The type or nature of the offense determined by the Student Discipline Committee should be considered, taking recidivism or habitually as an aggravating circumstance.

Public Display of Physical Intimacy (PDPI) is an external act showing affection, such as but not limited to: passionate or intimate kissing, petting, caressing, or intimate holding of hands, and arms to the waist.

University Premises shall mean places or spaces within 100 meters radius of the Universidad de Sta. Isabel or member schools of SLME. It may increase if the local ordinances or pertinent laws issued by proper authorities so provide, but it will not decrease so long as it does not run contrary to the safety and security policies of the University or laws of the land.

Person in Authority shall include any USI personnel while engaging in his job for which he/she is appointed or while within school premises.

Publish is an act that uses written articles, drawings, paintings, bodily and/or any audio/visual presentations in print, radio, or internet on any forms of media.



OFFICE OF

Atty. Leni Robredo

14th Vice President of the Philippines
Chairperson and President, Angat Pinas, INC.

My warmest greetings to all of you, our fellow Kolehiyalas!

When we speak about our memories at the Universidad de Santa Isabel, we do so with fondness and nostalgia. It is on USI grounds where we begin to make sense of the world ---entering our beloved institution as girls and stepping out into the bigger world as young women blessed with the gift of Christ-centered education, empowered by the values of Vincentian upbringing: excellence, compassion, respect for human dignity, social commitment, solidarity, and simplicity.

I keep faith that you will thrive in the same, to follow in the footstep of generations of USI alumnae who have contributed to the collective mission to empowering our fellow Filipinos. Like you, the generations of Kolehiyalas before you were nurtured in the firm foundation of family and friendships that are housed in the halls and classrooms of our beloved alma mater

You are meant to be here, and I hope that you will make the most out of this blessed opportunity.

May the coming academic year be fruitful and ripe with wonderful memories.

LENI ROBREDO

14th Vice President of the Philippines
Chairperson and President, Angat Buhay NGO
USI Alumnae, Batch '82

SUPPLEMENTARY PROVISIONS

All rules, regulations, and policies promulgated from time to time by the University, by CHED, by city or local ordinances, and by existing laws of the Republic of the Philippines shall become part of this University Student Handbook.

The full text of all laws cited, a compendium of relevant laws and memoranda for educational institutions, are disseminated and made available to different offices, Central Student Government, and departmental organizations for everyone's reference and information.

EFFECTIVITY

This revised University Student Handbook shall take effect upon approval and 15 days after its first distribution.

ACCORD OF UNDERSTANDING

I am _____, a bonafide student of Universidad de Sta. Isabel, do hereby declares that:

1. I fully understood the policies written in the handbook;
2. I understood that while I am a student in this institution, I am bound to obey the University's rules and regulations;

In signifying my concurrence with the University's policies, I affixed my signature.

Signature of Student over Printed Name

Course and Year

Date

Attested:

Signature of Parent/Guardian over Printed Name

ICESA STUDENT HANDBOOK

INTEGRATED COMMUNITY EXTENSION SERVICES AND ADVOCACIES (ICESA)

The Integrated Community Extension Services and Advocacies (ICESA) is the university's institutional office responsible for planning, implementing, monitoring, and evaluating its community extension program. Furthermore, the ICESA Office is manned by staff and community organizers who are supervised by a director. The director directly reports to the Vice President for Academic Services since it is under the Academic Division Unit.

VISION

The Integrated Community Extension Services and Advocacies, as a service learning and advocacy unit of the University, envisions to create resilient and empowered communities through providing transformative, holistic, integral, and people - centered community services.

MISSION

The Integrated Community Extension Services and Advocacies is committed to create resilient and empowered communities by partnering with various government and nongovernment organizations, and to involve stakeholders in research-based, transformative and sustainable community services and advocacies.

GOAL

Engage in Transformative and Sustainable Community Services and Advocacies

OBJECTIVES:

1. To unify/consolidate the efforts of different colleges, departments, personnel for the service and good of the poor;
2. To sustain the commitment and volunteerism of the university's stakeholders in community engagement;
3. To collaborate and expand productive partnerships and

opportunities in local, national, and international engagements, and fully maximize the infusion of services and opportunities for community development

4. To develop responsive and inner-directed community leaders in partner communities;
5. To strengthen the catholic and Vincentian charism through Faith Formation and Basic Ecclesial Community;
6. To conduct community-based research work as a requisite in planning, implementing, and evaluating projects and activities;
7. To rejuvenate environmental and social activity, advocacy and campaigns that promote the integrity of God's creation and cultural preservation;
8. To instill global awareness and digital skills among the people in partner communities; and
9. To holistically improve the quality of life of the communities being served.

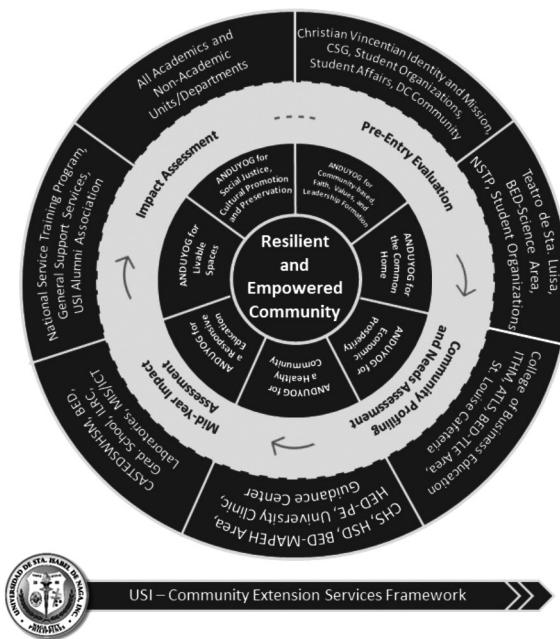
THE ICESA "ANDUYOG" PROGRAM

Anduyog is the USI ICESA's new flagship community extension service program. The said program is a concrete response to the University's mission, which is to empower communities in the peripheries.

Furthermore, Anduyog Program is operating on its tagline, "**Empowering Communities through Transformative Community Extension Services**," with a focus on faith, value and leadership formation; educational services and social advocacies; capacity, livelihood and entrepreneurial development; nutrition, health and wellness; environmental rehabilitation and regeneration; social justice and cultural promotion and preservation, disaster resilience and responses, and infrastructures.

Hence, using the framework, the program envisions to create resilient, empowered, and sustained communities by sharing the university's human resources and technologies and employing research-based community projects and activities. Improved quality of life from the university's partner communities could be accomplished through the collaborative efforts of

the personnel and students from the various departments and units in partnership with partner communities, parishes, and government, and non-government agencies, as well as industries.



STANDARD OPERATING PROCEDURES FOR COMMUNITY ENGAGEMENT

The SOP applies to all interested individuals, groups, and organizations from within the University

A. Submission and Approval of Project Proposal and Release of Fund Activities

1. The proponent must select projects under each component of the ANDUYOG Program and submit a project proposal to the ICESA office, recommended for approval by the immediate head and approved by the ICESA Director.

2. The ICESA Director shall review the submitted proposals for approval. Based on the comments and feedback, the proponent shall revise the proposal.
3. Once approved, the proponent shall accomplish the cash requisition and attach it with the proposal and submit it to the office of the VP for Academic Services.
4. Depending on the availability of funds and for other valid reasons, or upon the discretion of the VP for Academic Services, the request may be approved or disapproved.
5. If approved, the cash requisition, together with the proposal, will be forwarded to the accounting office. The Accounting office may or may not release the requested amount depending on the proponent's compliance with the Accounting office's SOPs, like submission of a liquidation report of prior cash request, defective liquidation, etc.
6. The proponent should submit a liquidation report to the Accounting office three (3) days after the implementation.
7. An accomplishment report supported by photo documentation will be submitted to the ICESA office by the proponent.

B. Use and Distribution of Student CES Fund Activities

1. Only accredited student organizations may utilize a share from the Student CES fund to finance the expenses in the conduct of CES activities in partner communities.
2. The project proposal must be aligned with the ANDUYOG Program, which will be noted by the organization's moderator, recommended by the Student Affairs' Director and approved by the ICESA Director.
3. The CES fund will be provided for as long as it is not yet depleted. In case there is no more available CES fund, the Student Activity Fund (SAF) may also be utilized.
4. The Student Organization that implemented the project shall submit a liquidation and accomplishment report to the Accounting and ICESA office.

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input checked="" type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKRAY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 PM
<input type="checkbox"/>	1 PM
<input type="checkbox"/>	2 PM
<input type="checkbox"/>	3 PM
<input type="checkbox"/>	4 PM
<input type="checkbox"/>	5 PM
<input type="checkbox"/>	6 PM
<input type="checkbox"/>	7 PM
<input type="checkbox"/>	8 PM
<input type="checkbox"/>	9 PM
<input type="checkbox"/>	10 PM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C
H
A
K
O
Y

44U

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

-
-
-
-

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

-
-
-
-

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

TODAY:

6 AM

7 AM

8 AM

9 AM

10 AM

11 AM

12 AM

1 AM

2 AM

3 AM

4 AM

5 AM

6 AM

7 AM

8 AM

9 AM

10 AM

NOTES

TO-DO

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

CHAKOY

NOTES

TO-DO

-
-
-
-

47U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input checked="" type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input checked="" type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input checked="" type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKOY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

CHAKOY

NOTES

TO-DO

-
-
-
-

47U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input checked="" type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input checked="" type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input checked="" type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKOY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

CHAKOY

NOTES

TO-DO

-
-
-
-

47U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input checked="" type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input checked="" type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input checked="" type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKOY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

CHAKOY

NOTES

TO-DO

-
-
-
-

47U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input checked="" type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input checked="" type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input checked="" type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKOY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

CHAKOY

NOTES

TO-DO

-
-
-
-

47U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input checked="" type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input checked="" type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input checked="" type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKOY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

CHAKOY

NOTES

TO-DO

-
-
-
-

47U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input checked="" type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input checked="" type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input checked="" type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKOY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

CHAKOY

NOTES

TO-DO

-
-
-
-

47U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input checked="" type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input checked="" type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input checked="" type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKOY

44U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

CHAKOY

NOTES

TO-DO

-
-
-
-

47U

DAILY PLANNER

TODAY:

<input type="checkbox"/>	6 AM
<input checked="" type="checkbox"/>	7 AM
<input type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM
<input type="checkbox"/>	11 AM
<input type="checkbox"/>	12 AM
<input type="checkbox"/>	1 AM
<input checked="" type="checkbox"/>	2 AM
<input type="checkbox"/>	3 AM
<input checked="" type="checkbox"/>	4 AM
<input type="checkbox"/>	5 AM
<input checked="" type="checkbox"/>	6 AM
<input type="checkbox"/>	7 AM
<input checked="" type="checkbox"/>	8 AM
<input checked="" type="checkbox"/>	9 AM
<input type="checkbox"/>	10 AM

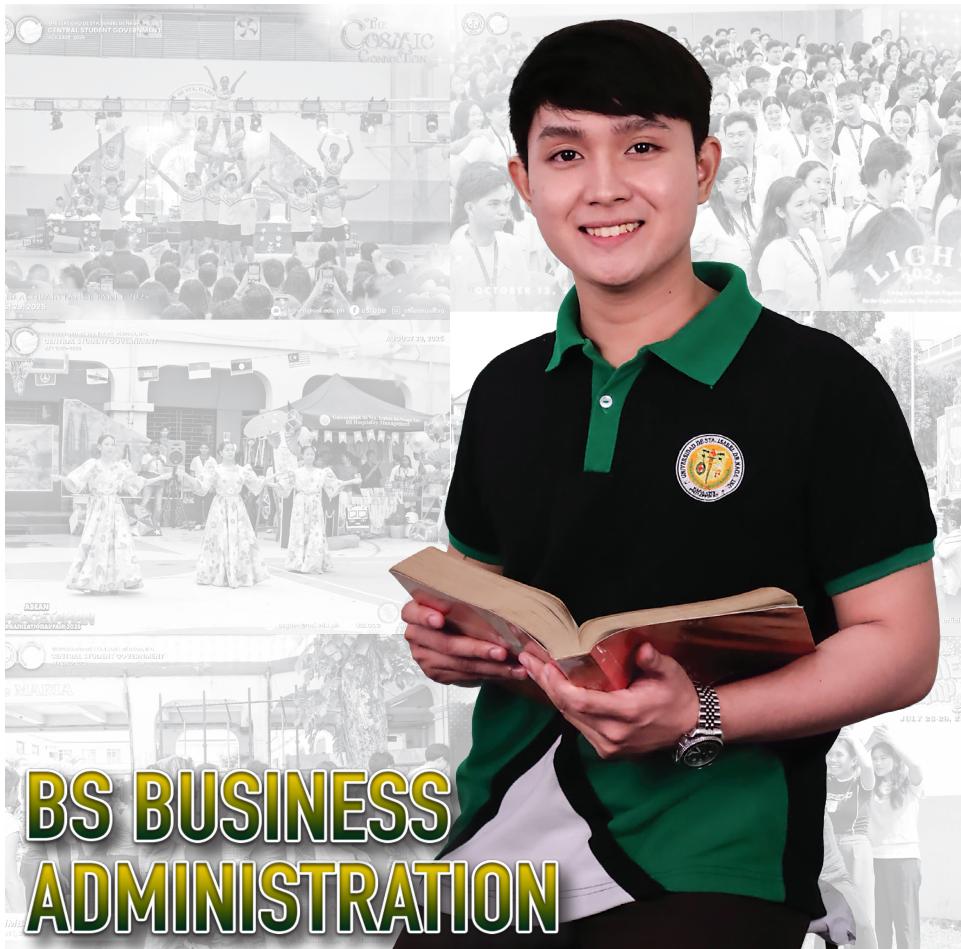
NOTES

TO-DO

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CHAKOY

44U



BS BUSINESS ADMINISTRATION

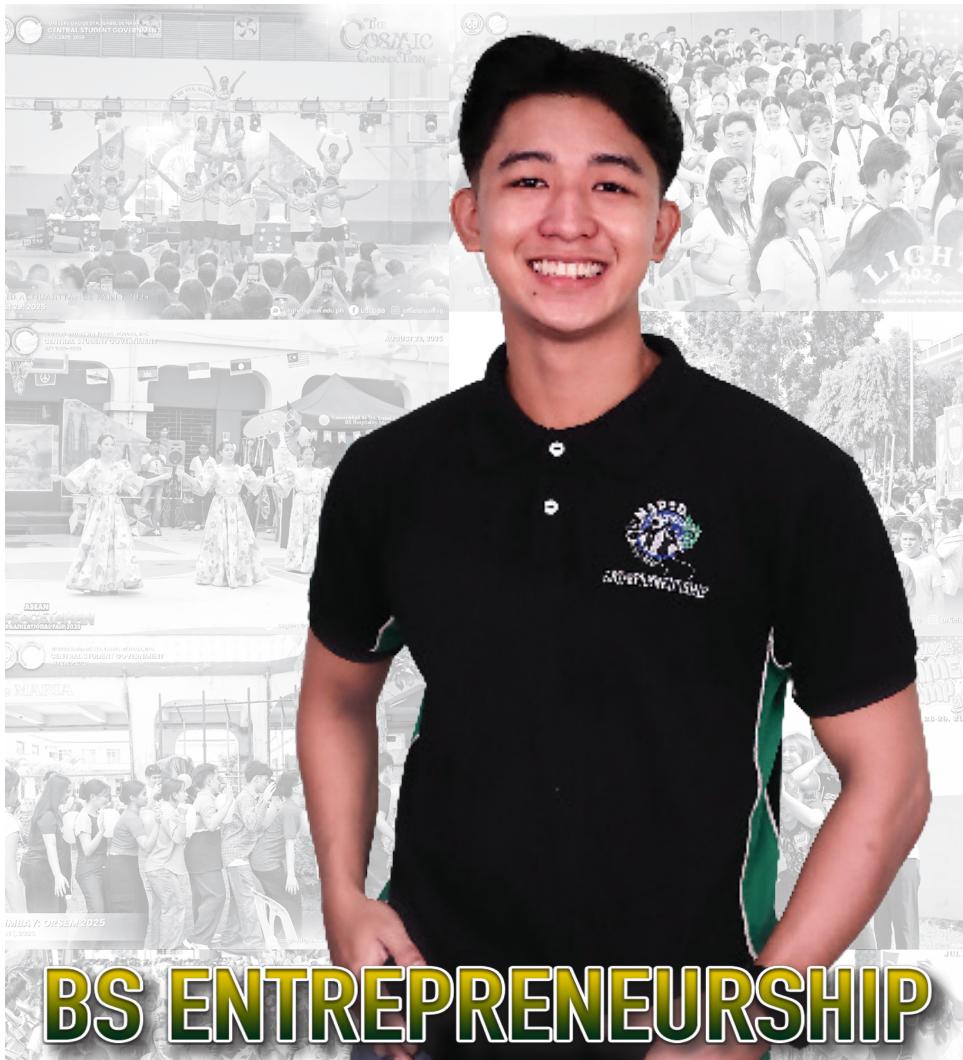
Major in Financial Management (BSBA-FM) provides the students with knowledge of financial institutions and technical skills based on established financial theories, methodologies, and various analytical tools. It also promotes an outlook that is based primarily on ethics, market integrity, regulations, good governance, and a competitive global perspective.

Major in Marketing Management (BSBA-MM) prepares the students for careers in marketing, marketing research, advertising, and public relations. The curriculum provides the students with both technical skills, and competencies required in the field but also the flexible mindset that is necessary to stay competitive in a constantly changing business environment.

Major in Human Resource Management (BSBA-HRM) prepares the students for a career in human resource department or any organization handling the many diverse human capital requirements of the organization, including recruitment, staffing, training and career development.



Bachelor of Science in Management Accounting (BSMA) provides general accounting education to students wanting to pursue a professional career in management accounting. This complies with the latest competency framework for professional accountants issued by the International Federation of Accountants (FAC) through their International Education Standards. Thus, this qualifies the graduates of this program to take assessments leading to certifications in management accounting given by global professional management accounting organizations.



BS ENTREPRENEURSHIP

Bachelor of Science in Entrepreneurship (BSENT) combines classroom training and experience learning to develop young entrepreneurs acquire the skills, values, and attitudes that will prepare them to grow their skills, recognize opportunities, design, begin, and manage their own business.



BS HOSPITALITY MANAGEMENT

Bachelor of Science in Hospitality Management (BSHM) is a program that commits itself to achieve, excel, and provide a viable and continuous pool of competent and talented manpower trained and knowledgeable in all aspects of the hospitality and tourism industries, ready to take on management tasks globally.



TEACHER EDUCATION

Bachelor of Elementary Education (BEEd) aims to develop highly motivated and competent teachers specializing in the content and pedagogy of elementary education. Moreover, this program draws from various allied disciplines like social sciences, science, math, technology, languages, and humanities to ensure that the graduates have a multidisciplinary preparation in content and pedagogy.

Bachelor of Secondary Education (BSEd) aims to develop highly motivated and competent teachers specializing in the content and pedagogy of secondary education. After successful completion of all academic requirements for the degree or program, graduates of BSEd should be able to practice the teaching session at the secondary level.

Majors in:

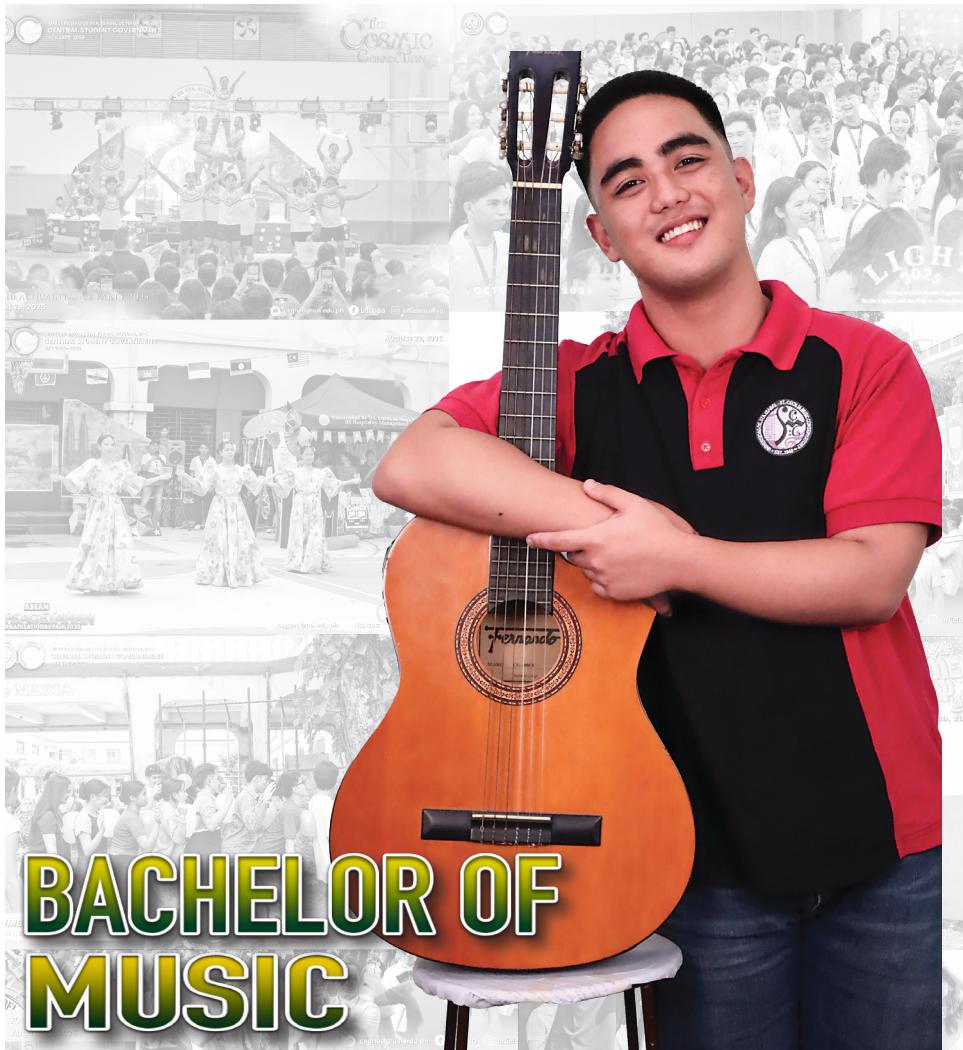
- Mathematics
- English
- Values Education
- Science
- Filipino

Bachelor of Special Needs Education (BSNEd) prepares well-rounded professional educators imbued with Vincentian values who will instruct and manage students with additional needs in inclusive and segregated educational

setting. Students of this program will be taught appropriate tools, methodologies, interventions modifications and individualized plans for children with special needs. It will also teach the students to evaluate the progress of children within the generic range of disability categories.

Bachelor of Physical Education (BPEd) program aimed at equipping Vincentian graduates with the competencies to meet the psychomotor, cognitive, and affective needs of learners. Graduates of this program can assume roles in both education and industry settings. They are not only expected to be educators but they can also administer sports and fitness programs and more often than not handle recreation activities during seminars, workshops, and other related social functions.

Bachelor of Culture and Arts Education (BCAEd) aims to produce highly motivated, creative, and flexible Vincentian educators equipped with knowledge, skills, and values in culture and arts education. It is a field of specialization engaged in clarifying the conceptual foundations of value-laden creative expressions such as visual arts, music, drama, and dance.

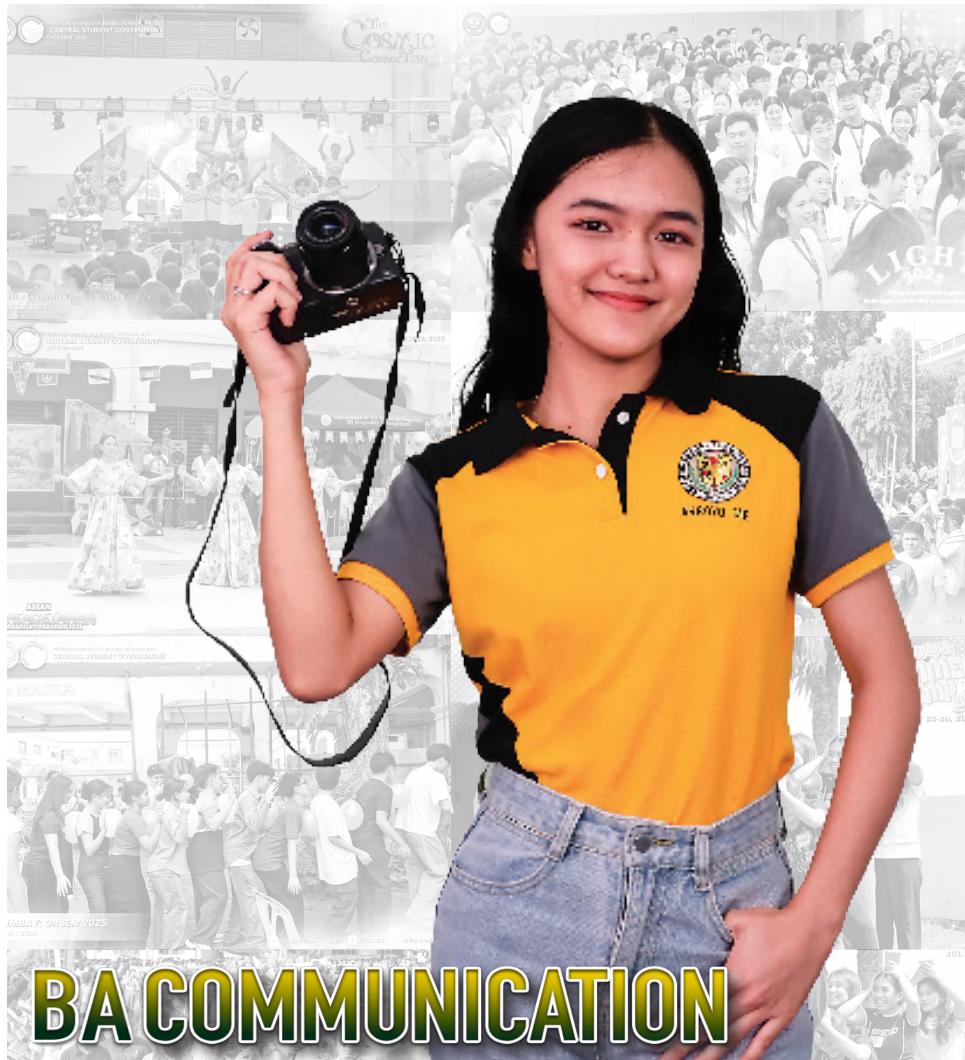


BACHELOR OF MUSIC

Bachelor of Music (BM) is a degree program wherein students are exposed to the basics as well as the technical rudiments of music, such as theory, solfeggio, counterpoint, and composition.

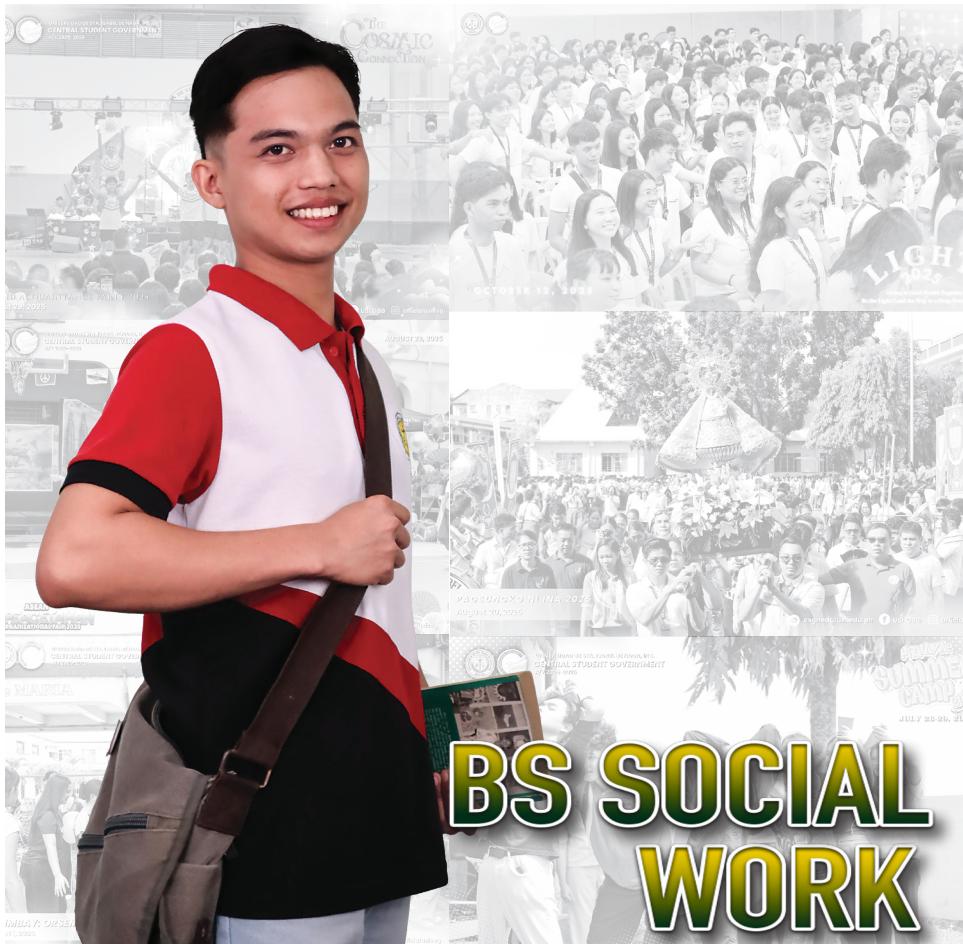
Majors in:

- BM in Music Performance
- BM in Music Education



BA COMMUNICATION

The BA Communication program encompasses creative and interdisciplinary practices that integrate instruction, research, and community extension in various fields of communication and media studies. The program also aims to produce socially responsible communication and media practitioners and experts who were inspired by the Vincentian culture and values.



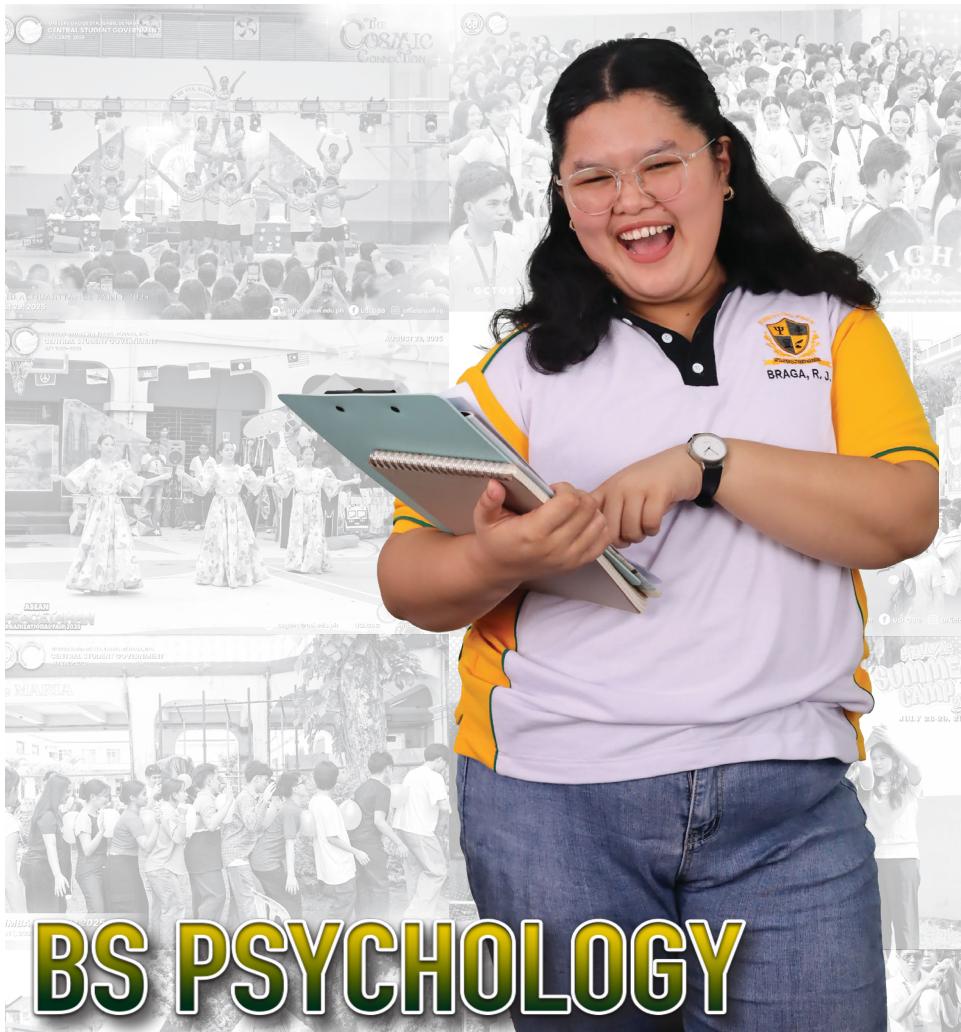
BS SOCIAL WORK

Bachelor of Science in Social Work (BSSW) develops professionally-trained Vincentian social workers competent and committed to meet the challenge of the contemporary times. To maximize the use of their technical skills to educate society by strengthening social consciousness while rendering maximum service to the community. Demonstrate life-long skills in the problem-solving process through a meaningful working relationship with the clientele system.



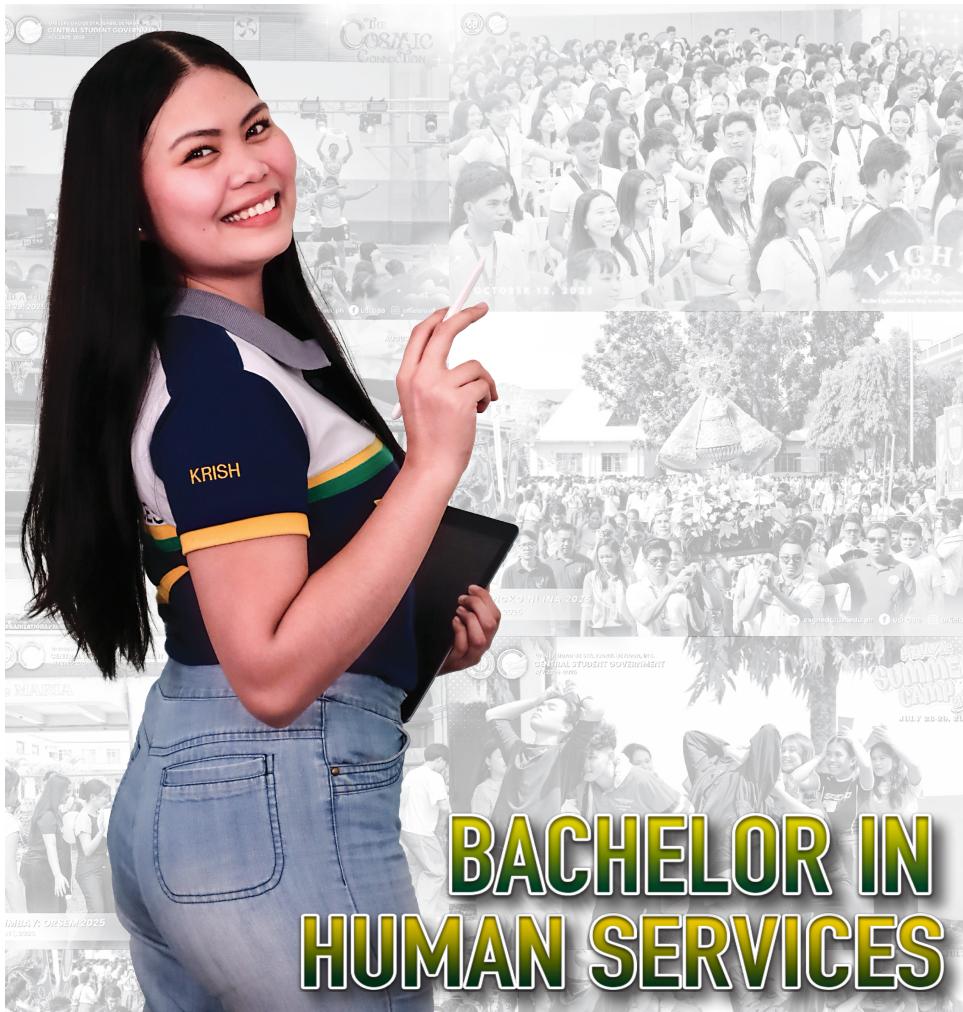
BA POLITICAL SCIENCE

The BA Political Science Program equips students with the necessary theories, methods, and experiences in studying politics, training them to analyze real-world challenges objectively, develop educated and creative solutions to social and political issues, and become well-rounded practitioners in their chosen professions, anchored in the Vincentian culture and values.



BS PSYCHOLOGY

The course offers a rigorous and in-depth understanding of human behavior and mental processes. It aims to provide students with a solid foundation in basic practical knowledge of psychology, along with additional electives in natural sciences, for advanced studies in medicine or other health-related fields.



BACHELOR IN HUMAN SERVICES

Bachelor in Human Services (BHUMS) prepares its graduates for local and global practice with a staunch commitment for genuine service to foster lasting healthy living with loving care. Engaging themselves as providers of professional help for healthy adjustment, decision-making, and problem-solving skills, meeting human needs, and advancing accessibility and coordination among professionals and agencies along service delivery and employment abroad.



Discover excellence with the Bachelor of Science in Nursing (BSN) program at Universidad de Sta. Isabel-Naga's pioneering Catholic university for transformative health education. Rooted in Vincentian values and a legacy of over 150 years, our innovative BSN program prepares students to become globally competent, compassionate healthcare professionals and leaders of social change. Join a community where expert faculty, hands-on clinical experience, and a commitment to service create graduates who excel, serve, and make a real impact on lives and communities. Choose Universidad de Sta. Isabel's BSN program and take your first step toward a rewarding career in nursing.



BS MEDICAL TECHNOLOGY

Step into a world of innovation and service with the Bachelor of Science in Medical Technology program at Universidad de Sta. Isabel De Naga Inc. This comprehensive four-year course combines dynamic general education and specialized professional subjects, capped by a full-year internship in a CHED-accredited laboratory for hands-on clinical training. Graduates are equipped to excel as medical laboratory scientists, molecular diagnosticians, and medical researchers, and are also prepared to become public health advocates, and leaders in healthcare. Unlock your potential and shape the future of medical science with a university committed to excellence, compassion, and social responsibility.



BS PHYSICAL THERAPY

Transform lives through movement and healing with the Bachelor of Science in Physical Therapy (BSPT) program at Universidad de Sta. Isabel, Naga City. Be part of a pioneering institution that combines Vincentian values, academic excellence, and hands-on clinical training - preparing graduates to be compassionate and globally competitive physical therapists. The USI-BSPT program offers a comprehensive curriculum, expert faculty, and engaging internships in top healthcare settings. Build a rewarding career in rehabilitation, sports science, public health, research, or education, and become an agent of social transformation and service in the community. Choose Universidad de Sta. Isabel and create positive change one step at a time.



BASIC EDUCATION DEPARTMENT

PROGRAM OFFERING

- PRE-KINDER
- KINDER
- ELEMENTARY
- JUNIOR HIGH SCHOOL
- NIGHT HIGH SCHOOL
- SENIOR HIGH SCHOOL
 - Science, Technology, Engineering, and Mathematics (STEM)
 - Accountancy, Business, and Management (ABM)
 - Humanities and Social Sciences (HUMSS)
 - Technical Vocational and Livelihood (TVL)
 - General Academic Strand (GAS)



SCHOLARSHIP OPPORTUNITIES

- Academic Scholarship
- St. Elizabeth of Hungary Scholarship
- Night High School Program Aocialized Tuition Fee
- Blessed Rosalie Rendu Scholarship I& II (for SHS only)
- Government Financial Assistance
- Education Service Contracting (ESC)



GRADUATE SCHOOL

- **Doctor of Philosophy**

- Major in Educational Leadership and Management
- Major in Human Development Management

- **Master of Arts and Education**

- Major in Administration and Supervision
- Major in Mathematics
- Major in History
- Major in Filipino
- Major in Religious Education
- Major in Music
- Major in Guidance & Counseling

- **Master of Arts in Nursing**

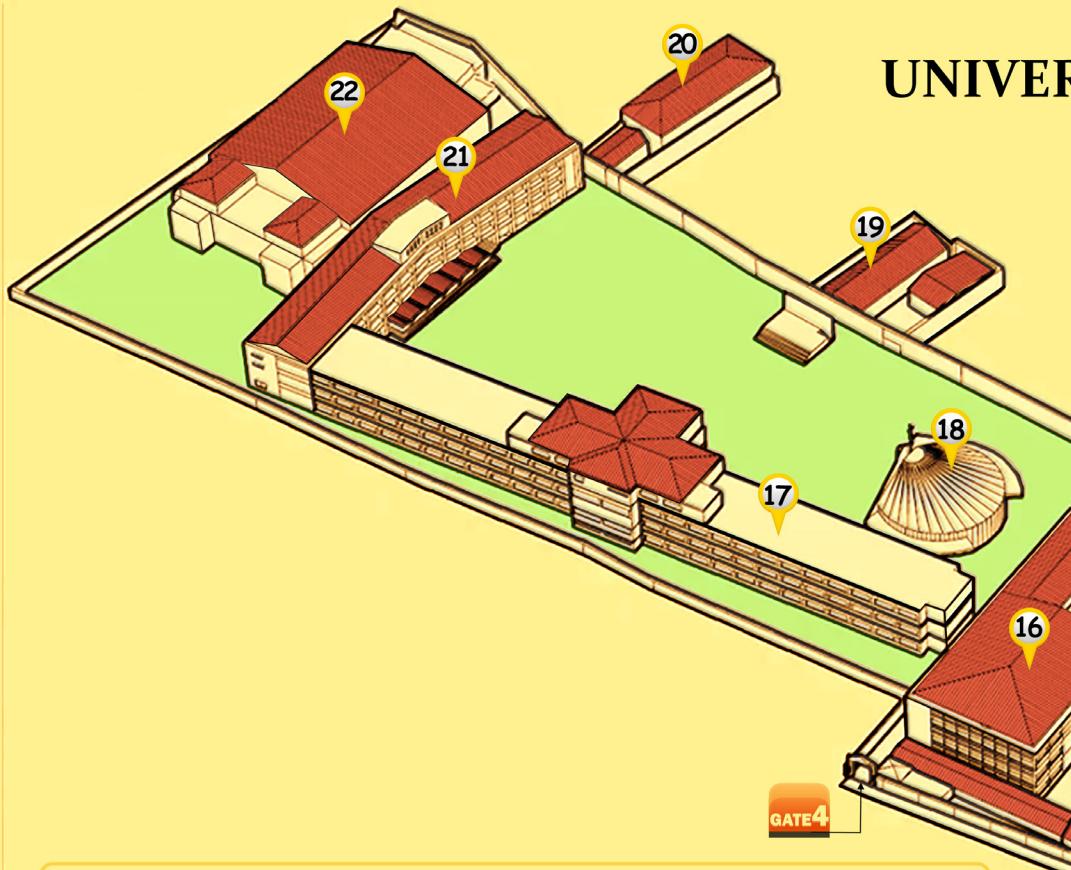
- Major in Medical-Surgical Nursing
- Major in Maternal Child Nursing
- Major in Community Health Nursing
- Major in Nursing Administration (Non-Thesis Track)

- **Master of Science in Social Work**

- **Master in Management**

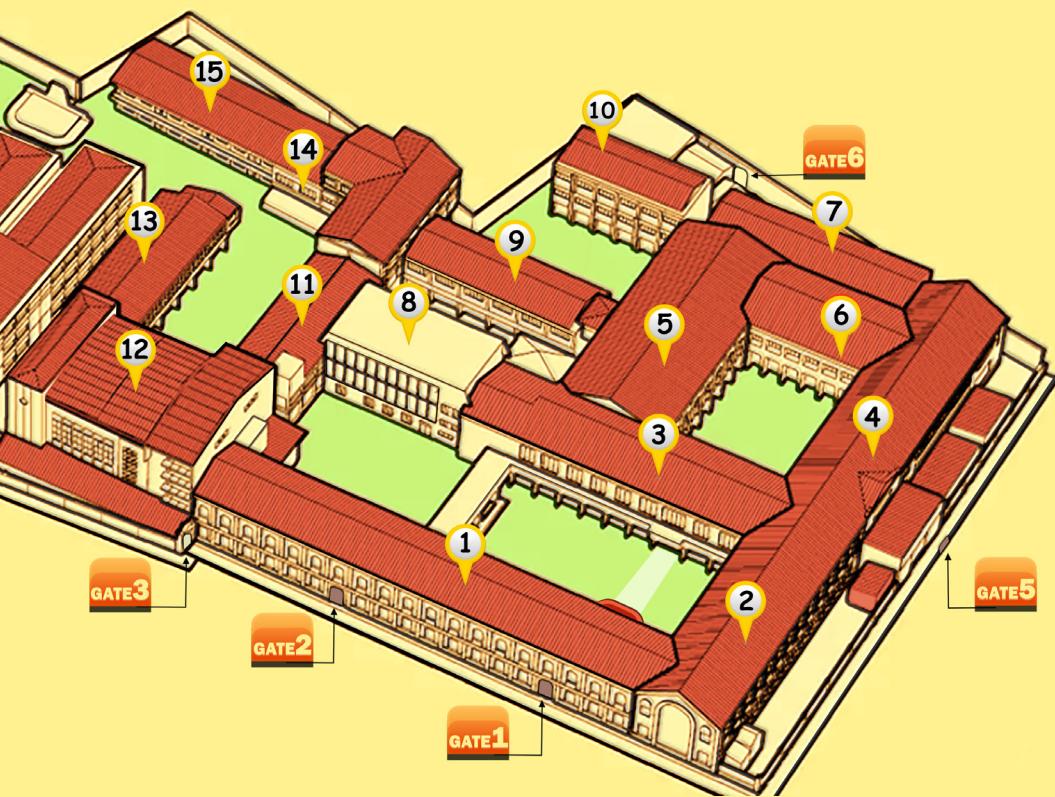
- **Master in Nursing Education (One-Year Non-Thesis Option)**

UNIVERSITY



1. ST. ELIZABETH OF HUNGARY BLDG.	12. AUDITORIUM
2. UNIVERSITY MUSEUM	13. ST. JOSEPH THE WORKER BLDG.
3. ST. ELIZABETH OF HUNGARY BLDG.	14. ST. LOUISE CAFETERIA
4. ST. CECILIA MUSIC CONSERVATORY	15. ST. FRANCIS REGIS CLET BLDG.
5. GAINZA LEARNING RESOURCE CENTER	16. ST. VINCENT DE PAUL BLDG.
6. AUDIO VISUAL ROOM	17. ST. LOUISE DE MARILLAC BLDG.
7. SISTERS QUARTER'S	18. ST. ELIZABETH HUNGARY CHAPEL
8. ST. CATHERINE LABORE BLDG.	19. ECDEP
9. FERRINI PAVILION / BRGY. HEALTH CENTER	20. ST. CATHERINE LABORE BLDG.
10. ST. ELIZABETH ANN SETON BLDG.	21. ST. JOHN GABRIEL PERBOYRE BLDG.

RSIDAD DE STA. ISABEL DE NAGA, INC. CAMPUS MAP



www.us.edu.ph