



STUDENT MANUAL

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Foreword

Dear Students,

Welcome to T.I.P.!

We are pleased to have you with us and offer you our services and facilities for your academic and intellectual pursuits.



We are pleased to welcome you as part of our academic community. You are now part of a dynamic learning institution that believes in the power of education to transform lives, communities and the future.

Your decision to pursue higher education is an important milestone that we at T.I.P. deeply honor and support. We have carefully prepared this student manual to help you navigate your way through your student life.

This student manual outlines important policies and expected standards of behavior to help maintain a learning environment that is respectful, focused and conducive to growth in T.I.P.

As part of the T.I.P. community, you are expected to do your part in fostering a campus culture of discipline, order and integrity. While we hope that you create lasting memories and friendships during your time here, our foremost commitment is to your academic development.

This student manual is part of our effort to promote a learning environment that is built on mutual respect, responsibility and integrity. May the policies, regulations and other essential information presented here serve as helpful reminders as you build a fulfilling and successful college life.

Thank you.

Angelo Quirino Lahoz
President

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Article 1.

T.I.P. General Information

History

On February 8, 1962, a group of educators headed by Engineer Demetrio A. Quirino, Jr. and Dr. Teresita U. Quirino established the TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES (T.I.P.) as a private non-sectarian stock school in Manila.

T.I.P. laid down its objectives based on its founders' vision: 1) to maintain high standards of instruction; 2) to bring

within the reach of the masses the blessings of higher education; and 3) to cooperate with the government in the implementation of its economic and social amelioration programs.



Dr. Teresita U. Quirino and
Engr. Demetrio A. Quirino, Jr.

The school committed itself to educating and developing men and women who could turn the wheels of progress and industry. T.I.P.'s initial offering of courses included Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, and Architecture. It also offered Industrial Education, Industrial Arts, Liberal Arts, High School, and various trade courses.

T.I.P.'s first site was the Lorenzana Building in Quiapo, Manila. The school had an initial enrollment of 2,400, which steadily increased throughout the years, prompting the school to expand. In 1967, it set up its main site at G. Puyat Street, Quiapo, Manila.

T.I.P. then directed itself towards specialization in the field of technology. In 1977, it offered a two-year associate course in Marine Engineering. Then in 1980, the Liberal Arts, Education, and High School programs were phased out to make way for the school's new thrust.

In 1981, additional buildings were leased and the T.I.P. P. Casal, Quiapo location was opened to accommodate the growing student population, which had reached over 23,000.

T.I.P. Arlegui was opened three years later across P. Casal, both areas being collectively known as the T.I.P. Manila campus. Currently, T.I.P. Manila has four (4) main buildings across the combined 2.3-hectares of the two sites.

The founders opened T.I.P. Quezon City in 1983 along 20th Avenue of Cubao in response to the Philippine government's call for dispersal to decongest the Manila University Belt. Through the years, the Quezon City campus acquired adjacent properties, including a frontage along Aurora Boulevard in the early 2000s. At present, T.I.P. Quezon City has ten (10) main buildings spread out in its 3.3-hectare site.



T.I.P.'s institutional campaign for quality began in 1999. The school's Quality Management System (QMS) was certified compliant with the international standard ISO 9001:1994 by Det Norske Veritas (DNV) during this year. The T.I.P. QMS has since then passed regular ISO recertification and surveillance audits.

The turn of the millennium also saw T.I.P.'s campaign to externally validate the quality of its programs. From 2000 to the present, T.I.P. has been voluntarily applying its programs for local and international accreditations from respected organizations. These accreditations include ones from ABET, the US-based global gold standard in engineering and computing accreditation; the Seoul Accord, a multilateral agreement among agencies allowing professional mobility between the Philippines and the pact's signatory countries; Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) under the umbrella of the Federation of Accrediting Agencies of the Philippines (FAAP); the Philippine Technological Council (PTC); and the Philippine Computer Society (PCS) Information and Computing Accreditation Board (PICAB).

During this period, the Commission on Higher Education (CHED) also awarded sixteen (16) Centers of Excellence and Centers of Development to both T.I.P. campuses. Moreover, CHED also awarded Autonomous Status to both T.I.P. Quezon City and T.I.P. Manila in 2016 and again in 2019. Autonomous status is the highest honor CHED can bestow upon a higher education institution.

In response to the nationwide K-12 basic and secondary education program implementation, T.I.P. applied for and was granted permit to offer a standalone Senior High School (SHS) program in 2015. The strands offered by the T.I.P. SHS currently include Science, Technology, Engineering and Mathematics (STEM); Accountancy, Business, and Management (ABM); and Humanities and Social Sciences (HUMSS).

On top of its campaign towards programmatic excellence on national and international level, T.I.P. also embarked on a new direction. The Technopreneurship and Collaborative Applied Research (TechnoCoRe) was established in 2017 to institutionalize such thrust into the T.I.P. brand of education. It involves instilling the core technopreneurship skills of (1) problem-opportunity formulation, (2) ideation, (3) validation, and (4) execution into T.I.P. students, faculty members, researchers, and other stakeholders. T.I.P. TechnoCoRe also involves the active establishment of collaborative applied research partnerships with government, industry, and other organizations.



T.I.P. Quezon City

As part of its commitment to this thrust, T.I.P. in 2019 opened the TechnoCoRe building in its Quezon City campus. It is a seven-storey innovation hub housing state-of-the-art classrooms, seminar rooms, computer rooms, and engineering, computing, and fabrication laboratories.



TechnoCoRe building in T.I.P. Quezon City

The year 2020 was considered a major turning point for many industries as the COVID-19 pandemic hit. To ensure education continuity and the community's safety, T.I.P. exclusively implemented online and flexible learning for all students in the 1st Semester of SY 2020-2021. Within months from the start of the global health crisis, the institution focused on reengineering its services, redesigning processes, and conducting countless training to adequately prepare the school for this new normal of teaching and learning. T.I.P. LEADS, which stands for Learning Experience Using Alternative-Design Systems, came to be. It is the collectivity of all these efforts especially towards online student-centric initiatives. T.I.P. LEADS is the school's innovative way of making remote learning experience better for T.I.P.ians, wherever they may be.

In early 2021, the school gained international recognition from the ASEAN University Network-Quality Assurance (AUN-QA) for T.I.P. Manila's Architecture and Business Administration programs and T.I.P. Quezon City's Accountancy and Secondary Education programs. The said programs adequately fulfilled the criteria set by AUN-QA, the assessment arm of the ASEAN region that is responsible for educational standards and continuous academic improvement of ASEAN schools.

At present, despite the pandemic, T.I.P. remains firmly committed to the preservation of global excellence, leadership in engineering and technological education in the Philippines, and continuous improvement for its students, alumni, and employees.



T.I.P. P. Casal Campus

Vision

We envision a better life for Filipinos by empowering our students with the best globally competitive technological education in engineering, computing, and allied disciplines.

Mission

Through digitalization and innovation in academic design and delivery, T.I.P. students, faculty, staff and industry partners work together in both traditional and online/flexible learning to transform our students to achieve optimal students outcomes:

- Full competence in their fields of study
- Ability to apply their competencies, mindsets, and values to serve the needs of industry or to pursue technopreneurship to solve societal problems.

Quality Policy

The Technological Institute of the Philippines (T.I.P.) is committed to total excellence and quality in education. In pursuit of such a commitment, T.I.P. shall:

1. Train and develop a workforce who are:
 - problem solvers, innovators and lifelong learners and
 - assets to the country and to the world.
2. Provide students with quality instruction and administrative services that would exceed their expectations and that of other interested parties by always keeping in mind that the satisfaction of their needs and expectations comes first.
3. Endeavor to be the best technological school by committing itself to continuous improvement.
4. Practice a proactive leadership that:
 - forms decisions on the basis of facts, including the attendant risks and opportunities

- ensures compliance to statutory and regulatory requirements
 - manages by constantly reviewing and improving work procedures and processes, the physical plants, alliances and partnerships to improve the overall system of operations
5. Create a culture where every employee accepts responsibility for quality.

Core Values

■ Commitment to Continuous Improvement and Innovation

The School is committed to continuously improve its services and innovate its program offerings to maintain its globally competitive edge and to ensure value addition for its stakeholders.

■ Collaborative Mindset

Everyone continuously engages and collaborates with internal and external stakeholders to remain relevant, and attain its desired goals and objectives.

■ Community Spirit

A strong sense of community, a willingness to cooperate in planning, realizing, and achieving goals for the common good.

■ Service Orientedness

A culture of altruism in the context of an educational institution where work is towards helping others. Teachers unselfishly impart knowledge so students achieve full competency in their field of study. Employees and administrators serve with the knowledge that service to others is their reason for being, and the school, as a community, gives back to society.

■ Positive Attitude for Learning and Working

Positive attitude, high emotional resiliency, a grateful heart, a healthy body and a clean environment are ways for productive learning and working to take place.

■ Effective and Open Communication

The School recognizes that effective communication is an integral element in the institution's success. With this, the School also encourages two-way dialogues that shall lead to an engaged and united community under a common goal.

■ Digitally Savvy

The School integrates digitalization and technology in managing its processes and embedding them into its curriculum. This enables the School to streamline its processes and achieve digital transformation.

■ Adaptability

The School strategically adapts to a changing environment by gathering relevant information and applying critical thinking to address multiple demands and competing priorities, thereby optimizing opportunities even in times of adversity.

Core Competencies

■ Collaboration

The ability to work with others and build partnerships to meet the shared objectives.

■ Continuing Improvement Towards Total Quality

A relentless drive towards the improvement of work process in order to achieve quality in all aspects of operations with the objective of delivering quality service to the School's constituents.

■ Innovativeness

The ability to rapidly incorporate changes in business practices through the creation and/or adoption of new ideas that add value in the form of increased competitiveness and sustainability and to improve facilities, laboratories and shops; creative solutions in order to provide and design facilities that are up-to-date and highly conducive to teaching, learning and working.

■ Efficient and Creative Management

The ability to innovate so that financial and human resources are conserved and harnessed to the fullest to ensure viability and continued delivery of quality instruction and quality administrative services.

■ An Organization Willing to Learn and Improve

The dynamism, openness and willingness to grow, adapt and improve by learning new and better ways of doing things. Through grit and determination, the organization does not resist the challenges brought about by new learnings, new technologies, new systems, and new policies.

■ Ability to Engage Technology/ Digital Competency

The integration of technology and digitalization in the management of the school and in the conduct of its operations and processes.

■ Quest for Excellence

In order to achieve excellence and exceed expectations, the quest is broken down into small steps beginning with setting personal standards higher than those of the School and for the School, and the community, to set standards higher than those of the CHED and national government.

Graduate Attributes/ Institutional Intended Learning Outcomes

Graduate Attributes	Institutional Intended Learning Outcomes
Professional Competence	<p>Demonstrate understanding and mastery of the fundamental knowledge and skills required for effective professional practice in the field of specialization.</p>
Critical Thinking and Problem Solving Skills	<p>Exercise critical and creative thinking in providing solutions to discipline-related problems.</p>
Communication Skills	<p>Apply effective communication skills, both orally and in writing, using the English language.</p>

Graduate Attributes	Institutional Intended Learning Outcomes
Lifelong Learning	<p>Utilize lifelong learning skills in pursuit of personal development and excellence in professional practice.</p>
Social and Ethical Responsibility	<p>Hold personal values and beliefs as ethical professionals consistent with Filipino family values, industry-desired values, and global citizen values.</p>
Productivity	<p>Contribute to nation-building and national development through innovative thinking and application of new technology.</p>
Interpersonal Skills	<p>Work effectively in multi-disciplinary and multicultural teams.</p>

Program Offerings

The present program offerings are:

Undergraduate Programs

Engineering and Architecture

- Bachelor of Science in Architecture (BSArch)
- Bachelor of Science in Chemical Engineering (BSChE) *[Manila only]*
- Bachelor of Science in Civil Engineering (BSCE)
- Bachelor of Science in Computer Engineering (BSCpE)
- Bachelor of Science in Electrical Engineering (BSEE)
- Bachelor of Science in Electronics Engineering (BSECE)
- Bachelor of Science in Environmental and Sanitary Engineering (BSEnSE) *[QC only]*
- Bachelor of Science in Industrial Engineering (BSIE)
- Bachelor of Science in Mechanical Engineering (BSME)

Computer Studies

- Bachelor of Science in Computer Science (BSCS)
- Bachelor of Science in Data Science and Analytics (BSDSA)
- Bachelor of Science in Information Technology (BSIT)
- Bachelor of Science in Information Systems (BSIS)
- Bachelor of Science in Entertainment and Multimedia Computing (BSEMC) major in:
 - Game Development *[Manila only]*
 - Digital Animation Technology *[Manila only]*

Business Education

- Bachelor of Science in Accountancy (BSA)
- Bachelor of Science in Accounting Information System (BSAIS)
- Bachelor of Science in Business Administration (BSBA) major in:
 - Logistics and Supply Chain Management
 - Financial Management
 - Human Resource Management
 - Marketing Management

■ Teacher Education (QC only)

- Bachelor of Secondary Education (BSEd) major in:
 - English
 - Mathematics
 - Sciences
- Bachelor of Special Needs Education (BSNEd)
- Teaching Certificate Program (TCP) with focus in Online/Flexible Learning

■ Arts

- Bachelor of Arts major in:
 - English Language
 - Political Science

Graduate Programs

- Doctor in Information Technology (DIT)
- Doctor of Philosophy in Computer Science [*Manila only*]
- Doctor of Engineering with specialization in Computer Engineering (D.Eng.CpE) [*QC only*]
- Master in Information Systems (MIS)
- Master in Information Technology (MIT)
- Master of Science in Computer Science (MSCS)
- Master of Engineering with specialization in
 - Chemical Engineering (M.Eng.-ChE) [*Manila only*]
 - Civil Engineering (M.Eng.-CE) [*QC only*]
 - Computer Engineering (M.Eng.-CpE)
 - Electrical Engineering (M.Eng.-EE)
 - Electronics Engineering (M.Eng.-ECE) [*QC only*]
 - Industrial Engineering (M.Eng.-IE) [*QC only*]
 - Mechanical Engineering (M.Eng.-ME)
- Master in Logistics and Supply Chain Management (MLSCM) [*QC only*]
- Professional Science Master's Degree in Construction Management (PSCM) [*QC only*]
Professional Science Master's Degree in Data Science (PSMDS)
- Professional Science Master's Degree in Engineering Management (PSMEM)

Awards and Recognitions

■ CHED Autonomous Awards

In April 2016, T.I.P. Manila and T.I.P. Quezon City were awarded Autonomous Status by the Commission on Higher Education (CHED) in recognition of the school's exemplary performance in the provision of quality higher education, research, and extension work. This is the highest award CHED can bestow upon a higher education institution.

As schools with Autonomous Status, the two (2) T.I.P. campuses were exempted from the issuance of Special Orders for its graduates, including the monitoring and evaluation activities of CHED. T.I.P. is also entitled to subsidies and other financial incentives and assistance from the Commission.

Additionally, the institution enjoys permanent privileges to determine and prescribe curricular programs to achieve global competence. T.I.P. may offer new courses or programs at the undergraduate and graduate levels and establish branches or satellite campuses without the need for prior approval from CHED. The school may also offer extension classes and distance education courses to expand access to higher education, as well as establish linkages with recognized foreign higher education institutions in pursuit of international standards of education. Moreover, T.I.P. Quezon City and T.I.P. Manila are given the authority to grant honorary degrees to deserving individuals in accordance with existing CHED provisions on the conferment of honorary degrees.

■ Centers of Excellence (COE) and Centers of Developments (COD)

The T.I.P. programs in both campuses are awarded Centers of Excellence (COE) and Centers of Development (COD) by the CHED. T.I.P. programs have continuously demonstrated excellent performance in the areas of instruction, research and publication, extension and linkages, and institutional qualifications.

Accreditation

■ FAAP PACUCOA Awards

The T.I.P. programs are accredited at various levels under the Federation of Accrediting Agencies of the Philippines (FAAP) Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

■ Philippine Technological Council (PTC)

All T.I.P. Engineering programs in T.I.P. Manila and T.I.P. Quezon City are accredited by the Philippine Technological Council (PTC).

The PTC Accreditation and Certification Board for Engineering and Technology Engineering Accreditation Commission (ACBET-EAC) is the only local accrediting body recognized by the CHED and the body of engineering professionals in the country to be the sole-signatory-applicant and representative of the Philippine jurisdiction to the Washington Accord where the Philippines now holds provisional status.

■ Philippine Computer Society (PCS) Information and Computing Accreditation Board (PICAB)

The T.I.P. Computing programs in T.I.P. Manila and T.I.P. Quezon City are accredited by the PCS Information and Computing Accreditation Board (PICAB).

■ ABET Accreditation

In 2013, T.I.P. ventured into its first international accreditation for its engineering and computing programs through the ABET Engineering Accreditation Commission (EAC) and ABET Computing Accreditation Commission (CAC).

T.I.P.'s objective was to secure an international seal of approval for its drive towards excellence in Engineering and Computing programs. After achieving the highest levels of Philippine academic accreditation for most of T.I.P.'s

program offerings, T.I.P. needed external international validation of its outcomes-based education framework.

ABET is a US-based not-for-profit organization owned and operated by its professional and technical member societies. An internationally respected organization with some 2,000 volunteers, ABET has set the higher-educational standards in its field. It is considered the “global gold standard in engineering and computing education accreditation.”

The voluntary, peer-review process and periodic evaluations are conducted by teams of volunteer professionals working in the industry, government, academe, and private practice within the ABET disciplines. The evaluators focus on program curricula, faculty, facilities, institutional support, and other important areas.

With the ABET accreditation, T.I.P. students have enjoyed the global standard academic experience and global employment opportunities. T.I.P. students have improved performance in solving complex engineering and computing design problems.

Seoul Accord Accreditation

In September 2015, the Seoul Accord recognized the six (6) computing programs of T.I.P. Manila and T.I.P. Quezon City as a result of ABET's accreditation of the same computing programs.

Seoul Accord accreditation is the international authority on quality assurance for education in computing and IT-related programs. This means, T.I.P. programs are now recognized by the eight (8) signatory countries of the Seoul Accord: Republic of Korea, United States, Australia, United Kingdom, Canada, Hong Kong China, Chinese Taipei, and Japan.

AUN-QA Assessment

In February 2021, the T.I.P. embarked on an international assessment through the ASEAN University Network-Quality Assurance (AUN-QA).

The said programs adequately fulfilled the criteria set by AUN-QA, the assessment arm of the ASEAN region that is responsible for educational standards and continuous academic improvement of ASEAN schools.

The successful AUN-QA assessment of programs means T.I.P. students are ensured of getting high-quality education that shall mold them into well-rounded and comprehensively skilled individuals who can make a difference as they step outside of the classroom.

Certification

ISO 9001:2015 Certification

The T.I.P. Quality Management System (QMS) is certified to ISO 9001:2015 by Det Norske Veritas in the provision of all its academic offerings.

This helps ensure that all education services consistently meet all customer and applicable statutory, regulatory, and accreditation requirements. This also helps address customer satisfaction through the effective and efficient application of the system, continual improvement, and the prevention of nonconformity.

T.I.P. is among a select number of schools in the Philippines that went into ISO certification as early as 1999. To date, it continues to maintain its ISO certification. Some of the notable components of T.I.P.'s QMS are: a) 5S, a Japanese-inspired good housekeeping program, and b) Kaizen, a continuous small-steps improvement program, also based on a Japanese business philosophy.

Article 2.

The Educational Design at T.I.P.

Educational Philosophy

T.I.P. believes that when students are

- immersed in constructivist experiential technological teaching and learning that is focused on outcomes;
- imbued with grit and determination and love for their fellow Filipino,

they become lifelong learners, innovators, and problem-solvers for the nation.

Open-Door Policy

T.I.P. is committed to bring the opportunity of higher education to students who earnestly desire it and who demonstrate the ability to benefit from it.

Consistent with its philosophy of making higher education accessible to many, T.I.P. offers various scholarship programs. The two (2) major scholarship grants are the Engr. Demetrio A. Quirino Jr. Scholarships for Engineering and Architecture, and the Dr. Teresita U. Quirino Scholarships for Accountancy and Teacher Education.

To date, many students have earned their undergraduate degrees through these scholarship programs.

Outcomes-Based Education (OBE)

In its continuing quest for excellence and the spirit of continuous quality improvement, T.I.P. implemented Outcomes-Based Education (OBE) as a strategy to achieve the long-term objectives of the school for its graduates. In essence, OBE is working backward with students as the center of the learning-teaching milieu. *[Appendix 1. CHED Memo No. 46 s. 2012 Policy-Standard to enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA]*

The implementation of OBE was driven by the following external entities: 1) regulatory bodies such as CHED, the Professional Regulation Commission (PRC), International Maritime Organization (IMO), among others, 2) local and international accrediting bodies, specifically, the PACUCOA, PTC-ACBET-EAC, and ABET, Inc., 3) international certifying bodies, and 4) feedback from other external stakeholders.

It is also guided by the following internal policies and initiatives of T.I.P.: 1) Vision, Mission, Core Values, and Core Competencies, 2) Quality Policy, and 3) other T.I.P. initiatives that support the OBE implementation, such as the Faculty and Staff Development Program and the Student Development Program.

In support of the OBE, T.I.P. embarked on a proactive plan to implement Outcomes-Based Teaching and Learning (OBTL) in all its academic programs using the City University of Hong Kong OBTL model.

The framework which T.I.P. adopted in its OBTL implementation revolves around three important elements: 1) Intended Learning Outcomes (ILOs), 2) Teaching and Learning Activities (TLAs), and 3) Assessment Tasks (ATs).

OBTL is an approach where teaching and learning activities are developed to support the learning outcomes (*City University of Hong Kong, 2007*). It is a student-centered approach to the delivery of educational programs where the curriculum topics in a program and the courses contained in it are expressed as the intended outcomes for students to learn. It is an approach where teachers facilitate, and students find themselves actively engaged in their learning process. It is about re-aligning intended learning outcomes with teaching and assessment, focusing on what graduates know, what they can do, and their personal attributes (*City University of Hong Kong, 2007*).

The ILOs describe what the learners will be able to do when they have completed their course or program. These are statements written from the students' perspective, indicating the level of understanding and performance they are expected to achieve as a result of engaging in teaching and learning experience (*Biggs and Tang, 2007*). A TLA is any activity, which stimulates, encourages or facilitates the learning of one or more ILO. An AT can be any method of assessing how well a set of ILOs has been achieved. The assessment and evaluation results are used as inputs in the continual improvement of the instructional process, specifically on the constructive alignment of ILOs, TLAs, and ATs.

Student Development Program (SDP)

The Student Development Program (SDP) aims to produce graduates with full competence in their fields of study and also possess Filipino industry-desired and global citizen values to enhance their employability and desirability by industry after graduation. The SDP has been developed and mainstreamed in identified courses. It consists of the following modules:

- Module 1 – Self-Awareness
- Module 2 – Goal Setting
- Module 3 – Values Development
- Module 4 – Developing the Winner’s Mindset

The SDP serves as a vehicle of the OBTL, which shall address specific components of the program educational objectives and the student outcomes.

Article 3.

General Student Policies

Introduction

The rules and regulations embodied in this manual apply to all students of T.I.P., whose enrollment with the school signifies their agreement and willingness to abide by all its prevailing rules and regulations. Further, upon admission, the students agree to conduct themselves appropriately by maintaining discipline, upholding order in the school, preserving the good name of the school, and actualizing its vision and mission.

The administration regularly keeps the student body informed of official school business through memoranda, the Canvas Learning Management System (LMS), website and official T.I.P. social media accounts, and bulletin board postings, which are common channels by which student activities are directed and monitored. Therefore, all students are obliged to read these announcements to keep themselves abreast of T.I.P.

Section 1.

General Directives

It is the responsibility of every student to read, understand, be familiar with and adhere to the contents of this manual. The school recognizes and upholds students' rights on campus, whereby the student has the right to responsibly:

1. Express one's concerns regarding the quality of education.
2. Be represented through the Student Council Government.
3. Form academic and non-academic organizations subject

to school recognition by the Office of Student Affairs (OSA) in the pursuit of academic, social, or spiritual goals. This recognition of student organizations is renewable every school year and may be revoked anytime due to a valid cause.

4. Defend oneself against charges/accusations lodged as part of due process.

For proper identification, a student must wear ID card upon entering the campus. No ID, no entry. Anyone caught without an ID card while inside the campus shall be subject to disciplinary sanctions.

A student is accountable for all information presented on the ID card, registration form, and other school documents. Any student who knowingly and intentionally provides false/incorrect information shall be immediately dismissed. A student who has transferred residence or has changed civil status must inform the Office of the Registrar about this matter at the earliest possible time.

In support of the government's smoking ban, smoking is prohibited in all areas of the campus. Violation of the prohibition against smoking inside the campus shall be subject to disciplinary action.

Suspension of Classes

With regard to the suspension of classes due to typhoons, inclement weather conditions, etc., a student is instructed to tune in to radio, TV stations or online sites for official announcements. The following general guidelines must be observed:

Typhoon Signal No. 1 or 2 – classes continue unless the school administration decides to suspend it.

Typhoon Signal No. 3, 4, or 5 – all classes and other activities are automatically suspended.

If no typhoon signal is announced, but flooding is probable, or when other emergency/calamity-related cases occur, classes and/or work schedules may be suspended by the school administration. T.I.P. students are enjoined to monitor announcements through any major tv networks, radio stations, and online sites: the official T.I.P. social media accounts (Facebook, Twitter, and Instagram).

T.I.P. shall adhere to official announcements from the local government unit or national government on suspension of classes.

Section 2.

Norms of Conduct for Students

Attire

The approved school uniform for male and female students shall be worn inside the campus by all students during school days except non-school uniform day/s or outside the campus when required by the school administration during attendance at official activities. The prescribed uniform shall include prescribed black leather/leatherette shoes with black socks, and a white T-shirt/sando as an undershirt for male students. For female students, it shall include prescribed black leather/leatherette shoes.

For online classes, the dress code prescribed in the T.I.P. Policy on Student Protocols and Etiquette for Online Learning (*Appendix 39*) shall be observed.

During Non-School Uniform Day/s

The following are not allowed during non-school uniform day/s

For male students:

- clothing with indecent print designs;
- sleeveless tops like sandos and muscle shirts;
- cropped tops;
- transparent, torn, untrimmed, or unstitched pants;

- shorts;
 - sandals or slippers;
 - caps and hats;
 - scarves; and
- other similar clothing or unnecessary fashion items

For female students:

- clothing with indecent print designs;
- tight-fitting clothes that reveal the shape of the student's body;
- tops with low necklines showing the student's chest or cleavage;
- mini/micro-mini skirts;
- bare midriffs;
- backless or sleeveless tops;
- transparent, torn, untrimmed, or unstitched pants;
- shorts;
- caps and hats;
- clogs, sandals, open-toe slip-ons, or slippers; and
- other similar clothing or unnecessary fashion items

The school acknowledges that students have the freedom to come to school in clothes that suit their personal preferences. However, they are expected to dress in a manner that respects both the instructional nature of the school and the sensibilities of other students.

Accordingly, the school retains the right to draw the attention of students who are dressed improperly, while giving careful consideration to what is permitted in accordance with the school's dress code policy.

Grooming

For male students, the following are NOT allowed inside the campus:

- sporting long hair; students' hair should be tidy, combed and properly trimmed.
- wearing hair accessories such as hairpins, ponytails, headbands, etc.
- multi-colored, loud hair coloring;
- colored nail polish;
- ear, nose, tongue and other visible piercings; and
- visible tattoos

For female students, the following are not allowed inside the campus:

- more than one earring per ear;
- ear, nose, tongue, and other visible piercings;
- visible tattoos; and
- multi-colored, loud hair coloring

■ **Decorum**

Every student is expected to observe the proper norms of politeness, etiquette, and courtesy in dealing with all school community members. Faculty members, administrators, or staff members have special parental authority and responsibility for (are *loco parentis* of) students. They are obligated to call the attention of students who display unbecoming behavior whether they are inside or outside the school campus, within or beyond school hours/days. Infractions committed by students based on the classification of offenses shall be dealt with accordingly.

The Office of Student Affairs (OSA) shall impose the proper disciplinary sanctions on students found guilty of misconduct and/or disrespectful behavior.

■ **Classroom Behavior**

A student should abide by the usual classroom policies and procedures implemented by the teachers, both in-person and virtual. It is the teacher's responsibility to report to OSA any student violating these policies and procedures.

■ **5S**

A student should commit oneself to the propagation of a culture of cleanliness and orderliness, which is an institutional practice in T.I.P. Every school community member should religiously observe the rules and continuously adopt all practices of the 5S Japanese Model of Sanitation and Good Housekeeping.

5S represents five (5) Japanese words related to Sanitation and Good Housekeeping with corresponding adaptations in English and Filipino

Japanese	English	Filipino
Seiri	Sort	Suriin
Seiton	Systematize	Sinupin
Seiso	Sweep	Simutin
Seiketsu	Sanitize	Siguruuhin ang Kallinisan
Shitsuke	Self-discipline	Sariling Kusa

The essence of this Sanitation and Good Housekeeping Program is for everyone to observe—as a matter of personal habit and discipline, and assume as a personal obligation and responsibility—the Sanitation and Good Housekeeping of the surroundings, place of study, and place of activities.

It is essential that every student is fully aware of the need for good housekeeping practices, such as: not throwing away pieces of paper; not spitting; not throwing or sticking gum on any surface; keeping chairs and tables in place; and picking up one's own litter.

Announcements and Publications

A student must obtain clearance from the Office of Student Affairs (OSA) before posting any school-related materials and/or announcements. Moreover, these school-related materials—specifically those carrying the school's name, logo, and/or identification—regardless if via print or digital means, posted or published inside and/or outside the school campus, must first be submitted for vetting to both the OSA and the Marketing and Communications Office (MCO). Such restrictions apply to school announcements and releases in national newspapers and/or magazines for general circulation; postings of posters, streamers, and other printed materials in public spaces; and postings on the social media profiles of student councils and recognized student organizations. Failure to clear such materials with the OSA and the MCO shall result in appropriate disciplinary sanctions and even legal actions, if necessary.

Section 3.

Student Organizations

Membership in any recognized student organization is voluntary. However, the recruitment of first-year students to fraternities/sororities is strictly prohibited. Students should immediately report incidents of forced recruitment and other fraternity-related cases such as hazing, threat, intimidation, coercion, extortion, etc. to the Security, Occupational Health, and Safety Office (SOHAS), Guidance and Counseling Center (GCC), or the Office of Student Affairs (OSA).

The school allows students to use campus facilities such as the PE Center, Big Court, Seminar Rooms, Congregating Area, and Study Areas among others, for programs, meetings, and recreational and educational activities. At the same time, it holds the right to deny the use of these facilities to those who are unable or unwilling to abide by the school rules and regulations and/or guidelines on the proper use of the said facilities.

A student may not participate in any outside activity, contest, conference, field trip, association, society, or group as a representative of the school or any of its recognized student organizations without written authorization from OSA, the Vice President for Student Affairs and Student Services (VPSAS), the Vice President for Academic Affairs (VPAA), or the T.I.P. President.

The school shall not be held responsible for any consequences resulting from a student's/student organization's participation in any outside activity, meeting, conference, contest, field trip, association, or society where such engagement was done in the individual's/organization's personal capacity, not as a formal representative of the school, and without the school's prior written approval.

Section 4.

Student Admission and Registration

■ Student Eligibility for Admissions

Students who satisfy any of the following may apply for admission to T.I.P.:

1. Graduates of secondary education recognized by the Department of Education and not enrolled in any tertiary program
2. Passers of the Philippine Educational Placement Test (PEPT) or Alternative Learning System (ALS) following the regulations of the DepEd in terms of eligibility for the tertiary level
3. College Transferees
4. Second Degree Applicants
5. Cross-Enrollees

■ Admission Requirements

The following are the admission requirements that must be complied with upon application to any T.I.P. college degree program:

1. First Year Applicants

1.1. Filipino Graduates of Secondary Education from Secondary Schools in the Philippines

Primary Requirements

- Original copy of Senior High School Report Card (Form 138/SF9) from Grade 12
- Original copy of Philippine Statistics Authority (PSA) Birth Certificate

Secondary Requirements

- Certificate of Good Moral Character (with school seal)
Two (2) pcs identical 2" x 2" recent ID picture
- Certificate of Honors / Rank (if applicable)
- Mandatory drug test

1.2. Filipino Graduates of Secondary Education from Philippine Secondary Schools Abroad

Primary Requirements

- Original copy of Senior High School Report Card (Form 138/SF9) from Grade 12, Certificate of Completion of Secondary Education, or its equivalent
- Original copy of PSA Birth Certificate

Secondary Requirements

- Certificate of Good Moral Character (with school seal)
- Two (2) pcs identical 2" x 2" recent ID picture
- Certificate of Honors/Rank (if applicable)
- Photocopy of Philippine Passport
- Mandatory drug test

1.3. Filipino Graduates of Secondary Education from Foreign Schools

Primary Requirements

- Authenticated Scholastic Records and Certification of Graduation, Certification of Completion of Secondary Education, or its equivalent
- Certification of Equivalency from DepEd
- Original copy of PSA Birth Certificate

Secondary Requirements

- Two (2) pcs identical 2" x 2" recent ID picture
- Original and photocopy of Philippine Passport/ Foreign Passport
- Authenticated Identification Certificate for Dual Citizenship under RA 9225, if holder of Foreign Passport
- Mandatory drug test

1.4. Filipino graduates prior to SY 2014-2015 who did not enroll in any tertiary institution immediately after graduation

Primary Requirements

- Original copy of High School Report Card (Form 138)
- Original copy of Philippine Statistics Authority (PSA) Birth Certificate
- Certification from the high school principal stating that the F137-A has not been forwarded to any tertiary institution / or Affidavit of Non-enrollment in other HEIs

Secondary Requirements

- Certificate of Good Moral Character (with school seal)

- Two (2) pcs identical 2" x 2" recent ID picture
- Certificate of Honors/Rank (if applicable)
- Mandatory drug test

1.5. Filipino applicants with PEPT/ALS Certificates

Primary Requirements

- Examinee Report Form (ERF)/Certificate of Rating in Secondary Level
- Completion Certificate for Secondary Level
- Original copy of PSA Birth Certificate

Secondary Requirements

- Authenticated Diploma in Secondary Education Equivalency
- Two (2) pcs identical 2" x 2" recent ID picture
- Mandatory drug test

2. Transferees/Second Degree Applicants

Primary Requirements

- Original copy of the Transfer Credentials
- Transcript of Records or True Copy of Grades from the last school attended
- Certificate of Good Moral Character

Secondary Requirements

- Two (2) pcs identical 2" x 2" recent ID picture
- Mandatory drug test

3. Cross Enrollees

Primary Requirements

- Original copy of Permit to Cross Enroll from their home school signed by the Registrar
- Two (2) pcs identical 2" x 2" recent ID picture

4. For Previous Graduates

Applicants for college admission who graduated earlier than the immediate past school year shall submit a certification from the high school principal stating that the Form 137A is still in the school file and has not been forwarded to another tertiary school.

5. For Foreign Nationals

A separate set of guidelines shall apply for admission of international students. [Appendix 15. Policy No. 00381-02-2017 Policies and Guidelines on the Admission of International Students]

Enrollment Procedure and Regulations

A student applicant who has complied with all the admission requirements is qualified to enroll.

In cases where requirements (except for Form 138/SF9/ Transfer Credential/ALS/PEPT result) are not available, the applicant is required to execute an **UNDERTAKING** and comply with the lacking admission credentials within the term of first enrollment.

A student shall be considered officially enrolled if one has submitted all the required admission credentials and has paid in full, or has made an arrangement to pay the tuition and other fees for the semester on an installment basis.

If there is a discrepancy in the name of the student as it appears in the original PSA Birth Certificate and the admission credentials submitted, the name that appears on the original PSA Birth Certificate shall prevail.

In the case of a married female student, an authenticated copy of the marriage certificate must be submitted to the Office of the Registrar.

The course load and sequence of courses shall be in accordance with the approved curriculum for each program of study. No course may be taken unless the prerequisite courses have been taken and passed. Otherwise, the registration shall be invalidated, and no credit shall be applied despite the grade/s obtained.

For Engineering and Computing programs, the Design/ Capstone Course shall be enrolled ONLY in the terminal/ last term of the student.

A grade of 5.00 (Failed) in any prerequisite course disqualifies a student from enrolling in the next-higher course.

A student who obtained a grade of 4.0 (Incomplete) in a prerequisite course may be permitted to enroll in advanced courses. However, if the student subsequently obtained

a grade of 5.0 (Failed) in the prerequisite course, the advanced course shall not be credited regardless of the grade obtained for that advanced course.

Failure to remove a final grade of 4.0 (Incomplete) within the one-year prescribed period of completion shall automatically result in a grade of 5.0 (Failed). The student is required to re-enroll in the course.

If a student decides to re-enroll in a course with a grade of 4.0 (Incomplete), the right to request/apply for removal of a grade of 4.0 (Incomplete) is forfeited, even if it is still within the prescribed period of completion.

A grade of “NC” or No Credit shall be given to a student who did not take the final examination or did not submit an academic requirement for completion of a course and the student’s scholastic performance is not sufficient to merit a passing grade. “NC” does not earn any academic credit nor indicate failure. A grade of “NC” is permanent and cannot be subsequently changed.

A student must finish PE and NSTP (National Service Training Program) courses during the prescribed period. Any student who has back courses in PE and CWTS (Civic Welfare Training Service) shall not be allowed to carry a load of more than 18 units, including PE and CWTS, unless there are valid reasons approved by the College Dean.

A student who has been dropped from the rolls or expelled due to academic delinquency and/or infractions of school rules and regulations shall not be readmitted.

The guidelines on academic probation shall apply to students who failed in more than 50% of the total units enrolled during the semester.

If any of the submitted admission credentials are discovered to be spurious, if the student applicant has committed any misrepresentation, or in case of failure to address the noted discrepancies in the submitted admission credentials, then the student applicant's enrollment is outright deemed null and void,

and the tuition fee and other fees paid shall not be refunded beyond two (2) weeks after the opening of classes in a regular semester or after the fourth (4th) day of classes in summer.

For transferees:

A transferee shall be placed under Academic Probation if one has failed and/or dropped more than 50% of the units enrolled during the previous semester.

The transferee shall enroll on a reduced load of eighteen (18) units and attend a regular counseling session during the semester.

A transferee forfeits the right to request transfer/course credit if one decides to enroll in T.I.P. the courses one has already “passed” from one’s previous school.

A student who wishes to transfer must submit all required credentials to the Student Recruitment Office (SRO).

A student who applies for accreditation of courses has to accomplish the appropriate request form to the Registrar through the Department Chair. The request must include the Original Transcript of Records and a certified copy of the course description from one’s previous school.

■ Cancellation of Enrollment/Withdrawal/ Discontinuance of Studies

Cancellation of enrollment/discontinuance of studies refers to the withdrawal of all courses enrolled.

Withdrawal of Enrollment

A student who wishes to withdraw one’s studies before the start of classes or within the first two weeks of classes must notify the Registrar in writing, through the Program Chair/College Dean, and copy furnish the Student Accounting Services.

Failure to submit the letter is tantamount to forfeiture of the student’s right to any refund of fees.

A student who files for cancellation/withdrawal/discontinuance of studies within the first two (2) weeks of classes during the regular semester or within the first four (4) days of classes during summer and who has paid the pertinent fees may apply for a refund. With one's letter requesting a refund received by the Student Accounting Services within the same period, the student shall be charged as follows:

- An administrative/processing fee if one withdraws before the start of classes.
- Ten percent (10%) of the total amount due for the term if one withdraws within the first week of classes in a regular semester or within two (2) days in summer whether one has or has not attended classes.
- Twenty percent (20%) of the total amount due for the term if one withdraws within the second week of classes in a regular semester or on the third or fourth day in summer, whether one has or has not attended classes.
- The full fees due for the term if one withdraws any time after the second week of classes in a regular semester or after the fourth day of classes in summer. Even with the heavy workload during the registration period and while registration is still ongoing, the Student Accounting Services shall receive the duly accomplished Requests for Refund. However, the processing is one (1) month after the start of classes. Follow-ups for refunds, if any, may be done only a month after the start of classes.

Cancellation of Application for Admission of New Students

A new student who wishes to cancel an application for admission must accomplish a Cancellation of Admission Form with the Student Recruitment Office (SRO) and pay the corresponding fee for the release of the submitted admission documents.

Evaluation of Student Performance

Outcomes-Based Assessment is implemented to ensure measurement of the attainment of ILOs at three (3) levels: course level, program level, and institutional level.

At the course level, the ATs are constructively aligned with the TLAs and are deployed to measure the attainment of the ILOs. These are teacher-made tests (e.g., quizzes, assignments, essays, periodic exams, etc.), case studies, laboratory exercises, student portfolios, reflection papers, group projects, among others.

At the program level, the assessment of student outcomes is measured at the end of each semester through the identified courses using the rubrics-based program assessment plan. To evaluate the degree of attainment of the student outcomes, a faculty evaluation committee is appointed. The evaluation is based on the results of indirect and direct assessments, which serve as inputs for continuous quality improvement of the program.

The attainment of institutional intended learning outcomes is assessed using an employers' survey.

General Policy on Advising and Monitoring

T.I.P. has a web-based system called the Academic and Registration Information System (ARIS). This tool assists faculty advisors in monitoring student progress, academic performance, and workload. Likewise, the ARIS ensures that the students shall not be allowed to enroll in any course without passing the prerequisite, as applicable. A 24-hour turnaround time is observed in giving feedback results of student assessments. Students can also view their grades through the T.I.P. Canvas LMS and ARIS portals posted by faculty members handling the course. The final grade is encoded not later than three (3) days after the final examination.

Student advising is committed to provide students with competent advising and assistance throughout their degree program. The advisement program shall also guide students regarding academic policies, career options, provide instructional support, notify job opportunities, among others. Moreover, students shall be directed towards the timely completion of their studies as well as the identification and fulfillment of their academic and career goals. Specifically, it aims to 1) facilitate the intellectual and personal development of students; 2) enhance the students' academic performance; 3) ensure the students' progress toward graduation; and 4) support academic efforts along with the realization of program educational objectives and student outcomes.

■ Implementation of Student Progress Monitoring

Upon admission, a student is assigned to a faculty advisor whose major functions include monitoring students' progress and to provide curriculum and career guidance. As part of the monitoring function, the faculty advisor assists and suggests to the students what courses to take every semester. This monitoring function also takes into consideration what student outcomes are involved in the suggested courses. All students are provided with a copy of the program of study identifying all the required courses, their corresponding credit units, and the corresponding prerequisite/corequisite, as applicable.

The final ratings obtained by a student in one's enrolled courses are encoded by the respective faculty member to the Grades Encoding System and consolidated for submission to the Office of the Registrar at the end of every term. Each term, a student is issued a copy of the grade slip indicating the final rating of all courses enrolled and the Grade Point Average (GPA) obtained. This also serves as the basis of the student's academic standing. A full-time student who failed in more than 50% of one's registered units, including PE and CWTS, shall be placed on academic probation. The school allows three (3) probationary terms for the duration of the student's program of study.

A student on academic probation shall re-enroll on a reduced load according to the school's policy on probation status. During enrollment in the succeeding term, the student initially selects the courses to enroll in and indicates the same in one's pre-registration form. The student then consults with the faculty advisor by presenting one's curriculum checklist, grade slip of the preceding term, and the pre-registration form. Before approving the pre-registration, the advisor ensures that the student follows the policies on the prerequisite and/or corequisite courses, correct sequencing, authorized load, and academic probation, if applicable. The school also has a monitoring support mechanism for student achievers.

For scholars, a scholarship coordinator is tasked to monitor their performance regularly and help them address academic difficulties. Orientation of new scholars is conducted to facilitate the immersion and mentoring of scholars in their own program. Participation of scholars in exchange programs and competitions inside and outside the school is also encouraged. The scholarship coordinator also facilitates the organization and operation of the scholars' association to promote their welfare.

Transfer Students and Transfer Courses

As a rule, a student desiring to transfer to T.I.P. may be allowed to enroll if the student satisfies all the prescribed admission requirements:

- Original copy of the Transfer Credentials
- Transcript of Records or True Copy of Grades from the last school attended
- Two (2) pcs identical 2" x 2" recent/identical ID pictures
- Original PSA Birth Certificate
- Certificate of Good Moral Character
- Mandatory drug test

A transferee student to any program must comply with the program residency requirement of one (1) school year attendance in T.I.P. and at least forty-two (42) units.

The transferee applicant should take the T.I.P. online entrance examination administered by the Guidance and Counseling Center (GCC) and the face-to-face interview conducted by the Security, Occupational Health and Safety Office (SOHAS).

All transferees must follow the applicable curriculum of the T.I.P. program they intend to enroll in.

The student's transcript of records or certification of grades from the last school attended shall be evaluated by the Program Chair and/or College Dean to determine which course may be credited based on course description, course content, and credit units before endorsing the student to Student Recruitment Office (SRO) for enrollment.

A transferee who commits a grave act of misrepresentation shall automatically be dropped from the rolls. The amount paid for tuition and other fees shall not be refunded, and the enrolled courses shall not be given any credit.

Transfer Credits and Work in Lieu of Courses

All courses taken by a transferee student from the previous school should be applied for validation or transfer/course credit within a period not exceeding two (2) semesters or one (1) year from the date of admission.

The College Dean or Program Chair shall be responsible for ensuring that the credited courses taken from the previous school have similar course descriptions, course contents, and the number of units vis-à-vis that of T.I.P. 's course requirements.

A transferee may not be allowed to enroll in a higher course when the prerequisite course one "passed" from the previous school has not yet been validated/approved for transfer credit by T.I.P.

A transferee forfeits the right to request transfer/course credit if the student decides to enroll in T.I.P. the courses already "passed" from the previous school.

Courses in the current curriculum that can be taken as an equivalent or substitute to the course that is no longer offered are determined by the College Dean or Program Chair, following the principle that the substitute course must be substantially equivalent or strongly related to the course required by the program.

■ Graduation Requirements

A student who has successfully completed all courses in one's curriculum and has complied with all the graduation requirements in his program and has fulfilled the residency requirement of at least one school year, and has completed at least 42 units in T.I.P., is eligible for graduation. [See Appendix 16 for the policy on graduation requirements.]

The school has a procedure for the evaluation of records of a candidate for graduation. If the candidate for graduation is cleared, the name of the student shall be included in the list of graduating students.

Section 5.

Payment of Tuition and Other School Fees

The tuition and other school fees shall be payable in cash or installment payments in accordance with the schedule provided by the Student Accounting Services.

Notice of any increase in fees shall be announced in advance through posting on the bulletin boards in conspicuous places in the school's premises.

Upon enrollment, the student and/or one's parent/s/guardian/s bind themselves to pay the corresponding tuition and other school fees whether the student completes or does not complete one's studies during a given semester.

Likewise, the student and one's parent/s/guardian/s agree that they are bound to recognize the policy that the student shall be readmitted only if the tuition and other school fees are paid in full.

■ **Undersized Classes**

A full class is defined as a class consisting of fifteen (15) or more students. While an undersized class is defined as having fewer than fifteen (15) students. [See Appendix 34 for the Policy Guidelines and Procedures on Undersized Classes.]

A class of six (6) to fourteen (14) students may be retained if:

- The students pay for the shortfall, which is the difference between what a fifteen (15)-student class would have paid and what the undersized class actually paid; or
- The assigned faculty member requests for authority to handle the class at a modified rate, which is equivalent to 80% of the faculty member's rate or equivalent to 80% of the tuition paid by the undersized class, whichever is lower. Under this arrangement, the faculty member shall still meet the class regularly. There shall be no reduction in the number of class hours. Absences shall be taken into account, and the corresponding proportionate deductions shall be applied.

A class of five (5) students or less may be retained if the students shoulder the shortfall. Otherwise, the class shall be dissolved.

Payment of the fees adjustment, as computed by the Student Accounting Services, shall be made upon approval of the request by the College Dean or VPAA.

Section 6.

Attendance

Prompt and regular attendance in all classes is required of all students from the very first meeting of every course.

A student who incurs absences of more than twenty (20%) percent of the prescribed number of class or laboratory periods during the term shall not earn credit for the course (*Art. XXI, Sec. 101, Manual of Regulations for Private Higher Education - MORPHE*). For this purpose, no student shall be considered officially enrolled unless all the following requirements are met; thus, the student:

- Must have submitted the appropriate admission or transfer credentials;
- Must have paid the school fees (i.e., down payment) upon enrollment;
- Has been authorized to attend classes by the school.

In case of absence, a student must present a letter of excuse to all teachers concerned. If the student is a minor or, even if has already turned 18 years of age, but is still wholly dependent upon the parents for support, the letter must be signed by the parent or guardian.

In case of absence due to illness, the excuse letter or medical certificate must be validated by the Medical and Dental Services (MDS).

A student is held responsible for all lessons and assignments missed during one's absence.

An approved absence applies to a student authorized in writing by the Office of the Student Affairs (OSA) or other school officials to represent T.I.P. in an off-campus function or activity or attend a meeting with school officials.

Other absences covered by an official excuse letter or call slip shall be considered excused absences.

A student is considered late or tardy if one's arrival in class is within the following minutes:

- For a one-hour period - fifteen (15) minutes
- For a one-hour and a half period - twenty-five (25) minutes
- For a two-hour period - thirty (30) minutes
- For a three-hour period - forty-five (45) minutes

A student who is tardy for three (3) times shall be considered as having been absent for one (1) meeting.

A student who has stopped attending classes and/or has incurred absences equivalent to more than 20% of the school days with or without notification shall not be given credit. He shall be given a mark of:

“6.00” if the 20% limit was exceeded before the Midterm Examination or after the Midterm Examination, provided that the student has a passing Midterm Grade and the instructor concerned was notified in writing by the student.

“7.00” if the 20% limit was exceeded before the Midterm Examination or after the Midterm Examination and the student has a passing Midterm Grade, but the instructor concerned was NOT notified in writing by the student.

“5.00” if the 20% limit was exceeded after the Midterm Examination and the student has a failing Midterm Grade.

Section 7.

Cross Enrollment

Cross enrollment is defined as enrollment by a student in one's home school and enrollment in another school.

Cross-enrollment is only permitted if the total study load does not exceed the regular study load for the particular semester. Cross-enrollment may be granted to a T.I.P. student if the course description from the host school is similar to the T.I.P. course requirements. Moreover, T.I.P. students are not allowed to cross-enroll in more than one (1) school in a semester.

The T.I.P. student shall request from one's Program Chair permission to cross-enroll. Upon approval of the request, the student should apply for the issuance of the cross-enrollment permit at the Office of the Registrar.

The request for cross-enrollment is filed during the enrollment.

The Certification of Grade/s from the host school should be submitted to the Office of the Registrar of T.I.P. at the end of the semester or before the enrollment in the succeeding semester.

Section 8.

Program Shifting

A student shall be allowed to shift to another program provided one complies with the program residency requirement of one (1) school year attendance in T.I.P. or at least forty-two (42) units complied.

Program shifting may be allowed only once. A student who shifted to another program is no longer allowed to shift back to the former program or an entirely new program.

A student shifting to a board program should comply with the program's academic requirements.

For purposes of records evaluation, requests for Shifting of Program should be filed at the Office of the Registrar before enrollment at least two (2) weeks for a regular semester and three (3) days for summer.

Section 9.

Study Overload

As a general rule, only graduating students shall be allowed to apply for study overload/simultaneous enrollment of prerequisite and advanced courses, subject to the following conditions:

- An overload of not more than six (6) academic units may be permitted over the student's regular load specified in the final semester of the program's curriculum.
- Prerequisite and advanced courses may be enrolled simultaneously, provided that the student is graduating during the term. However, if the student failed the prerequisite course, no credit shall be given to the advanced course/s regardless of the grade/s obtained.
- Enrollment of eight (8) units of PE may also be allowed, provided these are the only courses that the student lacks for graduation.

Section 10.

Cancellation, Addition or Change of One or More Courses

Requests for adding or dropping one (1) or more courses must be made within the first two (2) weeks of classes in a regular semester or within the first four (4) days of classes in summer.

The load and sequence of courses shall be in accordance with the approved curriculum of each program of study. No course may be taken unless the prerequisite courses have been taken and passed.

A student who wishes to add or drop one (1) or more courses must fill out the form for Adding or Dropping courses available at the Office of the Registrar.

Section 11.

Examination and Permits

Examination schedules are posted on the bulletin boards and in the ARIS portal one (1) week before the examinations.

A student who is unable to comply with the examination schedule may apply for a special examination within five (5) school days from the last examination date and after settling one's fees with the Student Accounting Services. Failure to take the special examination within the grace period means an automatic examination score of zero.

A special examination fee shall be paid for each course approved by the Program Chair.

The official receipt issued by the Tellering Office with the notation of the Program Chair shall serve as the examination permit.

The same rule applies to special examination fees, and the five (5) school-day grace period applies to students with cash permits and students who failed to take their examinations on the scheduled dates.

Section 12.

Grading System

There are three (3) major examinations to complete a course: prelim, midterm, and final exams. The schedule of major exams is reflected in the school calendar, which is available on the T.I.P. website.

For online delivery of courses, all forms of course assessments are deployed using the T.I.P. Canvas LMS assessment tools. Rubrics for the assessment of specific activities are used when appropriate.

A cumulative grading system is used to compute students' grades as follows:

Percentage Grade	Equivalent Grade	Descriptive Reading
94 - 100	1.00	Excellent
88.5-93.99	1.25	Superior
83-88.49	1.50	Meritorious
77.5-82.99	1.75	Very Good
72-77.49	2.00	Good
66.5-71.99	2.25	Very Satisfactory
61-66.49	2.50	Satisfactory
55.5-60.99	2.75	Fair
50-55.49	3.00	Passing
	4.00	Incomplete
0-49.99	5.00	Failed
	6.00	Official Dropped
	7.00	Unofficially Dropped
	8.00	No Credit
	9.00	Withdrawn

Grades are computed using the formula as follows:

$$PG = 0.50 PE + 0.50 CSP$$

$$MG = \frac{1}{3} PG + \frac{2}{3} (0.50 ME + 0.50 CSM)$$

$$FG = \frac{1}{3} MG + \frac{2}{3} (0.50 FE + 0.50 CSF)$$

where:

PG - Prelim Grade

MG - Midterm Grade

FG - Final Grade

PE - Prelim Exam

ME - Midterm Exam

FE - Final Exam

CS - Class standing (e.g. CSP, CSM, CSF, for prelim, midterm, and final, respectively)

The suggested weights for different components of CS are:

	LEC	LAB
Long and short quizzes (composite)	60%	40%
Graded recitation/ oral report	10%	10%
Assignments/homework	10%	10%
Term paper or research work	10%	40%
Case study/project	10%	—
Class standing	100%	100%

The grading system and other related rules are part of the T.I.P. Canvas LMS course module and are discussed on the first day of classes.

Section 13.

Student Retention

A full-time student shall not carry a load of less than nine (9) units. Only graduating students and/or working students with employment certification may be allowed to carry less than nine (9) units.

A full-time student who failed in more than 50% of one's registered units, including PE and CWTS, shall be placed on academic probation. The school shall allow three (3) probationary terms for the duration of the student's program of study.

The academic probation of T.I.P. is covered by the following guidelines:

A student on academic probation enrolled in a program not requiring licensure examination shall be allowed to re-enroll on a reduced load in the succeeding semester according to the following rules:

Probation Status	Maximum No. of Units Allowed
First Probation	
Second Probation	3 units less from the previous semester or 9 units, whichever is higher
Third Probation	

A student on academic probation enrolled in a program requiring licensure examination shall be allowed to re-enroll on a reduced load in the succeeding semester according to the following rules:

Probation Status	Maximum No. of Units Allowed
First Probation	3 units less from the previous semester or 9 units, whichever is higher
Second Probation	
Third Probation	3 units less from the previous semester or 9 units, whichever is higher and/or the student shall be advised to shift to a program not requiring board examination.

A student under a Third Probation status who fails in one course shall no longer be readmitted in the succeeding term.

Any or all of the above rules may, for exceptional cases, be set aside upon the recommendation of the College Dean and upon the approval of the VPAAs.

The Guidance and Counseling Center (GCC) handles the enrolment of students under academic probation following an established procedure.

Section 14.

Graduation

A student who has successfully completed all courses in one's curriculum, complied with all the graduation requirements, and fulfilled the residency requirement of at least one (1) school year attendance in T.I.P. or at least forty-two (42) units is **eligible for graduation**.

For the complete Policy for Graduation Requirements, please refer to **[Appendix 16. Policy No. 00308-01-2012 Graduation Requirements]**

Deemed ineligible for graduation is one with any of the following:

- pending grade/s of 4.00 (Incomplete); 5.00 (Failed); 6.00 (Officially Dropped); and 7.0 (Unofficially Dropped)
- unsettled financial and property obligations with

- the school
- unresolved disciplinary cases of school rules and regulations
 - penalty of exclusion/ expulsion

■ Graduation Honors

Latin Honors are awarded only to graduating students with four and/or five-year degree program with Grade Point Averages (GPA) as follows:

Latin Honor	Grade Point Average (GPA)
Summa Cum Laude	1.00 to 1.25 with no grade in any course below 1.50
Magna Cum Laude	1.26 to 1.50 with no grade in any course below 2.00
Cum Laude	1.51 to 1.75 with no grade in any course below 2.50

To qualify for Latin Honors, a graduating student must have earned at least 75% of the required courses of the program at T.I.P. Non-academic grades (e.g., NSTP) are not included in the computation of the GPA for Latin Honor.

A special award of “With Distinction” is given to a graduating student who may satisfy the GPA requirement for Latin Honor but obtains low grades (i.e., below 2.5) in any course, including PE and NSTP.

Any violation of the school rules and regulations punishable with suspension shall constitute grounds for disqualification from receiving any and all academic honors from T.I.P.

Exception

Any or all of the above academic rules may, for exceptional cases, be set aside upon the recommendation of the Program Chair/ College Dean and upon the approval of the VPAAs.

Section 15.

General Rules of Conduct and Discipline

All cases involving the discipline of students under the rules prescribed in this section shall be subjected to the jurisdiction of the Office of Student Affairs (OSA), which shall:

- Conduct an investigation of any case referred to the office. Upon receipt of a complaint or report, determine whether such a complaint is sufficient to warrant a formal investigation. A written notice shall be sent informing the student-respondent of the nature and cause of the accusation and to answer the charges within a reasonable time from the receipt of the letter. Attendance of the respondent at the preliminary inquiry may be dispensed with unless the respondent signifies in writing one's desire to do so within one (1) day from the receipt of the notice.
- Act upon all minor offenses brought to the attention of the office. For this purpose, minor offenses are infractions of school discipline or conduct committed by the students and to which appropriate and reasonable disciplinary measures or sanctions/punishment may not include suspension, exclusion, or expulsion. In this case, there is no need for the OSA to comply with the basic requirement of giving notice to the student and an opportunity to answer before the imposition of the penalty is effected.
- Issue preventive suspension orders pending investigation of the case to any student or group of students when there are strong grounds to believe that one/they is/ are guilty of serious misconduct affecting order and discipline or when the continued stay of the respondent student or group of students during the period of investigation constitutes a distraction to the normal operations of the school or poses a risk or danger to the life of persons and property in the school.

- For major offenses, where the complaint is sufficient to warrant a formal charge, recommend to the President or designated authority the creation of an investigating committee. All decisions arrived at by the committee and forwarded to the President or designated authority shall be considered final. Thereafter, the imposition of appropriate sanctions shall take effect. For this purpose, major offenses are serious or grave violations of school rules and regulations where the penalty or sanction to the student or group of students found guilty or responsible shall either be cancellation of scholarship, disqualification from an elective or appointive position, suspension, exclusion or expulsion.

For violations that are criminal in nature, the school reserves the right to turn over a student to police authorities. Administrative charges may also be filed without prejudice to existing penal laws.

Section 16.

Classification of Offenses and Sanctions

In addition to the acts considered by Philippine law as illegal and those contrary to morals, the following are also considered offenses classified as minor and major offenses when done online and/or on-campus during and/or after class hours.

■ Acts Constituting Minor Offenses

1. Failure to abide with the health and safety protocols
2. Non-wearing of school ID card
3. Tampered/unvalidated school ID card
4. Improper haircut/style, improper hair dye color
5. Improper or non-wearing of school uniform or wearing of PE uniform in non-PE classes; or improper/indecent attire during classes
6. Non-observance of dress code or improper civilian attire during non-school uniform day/s

7. Wearing earrings (for male students), pierced jewelry like nose-ring, tongue-ring and brow-ring, caps, scarves, and other unnecessary and inappropriate fashion items
8. Cross-dressing. Female students should not wear male uniforms and vice-versa. This also applies to civilian attire during non-school uniform days (Wednesday and Saturday)
9. Refusal to submit one's self and belongings to lawful inspection and/or search
10. Failure to return books borrowed from the library on time
11. Lost/damaged books from the library
12. Use of mobile phones and multimedia devices not related to class activities during class hours
13. Unauthorized posting of announcements, posters, or streamers on the school premises.
14. Running, shouting, whistling, or any action, which tends to distract other students
15. Sitting on the armchairs, tables, and other school furniture that leads to eventual destruction of school property/ies
16. Littering or spitting inside the campus
17. Loitering in corridors
18. Chewing gum within the campus
19. Hiding valuable property of others
20. Public display of affection
21. Other offenses similar to the above

Acts Constituting Major Offenses

Academic Dishonesty

1. Forgery or falsification and/or alteration or misrepresentation of academic or official school records or school-related documents of any kind.
2. All forms of cheating in any examination, test, quiz, project, report, or assignment.
3. Academic dishonesty such as plagiarism in projects, reports, or term paper submissions; passing off someone else's work as one's own with or without major or minor adjustment.

IT Security

4. Computer hacking, computer fraud, and various computer crimes such as piracy and copyright infringement.
5. Unauthorized use of T.I.P. software; use of unlicensed software in school equipment; the act of copying, selling, pirating of software licensed to T.I.P.; unauthorized use of equipment to develop unauthorized software, programs or systems; to spread computer viruses; use of school equipment such as computers, DVDs or other equivalent technology to view pornographic materials; to engage in computer games and other similar violations of the ICT Acceptable Use Policies.
6. Negligence in safeguarding or sharing the account information, including the username and password, being able to login into the school's facilities, including but not limited to computerized applications.

Student Conduct

7. Starting or taking offensive action that clearly provokes violence.
8. Fighting with, instigating a fight with, infliction of physical injury, coercion, intimidation, and/or use of threat against another student, any school official, faculty member, or any member of the non-teaching staff inside or outside the school premises, irrespective as to who started or initiated the fight.
9. Possession and/or drinking of alcoholic beverages within the school campus or being in the school premises under the influence of liquor.
10. Possession, use, or sale of prohibited drugs or chemicals and hallucinogenic drugs or substances in any form within the school premises, or the possession of any regulated drug without the proper prescription.
11. Unauthorized selling of tickets
12. Unauthorized monetary collections and other forms of illegal exaction and transactions

13. Unauthorized solicitation of favors, gifts or donations, in cash or in-kind, from T.I.P. employees, fellow students, or external stakeholders using the name of the school
14. Unauthorized raising of funds to be used for school activities
15. Refusal to undergo random drug testing when it is deemed necessary by the school
16. Possession or use of pyrotechnics, explosives, firearms/ live ammunition (bullets), and/or deadly weapons (e.g., brass knuckles, bladed weapons, pointed objects, lead pipes, stun gun, pepper spray, etc.)
17. Possession, display, and/or distribution/sharing of pornographic material as well as viewing of pornographic materials via electronic devices (i.e., mobile phones, laptops, desktop computers, PSP, etc.)
18. Gambling, including its variations or taking part in any game of chance for money, and/or possession of gambling paraphernalia
19. Acts of lewdness and indecency, display of immoral conduct and obscenity
20. Excessive public display of physical affection towards another student, such as but not limited to kissing, hugging, necking, sitting on a lap, touching any sensitive body parts of another student, and any sexual acts
21. Sexual harassment including but not limited to unwelcome and inappropriate physical and verbal behavior of sexual nature and the use of sexually suggestive objects, pictures, or letters not related to educational purposes
22. Vandalism or malicious destruction of school property
23. Theft, pilferage of school equipment, materials or supplies, extortion, robbery or an attempt thereof, and any form of dishonesty
24. Smoking within the campus and bringing in or using an e-cigarette
25. Recruiting for or joining illegal organizations as well as organizations not recognized by the school

26. Deceptive and coercive recruitment to fraternities, hazing, and other similar acts
27. Illegal entry of school premises (e.g., use of another student's ID/registration card/library card)
28. Illegal access to school facilities (e.g., use of another student's ID/registration card/library card for borrowing apparatus in the laboratory, for borrowing books in the library, or for any other purposes)
29. Deliberate illegal entry into and disruption of ongoing classes or any school activity
30. Unauthorized entry to the school's restricted areas
31. Abusing school permits issued such as, but not limited to, bringing in and using electronic devices or musical instruments
32. Abusing school permits issued to use school facilities, space, building, apparatus, equipment, books, tools, materials, among others
33. Using the student organization, or student government for illegal, unofficial, and/or personal use
34. Using the funds of the class for illegal, unofficial, and/or personal use
35. Representing the school during off-campus activities without due authorization from the OSA or school officials
36. Acts of disrespect, arrogance in words or deeds, which shall put the school, its employees, and fellow students under ridicule or contempt
37. Rumor-mongering, defamation, which includes libel and slander, or public imputation of a crime or vice, defect or act that shall cause dishonor or discredit to the school, its employees, and fellow students
38. Fabricating charges or coming up with a complaint against the school, its employees, and fellow students that are proven to be malicious and/or without basis
39. Physical bullying and other offensive behavior, including teasing, criticizing, aggressive acts, and making offensive statements and gestures

40. Cyberbullying and other cybercrime-related activities directed toward the school, its employees, and fellow students
41. Direct assault upon a T.I.P. employee regardless of rank and/or department
42. Actual or attempted bribery of a T.I.P. employee, in the form of cash, gift certificates, commission, and the like in exchange for favors such as, but not limited to, changing of grades, etc.
43. Preparation, publication, possession, and/or distribution of subversive, banned materials or literature
44. Acts of subversion and insurgency such as unauthorized demonstrations, rallies, and boycotting of classes
45. Conviction before any court for a criminal offense involving moral turpitude against a person or property.
46. Unauthorized use of the school's name, its logos, and other school emblems
47. Use the school as a subject in theses, informal studies, and the like without prior permission and approval
48. Conducting a study about T.I.P. or publishing the results of a study that tends to prejudice the good name and/or image of the school
49. Acts that bring the name of T.I.P. into disrepute, whether real or imaginary, such as the public and malicious imputation of a crime, vice, defect, or any act, omission, condition, status, or circumstance, tending to cause disorder, discredit or contempt for the name of the Institution
50. Spreading lies, half-truths, or unfounded claims about the school
51. Verbal or written communication/action that conveys false information concerning threats of bombs, explosives, or any similar devices. (i.e., bomb jokes, pressing the fire alarm recklessly, etc.)
52. Other offenses resulting in major injury to a person and/or damage to property
53. Other offenses similar to the above and any gross misconduct

■ Categories of Sanctions/Penalties for Minor Offenses

1. Admonition or warning
2. Oral and written apology to the parties concerned
3. Payment of actual damages inflicted plus penalty as may be determined by the OSA in coordination with the concerned office
4. Restitution of damaged property
5. Fine or penalty
6. Dialogue with parent/guardian
7. Written Reprimand
8. Counseling
9. Mandatory service
10. Other sanctions/penalties as may be determined by the Student Discipline Coordinator and OSA

■ Categories of Administrative Sanctions/Penalties for Major Offenses

1. Disqualification from holding or seeking any position either by election or appointment
2. Forfeiture of scholarship grants, discounts, and privileges
3. Suspension
4. Non-readmission
5. Exclusion or dropping from the roll of students
6. Expulsion
7. Other appropriate sanctions as may be determined by the Committee on Investigation

Section 17.

Procedure in Hearing Cases Involving Students

The commission of an offense or violation of laws and the school rules and regulations shall be dealt with accordingly as provided for in the Manual of Regulations for Private Higher Education (MORPHE) and the T.I.P. Student Manual. Generally, the following standards shall be complied with to protect the student's right to procedural due process:

1. The student shall be informed in writing the nature and cause of any accusation;
2. The student shall have the right to answer the charges, with the assistance of counsel, if desired;
3. The student shall be informed of the evidence;
4. The student shall have the right to adduce evidence on one's behalf; and
5. The evidence must be considered by the investigating committee or officials designated by the school authorities to hear and decide the case.

Any baseless and/or malicious complaint shall be considered a grave offense and shall be subject to disciplinary sanction as specified in the T.I.P. Student Manual.

In compliance with the abovementioned procedural due process, the following course of action shall be adhered to in handling complaint/s. The school, however, reserves its right to adopt other administrative processes of imposing school discipline as long as due process is satisfied.

■ Student(s)/Parent Against a Faculty Member

The following procedure shall be followed in handling a student and/or parent complaint against a faculty member:

1. The OSA receives and verifies the written complaint from the complainant.
2. The Student Discipline Coordinator under the OSA forwards the verified complaint to the Program Chair and/or College Dean.
3. The Program Chair and/or the College Dean issues a notice of charge informing the concerned faculty member of the complaint and asks in writing within three (3) working days upon receipt of the notice. The faculty member is placed under preventive suspension if the circumstance so warrants.

If the complaint is found valid to merit suspension or dismissal, the Program Chair and/or the College Dean shall recommend to the President, through the VPAA,

the creation of a hearing committee to investigate the complaint.

The composition of the Committee shall be as follows:

1. an officer from a different department who shall act as the Chair;
2. a regular non-teaching staff;
3. a regular full-time faculty member from a different department;
4. a T.I.P. Teachers and Employees Organization (TEO) officer/GCC Head or an assigned representative as an observer;
5. a representative from the student government as an observer;
6. T.I.P. consultant, as needed

If the investigation is given due course, the Program Chair shall assign another faculty member to take over the affected class/es temporarily or permanently, depending on how the case is resolved. If the end of the term is so close that assigning a substitute is impractical, the Program Chair shall administer the final examinations to the class/es, including the evaluation of the students' final grades.

If the complaint is proven to be malicious and/or without basis, the student shall be subject to disciplinary sanction as specified in the T.I.P. Student Manual.

■ Faculty Member Against a Student

The following procedure shall be followed in handling a faculty member complaint against a student:

1. The OSA receives and verifies the written complaint from the complainant.
2. The Student Discipline Coordinator under the OSA, together with the Program Chair and/or the College Dean of the concerned faculty member, shall hold a consultation meeting to determine the validity and just cause.

3. The OSA issues a notice of charge informing the concerned student of the complaint and asks said student to explain in writing within three (3) working days upon receipt of the notice. The student is placed under preventive suspension if the circumstance so warrants.

If the complaint is found valid to merit suspension or sanction for a major offense, the Student Discipline Coordinator under the OSA shall recommend to the President/designated authority the creation of a hearing committee to investigate the complaint.

The composition of the Committee shall be as follows:

1. an officer who shall act as the Chair;
2. a regular non-teaching staff;
3. a regular faculty member from another department;
4. a T.I.P. TEO officer/GCC Head or an assigned representative as an observer;
5. a representative from the student government as an observer;
6. T.I.P. consultant, as needed

If the complaint is proven to be malicious and/or without basis, the faculty member shall be subject to pertinent provisions of the Revised General Disciplinary Sanctions.

■ Student Against Another Student

The following procedure shall be followed in handling a student complaint against a fellow student:

1. The head of the OSA and/or its Student Discipline Coordinator receives and verifies the written complaint from the complainant.
2. The head of the OSA and/or its Student Discipline Coordinator determines the validity and just cause, then issues the corresponding notice of charge if the complaint is found valid.

If the complaint is found valid to merit suspension or sanction for a major offense, the Student Discipline Coordinator under the OSA shall recommend to the President or designated authority or an officer from a different department the creation of a hearing committee to investigate the complaint.

The composition of the Committee shall be as follows:

1. an officer from a different department who shall act as the Chair;
2. a regular non-teaching staff;
3. a regular faculty member from a different department;
4. a student government officer or an assigned representative as observer;
5. T.I.P. consultant, as needed

If the complaint is proven to be malicious and/or without basis, the student shall be subject to a disciplinary sanction as specified in the T.I.P. Student Manual.

The Chairman of the Hearing Committee shall meet the members to do the following:

1. Read and study the investigation report in order to identify the offense, the complainant/s, the respondent/s, and the witness/es
2. Review the sanctions and penalties in the T.I.P. Student Manual
3. Prepare the schedule, venue, and notice of hearings
4. Assign a member who shall record the entire proceedings during the hearing

The Committee shall send notices of hearing to the following:

1. Complainant/s
2. Respondent/s
3. Witness/es
4. Parents/Guardians

Should a respondent decide to bring legal counsel to the hearing, the respondent should inform the committee in writing at least three (3) school days ahead of the scheduled hearing. A legal counsel who has not been accredited by the committee can be denied attendance.

During the hearing, the Committee shall:

1. Verify the statements of complainant/s, respondent/s and witness/es through a series of questions
2. Determine the veracity of the documents/evidence presented by the complainant/s, respondent/s, and witness/es
3. Record all questions asked and the responses given during the cross-examination. Take note of any unusual behaviors/attitudes/conflicting and inconsistent answers
4. Let the complainant/s, respondent/s, and witness/es sign on the record of minutes of the proceedings

The Committee shall proceed with the hearing, even if the aggrieved party/ies agree/s to a settlement or withdraw/s the complaint, as the school reserves the right to file administrative charges against the offender/s.

The Committee shall be obliged to do the following:

1. Assess the findings of the investigation
2. Take into account the following special considerations:
 - Student's Academic Standing
 - Student's Disciplinary Record

The Committee shall formulate its recommendation/s based on the results of the investigation and the guidelines regarding the implementation of sanctions.

The Committee shall submit to the Office of the President/designated authority, through the Office of the Vice President for Academic Affairs (OVPA) or the Office of the Vice President for Student Affairs and Services (OVPSAS), its recommendation within seven (7) days from the last hearing or on the deadline set by the President/designated

authority. It shall include the reasons for arriving at such a recommendation and the official documents/evidence on which the recommendation was based.

■ **Officer/Employee Against a Student**

The following procedure shall be followed in handling an officer/employee complaint against a student:

1. The OSA receives and verifies the written complaint from the complainant.
2. The Student Discipline Coordinator under the OSA holds a consultation meeting to determine the validity and just cause.
3. The OSA issues a notice of charge informing the concerned student of the complaint and to explain in writing within three (3) working days upon receipt of the notice. The student is placed under preventive suspension if the circumstance so warrants.

If the complaint is found valid to merit suspension or sanction for a major offense, the Student Discipline Coordinator shall recommend to the President/designated authority the creation of a hearing committee to investigate the complaint.

The composition of the Committee shall be as follows:

1. an officer from a different department who shall act as the Chair;
2. a regular non-teaching staff;
3. a regular faculty member from a different department;
4. a T.I.P. TEO officer/GCC Head or an assigned representative as an observer;
5. a representative from the student government as an observer;
6. T.I.P. consultant, as needed.

If the complaint is proven to be malicious and/or without basis, the officer/employee shall be subject to pertinent provisions of the Revised General Disciplinary Sanctions.

Standard Implementation Procedure of Approved Sanctions for Students

1. The Office of the President/designated authority shall send a copy of the approved recommendation of the Investigation Committee to the OSA.
2. The OSA shall prepare a written memorandum for the student stating the school violation and the corresponding approved sanction.
 - If the penalty is one (1) semester suspension, it shall be implemented in the succeeding semester unless the student is graduating in the said semester.
 - If the student is graduating, the suspension shall take effect immediately, and the student shall be required to pay the tuition fee, but based only on the period of attended classes.
3. The OSA shall issue to the concerned student the suspension/dropping order or non-readmission notice preferably in the presence of the parent or guardian and shall furnish the Office of the President, Vice President for Student Affairs and Services, Vice President for Academic Affairs, Registrar, Student Accounting, Department Chair, Security Officers of both campuses, Guidance Counselor and the concerned instructors a copy of the suspension/dropping order or non-readmission notice.
4. The Registrar shall facilitate the issuance of the transfer credentials of a student who has been dropped from the rolls or denied readmission without the Student Accounting requesting the student to pay for the corresponding fees.
5. The Security, Occupational Health, and Safety (SOHAS) office shall automatically not allow a student who has been dropped from the rolls to enter any of the T.I.P. campuses. A student denied readmission shall not be allowed into the campus upon effectiveness

- of non-readmission status. Likewise, it shall not allow a student who has been suspended to enter any of the T.I.P. premises during the period of suspension.
6. The SOHAS Office shall maintain an updated masterlist of students who are suspended/dropped from the rolls, not readmitted, (with photos) as ready reference. New and substitute guards shall be provided with all pertinent data of the suspension which shall include recent picture/s of concerned student/s for posting at the guardhouse.

Section 19.

Student Organizations and Student Activities

■ Guidelines on the Recognition of Student Organizations

Recognition of New Student Organizations

1. Any organization (academic or non-academic) requesting to be recognized by the institution must first accomplish the application form available at the OSA. The application shall include the following:
 - Name of organization
 - Name of student representative
 - Position, program, and year
 - Date filed
 - List of officers and their most recent pictures, current addresses, and specimen signatures
 - List of registered members with most recent pictures
 - Operational Plan (Plan of Activities) for the incoming school year
 - List of faculty adviser/s with pictures and signatures
 - Photocopy of certificate/s of seminar/s attended by at least one (1) student officer
 - Original copy of Constitution and By-laws
 - Recommendation for approval by the faculty adviser and program officer/chair for academic

organizations and faculty adviser and security officer for non-academic organizations

2. The application for recognition must be submitted during the second semester of the current school year. Only organizations which submit on or before the specified time shall be subjected to verification.
3. The OSA shall review the application and issue an acknowledgment certificate as proof that the application for recognition has been received and recognized by the office.
4. The new organization shall be placed on a probationary status for one (1) year and be subjected to strict evaluation.
5. A major violation of school rules and regulations by an officer or member of the new organization may lead to the revocation of the acknowledgment and an opportunity to be recognized.
6. A new student organization may use the school facilities subject to existing school rules and regulations.
7. Any student organization which has been granted recognition but fails to comply with the school policies, rules, and regulations is liable to revocation of its certificate of recognition.

Renewal of Recognition of Student Organizations

1. Any organization (academic or non-academic requesting to renew its recognition must first accomplish the renewal form available at the OSA. Requests for renewal shall only be processed once the application for recognition has started. The application form must include the following information and attachments:
 - Name of organization
 - Name of student representative
 - Position, program, and year
 - Date filed

- Project/Activities accomplished by the organization in the previous school year (indicate at least three (3) major activities conducted inside the school)
 - List of new officers for the current school year, including their most recent pictures, current addresses, and specimen signatures
 - List of registered members
 - Photocopy of certificate of recognition for the previous school year
 - Photocopy of certificate of attendance/participation in seminar/s of at least one (1) student officer
 - Financial statement for the previous school year
 - Recommendation for approval by the faculty adviser and program officer/chair for academic organizations and faculty adviser and security officer for non-academic organizations.
2. The OSA shall set the deadline for the application of renewal for recognition. Only organizations that were able to submit on or before the specified time shall be subjected to verification.
 3. The OSA shall review the documents before final approval is granted to the organization.
 4. The recognized student organizations may use the school bulletin boards on a first-come, first-served basis.
 5. Recognized student organizations may use the school facilities subject to existing school rules and regulations.
 6. Any student organization that fails to renew its application for recognition shall be automatically considered inactive.
 7. Any student organization that fails to conduct activities during the school year and applies for recognition in the following school year shall be on probation status and is subject to monitoring and evaluation.
 8. Any student organization that has been granted recognition but fails to comply with school policies, rules, and regulations is liable to revocation of its certificate of recognition.

■ Definition of Co-Curricular and Extracurricular Activities

Co-curricular activities are optional and conducted outside the classroom in order to amplify and enrich the course chosen by the students.

They are meant to complement, not interfere with studies. Co-curricular activities include field trips, seminars, symposia, and other activities aimed at supporting and enriching the school's curricular offerings.

Extracurricular activities are meant to supplement classroom and co-curricular activities such as athletic activities other than sports fest, cultural presentations, and the like. Students are encouraged to participate in one (1) or more of these activities as long as their scholastic standing allows.

The school reserves the right to exclude any student from participation in co-curricular and extracurricular activities if they interfere with the student's studies.

■ Responsibilities for the Conduct of Co-Curricular and Extracurricular Activities

Co-curricular and extracurricular activities may be sponsored and organized either by the Supreme Student Council (SSC), Department Student Councils (DSC), or recognized student organizations.

■ Basic Guidelines in the Conduct of Student Activities

All activities of the student organizations shall be recommended by the adviser of the organization, noted by the Program Chair, and approved by the OSA. Violation of this rule shall lead to the suspension of other co-curricular or extracurricular activities of the organization for the rest of the school year. The school reserves the right to impose a lighter or heavier penalty depending on the surrounding circumstances.

The OSA reserves the right to disapprove any activity if

such activity violates any institutional policy and/or rules and regulations of the aforementioned office.

The proposal to conduct an activity must be filed two (2) weeks before the scheduled activity.

For community outreach projects, coordination must be done with the Community Extension Services Office (CESO).

For fund-raising projects, fund-raising application forms and sponsorship letters must be submitted to the OSA for approval.

Other forms/letters related to organizing the activity must be filed with the appropriate offices upon approval of the activity. These include the reservation of school facilities and/or school equipment, request for entry of guests, and other supporting materials.

The sponsoring student organization must maintain the cleanliness and order of the venue before, during, and after the activity.

An activity report, which includes an evaluation and financial audit (if applicable), must be submitted to the OSA one (1) week after the activity.

No new activity shall be allowed to be conducted unless the required reports of the previous activity are received by the OSA.

All activity-related postings/announcements, regardless if online or on campus, require the approval of the OSA. On-campus postings/announcements must be placed on prescribed areas and bulletin boards.

■ Procedure for the Conduct of Co-Curricular and Extracurricular Activities

1. The requesting officer of the organization shall pencil book their activity to the Maintenance Department. Pencil booking shall be voided if the application for the

- activity and venue reservation forms are not submitted after one (1) week.
2. The requesting officer of the organization shall fill out the student activity application form issued by the OSA and must submit it for approval not later than two (2) weeks before the activity. The activity must be included in the operational plan for the school year.
 3. Upon approval of the request, the requesting officer of the organization shall fill out the Application for the Use of Facilities form issued by the Maintenance Department.
 4. Other requests related to the conduct of the activity must be submitted to the OSA for approval (e.g., request for entry of guest speakers, permit to bring in food, musical instruments, drawing materials, and the like).
 5. The organization prepares excuse letters for participants, if needed. The letters must be recommended by the organization's adviser and Program Chair and be approved by the OSA.
 6. The organization submits to the OSA an audited financial report and after activity report not later than one (1) week after the activity.

■ Management and Financing of Student Activities

Activities arranged by the recognized academic organizations/non-academic organizations are funded through the organization's membership fees and through other means such as sponsorships, fund-raising activities, and the like, provided that the following conditions are met:

1. A copy of the RSO Board Resolution to sponsor the activity and to disburse the corresponding amount from the general fund must be submitted to the OSA two (2) weeks before the actual conduct of the activity.
2. The Recognized Student Organization (RSO) Board Resolution must be recommended by the adviser of the recognized student organization, endorsed by the Program Chair, and approved by the OSA.
3. The activities are recommended by the organization's adviser/s, endorsed by the Program Chair, and

- approved by the OSA.
4. No activities shall be conducted one week before and during major examination days, Academic Breathers, and Sundays.
 5. Only three (3) activities per semester per organization are allowed.
 6. Guidelines for the use of the venue and facilities should be strictly followed.

■ Student Council

The Supreme Student Council (SSC) is the highest governing body of the students. It is composed of student representatives from the different departments of the school. As the representative of the students, the SSC represents their interests and promotes their general welfare.

The Department Student Council (DSC) is the governing body of students in the department. Its officers are elected at large by the students of the department.

■ Recognized Student Organizations

The Recognized Student Organizations (RSO) fall into two (2) categories; academic and non-academic organizations. The latter is composed of socio-cultural, religious, talent-based, and special interest organizations.

■ School and Student Publication

The official school student publication of the Technological Institute of the Philippines circulates two (2) newspaper issues every semester and at least one (1) special issue per year, if appropriate.

■ Sanctions

The OSA shall give appropriate sanctions to individuals and organizations who are found to have violated any provisions related to student organizations and activities. Sanctions may include written reprimand, preventing an individual from joining any organization and/ or activities, holding any position in any organization, and suspending a student organization from holding any activities within a specified period of time.

Section 20.

Student Services

■ Academic Registration and Information System (ARIS)

The Academic and Registration Information System (ARIS) Student Portal is a web-based tool for students to access vital student information such as academic status, grades, and payment/account status. The academic status is a critical information being used, especially by continuing students for enrollment purposes, which can also be done through the portal. ARIS also provides curriculum advising features that ensure students properly follow the curriculum. This includes not allowing students to register for a course without first passing the prerequisite. Another monitoring feature of ARIS includes the assurance that no student shall be able to take courses that are meant to be taken during the last term. The ARIS can also make certain that students follow the allowable units to enroll; thus, the system shall not allow students to exceed the allowable units based on the student curriculum. The ARIS Student Portal is accessible via a web portal and mobile app using Android and iOS devices.

■ Bookstore

Students can buy PE uniforms, laboratory gowns, laboratory manuals, and school supplies at reasonable prices.

■ Campus Dining

T.I.P. provides a canteen where the meals and snacks are sold at reasonable prices. The canteen has an extended area where students can buy PE uniforms, laboratory gowns, laboratory manuals, and school supplies.

■ Career Center

The Career Center provides students with opportunities such as exposure to a real work environment, develop soft skills such as leadership and communication, and assist students and alumni with job placement. It also offers a

vast array of high-quality services designed to support and challenge students at all stages of their student life and career, including career training and development, career advising, and other services that help students realize the value of the degree they are earning.

Cashiering (Tellerling)

The Cashiering Office attends or handles payment transactions of the students.

Consultation/ Student Advising Rooms

Each college/program has a consultation/ student advising room where the students can meet with their faculty advisor outside of class hours for consultation should they need to clarify about some parts of the lesson they had difficulty understanding.

Guidance and Counseling

The Guidance and Counseling Center (GCC) provides a variety of services responsive to the needs of individual students or special groups. It offers the following services: Counseling Service, Information Service, Individual Inventory, Testing Service, and Referral Service.

Library

The Library practices a combination of open and semi-closed shelf systems to give greater access to the library collections. It offers the following services: Orientation and Instruction Services, Reference and Information Services, Internet Services, Online Public Access Catalog (OPAC), Bibliographic Services, Current Awareness Services, Instructional Media Services, Photocopying and Printing Services, Inter-referral Services, Wi-fi Connectivity.

The library also provides convenient online services such as Virtual Reference Assistance, Current Awareness, Online Document Delivery, OPAC, Online Bibliographic Service, Online Library Orientation/Instruction, and Online Learning Resources to remotely cater to and support the information needs of students and faculty members.

■ Math Enhancement Program (MEP)

To deliver quality engineering, architecture, and computing education, T.I.P. annually conducts Free Summer Math Tutorial (Math Enhancement Program) for incoming Engineering, Architecture, and IT first-year students to prepare them to take college-level math courses. This special intervention program in Mathematics is designed to identify the special learning needs of students in the course.

■ Medical and Dental Services (MDS)

The Clinic provides consultations, treatment for common medical/dental illnesses, and basic first aid treatment. Laboratory workups and other special diagnostic procedures are issued as deemed necessary. Oral examination, oral prophylaxis, a temporary filling, and other common dental treatments and emergencies are part of the dental services.

Online Medical/Dental Consultation is integrated into the Student Well Being Program (SWBP) that responds to the student's medical/dental health inquiries. This online service can be accessed using the T.I.P. Canvas (LMS).

■ Office of the Registrar

The Office of the Registrar maintains, retrieves, and distributes student records and transcripts, conducts final evaluation of all graduation applications, provides information to students, faculty, and appropriate agencies.

■ Office of Student Affairs (OSA)

The Office of Student Affairs (OSA) is committed to encourage students to experience a meaningful and excellent academic life in a safe and harmonious environment. Its three (3) main services are the following: Student Leadership Development, Student Discipline, and Institutional Student Support Programs.

■ Online Study Group Tutorial (OSGT)

T.I.P. offers for free an Online Study Group Tutorial (OSGT) in Mathematics and English for students who may need extra help in these fields of study. The OSGT has the following objectives: (1) for clarification of earlier lessons; (2) to reinforce key concepts learned from past semesters; (3) to serve as advanced coursework; and (4) to serve as a review for board examinations. The sessions are facilitated by faculty members and a group of pre-selected students who shall act as peer tutors/teaching assistants. The OSGT is conducted outside of the student's regular class hours, and it is accessible via the T.I.P. Canvas LMS.

The OSGT was also T.I.P.'s way of welcoming incoming college first-year students and transferees by giving them a good head start on how to use the T.I.P. Canvas LMS. Incoming college first-year students and transferees may register and avail themselves of the study group and/or tutorial service as soon as they enroll in T.I.P.

English

The OSGT for English aims to help students improve their academic and language skills, develop proficiency, and increase their overall confidence when using the English language. Students who register under the English session/s shall develop relevant language skills such as the natural and accurate pronunciation style. Their communication skills shall also be enhanced, thereby equipping them to exchange ideas and opinions, express emotions, and present information, among others.

Mathematics

The OSGT for Mathematics aims to prepare and equip students for advanced mathematics courses. It covers topics on precalculus (Algebra, Trigonometry, and Analytic Geometry), Calculus 1, Calculus 2, Differential Equations, Advanced Engineering Mathematics, Physics 1, Physics 2, Discrete Mathematics, Solid Mensuration, and Linear Algebra. All students are welcome to register and participate in these FREE OSGT courses. A separate Mathematics OSGT course is also available for alumni.

■ Security, Occupational Health, and Safety Office (SOHAS)

Security and safety is one of T.I.P.'s primary concerns. The school has friendly and reliable security guards roaming around the campus as scheduled. An adequate number of closed-circuit television (CCTV) cameras are installed around the campus for surveillance. The school also has a strong partnership with the policemen and barangay personnel to keep our surroundings secure.

The institution is guided by an Emergency Management Manual where a compendium of response protocols and countermeasures to various emergencies that may fortuitously happen, including the COVID-19 pandemic, are stated.

■ Student Accounting

The Student Accounting Services assesses students' tuition and other school fees due for the semester, implements approved tuition fee discounts and issues Student Registration Forms. The office is also responsible for updating the students' payment status, which can be viewed by faculty members through the Permit List in the Faculty ARIS portal.

■ Student Advising

T.I.P. has an advising system for students that shall provide them with individual advice and assistance in the completion of their program of study.

The advising program guides the students about academic policies, career options, instructional support, job opportunities, among others. Curriculum advising involves assisting the students in selecting which courses to take each term, considering the relative difficulty of courses as well as the effect when prerequisites are not taken. For career advising, the students may seek advice on employment opportunities, clarifications about the different sub-fields of the program, possibilities of graduate studies, and other career-related concerns.

■ Student Assistants Program

This program is envisioned to extend financial assistance to financially disadvantaged but deserving students, develop a group of students who shall serve as role models of discipline for fellow students, and provide support and assistance to some departments. Regular student assistants may serve continuously for one whole term, while temporary student assistants may serve only for a short period of time, (e.g., enrollment or other special purposes).

■ Student Recruitment

The Student Recruitment Office admits and processes the requirements of all incoming new students, both first-year students and transferees.

■ Student Research Center/Open Computer Laboratories

This facility is intended to support the students' hands-on computing needs for research and laboratory activities outside of their scheduled computer classes, especially for those who do not own a personal computer and/or laptop. Students can also avail of the FREE printing services offered by the center but only for a limited number of pages.

■ T.I.P. EXCEL

T.I.P. EXCEL, a student success program, aims to prepare T.I.Pians to accomplish their current and future academic, personal, and professional goals through the value-adding programs of the institution. It integrates and capitalizes on (1) T.I.P. LEADS that differentiates T.I.P.'s academic offerings through alternative-design systems; (2) T.I.P. ENGAGE, which ensures high student retention; (3) T.I.P. Student Well-being Program, an online student service that covers guidance and counseling, medical and dental services, and student affairs services; and (4) T.I.P. CONNECT, where students can talk to T.I.P. personnel regarding their concerns.

T.I.P. LEADS

T.I.P. LEADS (Learning Experience Using Alternative Design Systems), is a collectivity of all online student-centric efforts to ensure that the school continues to provide quality, relevant education, and a meaningful online and flexible learning experience that every T.I.P.ian deserves during and beyond the COVID-19 pandemic. T.I.P. LEADS, which is made up of several components, is the school's innovative way of making the remote learning journey better for its students.

Student Well-Being Program (SWBP)

The well-being of students shall always be one of T.I.P.'s priorities. Student services such as Student Affairs, Guidance and Counseling, and Medical and Dental are made available both virtually and onsite to conveniently address student concerns.

The online services of the Student Well-Being Program (SWBP) are as follows:

1. Counseling on Demand
2. Online Medical/Dental Consultation
3. Online Student Affairs

T.I.P. ENGAGE

T.I.P. ENGAGE is a consolidated and comprehensive student retention program consisting of various student engagement services and activities. This program is a strategic initiative that shall supplement T.I.P. LEADS and all the efforts of the school to market and retain students.

The following are the key engagement areas to meet the objective:

1. Supportive Community to establish an effective support system that covers academic and non-academic assistance.
2. Campus Life to trigger “magical moments” among our students through specialized and well-thought-out activities and engaging events.

3. Intervention Programs to develop preventive strategies that shall assist students to lessen the risk of dropping out.
4. Financial Aid Programs to increase student awareness on the available financial aid programs of the school.

T.I.P. CONNECT

As part of T.I.P.'s commitment to continuously improve itself in providing quality administrative services for its students, T.I.P. CONNECT is available for students to have a better customer service experience. Through T.I.P. CONNECT, students can effectively reach the school offices such as the Office of the Registrar, Student Accounting Services, OSA, Information Technology Services Office (ITSO), and Academic Offices and avail their services virtually and onsite.

Appendix No.	Document Title	QR Code
Appendix 1	<p><u>CHED Memorandum Order (CMO) no. 46 s. 2012</u></p> <p>Policy-Standard to enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-Based and Typology-Based QA</p>	
Appendix 2	<p><u>CMO no. 01 s. 2015</u></p> <p>Establishing the Policies and Guidelines on Gender and Development in the Commission on Higher Education and Higher Education Institutions (HEIs)</p>	
Appendix 3	<p><u>CMO no. 4 s. 1995</u></p> <p>Preventive Measures Against Violence and Sanction on Fraternities and other Student Organizations</p>	
Appendix 4	<p><u>CMO no. 18 s. 2018</u></p> <p>The Implementing Guidelines for the Conduct of Drug Testing of Students in all Higher Education Institutions (HEIs)</p>	
Appendix 5	<p><u>CMO no. 9 s. 2013</u></p> <p>Enhanced Policies and Guidelines on Student Affairs and Services</p>	

Appendix No.	Document Title	QR Code
Appendix 6	<u>CMO no. 8 s. 2021</u> Guidelines on the Implementation of Flexible Delivery of Student Affairs and Services (SAS) Programs During the Covid-19 Pandemic	
Appendix 7	<u>CMO no. 04 s. 2020</u> Guidelines on the Implementation of Flexible Learning	
Appendix 8	<u>CMO no. 17 s. 2012</u> Policies and Guidelines on Educational Tours and Field Trips of College and Graduate Students	
Appendix 9	<u>CMO no. 63 s. 2017</u> Policies and Guidelines on Local Off-Campus Activities	
Appendix 10	<u>CHED Manual of Regulations</u> for Private Higher Education (MORPHE) 2008	

Appendix No.	Document Title	QR Code
Appendix 11	<u>Republic Act 11053</u> An Act Prohibiting Hazing and Regulating Other Forms of Initiation Rites of Fraternities	
Appendix 12	<u>Republic Act 11313</u> An Act Defining Gender-Based Sexual Harassment in Streets, Public Spaces, Online, Workplaces, and Educational or Training Institutions, Providing Protective Measures and Prescribing Penalties Therefor (Safe Spaces Act)	
Appendix 13	<u>Republic Act No. 10175</u> An Act Defining Cybercrime, Providing for the Prevention, Investigation, Suppression and the Imposition of Penalties Therefor and for other Purposes	
Appendix 14	<u>Republic Act No. 09165</u> Comprehensive Dangerous Drugs Act of 2002	
Appendix 15	<u>Policy No. 00381-02-2017</u> Policies and Guidelines on the Admission of International Students	

Appendix No.	Document Title	QR Code
Appendix 16	Policy No. 00308-01-2012 Graduation Requirements	
Appendix 17	Policy No. 00410-02-2021 Admission of Students to Undergraduate Programs	
Appendix 18	Policy No. 00309-01-2012 Transfer Students, Transfer Courses and Transfer Credits	
Appendix 19	Policy No. 00299-02-2010 Guidelines on Program Shifting	
Appendix 20	Policy No. 00298-02-2010 Revised Guidelines on the Removal of a Grade of 4.0 (Incomplete)	

Appendix No.	Document Title	QR Code
Appendix 21	<u>Policy No. 00361-01-2015</u> Policy on On-the-Job Training/ Practicum Program	
Appendix 22	<u>Policy No. 318-01-2012</u> Review Subsidy	
Appendix 23	<u>Policy No. 00259-01-2009</u> Revised Cash Awards for Board Topnotchers	
Appendix 24	<u>Policy No. 00289-01-2010</u> T.I.P. Graduate Attributes and Institutional Intended Learning Outcomes (IILO)	
Appendix 25	<u>Policy No. 00106-02-2005</u> Conduct of Student-Faculty Consultation	

Appendix No.	Document Title	QR Code
Appendix 26	<u>Policy No. 00307-02-2012</u> Student Advising	
Appendix 27	<u>Policy No. 00314-01-2012</u> Mathematics Enhancement Program for Incoming Engineering	
Appendix 28	<u>Policy No. 00285-01-2010</u> Implementing Guidelines for Graduate Programs	
Appendix 29	<u>T.I.P. Environmental, Health and Safety (EHS) Policy</u>	
Appendix 30	<u>Energy Policy</u>	

Appendix No.	Document Title	QR Code
Appendix 31	<p><u>Circular No. P-04 s. 2017-2018</u> <u>Policy No. 00392-02-2018</u> Admission and Retention Policy for BS Accountancy Program</p>	
Appendix 32	<p><u>Circular No. P-01 s. 2019-2020</u> <u>Policy No. 00399-01-2019</u> Revised Policy Creating the T.I.P. Career Centers</p>	
Appendix 33	<p><u>Circular No. P-07 s. 2010-2011</u> <u>Policy No. 00296-02-2010</u> Annual Oral Prophylaxis (Dental Cleaning)</p>	
Appendix 34	<p><u>Memo No. P-45 s. 2000-2001</u> Policy No. 00080-02-2001 Academic Circular No. 10 s. 2001 Policy Guidelines and Procedures to Follow on Undersized Classes, as Amended</p>	
Appendix 35	<p><u>Memo. No. P-46 s. 2009-2010</u> Policy No. 00283-03-2010 Full Implementation of Outcomes-Based Teaching and Learning (OBTL) Starting SY 2010-2011</p>	

Appendix No.	Document Title	QR Code
Appendix 36	<u>Memo No. P-172 s. 2000-2001</u> Unauthorized Use of T.I.P. Software/Use of Unlicensed Software	
Appendix 37	<u>Memo No. P-6 s. 2008-2009</u> Policy No. 00217-01-2008 Rekindled-SS - Sanitation and Good Housekeeping Program	
Appendix 38	<u>Memo No. P-15 s. 2021-2022</u> English as Medium of Communication and Instruction	
Appendix 39	<u>Memo P-01 s. 2020-2021</u> T.I.P. Policy on Student Protocols and Etiquette for Online Learning	
Appendix 40	<u>Memo P-09 s. 2010-2011</u> Policy No. 00290-01-2010 4-Year Student Development Program (SDP)	

Appendix No.	Document Title	QR Code
Appendix 41	<u>Memo P-73 s. 2021-2022</u> Launching of T.I.P. Excel (Student Success Program)	
Appendix 42	<u>Memo P-86 s. 2021-2022</u> Strictly Follow Health and Safety Protocols	
Appendix 43	<u>Acceptable Use Policy</u> <u>Open Computer Laboratory</u>	

Appendix 44
Location Map (T.I.P. Manila)



Appendix 45
Location Map (T.I.P. Quezon City)



T.I.P. Hymn

YOU'LL BE IN MY HEART FOREVER

(The T.I.P. Hymn)

Music and Lyrics by PRUDENCIO “DERO” PEDERO

I

You sharpen my mind with knowledge and truth
You fill up my heart with gladness and joy
You lift up my life to heights I've never known
You teach me, guide me, you inspire me.

II

You bring out the best of what I can be
You give me the strength to believe in me
You've given me wings to fly above the rest
And lead me on to victory

REFRAIN

You are my strength, my hope, my guiding light
You've added values and meaning to my life
Your teachings and caring I'll always remember
My teachers and friends I'll always treasure
I'll cherish the good times we've spent together

T.I.P., dear T.I.P.
You'll be in my heart forever

REPEAT REFRAIN

T.I.P.!

T.I.P. Fight Song

WE'RE ON TOP OF THE WORLD

(The T.I.P. Fight Song)

Music and Lyrics by PRUDENCIO “DERO” PEDERO

I

Lift up your heart, and hold your head up high
We're gonna win, we're gonna fly
We're gonna reach our lofty dreams
We've got the strength; we've got the mind

II

We've got the grit and the determination
We've got the courage and the drive
We will exceed all expectations
We're gonna take them by surprise.

REFRAIN

We're on top of the world T.I.P.
We're the T.I.P. of the top of the world!
We're on top of the world T.I.P.
We're the T.I.P. of the top of the world!

BRIDGE

Together we are invincible
United we are strong
We do our very best
On top is where we belong

REPEAT Stanza II then REFRAIN

T.I.P. , T.I.P. !



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