



THE LEWIS COLLEGE



STUDENT HANDBOOK

Revised 2022 Edition

Table of Contents

Table of Contents	1
Foreword	5
Message from the President	6
I.	7
Introduction	7
A. How It All Began, The TLC Story	8
B. Timeline of the Basic Education Department	10
C. Our Vision	10
D. Our Mission	10
E. Our Core Values	11
F. Characteristics of a Lewisian	11
G. The Lewis College Songs and Hymn	13
H. Prayers and Statements of Faith	13
II.	15
Admission Policies	15
A. General Policy	16
B. New/ Beginning Students. Applicable for Freshmen Enrollees	16
C. Transferees	16
D. Returnees	17
E. Old Students	17
F. Teacher Certificate Program	18
G. Foreign Admission Guidelines	18
H. Admission Testing Fee	19
I. Selection Criteria	19
J. Registration	20
K. Classification of Students – Higher Education Department	20
III.	21
Curricular Policies	21
A. Academic Calendar	22
B. Schedule of Classes	22
C. Class Size	22
D. Policy on Academic Load	22
E. Policy on Prerequisite Subjects	23
F. Validation/ Accreditation of Subjects	23
G. Retention Policies	23
H. Shifting from one Program to Another	24
I. Withdrawal of Registration	25
J. Examination and Grading System	26
K. Attendance	27
L. Internship Program	27
M. Grading System for Student Internship	27
N. General Graduation Policies	28
O. Undergraduate Research	28
P. Graduation of Candidates with Honors	29
Q. Selection of Special Awards	29
R. Academic Excellence Awardee	29
IV.	30
Student Affairs and Services	30
V.	32
Guidance and Counseling Services	32

A. Vision	33
B. Mission	33
C. Values	33
D. Rationale	33
E. Guidance Principles	33
F. Student Development Areas in the Guidance Program	34
G. . TLC Guidance and Counseling Program Activities	35
H. Testing and Assessment Program	38
I. Procedures for Seeking Guidance Services	39
J. Identification of Need	39
K. Confidential and Privacy Policy	41
VI.	42
Student Organization	42
A. Application for Accreditation/ Re-accreditation	43
VII.	45
Student Activities	45
A. The Lewis College (TLC) Institutional Academic Calendar	46
B. Impromptu Activities Policy	47
C. Permits	47
Objectives	48
Guidelines	48
Prohibited Practices	48
Sanctions	48
D. Policy on Solicitation and Fundraising	48
VIII.	50
Student Publication	50
IX.	52
NSTP Council	52
Objectives	53
Functions	53
X.	54
Scholarships and Financial Assistance	54
A. Institutional Scholarship and Financial Assistance Program	55
Application Requirements	58
Application Procedure	58
Terms & Conditions	58
XI.	60
Disciplinary Measures	60
A. Incident Report Management & Student Welfare Hotline	61
B. Procedures in Handling Sensitive Cases	65
C. Social Media Policy	67
D. Child Protection Policy	68
XII.	70
Library Services	70
XIII.	72
School Clinic Services	72
XIV.	74
Computer Laboratory Services	74
XV.	76
Food Services	76
XVI.	78
Sports and Culture Services	78

XVII.	80
Safety and Emergency Procedures	80
A. Visitor Guidelines	81
B. Fire Safety	81
C. Earthquake Safety Procedures	81
D. Natural Disasters and Weather-Related Suspensions	82
E. Medical Emergencies SOP's	82
F. Illness Procedures	83

Revised 2022 Edition

Foreword

Welcome, dear TLC students, and parents, to another year of meaningful learning at TLC.

Students, we expect you to grow and take steps towards making yourselves better. We expect you to learn more and be the best version of yourself. We have high hopes for you and your future. Taking a step towards that all begins here.

Parents, we expect to partner with you in helping your child reach his / her full potential. We know that helping our children succeed is far from easy, but together, we can make a difference in their lives.

This Student Handbook will serve as your guide in your journey here at The Lewis College. In it, you will find everything you need to succeed in the subjects, in the classes, and day to day experiences at school. You hold in your hands a guide that will help you be a TRUE LEWISIAN, in your mind, in your heart, in your actions, and your behavior.

Take care in handling this handbook as it contains the institutional policies of The Lewis College. Treasure it because it will direct your steps. Read each chapter with all your heart and mind, to ultimately walk your path to success.

Congratulations and welcome to The Lewis College Family!

Message from the President

Dear TLC Family,

Mabuhay and welcome to another year of growth! It is truly inspiring to see my fellow achieving our goals in order to become the best

As the TLC community continues to grow in that it also grows in other important aspects: in (language of the mind), deeds (language of the greater good of our society (language of the

Whatever challenges we may face, together we mission to uplift the minds and hearts of our education. May the words of my late husband inspire us: "Keep going, no matter what."

And now for you, my dear TLC students, I want treasure in your heart these reminders:

You are special. You are God's children, and He loves you. Therefore, live your lives to honor Him who created you in His image, and cares for you.

Take good care of yourselves: be kind to your body, your mind, and your spirit. Take care of your health, by doing noble work that will honor God above all. Take care of your mind, by living in truth as Philippians 4:8 says: "Whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is excellent — think on these things." Take care of your spirit, by devoting time for prayer every day. "Ora et labora" (Pray and then work).

Finally, you are here for a reason. Hone yourself to be the best person you are meant to be, so you can be a blessing to others, now and in the future.

Dios mabalos!



Loida Nicolas N. Lewis

Founder and President - The Lewis College



excellence in learning and Sorsoganons working hard and we can be, year after year.

number, I am thankful to see the quality of our thoughts hands), and passion for the heart).

will pursue our vision and people through quality Reginald F. Lewis continue to

you to keep in mind and to

Introduction

I.

A. How It All Began, The TLC Story



The Lewis College was established in 1999, marking the beginning of the new millennium in Sorsogon. Its founder, Atty. Loida Nicolas Lewis, a world-renowned Filipina entrepreneur, philanthropist, and socio-civic leader, envisioned creating an institution that would transform and uplift the lives of families and the local community. After thorough consultations with local officials, socio-civic groups, community members, and other stakeholders, she realized that the best way to fulfill this vision was through the establishment of an educational institution dedicated to quality learning and holistic development.

Atty. Loida Nicolas Lewis, one of five children of Francisco Nicolas Sr. and Magdalena Mañalac Nicolas, was born in Sorsogon during a period of change in the Philippines following the Second World War. The nation had recently gained independence, bringing a renewed sense of empowerment to its people. Her father, Francisco Nicolas Sr., embodied this spirit as a self-made individual who built a lasting legacy during this transformative time.

The Nicolas Legacy

During the '50s up until the late 60s, Francisco of the most successful and influential region. He established the Nicfur Enterprise country's leading brands in the furniture This entrepreneurial success brought the prosperity, social recognition, and political region and nationwide. Growing up in this Nicolas and her siblings developed fond being exposed to a diverse circle of political leaders and business figures who home.

Growing up under the guidance and example of was deeply influenced by Francisco Nicolas Sr.'s socio-economic principles. While he was known acumen, his philanthropic nature was equally evident. Having come from a humble background, Francisco Nicolas Sr. understood the struggles of the poor and extended generosity to those in need. His support for the Catholic Church and assistance to the less fortunate earned him admiration and respect, reinforcing the belief that power and influence carry a responsibility to serve others.



Nicolas Sr. became one entrepreneurs in the Bicol which was one of the business. Nicolas family economic influence both in the environment, Loida memories of Sorsogon, personalities, including frequently visited their

her father, Loida Nicolas political and for his sharp business

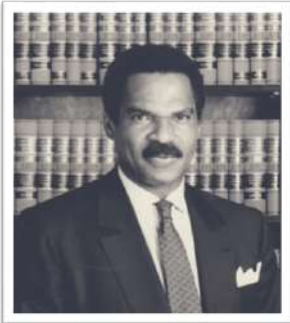
As a result of her father's example, Loida Nicolas developed a strong sense of civic responsibility. Inspired by his ambition for her to become a Philippine senator, she pursued legal studies at the University of the Philippines, where she graduated with a law degree in 1968.

A New Chapter Abroad

Atty. Loida Nicolas's political aspirations shifted when she visited the United States in the early 1970s. There, she met Atty. Reginald F. Lewis, an accomplished African American attorney and Harvard Law School graduate. He was captivated by her grace, confidence, and intelligence, and their relationship grew into a lifelong partnership, culminating in their wedding ceremonies in both Manila and New York.

Global Achievements

Reginald F. Lewis became a trailblazer as a self-made African-American financial magnate on Wall Street. In parallel, Atty. Loida Nicolas-Lewis achieved a historic milestone by becoming the first Filipina to pass the American Bar Examinations, marking her as a pioneer in the legal profession.



During the 1980s and early 1990s, Reginald F. Lewis reached the peak of his business career, highlighted by his landmark acquisition of Beatrice International Holdings in 1987—a major food manufacturing company serving markets across Europe. Recognized as one of the wealthiest and most influential African Americans of his time, he championed access to education for underprivileged African American communities. His philanthropic work included donating millions of dollars to educational institutions, providing scholarship grants, and financing the construction of school facilities. He strongly believed in the power of education as a tool for progress and equality. He advocated for maximizing human potential by ensuring that everyone, regardless of financial or social status, had an opportunity to succeed. His untimely passing in 1992 placed Atty. Loida Nicolas Lewis in the global spotlight as she assumed leadership of TLC Beatrice International as Chief Executive Officer. She carried forward his vision and went on to establish herself as a

world-renowned Filipina entrepreneur, philanthropist, and socio-civic leader.

The Birth of The Lewis College

With strong roots in Sorsogon and a deep commitment to its people, The Lewis College was established in 1999, years after the passing of Reginald F. Lewis and Francisco Nicolas Sr. The institution was named in honor of Reginald F. Lewis, whose remarkable achievements and legacy served as a lasting source of inspiration during its founding.

On June 5, 2000, eight classrooms were opened to accommodate 365 pioneer students enrolled in pre-school, Grade 1, first-year high school, and first-year college. The college offered the following programs: Bachelor of Science in Accountancy, Bachelor of Science in Agricultural Technology and Entrepreneurship, Bachelor in Elementary Education, Bachelor in Secondary Education, and Bachelor of Science in Information Technology.



Francisco Nicolas Sr., Reginald Lewis, and Loida Nicolas Lewis stand as the great pillars of our institution, their beliefs continuing to shape our educational philosophy. The Lewis College upholds a noble vision—a tribute to the Nicolas-Lewis family's dynamic entrepreneurial spirit and a true embodiment of their ideals. We aspire for these guiding principles to pave the way for a better tomorrow, creating an enduring impact on society and the region.

B. Timeline of the Basic Education Department

Since 2000, The Lewis College Basic Education Department has been equipping learners with the knowledge, skills, and values necessary to become productive individuals and enhance their overall well-being.



C. Our Vision

The Lewis College is an educational community and a Center of Excellence founded on the Christian Values of Faith, Service and Personhood. It exists to provide the Bicol Region with quality and low cost education that is accessible to all students aspiring to be productive members of the society, propelling them as catalysts for progress in the region.

D. Our Mission

The Lewis College is committed to:

- Serving the people of God through a value-focused educational environment;
- Developing entrepreneurial leadership and information technology competencies;
- Forming students to be well-rounded, skilled and professional men and women.

E. Our Core Values

The Lewis College believes in developing the total person in relation to self, to others, to country, to the world and to God. Therefore, The Lewis College fosters these values: LITE (Love of God, Integrity, Teamwork, Excellence)

L – Love for God and Fellow Men

God comes first in everything we do. We love people as we love God, for God is love. All Lewisians abide by the Golden Rule, “Do unto others as you want others do unto you.”

I – Integrity and Service

Integrity and Service are two virtues that are prerequisites to excellence and success. Integrity is the quality of being honest and having strong moral uprightness and a personal quality of fairness. One cannot serve if one does not have integrity.

T – Teamwork and Leadership

We believe that in order to attain progress, we need exemplary leaders in industry in particular and society in general. We also believe that we can only achieve progress by leadership through teamwork.

E - Excellence and Determination

Our core values are by-products of excellence and success. A Lewisian is also aware that success and excellence can never be truly realized without determination. To quote Atty. Reginald Lewis: “Keep going, no matter what.”

F. Characteristics of a Lewisian

The Lewis College, in pursuit of excellence, guided by the Christian Values of faith, service, and personhood, is devoted to imparting our Core Values to all Lewisians. As Lewisian, we hope that you will engrain these core values into your hearts and carry them on to your daily lives.

But what does it look like to actually have these Core Values as part of our day-to-day lives? This is where the Characteristics of a Lewisian come in. These describe how a Lewisian thinks, behaves, acts, and responds in his day-to-day interactions.

“A Lewisian lives for the pursuit of truth, justice, and fairness.”

We, Lewisians, will always choose to live by the truth. It is seen in the way we speak, how we deal with others, and how we live with integrity every day. It is seen in the way we work, the products of our hands, and the choices that we make.

Anchored on the Lewis Core Value of Integrity, we choose not to lie, deceive, or manipulate others. We are never indecisive. Our convictions are always strong, as these are firmly grounded on seeking the truth and living in honesty.

With truth consistently present, integrity is strengthened. With these firmly rooted in our minds, a sense of justice and fairness follow suit. With truth and honesty instilled in our character, it is easier to determine what is just and fair.

“A Lewisian always thinks of what is best for all.”

Being a Lewisian is not just about being a good individual inside the school. It is about being a concerned citizen, ready to serve the nation and other people. This is why we find ourselves always thinking of the common good.

We consistently strive to embody fairness in our actions and choices. We create these conditions by working together across our differences, each of us taking responsibility. However, no matter what the extent our responsibilities are, we always consider the well-being of other people affected by our actions.

This characteristic truly embodies our Core Value of Loving God & our fellow men.

“A Lewisian leads and inspires others.”

With the heart to cooperate and serve and the common good in mind, we Lewisians begin to influence and inspire others.

We inspire other people by setting a good example in our decisions, work, and action. As a leader, we think positively and keep the motivation up. This positive approach would then empower others to learn more, do more, and be more.

“A Lewisian acts with professionalism in all aspects of life.”

As a student, being a professional begins with showing competence, character, and commitment in our academic and non-academic tasks.

Competence is seen in how well we study our lessons and come prepared for the class. It shows in an articulate manner we present projects, research, and assignments; as well as in coming to school on time and in meeting deadlines without being coerced to do so.

Character is seen in how well we project ourselves with a positive professional image through our willingness to discipline ourselves, improve our skills, and be humbly trained by others. Showing respect to our teachers, colleagues, and people, we constantly interact with as we climb the ladder of success will go a long way in helping us, Lewisian, to be a better version of ourselves.

“A Lewisian is aware that present actions have future consequences.”

“What you sow, you shall reap.” – As we read in the bible, sowing bad seeds would cause us to harvest bad crops while sowing no seeds will produce no seeds at all. We, Lewisian, are intelligent enough to know that the consequences of our actions would affect our lives, as the sowing and reaping principle states.

We are aware that if we live our lives scolding other people, the time will come that people may not want anything to do with us when we need them the most. Similarly, if we live our lives motivated by greed, then we might end up on the other side of the coin as victims of other people's greed.

“A Lewisian is financially literate.”

We, as Lewisians, are smart about money. We understand how finances work and make careful choices when it comes to growing money. We are careful in spending it, applying critical thinking in each transaction we make. We value saving and investing. We put a premium on delaying impulsive purchases and reinforce smart choices when spending.

This directly supports and puts into action all Core Values of Love for God, as we become better stewards of His blessings, Integrity, as we learn to be trustworthy in financial matters, Leadership, as we become better at

not just managing but growing our resources, and finally, Excellence and Determination, as we learn to consistently do better in reaching our financial goals.

“A Lewisian is determined to keep going no matter what.”

Determination is our best attribute, as emphasized in our school maxim – “Keep going no matter what.” We are always motivated to do better, to strive for excellence. We do not adhere to mediocrity. We always aspire for something more than this life can offer. We have this fire inside to be successful and to keep going on no matter what the challenges and obstacles are that life throws at us.

“A Lewisian’s ultimate goal is prosperity.”

Prosperity is the ultimate measure of success and excellence. But by The Lewis College’s standards, prosperity has nothing to do with riches. Instead, it focuses on one’s self-actualization. As such, we, Lewisians, are self-actualized individuals who are consistently looking for ways to help others reach their levels of self-actualization, as well. We look to empower people to be the best versions of themselves.

G. The Lewis College Songs and Hymn

The TLC Hymn

Words & Music by: Dr. Rosa D. Anonat

REFRAIN:

The Lewis College
We all salute thee
We hail with dignity
Wherever we shall be

In the rigors of life
Your bright beacon guide us
For truth and love
To heal our weary hearts
(refrain)

Raise the torch of wisdom
As we go on forward
Seeking progress
Our mission it shall be
(refrain)

Your ideals we shall uphold
To serve with humble spirit
With faith that’s strong
We pledge to pass them on

The TLC March

Words & Music by: Edgardo Dela Torre

In the heart of Sorsogon
There’s a school with a vision for all
God – inspired TLC
Transforming the studentry,

REFRAIN:

Hail! Dear TLC, Hail TLC!
My alma mater you shall be
Forever loving me. (2x)

As your men, women and children
Excel in every way
Serving communities
With pride and dignity
(refrain)

CODA:

My alma mater you shall be
Forever Loving Me.

H. Prayers and Statements of Faith

Prayers of St. Ignatius Loyola

Surrender

Take, O Lord, and receive my entire liberty, my memory, my understanding and my whole will. All that I am and all that I possess You have given me; I surrender it all to You to be disposed according to Your will. Give me only Your love and Your grace; with these I will be rich enough, and will desire nothing more.

Generosity

Lord, teach me to be generous, teach me to serve you as you deserve;
To give and not to count the cost, to fight and not to heed the wounds, to toil and not to seek for rest, to labor and not to ask for reward, save that of knowing that I do your will. Amen.

The Ten Commandments

I am the Lord your God, you shall not have strange gods before me.
You shall not take the name of the Lord Your God in vain.
You shall not make any idols in the form of anything in heaven or on the earth.
Remember to keep the Lord’s Day holy.
Honor your father and mother.
You shall not kill.
You shall not commit adultery.
You shall not steal.
You shall not bear false witness against your neighbor.
You shall not covet your neighbor’s wife or your neighbor’s goods.

The Eight Beatitudes

Blessed are the poor in spirit, for theirs is the kingdom of heaven.
Blessed are they who mourn, for they shall be comforted.
Blessed are the meek, for they shall inherit the earth.

II. Admission Policies

A. General Policy

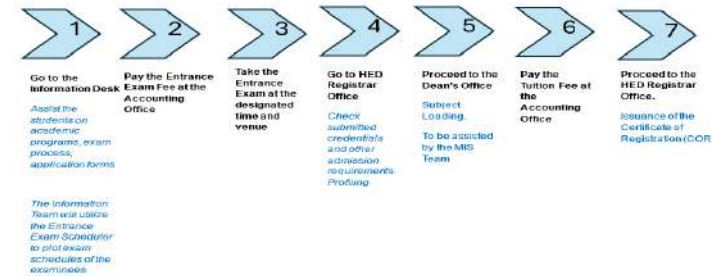
The institution welcomes students with complete and valid credentials. The institution, however, reserves the right not to admit any applicant or re-admit former students whose qualifications do not meet the standards and requirements of the college.

The student must obtain a qualifying rating in the entrance examination. He/she must possess good moral character, as well as sound health, mind, and body.

B. New/ Beginning Students. Applicable for Freshmen Enrollees

All new student applicants must fill out the **Application for Admission Form** and pay the **entrance examination fee**. Upon completion of all admission requirements and qualifying for enrollment, students shall proceed to the **Registrar's Office** for processing. They must then go to the **MIS Office** for subject loading, pay the **tuition and other applicable fees**, and present proof of payment to the **HED Registrar** for the issuance of the **Certificate of Registration (COR)**.

INCOMING FIRST YEAR STUDENTS



Requirements:

Qualifying Rating in the Entrance Exam
Form 138- Report Card
Certificate of Good Moral
2pcs 2X2 Picture
1pc. Long White Folder
PSA Birth Certificate
Police Clearance
Medical Certificate with x-ray result

C. Transferees

All transferee applicants must undergo **verification of academic credentials** and a **credit transfer evaluation** of subjects previously taken. Upon completion of this process, the applicant shall take the **TLC College Entrance Examination**. Successful examinees shall then proceed to **subject loading** and **payment of tuition and other applicable fees** to complete their enrollment.

TRANSFEREES



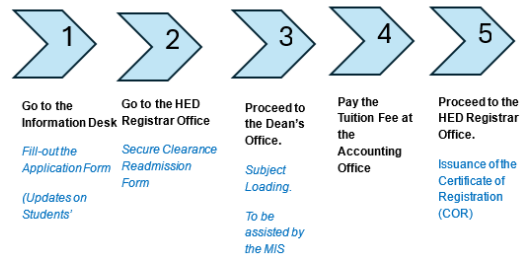
Requirements:

- Qualifying Rating in the Entrance Exam
- TOR with NSTP Serial Number for NSTP Graduates
- Honorable Dismissal (Transfer Credentials)
- Certificate of Good Moral
- 2pcs 2X2 Picture
- 1pc. Long White Folder
- PSA Birth Certificate
- Police Clearance
- Medical Certificate with x-ray result

D. Returnees

All returning students must **fill out the Application for Readmission Form** and secure a **Clearance** from the concerned offices. The duly accomplished Readmission Form shall be submitted for processing. Returnees shall then proceed to the **MIS Office** for subject loading, pay the **tuition and other applicable fees**, and present proof of payment to the **HED Registrar** for the issuance of the **Certificate of Registration (COR)**.

RETURNEES



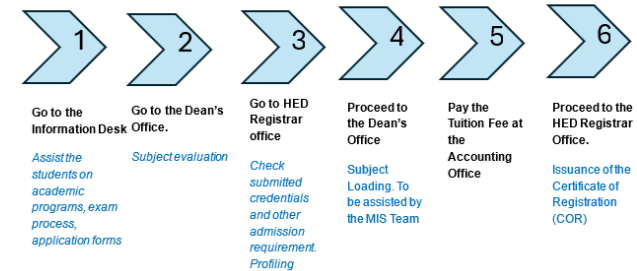
E. Old Students

All continuing students shall proceed to the **MIS Office** for subject loading, pay the **tuition and other applicable fees**, and present proof of payment to the **HED Registrar** for the issuance of the **Certificate of Registration (COR)**.

F. Teacher Certificate Program

All applicants for the **Teacher Certificate Program** must first proceed to the **Dean's Office** for subject evaluation. Upon completion of all admission requirements, they shall proceed to the **Registrar's Office** for processing of enrollment documents. Students must then return to the **Dean's Office** for subject loading, pay the **tuition and other applicable fees**, and present proof of payment to the **HED Registrar** for the issuance of the **Certificate of Registration (COR)**.

TEACHER CERTIFICATE PROGRAM/CROSS-ENROLLEES



Requirements Cross- Enrollees:

- Permit to Cross-Enroll
- Certificate of Good Moral
- 2pcs 2X2 Picture
- 1pc. Long White Folder
- Medical Certificate with x-ray result
- PSA Birth Certificate (Photocopy)

Requirements for TCP:

- Transcript of Records
- Honorable Dismissal with remarks Granted Honorable Dismissal or Copy for the Lewis College
- 2pcs 2X2 Picture
- 2pcs Long White Folder
- Medical Certificate with x-ray result
- PSA Birth Certificate / Marriage Contract

G. Foreign Admission Guidelines

General Requirement

A foreign applicant who has completed or is graduating from a secondary school abroad, duly recognized by DepEd, may apply for admission in the institution.

A foreign applicant may apply if he/she meets the admission requirements:

A. Completion of secondary program(high school)

The permanent records/Diploma from the international school must be certified by DepEd(Philippines). The secondary education from the educational level abroad must be equivalent to the standard secondary education requirements in the Philippines.

An **Equivalency Certification** from the Department of Education must be presented to confirm the validity and acceptance of the student's foreign permanent records/diploma.

B. Qualifications for college admission by the institution's entrance examination.

The admission criteria for each degree program chosen by the student should meet the minimum requirements.

C. In the case of an applicant whose native language or medium of instruction in secondary school is not English, the English translation of the document must be "**certified as true copy**" by the **Philippine Consul a.h.-Republic of the Philippines**, for authentication purposes.

H. Admission Testing Fee

Only applicants who have paid the **₱150.00 entrance examination fee** shall be issued an official **Test Permit**. The Test Permit must be presented on the scheduled examination date as proof of eligibility to take the TLC College Entrance Examination.

I. Selection Criteria

The selection criteria of the Higher Education Department outline the standard admission requirements used to evaluate applicants for enrollment in the institution. These criteria are designed to ensure transparency, fairness, and a quality-based selection process that aligns with the academic rigor and competencies required by each degree program.

General Evaluation Criteria

All applicants will be evaluated based on the following:

- Entrance Examination Results
- General Weighted Average (GWA) from the previous school (for Senior High School graduates)
- Academic Track/Strand completed in Senior High School
- Subjects Taken from the previous school (for transferees)

A. College of Business Education (CBE)

- Bachelor of Science in Business Administration – Financial Management
 - Abstract Reasoning: must not be lower than 80%
- Bachelor of Science in Business Administration – Marketing Management, Operations Management, and Bachelor of Science in Entrepreneurship
 - The program adheres to the admission requirements listed under the General Evaluation Criteria.

B. College of Teacher Education (CTE)

- Bachelor of Secondary Education, Major in English and Mathematics
 - GWA from Senior High School: 85% or higher
 - If GWA is below 85%, the applicant may be admitted under conditional enrollment for one semester and will be subject to further evaluation.
- Entrance Examination Results:
 - Grammar and Reading Comprehension: 80%
 - For Mathematics majors: Math component must be 80%
- Bachelor of Elementary Education (BEEd)
 - GWA from Senior High School: 85% or higher
 - If GWA is below 85%, the applicant may be admitted under conditional enrollment for one semester and will be subject to further evaluation.

C. College of Computer Studies (CCS)

- The program adheres to the admission requirements listed under the General Evaluation Criteria.

J. Registration

Registration is the official process by which a student enrolls in a chosen degree program. It includes **student profiling, subject registration, payment of tuition and other applicable fees, and the issuance of the Certificate of Registration (COR)**.

K. Classification of Students – Higher Education Department

The classification of students in the Higher Education Department serves as a framework for organizing academic records and monitoring student progress. Categorization is based on academic standing, enrollment status, and degree program to ensure effective student services and compliance with institutional and accrediting requirements. It also aims to maintain organized student records, streamline registrar processes, and ensure accurate reporting in line with CHED and accrediting body standards.

Student Classification Criteria

1. By Academic Year Level

- First Year
- Second Year
- Third Year
- Fourth Year

2. By Enrollment Status

- Active – students officially enrolled in the current term.
- On Leave of Absence (LOA) – students who filed for leave or ceased attendance without formal notice.
- Withdrawn/Transferred – students who officially withdrew or transferred to another institution.
- Graduated – students who have completed all academic and institutional requirements.

3. By Degree Program

• College of Business Education

- o BS Business Administration (majors in Financial Management, Marketing Management, Operations Management)

- o BS Entrepreneurship

• College of Teacher Education

- o Bachelor of Secondary Education (majors in English and Mathematics)

- o Bachelor of Elementary Education

• College of Computer Studies

- o BS Information Technology
- o Associate in Computer Technology

- Networking
- Data Engineering
- Applications Development
- Professional Certification
- o Teacher Certificate Program



III. Curricular Policies

A. Academic Calendar

The academic year for the Higher Education Department shall follow the school calendar prescribed by the Commission on Higher Education (CHED). Classes shall begin in **June** and shall consist of **two semesters**, each with not less than **18 weeks** of instruction, exclusive of holidays and approved vacations. A **summer term** may be offered in accordance with CHED's prescribed contact hours per unit.

One (1) hour of lecture or recitation per week for a total of at least **17 hours in a semester** is equivalent to **one (1) unit of credit**, while **two to three hours of laboratory or fieldwork** per week is equivalent to one hour of lecture.

B. Schedule of Classes

In accordance with the Commission on Higher Education's regulations, the Higher Education Department of TLC shall maintain a class schedule that ensures compliance with the required contact hours per unit and semester duration.

Regular classes shall be conducted **Monday to Thursday** through **face-to-face sessions** on campus. **Fridays** shall be designated for **asynchronous classes** delivered via the institution's **Learning Management System (LMS)**, allowing students to complete assigned learning tasks, assessments, and independent study at their own pace.

Each academic semester shall consist of **not less than 18 weeks** of instruction, exclusive of approved vacations, legal holidays, and special activities, with total contact hours per unit consistent with CHED-prescribed standards:

- **Lecture/Recitation** – 1 hour per week for at least 17 hours per semester equals 1 unit of credit.
- **Laboratory/Fieldwork** – 2–3 hours per week equals 1 hour of lecture credit.

C. Class Size

TLC shall determine class size based on facility capacity, level and nature of instruction, and other factors that promote a conducive learning environment, ensuring optimal engagement, quality instruction, and compliance with safety standards.

D. Policy on Academic Load

In the Higher Education Department, subject loads shall follow the **approved TLC curriculum** for each degree program in alignment with **Commission on Higher Education (CHED)** regulations. Reasonable exceptions may be granted when deemed in the **best interest of the student** and consistent with the institution's academic objectives. TLC may allow students to take up to an **additional six (6) advance units** beyond the regular load, subject to academic performance and program requirements.

For Graduating Students:

In alignment with **Commission on Higher Education (CHED)** regulations, the Higher Education Department may allow a graduating student, at the discretion of the institution, to take **up to six (6) additional academic units** beyond the normal load prescribed for the final school term.

On a case-to-case basis, a graduating student may also be allowed to enroll in **two (2) or more Physical Education (PE) courses** in one semester. Requests for multiple PE enrollments must include:

1. Name of student;
2. Justification for not taking the PE course(s) in previous semesters;
3. Class schedule and schedule of the requested PE courses; and
4. Endorsement of the Registrar with the statement: "*Graduating upon completion of load*".

E. Policy on Prerequisite Subjects

As a general rule, students in the Higher Education Department shall not be permitted to enroll in an advanced subject without first passing its prerequisite. However, simultaneous enrollment in a prerequisite and its corresponding advanced subject may be allowed under the following conditions, in alignment with **Commission on Higher Education (CHED)** regulations:

1. The prerequisite is a repeated subject;
2. The student has superior scholastic standing;
3. The student is graduating at the end of the school term; and
4. Approval is granted by the **Dean** or an authorized academic official.

F. Validation/ Accreditation of Subjects

In accordance with **Commission on Higher Education (CHED)** regulations, **validation** or **accreditation of subjects** is the process by which the institution evaluates and officially recognizes courses previously completed by a student from other higher education institutions or through non-traditional learning modes.

The process determines the equivalence of subject content, credit units, and learning outcomes to those in the **approved TLC curriculum**. Only subjects that meet CHED-prescribed standards and institutional requirements shall be credited toward the student's degree program. Additional validation examinations or assessments may be required to confirm competency in the subject area.

G. Retention Policies

The Retention Policy is a set of guidelines that determine the conditions under which a student is allowed to make academic progress. In line with CHED requirements and The Lewis College's standards, the policy ensures that students uphold academic integrity, demonstrate consistent progress toward graduation, and meet the objectives of their respective degree programs.

The Retention Policy aims to:

- Maintain academic integrity and institutional standards.
- Encourage student progress toward timely graduation.
- Identify students who need academic interventions and prescribe study plans.
- Uphold the goals and objectives of each degree program.
- Protect the values and reputation of the institution by aligning student conduct with its mission and vision.

I. General Principles

1. This policy applies to all students enrolled in the Higher Education Department.
2. Retention decisions are based on academic performance, compliance with program standards, and student conduct.
3. A student in any level who has been sanctioned for a grievous offense shall not be re-admitted to the institution.

II. Retention Criteria

A. Academic Performance

- A student must maintain a General Weighted Average (GWA) of at least 2.5 (80%) or its equivalent every semester.
- No student may incur more than two (2) failing, dropped, or incomplete grades in a semester.
- Students under probation must improve their standing by the following semester; otherwise, they may be disqualified from the program.

B. Program Standards

- For programs with CHED-prescribed minimum requirements (e.g., Teacher Education), students must comply with program-specific retention standards.

- In Teacher Education, students are required to maintain at least an 80% general weighted average in professional education subjects to ensure readiness for the Licensure Examination for Teachers (LET).

C. Conduct and Discipline

- Students are expected to comply with the institution's Code of Conduct.
- Major violations such as academic dishonesty, grave misconduct, or repeated offenses may result in dismissal regardless of academic standing.

III. Academic Interventions

To support student success and prevent attrition, the institution shall implement structured academic interventions for students identified as at risk of failing to meet retention requirements:

1. Advising and Mentoring

- Probationary students will be assigned to designated faculty mentors who will provide close academic monitoring, regular consultations, and guidance on study strategies.

2. Remedial Programs

- Remedial programs, tutorials, or bridge courses may be prescribed to strengthen foundational knowledge and improve academic performance.

3. Counseling and Support Services

- Students experiencing academic difficulties will be referred to the Guidance Office for counseling sessions aimed at addressing both academic and personal challenges that may affect performance.

4. Monitoring and Evaluation

- Academic interventions shall be monitored regularly to evaluate effectiveness. Adjustments to the intervention plan will be made based on the student's progress.

IV. Status Categories

1. Regular Status – Meets all retention requirements.
2. Probationary Status – Fails to meet academic requirements but is given one semester to improve.
3. Disqualified Status – Fails to meet requirements after probation or commits grievous offense.

V. Appeals

Students declared disqualified may file a written appeal to the College Dean within five (5) working days after receiving notice. The Dean, in consultation with the Academic Council, shall render the final decision.

VI. Effectivity

This policy shall take effect upon approval of the Academic Council and be reviewed every three (3) years or as required by new CHED issuances.

H. Shifting from one Program to Another

The Program Shifting Policy provides guidelines and procedures for students who wish to transfer from one-degree program to another within The Lewis College. This ensures that academic progression is not unduly delayed and that all shifts are properly documented and approved.

Acceptable Grounds for Shifting Programs:

- Academic difficulty in meeting the requirements of the current curriculum
- Demonstrated loss of sustained interest in the present program
- Identification of stronger aptitude or passion in another academic discipline
- Consistently poor academic performance affecting progression in the current program
- Adjustment of long-term career objectives necessitating a change in program

I. Guidelines and Eligibility Requirements

The eligibility requirements outline the conditions under which a student may be permitted to shift programs, ensuring academic readiness and alignment with institutional policies.

1. Shifting is allowed only up to the First Semester of Second Year, to minimize delays in graduation and ensure curriculum alignment.
2. The student must be in good academic standing (not under academic probation or disciplinary sanction).
3. Shifting is subject to availability of slots in the desired program.
4. The student must obtain approval via signature from both the current Dean and the Dean of the new program.
5. A fully accomplished HED Shifting Form is required before the process can be completed.
6. Shifting of courses is permitted only within the Adjustment Period scheduled by the Office of the Higher Education Registrar. Requests submitted beyond the prescribed deadline will not be processed or approved.

II. Process Flow - Program Shifting Policy (Internal Program Transfer)

The process flow provides the step-by-step procedure that students must follow to formally request and complete a program shift within The Lewis College.

1. Registrar's Office

- The student requests and secures the official HED Shifting Form from the Office of the Higher Education Registrar.
- The Registrar provides initial instructions and reminds the student to complete all sections of the form before resubmission.

2. Dean of Current Program

- The student presents the shifting form to the Dean of the current degree program.
- The Dean evaluates the student's academic performance, standing, and reason for shifting.
- The Dean writes a recommendation (approval or disapproval) and affixes a signature on the form.

3. Dean of New Program

- The student proceeds to the Dean of the desired degree program.
- The Dean reviews the student's academic qualifications, prerequisite subjects completed, and the availability of slots in the program.
- If accepted, the Dean approves and signs the shifting form. If additional requirements are needed, the Dean provides instructions to the student.

4. Registrar's Office (Updating of Records)

- The student submits the fully accomplished and signed shifting form to the Registrar.
- The Registrar updates the student's official academic records, enrollment status, and the TLCNet system.
- A copy of the updated shifting record is filed in the student's permanent record.

5. Accounting Office (if applicable)

- If shifting requires any adjustment of fees, the student is referred to the Accounting Office.
- The Accounting Office reassesses the student's financial obligations based on enrolled subjects under the new program.
- Any balance or refund is computed and processed accordingly.

6. Dean of New Program (Subject Registration)

- The student returns to the Dean of the new program to finalize subject registration.
- The Dean endorses the subject load according to curriculum requirements.

7. Registrar's Office (Final Registration Form)

- After endorsement, the student submits the finalized subject load to the Registrar.
- The Registrar issues the updated Registration Form reflecting the new degree program.
- The student signs the monitoring logsheet to confirm completion of the shifting process.

I. Withdrawal of Registration

A student who wishes to withdraw their registration must submit a **written request** to the **Registrar's Office**, endorsed by the **Dean** of the Higher Education Department. The request must be filed within the period specified in the academic calendar.

Official withdrawal is subject to the following conditions:

1. Settlement of all financial and library obligations to the College;
2. Return of any borrowed school property or materials; and
3. Completion of clearance from concerned offices.
4. Failure to officially withdraw shall result in the student being marked **dropped** or **failed** in all enrolled subjects, as applicable.

J. Examination and Grading System

1. The dates of examination for each semester shall be set by the Office of the Executive Vice President.
2. Four regular written examinations, the prelim, midterm, prefinal and final examinations are prescribed every semester. Other written, oral or practical examinations are also given at the discretion of the faculty.
3. Students who failed to pay tuition scheduled period are subject for special examination, and shall pay the approved special exam fee.
4. Students must observe honesty and follow examination rules. Violations may result in a **failing grade** and other penalties as stated in the Student Handbook.
5. The Institution shall adopt a Grade Point Value and its equivalent in the grading system.
6. The performance of the students shall be graded at the end of each term in accordance with the following system.

Grade	Percentage Equivalent
1.0	99–100
1.1	98
1.2	97
1.3	96
1.4	95
1.5	93–94
1.6	92
1.7	91
1.8	90
1.9	89
2.0	87–88
2.1	86
2.2	85
2.3	84
2.4	83
2.5	81–82
2.6	80
2.7	79
2.8	78
2.9	76–77
3.0	75
5.0	Below 75
INC	–
DRP	–

K. Attendance

Regular and punctual attendance in all classes is required. Students are expected to participate in scheduled academic activities—whether **face-to-face** or **asynchronous via the Learning Management System (LMS)**—as part of their course requirements.

1. **Maximum Absences** – A student who incurs absences exceeding **10 absences** in a given subject shall be **dropped** or given a **failing grade**, regardless of reason, except in cases approved by the Dean for valid and documented circumstances.
2. **Tardiness** – Three (3) instances of tardiness shall be equivalent to one (1) absence.
3. **Excused Absences** – Absences due to illness, official school activities, or other valid reasons must be supported by proper documentation and approved by the faculty concerned.
4. **Make-up Work** – Students with excused absences may be allowed to make up missed lessons, quizzes, or examinations within a period set by the instructor.

L. Internship Program

The Internship Program is a required academic component designed to provide students with **practical, supervised training** in real-world work environments relevant to their degree program, in compliance with **Commission on Higher Education (CHED)** policies and the approved TLC curriculum.

1. **Eligibility** – Students must have completed all prerequisite courses and meet the academic and conduct standards set by the College before enrolling in the internship program.
2. **Duration and Hours** – The internship shall meet the minimum number of hours prescribed by CHED for the specific program, distributed according to the requirements of the host industry or institution.
3. **Placement** – Interns shall be deployed to CHED-accredited partner institutions, companies, or organizations with Memoranda of Agreement (MOA) with TLC.
4. **Supervision** – The program shall be jointly supervised by a **Faculty/Internship Coordinator** and an **Industry Supervisor**, who will monitor and evaluate the intern's performance.
5. **Evaluation** – Student performance will be assessed based on attendance, competence, work attitude, and fulfillment of assigned tasks, as documented in evaluation forms.
6. **Compliance** – Students must adhere to the policies, dress code, and rules of both TLC and the host institution.
7. **Completion Requirements** – Submission of a complete internship portfolio, logbook, and other required documents is necessary for the awarding of final grades.

Before deployment, student interns must:

- Be officially enrolled and at least 18 years old.
- Be enrolled in an internship subject.
- Submit a medical certificate attesting to physical and emotional fitness.
- Provide a notarized written consent from a parent or legal guardian.
- Sign an internship contract or agreement that complies with CHED and institutional policies.
- Complete a pre-internship orientation.

M. Grading System for Student Internship

The final grade for the internship program shall be based on both **academic supervision** and **industry evaluation**, ensuring that students are assessed on knowledge, skills, and work attitude.

Industry/On-Site Supervisor's Evaluation – Measures attendance, punctuality, quality of work, productivity, cooperation, and	70%
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compliance with host institution rules.	
Faculty/Internship Coordinator's Evaluation – Includes monitoring reports, communication, responsiveness to feedback, logbook, narrative reports, certificates, and other required outputs.	30%

N. General Graduation Policies

Graduation is the formal recognition by The Lewis College (TLC) that a student has satisfactorily completed all academic and institutional requirements of their degree program, in accordance with the Commission on Higher Education (CHED) regulations and the approved curriculum.

Eligibility for Graduation:

A student shall be recommended for graduation if they have:

- Completed all academic requirements prescribed in the curriculum.
- Completed all required internship, practicum, or thesis work, where applicable.
- Settled all financial, library, and property accountabilities.
- Submitted all required documents to the Registrar.
- Maintained good moral character, as certified by the Office of Student Affairs.

Application for Graduation:

Students must file an **Application for Graduation** at the Registrar's Office within the prescribed period in the Academic Calendar.

O. Undergraduate Research

Undergraduate research at The Lewis College (TLC) is a capstone academic requirement designed to develop students' competence in independent inquiry, critical thinking, and scholarly communication, in line with Commission on Higher Education (CHED) standards. It involves the systematic investigation of a topic relevant to the student's field of study, culminating in a written research output and oral defense.

Students must complete all prerequisite research methodology and related courses before undertaking undergraduate research. Each student or group shall be assigned a qualified research adviser, who will guide them from proposal to final manuscript submission.

Research proposals must be approved by the Research Committee, and all work must comply with TLC and CHED research ethics standards, including proper citation and avoidance of plagiarism.

Student researchers at TLC shall undergo a **three-stage research process** consisting of **proposal defense, pre-oral defense, and final defense**.

- **Proposal Defense:** Ensures that the research topic, objectives, and methodology are feasible, relevant, and academically sound.
- **Pre-Oral Defense:** Provides an opportunity for feedback and refinement of the research findings and presentation before the final evaluation.
- **Final Defense:** Assesses the completeness, rigor, and quality of the research, including the student's ability to present, defend, and interpret their findings.

Manuscripts of student researchers must be submitted to panel members 1 week before the scheduled defense.

P. Graduation of Candidates with Honors

Graduating students who qualify for academic honors shall be determined upon the recommendation of the Dean and through deliberation by the Academic Council. The Academic Council's decision shall be based on the student's academic performance, compliance with institutional requirements, and records of good moral character.

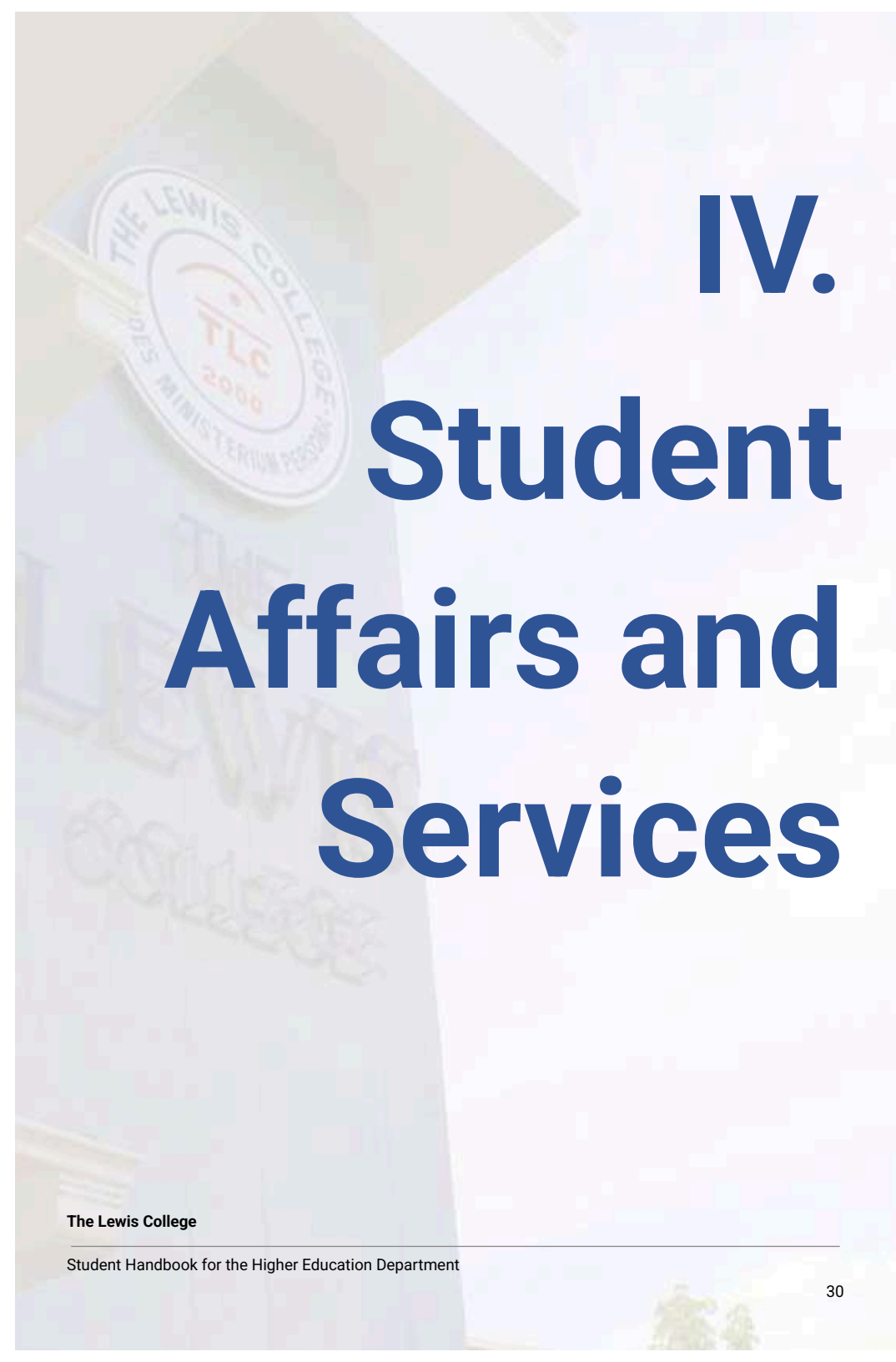
Q. Selection of Special Awards

Special awards shall be conferred upon graduating students who have demonstrated exemplary achievements in areas such as leadership, service, research, athletics, and the arts.

Recipients shall be recommended by the concerned department or committee, subject to the endorsement of the Dean, and approval by the Academic Council. All candidates must have no record of major disciplinary action and must exemplify good moral character.

R. Academic Excellence Awardee

Recipients must have no record of major disciplinary action and must exemplify good moral character. Final awardees shall be recommended by the Dean and endorsed for approval by the Academic Council.



IV.

Student Affairs and Services

The Student Affairs and Services (SAS) of The Lewis College is committed to supporting the holistic development of students in accordance with **Commission on Higher Education (CHED)** policies. It provides programs, activities, and services that foster academic success, personal growth, leadership, social responsibility, and well-being.

Mission: In alignment with the mission of The Lewis College, SAS is committed to:

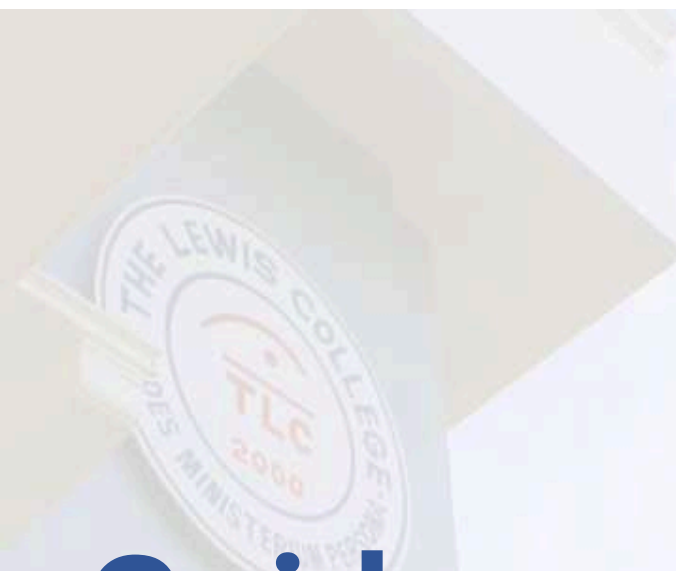
- Serving the student body through holistic, faith-driven, and value-focused support services;
- Promoting leadership, personal growth, and social responsibility through student-centered programs and activities;
- Providing accessible and responsive guidance, wellness, and co-curricular services that complement academic formation;
- Nurturing skilled, ethical, and professional graduates who are ready to lead, serve, and contribute meaningfully to the Bicol Region and beyond.

Vision: The Student Affairs and Services (SAS) envisions itself as a dynamic support arm of The Lewis College, fostering a caring, inclusive, and value-centered campus life grounded in the Christian values of Faith, Service, and Personhood. It strives to shape well-rounded, service-oriented individuals by providing transformative student experiences that empower learners to become catalysts for regional and societal progress.

Key Functions:

- **Student Guidance and Counseling** – Provides professional guidance, counseling, and mental health support to help students cope with academic, personal, and social challenges.
- **Co-Curricular and Extra-Curricular Activities** – Organizes clubs, organizations, and leadership programs that promote skills development, civic engagement, and character formation.
- **Career Development and Placement Services** – Assists students in career planning, job placement, internship coordination, and employability enhancement programs.
- **Student Discipline and Welfare** – Monitors student conduct, enforces the student code of conduct, and ensures a safe, respectful, and supportive learning environment.
- **Scholarship and Financial Assistance Programs** – Administers scholarships, grants, and financial aid in compliance with CHED rules.
- **Student Grievance and Feedback Mechanism** – Maintains channels for students to raise concerns, complaints, or suggestions, ensuring timely and fair resolution.
- **Activity Coordination and Calendar Management**- SASO is responsible for consolidating all departmental and organizational activity proposals into a unified Institutional Academic Calendar.
- **Incident Case Report Management**- Oversees the reporting, documentation, and resolution of student-related incidents on campus.
Ensures due process and confidentiality during case handling, in coordination with relevant departments (e.g., Guidance Office, Grievance Committee).
Maintains a secure record of all incident reports and outcomes for monitoring and policy improvement purposes.
- **Information Dissemination to Students**-Cascades government announcement relative to students' welfare.
- **Financial Management and Compliance**- Implements the No Solicitation Policy, requiring that all collections (e.g., shirt sales, special projects) go through the College Bookstore.

All student services and programs are implemented in accordance with CHED Memorandum Orders and policies on student welfare, guidance, and development, ensuring that TLC students receive quality support that complements their academic and personal growth.



V. Guidance and Counseling Services

The Guidance and Counseling Office at TLC provides professional support to promote students' **academic, personal, social, and career development** in alignment with **CHED policies**. Services are designed to help students cope with challenges, make informed decisions, and achieve holistic growth.

A. Vision

The Lewis College is an educational community and a Center of Excellence founded on the Christian Values of Faith, Service and Personhood. It exists to provide the Bicol Region with quality and low-cost education that is accessible to all students aspiring to be productive members of the society, propelling them as catalysts for progress in the region.

B. Mission

The Lewis College is committed to:

- a. serving the people of God through a value-focused educational environment;
- b. developing entrepreneurial leadership and information technology competencies;
- c. forming students to be well-rounded, skilled and professional men and women.

C. Values

The Lewis College believes in developing the total person in relation to self, to others, to country, to the world and to God. Therefore, The Lewis College fosters these values:

Love for God and Country
Integrity
Teamwork
Excellence

D. Rationale

The Lewis College recognizes that student development involves personal-social, academic, and career growth. The Guidance and Counseling Program aims to assist students in becoming well-rounded individuals capable of achieving their full potential and becoming effective members of society.

Aligned with Republic Act 9258 or "The Guidance and Counseling Act of 2004," the program follows a **comprehensive, developmental, preventive, and remedial** approach. It supports students' intellectual, emotional, social, and psychological well-being through various services and activities designed to meet their evolving needs.

The program promotes **self-awareness**, helps students make informed decisions, and encourages them to "learn to live, learn to learn, and learn to work." It is continuously improved to ensure relevance and effectiveness in fostering student success.

E. Guidance Principles

The development and maintenance of the Guidance Program are based on key principles. These were summarized by experts like Gibson and Mitchell (1991) and Crow and Crow (1951), as cited by Villar (2008).

The guidance Program is an integral part of the educational system

1. Guidance is a fundamental and integral part of the educational system. It improves the holistic development of the students.
2. Education and guidance support complement each other to maximize students' growth and development.
3. Administrative and faculty understanding and support of the Guidance Program are crucial to its success.
4. Guidance personnel perform specific tasks distinct and separate from teaching and disciplining.

It is responsive to the students' needs.

1. The Guidance Program addresses the developmental and adjustment needs of the students.
2. The program considers the unique culture and climate of the specific population and environment it serves.
3. Programs offerings are based on a regular, systematic assessment of the students' needs and environment.
4. Guidance is a continuous process throughout a person's stay in school.
5. Guidance activities are specifically planned and developed to ensure program effectiveness.
6. The guidance team consists of the school counselor, psychologist, social worker, teacher, administrator and other educational professionals and staff who work together for the welfare of the students.
7. The Guidance Program recognizes the need to provide objective evidence of accomplishments and the rationale of its continued existence.

It recognizes the student as an individual and is premised on the following:

1. Every individual has needs that must be attended to.
2. Guidance should be extended to all.
3. Every individual is unique and processes worth and dignity.
4. Human beings can develop their own insights.
5. All individuals have the right and capability to make decisions and plans.

F. Student Development Areas in the Guidance Program

The Guidance Program supports student growth in three key areas: **Learning to Live, Learning to Learn, and Learning to Work**. It includes planned activities that help students understand themselves, set goals, and prepare for future careers. The program is led by the Guidance Advocate under the supervision of a Registered Guidance Counselor and is coordinated with faculty, parents, and administrators.

- **Learning to Live (Personal/Social/Emotional):**
Helps students build self-awareness, respect for others, strong family and community ties, decision-making skills, and personal safety.
- **Learning to Learn (Academic):**
Develops skills such as critical thinking, problem-solving, communication, and goal-setting to help students succeed in school and beyond.
- **Learning to Work (Career):**
Guides students in exploring career options, connecting school to the world of work, and developing positive attitudes and skills for future employment.

G. . TLC Guidance and Counseling Program Activities

The program is organized around key developmental areas: **Personal/Social, Academic, and Career**, and includes specific **interventions, objectives, activities, target participants, persons-in-charge, and expected outcomes**. Here's a condensed overview:

1. Orientation Services

1. Objective: To help students understand the school's programs, policies, and support services, orientation activities are conducted to guide them in navigating academic requirements, behavioral expectations, and available resources for their overall growth and success.
2. Activities include a general orientation conducted at the beginning of the school year to introduce all students to the school's vision, mission, academic programs, policies, and available support services. In addition, a specific orientation is provided for transferees to help them adjust to the new environment, become familiar with school procedures, and ensure a smooth transition into the community.
3. Participants: All students.
4. Expected Outcome: Adjusted and well-informed students.

2. Individual Inventory Services

1. Objective: To maintain up-to-date student profiles, the school regularly collects, updates, and verifies student information to ensure accuracy in academic records, personal data, and support service needs. This helps in providing timely and appropriate interventions, guidance, and monitoring of student progress.
2. Activities include the collection of student data such as personal information, academic history, and family background. This information is gathered through forms, interviews, and official documents to build comprehensive student profiles that support individualized guidance and interventions.
3. Participants: All students.
4. Expected Outcome: Comprehensive student records for guidance use.

3. Information Services

1. Objective: To provide students with relevant information on educational pathways, career opportunities, and personal-social development to help them make informed decisions, set realistic goals, and develop the skills needed for academic success, career planning, and healthy interpersonal relationships.
2. Activities include classroom guidance sessions, informative bulletin boards, distribution of pamphlets, seminars, and career talks. These are designed to educate students on academic planning, career awareness, and personal-social development, providing them with the knowledge and resources needed for informed decision-making.
3. Participants: All students
4. Expected Outcome: Informed students capable of decision-making and planning.

4. Counseling Services

1. Objective: To help students cope with personal, academic, and career-related issues by providing appropriate support and guidance that fosters self-awareness, problem-solving skills, and resilience, enabling them to manage challenges effectively and make informed life choices.
2. Activities include individual and group counseling sessions that address students' personal, academic, and career concerns. When necessary, referrals are made to specialists or external support services to ensure students receive comprehensive assistance tailored to their needs.
3. Participants: Students in need.
4. Expected Outcome: Better coping skills and improved well-being.

5. Career Guidance Services

1. Objective: To assist students in exploring and planning career paths by helping them understand their interests, strengths, and values, and by providing information and experiences that support informed decision-making and goal setting for their future careers.
2. Activities include career talks by professionals, job fairs featuring various industries, and work immersion orientations. These aim to expose students to real-world career options, enhance their awareness of different fields, and prepare them for future employment opportunities.
3. Participants: All Year Levels
4. Expected Outcome: Career-ready students with informed choices.

5.1 The Lewis College Career Guidance Program (CGP)

Based on DM No.473, s.2023 ("Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program for School Year 2023–2024")

I. Purpose and Rationale

The Career Guidance Program aims to help learners explore options and make informed decisions regarding Senior High School tracks and future pathways such as employment, entrepreneurship, higher education, or skills training

II. Program Design Principles

Developmental: Begin career guidance early and supplement over time.

Preventive: Equip students with self-awareness and decision-making skills before choosing SHS tracks.

Proactive: Use structured interventions and regular monitoring to guide career planning.

III. Target Participants

All Students

IV. Core Components

Stage	Activities
Self-Assessment & Awareness	Interest and aptitude inventories, personality profiling, class discussions
Career Exploration & Advocacy	Career talks, industry visits, SHS strand briefings, work immersion orientation, Labor Education, resume-making, SORCAPS activities.
Decision-Making Workshops	Goal-setting sessions, one-on-one counseling, peer facilitation
Transition Support	Assistance with SHS enrollment, tracking exit plans, post-graduation options
Monitoring & Follow-Up	Tracking student choices, evaluating outcomes (workforce, higher ed, entrepreneurship)

V. Roles & Responsibilities

- Guidance Counselors / Career Advocates: Design and deliver program components.
- Homeroom Advisers / Teachers: Integrate career concepts into classroom lessons and guide students in self-assessment and reflection
- School Leadership: Provide resources, oversee program implementation, and engage stakeholders (parents, industry partners).

VI. Professional Development

Continuous capacity-building activities are organized to equip guidance team members and teachers with tools, resources, and best practices for delivering effective career guidance

VII. Evaluation & Reporting

Regular monitoring and evaluation are conducted to assess program effectiveness. Schools submit implementation reports and track curriculum exits to DepEd as part of compliance and improvement initiatives

6. Referral Services

1. Objective: To address student needs beyond the counselor's scope by collaborating with external professionals, agencies, or specialists who can provide additional support and services necessary for the student's well-being and development.
2. Activities include making referrals to appropriate specialists such as health professionals, psychologists, or academic support providers. These referrals ensure that students receive the specialized care and assistance needed to address concerns that go beyond the counselor's expertise.
3. Participants: Students with special concerns.
4. Expected Outcome: Access to appropriate support services.

7. Referral System Procedure

A. Referral Initiation

Teachers/advisers observe signs of concern (behavioral, academic, emotional) and complete the referral form (Annex F)

B. Counselor Review

Guidance Counselor evaluates the referral, sets up intake interviews, and plans intervention or follow-up actions.

C. External Support

If specialized care is needed, permission is obtained, and a formal referral is made to mental health professionals or agencies; the counselor continues to monitor progress.

D. Crisis Response

For suicidal behaviors, immediate risk assessment, interview, parental contact, and mental health referrals are enacted; the student is never left unsupervised.

E. Record-Keeping

Guidance Coordinators maintain case notes and logs for transparency, accountability, and continuity of care.

7. Follow-up Services

1. Objective: To monitor the progress of students who received prior interventions by regularly tracking their academic, behavioral, and personal development to ensure the effectiveness of support strategies and to provide further assistance if needed.
2. Activities include tracking students' academic and behavioral performance through progress reports and teacher feedback, as well as conducting follow-up counseling sessions when necessary to reassess needs and provide continued support.
3. Participants: Previously counseled or referred students.
4. Expected Outcome: Continuous support and progress monitoring.

8. Evaluation and Research Services

1. Objective: To assess the effectiveness of the guidance program by evaluating its implementation, outcomes, and impact on student development, in order to identify areas for improvement and ensure that the services provided meet the evolving needs of the learners.

2. Activities include the use of feedback forms, surveys, and regular program reviews to gather insights from students, teachers, and other stakeholders. This data is used to evaluate the relevance, quality, and impact of the guidance services and to inform necessary improvements
3. Participants: All stakeholders.
4. Expected Outcome: Improved and responsive guidance services.

H. Testing and Assessment Program

1. Rationale

The Lewis College incorporates testing and assessment as part of its mission to provide a value-focused education, develop leadership and IT skills, and shape well-rounded individuals. **Psychological tests** are used to assess students' abilities, interests, values, and personalities through standardized tools administered under set conditions. These tests help students understand their strengths and areas for growth, supporting personal and academic development. The results, which are confidential, guide counselors and teachers in providing appropriate support and interventions.

2. General Objectives

1. Provide the student an opportunity to assess its psychological, mental and social self, interest and aptitude which can be used as bases in coming up a realizable plan for his/her present and future activities;
2. Assist the student discovering their own talents and potentials so as to make wise decisions and prudent adjustments to educational challenges and to implement the characteristics of a Lewisian in their lives;
3. Identify specific difficulties, weaknesses and strengths of students in order to positively address the same so as to make their institutional experience satisfactory.

3. Test Holdings

CULTURE FAIR TEST (CFT)- Measures individual intelligence in a manner designed to reduce, as much as possible the influence of verbal fluency, cultural climate and educational level.³

SURVEY OF STUDY HABITS AND ATTITUDES (SSHA)- Measures individual study habits and attitudes.

HIGH SCHOOL PERSONALITY QUESTIONNAIRE (HSPQ)- Assess emotional conflicts and behavior disorders, in career and educational guidance situations, in diagnostic work with juvenile offenders, in measuring non-cognitive elements of creativity, and in a variety of other situations.

FILIPINO WORK VALUES AND ATTITUDES- To utilize a tool specifically designed for Filipino culture and values, aimed at assessing the work-related values and attitudes unique to the Filipino context.

4. Types of Tests and Purposes

- **Study Habits and Attitudes (SSHA)**: To understand and improve students' study habits.
- **Intelligence Test (CFT, Multiple Intelligence)**: To measure intelligence with minimal cultural and educational bias.
- **Personality Test (HSPQ)**: To identify personality traits, emotional conflicts, and behavioral concerns.
- **Work Values**: To assess work attitudes unique to Filipino culture.
- **Aptitude Test (NCAE)**: To predict career and academic success.

5 Test Administration

- Conducted from July to February, targeting Grade 7–12 and Higher Education (HED) students.

- Tools include test booklets, answer sheets, and interpretation equipment.

6 Test Interpretation & Feedback

- Group conferences are held to interpret results and discuss implications with students.
- Conducted immediately after testing periods.

7 Support and Resources

- Includes acquisition of additional psychological test materials (₱100,000 budget) and counselor training (₱30,000 budget).
- Aims to maintain up-to-date resources and ensure qualified, accredited test users.

8 Expected Outcomes

- Improved awareness of academic habits, intelligence, personality, work values.
- Better decision-making for students' academic and career paths.
- A strengthened, research-based testing program aligned with students' holistic development.

I. Procedures for Seeking Guidance Services

In line with DepEd's Counseling and Referral Guidelines, schools provide structured guidance services to support students' academic, personal, social, and career needs. The following procedures ensure timely, confidential, and appropriate support for every learner.

J. Identification of Need

- The student may:
 - **Self-refer** (approach the Guidance Office voluntarily)
 - Be referred by a **teacher, adviser, parent, peer**, or other school personnel
 - Be identified through **observed behavior**, academic performance, attendance issues, or reported concerns

2. Accomplishment of Referral Form

- The referring party completes the official **Guidance Referral Form** (e.g., Annex F from DepEd policy)
- Details include:
 1. Student's basic information
 2. Observed concerns (academic, behavioral, emotional, etc.)
 3. Previous interventions done
 4. Signature of the referring person

3. Submission and Initial Screening

- The **Guidance Counselor** or **Guidance Advocate** receives the form
- An initial **screening or review** is conducted to assess the urgency and nature of the case

4. Scheduling of Intake Interview

- The student is scheduled for an **intake session** with the Guidance Counselor
- For minor students, **parental consent** is obtained if deeper intervention or external referral is anticipated

5. Counseling and Intervention

- Individual or group counseling sessions are conducted based on the needs identified
- Strategies may include:
 - Cognitive-behavioral techniques
 - Peer support
 - Academic coaching
 - Behavior modification plans

- Socio-emotional learning sessions

6. Referral to Specialists (If needed)

- If the issue is beyond the counselor's scope (e.g., severe mental health, medical, or legal concerns), the student is referred to:
 1. Psychologists
 2. Psychiatrists
 3. Social workers
 4. Child protection specialists
- A **formal referral letter** is prepared
- **Parental/guardian consent** is required

7. Follow-up and Monitoring

- The counselor conducts **follow-up sessions** to monitor progress
- Teachers and parents may be updated when appropriate and with confidentiality
- Further support is given if necessary

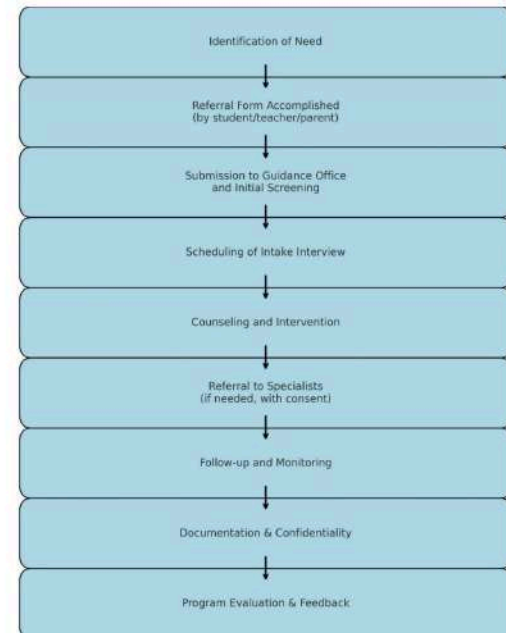
8. Documentation and Confidentiality

- All sessions and referrals are documented in:
 1. Case notes
 2. Counseling logs
 3. Referral records
- Records are kept **confidential** and accessible only to authorized personnel

9. Program Evaluation

- Feedback from students, teachers, and stakeholders is collected
- Used for improving guidance services in line with DepEd's continuous quality improvement practices

Process Flow



K. Confidential and Privacy Policy

The Guidance Office is committed to protecting the confidentiality and privacy of all student information in accordance with the **Data Privacy Act of 2012 (RA 10173)** and the **Guidance and Counseling Act of 2004 (RA 9258)**.

All data collected through counseling, interviews, assessments, and referrals shall be used solely to support students' personal, academic, and career development. Informed consent will be obtained, especially for minors.

Counseling sessions are confidential, with exceptions only in cases of risk of harm, abuse, or legal requirements. Records are securely stored and accessed only by authorized personnel.

Students and their parents/guardians have the right to be informed about data use and may request access, subject to counselor review. This policy is regularly reviewed to ensure compliance with relevant laws and DepEd guidelines.



VI. Student Organization

Student organizations at TLC are established to **promote leadership, teamwork, civic responsibility, and personal growth** among students, in accordance with **CHED guidelines on student affairs and co-curricular activities**. These organizations provide opportunities for students to actively participate in campus life, develop skills, and contribute to the community.

General Policies

1. The following shall be recognized as major organizations:

Institutional:

Student Council (SC)
Student Publication
NSTP Council

Departmental:

Young Businessmen Club (YBC)
Future Educators Organization
Computer Society

- 2 All student organizations must be officially recognized by the Office of Student Affairs and Services (OSAS) and comply with institutional policies and CHED standards. All organizations are required to submit documentation of accomplishments, such as accomplishment reports, financial statements, amendment of the Constitutions if any, and calendar of activities as needed to the advisers and/ or coordinators.
- 3 Only Bonafide students are allowed to join. Students who hold key positions in one organization shall not join any other organization.
- 4 A student may hold a position as President or Head in only one organization with any given semester.
- 5 Student organizations shall **not use TLC resources**, including the University's name, facilities, or technology services, to engage in activities that **contradict or support causes** that are inconsistent with the University's **mission, values, or policies**. Violation of this policy may result in sanctions, including suspension or revocation of the organization's recognition.

A. Application for Accreditation/ Re-accreditation

The application period for new and existing student organizations shall be **within the 30 days before the end of the school year**.

The following documents are required for reaccreditation of student organizations:

1. Approved copy of Constitution and By- Laws, with signature of each officer.
2. Calendar of Activities – Yearly
3. Financial Statements
4. Accomplishment Reports

A. Rights and Privileges of Student Organizations

Every recognized student organization is entitled to the following rights and privileges:

1. Access to TLC facilities, including grounds, classrooms, and buildings, for official organizational activities.

2. Representation of the University in community activities, projects, and events as requested or recommended by the Student Affairs Services Office.

B. Limitations of the Rights and Privileges

The rights and privileges of recognized student organizations are subject to the following limitations:

1. **Alignment with TLC Policies** – Organizations may not engage in activities that conflict with TLC's mission, vision, values, or policies.
2. **Use of Resources** – School facilities, funds, and technology services may only be used for approved organizational purposes and official activities.
3. **Legal and Ethical Compliance** – All activities must comply with local laws, CHED regulations, and ethical standards.
4. **Non-Disruption of Academic Environment** – Activities must not interfere with classes, academic programs, or other institutional operations.
5. **Accountability** – Organizations must submit reports of activities and finances as required by the Student Affairs and Services Office (SASO).
6. **Sanctions for Violations** – Violations of any limitations may result in suspension, revocation of recognition, or other disciplinary measures.

C. Governance and Supervision of SAS Departmental and Institutional Organizations

All SAS Departmental Organizations, including the Higher Education Department (HED) Student Council, shall be placed under the jurisdiction of the Student Affairs and Services (SAS) Office. The SAS Coordinator shall serve as the official acting adviser and shall exercise authority over the review, monitoring, and endorsement of organizational undertakings. All reports, documents, and activity proposals shall be submitted to the SAS Coordinator, and all organizations shall be bound to comply with the policies, standards, and guidelines prescribed for the implementation of student activities.

Institutional organizations such as the student publication and the NSTP, which operate across departments, shall be governed by a duly designated adviser. The designated adviser shall exercise direct supervision over the organization's internal operations; however, all school activities initiated by said organizations shall be implemented in coordination with the SAS Coordinator. Such organizations shall remain accountable to the policies of the SAS Office and institutional directives, and their activities shall be subject to review, endorsement, and approval consistent with established procedures.

Non-compliance with the foregoing provisions shall constitute a violation of institutional policy and may warrant appropriate administrative action, including but not limited to the suspension of organizational privileges, disapproval of proposed activities, or other sanctions deemed necessary by the SAS Office in accordance with the Student Code of Conduct and applicable institutional guidelines



VII. Student Activities

Student activities at TLC are designed to support holistic development, leadership, and civic responsibility in accordance with CHED policies for private higher education institutions. All activities must comply with the school's mission, values, and CHED guidelines on student welfare, governance, and co-curricular programs.

1. Recognition Requirement – No student organization may conduct any activity without official recognition by the Student Affairs and Services Office (SASO).
2. Campus-Based Activities – Must be approved by the Office of the Executive Vice President, upon review or recommendation by the organization's adviser, and Student Development and Services Coordinator.
3. School-Wide Activities – Must be approved by the Executive Vice President, after review by the adviser and/or College Deans, the Student Affairs and Services Coordinator.
4. Alignment with Educational and Institutional Standards – All activities must reflect TLC's ideals, promote student development, and adhere to sound educational and ethical standards. Activities are subject to supervision by assigned faculty or personnel and relevant administrative officials.
5. Post-Activity Evaluation – A post-evaluation report must be conducted for all activities.
 - Department -level activities: Summary submitted to the College Dean.
 - School wide activities: Summary submitted to the Student Affairs and Services Office (SASO).

Purpose: These policies ensure that student activities are educationally meaningful, safe, well-supervised, and aligned with both institutional and CHED standards for private higher education.

A. The Lewis College (TLC) Institutional Academic Calendar

The new Institutional Academic Calendar framework aims to streamline activity planning and ensure better alignment with institutional goals, replacing the need for Institutional Faculty Meetings for activity proposals. This proactive approach ensures a comprehensive and well-coordinated calendar for the entire academic year.

Activity Proposal Submission & Consolidation

- 1 All projected proposals for CTE, CBE, CCS, NSTP, SASO, Sports, Publication, Administration, and School Organizations shall be submitted before the beginning of the School Year.
- 2 The Office of Student Affairs and Services (SASO) will be responsible for consolidating all submitted activities into **one comprehensive Academic Calendar**.
- 3 The consolidated Academic Calendar shall be presented by SASO to the Academic Council, for final review and approval.
- 4 A Master Calendar approved by the Academic Council will be forwarded to all departments for strict compliance.
- 5 Formal and detailed proposal documents for the following month must be uploaded in SASO Monthly Proposal drive on the second week of the current month.
- 6 Upon approval of an activity, the proponent must complete and submit the Budget Proposal and Facilities Form to the Front Desk within two days from the time of approval. Failure to do so will cause delay on the release of funds.
- 7 All revision requests will be sent to SASO via Email for review and approval.
- 8 In the event of cancelled classes due to inclement weather:
 - The event may be rescheduled or cancelled entirely.
 - It will be subject for discussion between SASO and the proponents and approval from the Academic Council.

B. Impromptu Activities Policy

Activities not included in the initial annual calendar forecast are considered "impromptu" and will be subject to a strict review process. **These exclude those with CHED and DepEd communication.**

1. For any **impromptu activity proposals**, a hard copy must be submitted to the **Front Desk** along with a completed **Justification Form**.
2. All impromptu activity proposals will be subject to **review and approval by the Academic Council**.
3. A form that includes comprehensive justification must be submitted along with the impromptu activity proposal.
4. Once an impromptu activity is approved, any revisions to the plan must be made at **least three (3) days** before the scheduled event date. Revisions submitted less than three days prior will not be accommodated.

Institutionalized Activities

Certain key activities for both Basic Education (BED) and Higher Education (HED) will be permanently integrated into the Academic Calendar, celebrated institution-wide.

Integrated Week-long Celebrations: English Week, Math Week, and Science Week will be celebrated simultaneously during one designated week across all departments (both BED and HED).

Cultural & Sports Events: Cultural and sports events such as Buwan ng Wika, Intramurals, and Foundation Day will be celebrated as institutional activities.

C. Permits

For In- Campus Activities

Policy Guidelines:

1. Submission of Activity Proposal

An online activity proposal detailing the nature, objectives, date, time, venue, participants, and expected outcomes of the activity must be submitted to the Student Affairs and Services (SAS) Office via the designated online submission portal at least one (1) month before the scheduled date.

The proposal must be endorsed by the organization's adviser prior to submission through the same portal.

2. Approval Process

The SAS Office will review the proposal to ensure alignment with TLC's mission, values, and CHED guidelines for student activities.

Once approved, the organization will receive written confirmation from SAS.

3. Facility and Budget Requests

Upon approval, the organization must submit:

- a) Facility Request Form to reserve the needed venue(s) on campus.
- b) Budget Request/Utilization Plan to the Finance Office (if requesting institutional funding) or for monitoring of self-generated funds.

4. Implementation

The activity may only proceed once all approvals, facility reservations, and budget clearances have been secured.

The organization must ensure proper coordination with the assigned faculty adviser and relevant campus offices (e.g., security, maintenance, technical support).

5. Post-Activity Report

Within five (5) working days after the activity, the organization must submit a Post-Activity Evaluation Report to the SAS Office, including attendance, accomplishments, and financial liquidation (if applicable).

For Off- Campus Activities

The Lewis College (TLC) supports student learning beyond the classroom through field trips, immersions, sports, community service, and other co-curricular activities. These are governed by **CHED Memorandum Order No. 63, s. 2017** and institutional standards for safety, accountability, and educational relevance.

Objectives

- Ensure off-campus activities are safe, purposeful, and aligned with academic goals.
- Comply with CHED and institutional requirements.
- Safeguard the welfare of students, faculty, and staff.
- Provide clear guidelines for planning, approval, and documentation.

Scope

This policy applies to all school-related off-campus activities such as:

- Academic fieldwork and immersions
- Research, practicum, and internships
- Sports and cultural competitions
- Community outreach programs
- Seminars, conventions, and leadership training

Guidelines

- Activities must be relevant to courses or co-curricular programs.
- Proposals require endorsement by the Dean/Program Head and approval by SAS and QA offices.
- Students must submit parental consent/waiver, medical clearance (if required), and are covered by institutional insurance.
- A full-time faculty/staff will serve as **Person-in-Charge (PIC)** to supervise and ensure safety.
- Pre-departure orientations, safety protocols, and first-aid/emergency plans are mandatory.
- Only authorized and safe transportation shall be used; students must travel as a group.
- A post-activity report must be submitted within **five (5) working days**.

Prohibited Practices

- **For Faculty/Staff (PIC):** Conducting unapproved activities, failing to secure consent/insurance, using unsafe transport, or allowing side trips.
- **For Students:** Joining unauthorized activities, not submitting consent/waivers, using unsafe transport, or engaging in non-approved activities.

Sanctions

- **Faculty/Staff:** Subject to the Employee Code of Conduct.
- **Students:** Subject to the Student Code of Conduct and Discipline, with penalties ranging from warnings to suspension.

D. Policy on Solicitation and Fundraising

In order to ensure transparency, accountability, and consistency across all student-led initiatives, the following policy on solicitation and fundraising is hereby implemented:

1. All forms of solicitation, including but not limited to selling of merchandise (e.g., shirts), requesting donations, collecting fees, or raising funds—whether in cash or in-kind—are **strictly prohibited unless coursed through the Student Affairs and Services**.
2. All collections or fundraising efforts must be processed through the College Bookstore, regardless of the nature of the project (e.g., shirts, special projects, event kits). This includes sales for organization uniforms, merchandise, or other goods.
 - Pricing, logistics, and disbursement processes will be coordinated with the bookstore in advance.
 - No student organization may independently sell, distribute, or collect funds on campus or online without proper endorsement and routing through the bookstore.
 - All income generated from IGPs will be surrendered to Ms. Pam Blanco for crediting to the organization's fund.
3. At the start of each school year, **the Accounting Office** will provide each recognized student organization with an initial **operating fund**. This fund is intended to support essential organizational activities and projects.
4. All organizations are **required to submit a complete financial report** at the **end of every academic year**, detailing:
 - Beginning balance and funds received
 - Expenses incurred (with receipts where applicable)
 - Ending balance
 - Summary of activities supported by the funds.

Reports must be submitted to the Office of Student Affairs and Services (SASO) through Student Council and will be used as part of the organization's annual evaluation

5. Violations of this policy—including unauthorized solicitation, failure to submit financial reports, or bypassing official channels—may result in the following:
 - Suspension of future project approvals
 - Freezing of organizational funds
 - Disqualification from future recognition or awards
 - Disciplinary action as deemed appropriate by SAS and the Academic Council



VIII. Student Publication

The student publication serves as the official platform for responsible campus journalism, providing students with opportunities for self-expression, critical thinking, and dissemination of information aligned with the mission and values of The Lewis College (TLC). It shall operate in accordance with the **Campus Journalism Act of 1991 (RA 7079)**, CHED policies

- 1 The Lewis College has one official student publication in accordance with the *Campus Journalism Act of 1991 (RA 7079)*. It shall operate under the policies and guidelines stipulated by law, with specific rules on management and production detailed in its Editorial Policies.
- 2 Members of the student publication must be a bona fide student enrolled for the current semester, who has passed the screening, interview and examination set by the editorial board.
- 3 Editors and section heads shall be appointed by the adviser based on editorial exams and peer evaluations, must have at least one year of publication experience, and maintain a GWA of 2.0 or higher.
- 4 The School Administration shall assist in the collection of student publication fee as it is included in the Miscellaneous Fee.
- 5 Under the Campus Journalism Act of 1991, the school administration appoints the publication adviser, who must have a background in campus journalism and ensure both technical guidance and alignment of the publication with the institution's image and reputation.
- 6 The student publication publishes its school paper every academic year, which may be printed or online.
- 7 No member of a student publication may join more than one student organization.



The **NSTP (National Service Training Program) Council** is the institutional body that oversees the proper implementation, monitoring, and evaluation of all NSTP components in The Lewis College. It ensures compliance with **Republic Act 9163 (NSTP Act of 2001)** and CHED policies, while promoting student participation in nation-building and civic consciousness.

Objectives

- Promote civic consciousness and defense preparedness among students.
- Integrate community service, environmental awareness, and nation-building in student formation.
- Strengthen institutional support for NSTP activities and student participation.

Functions

The Council shall:

1. Formulate and recommend institutional policies for the effective implementation of NSTP.
2. Coordinate with CHED, TESDA, and DND for compliance and reporting.
3. Review and approve NSTP syllabi, plans, and activities.
4. Ensure safety, relevance, and quality of NSTP community engagements.
5. Oversee the accreditation, evaluation, and recognition of student performance in NSTP.
6. Facilitate linkages with government and non-government partners for NSTP projects.
7. Submit regular reports on NSTP implementation to the Academic Council and appropriate agencies.

X.

Scholarships and Financial Assistance

TLC provides scholarships and financial assistance programs in alignment with CHED policies to support deserving and financially challenged students. These include academic scholarships, grants-in-aid, government-funded programs, and private sponsorships.

Special scholarships are also available for student-athletes, members of the official student publication, and recognized student leaders, in recognition of their contributions to sports development, campus journalism, and student governance. Eligibility, benefits, and retention requirements are based on the specific guidelines of each program, including maintaining the required General Weighted Average (GWA), active participation in assigned duties, and compliance with institutional policies.

Institutional Scholarships are grants funded directly by TLC. These may include academic scholarships, sports scholarships, student publication scholarships, and leadership scholarships for recognized student leaders. **External Scholarships** are grants provided by private individuals, organizations, or government institutions under an established Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) with TLC. Selection of recipients follows the guidelines set by both the sponsor and the institution.

A. Institutional Scholarship and Financial Assistance Program

1. Academic Scholarship
 - Deans Lister
2. Student Publication
3. Student Council
4. Sports
5. Working Students
6. IT Scholarship Program

A.1 Academic Scholarship

This scholarship is considered as the school's premier scholarship for highly qualified applicants whose qualifications are based on their scholastic achievements.

Requirements for Application

- Scholarship Application Form
- Photocopy of Certificate of Grades (Student's Copy)
- Endorsement letter from the Dean
- 2 pcs. 2x2 ID photo

Application Procedures

- The applicant should submit all the requirements to the Committee on Admissions and Scholarship for screening purposes and processing of application.
- At the end of the semester the grantee should renew the scholarship through the endorsement letter of the Dean and
- Certificate of Grades two weeks before the start of classes and until the first week of the start of classes.

Terms and Conditions

Academic

- The applicant should be a resident student of TLC for one semester in order to be eligible for the scholarship by next semester.
- The applicant must have at least fifteen (15) units with laboratories and NSTP subjects.
- The scholar should maintain a general average of 1.30 (94%) above, 1.40 (92%) above, and 1.60 (90%) with no grade below

2.0 (85%) in all the subjects.

Non-Academic

- The scholar must be a model of commendable behavior inside and outside the school campus. Engaging in vices or failure to observe school policies and regulations are grounds for disqualification.
- The scholar is required to render service to the school during institutional activities as per assignment by the SASO.

Scholarship Coverage/ Benefits

- Qualified students can avail tuition fee discounts based on the following GPA:
- 1.30 (94%) and above - 100%
- 1.40 (92%) - 75 %
- 1.60 (90%) - 50%

The scholar should pay the miscellaneous and tuition fees for the remaining balance. NSTP and laboratory fees are excluded from the scholarship benefits.

A.2 Student Publication

This Scholarship Policy is designed to support and recognize the dedication of students in The Lewis College, involved in campus publications.

Qualifications:

- Must be a member of the Student Publication for at least one (1) year.
- Must have passed the Student Publication's four-month assessment.
- Must have no failing grades in any subject.
- Must have a **GWA of at least 2.0** for Editorial Board positions and **2.4** for lower ranks.

Privilege

Tuition Fee Discounts, the percentage of which depends on their scholarship rank. Higher ranks correspond to greater discounts, as determined by the College's scholarship guidelines.

Obligations

- Maintain the required General Weighted Average (GWA) and academic standing as stipulated in the scholarship guidelines.
- Abide by all rules and regulations of The Lewis College (TLC) and the scholarship grantor.
- Actively participate in activities, trainings, or events required by the University or sponsoring institution.
- Uphold good moral character and avoid any conduct that may bring disrepute to the University.

Requirements

- Scholarship Application Form
- Adviser's Recommendation
- Certificate of Grades
- Proof of Scholastic Activity

A.3 Student Council

This scholarship policy establishes the qualifications, privileges, and obligations for Student Council officers who demonstrate exemplary leadership and service to The Lewis College community.

Qualifications:

- Must hold an official, active Student Council officer position (President, Vice President, Secretary, Treasurer, Auditor, Business Manager, PIO, or Representative).
- Meet attendance standard: at least 80% of meetings and events.
- Fulfill at least 70% of assigned responsibilities and tasks.
- Abide by school rules and the Student Council Code of Conduct.

- Maintain the required GWA:
 - ☒ President & Vice President – 1.75 (88%) or above
 - ☒ Secretary, Treasurer, Auditor – 2.25 or above
- Have no failing grade in any subject.

Privilege

- Tuition Fee Discounts:
 - ☒ 30% – President, Vice President, Secretary, Treasurer, Auditor
 - ☒ 20% – Business Manager, Public Information Officer
 - ☒ 10% – Representatives (1st to 4th year)
- Recognition as an official Student Council officer.

Obligations

- Maintain eligibility requirements throughout the academic year.
- Uphold exemplary behavior and moral character.
- Actively participate in Student Council projects, programs, and events.
- Serve as a role model to the student body.

Requirements

- Continuous compliance with academic, attendance, and behavioral standards.
- Pass the council's performance rating with a score equivalent to "Good" to "Excellent."
- Submit periodic reports or fulfill evaluation requirements if applicable.

A.4 Sports

This policy applies to all student-athletes who are members of a varsity team. It supports student-athletes who contribute to the school's sports performance and academic achievements. It does not cover students who are not part of varsity or those already under old scholarship policies.

Qualification / Eligibility

- To qualify as a varsity scholar, a student-athlete must:
 - Be a member of the varsity team.
 - Have a minimum GWA of 2.5 or equivalent
 - Come from a family where the monthly income per parent does not exceed ₱10,000.

Privileges / Benefits

Tuition Fee Discounts (depending on classification):

- Class A (Core players): 100% discount – essential/most skilled players.
- Class B (Secondary players): 50% discount – support players.
- Class C (Reserve players): 15% discount – substitutes/reserves.

Obligations (as Student-Athlete and Student)

1. Academic Obligations
 - Must not have 2 or more failing grades.
 - Must comply with all missed schoolwork due to competitions.
 - Submit grades (prelims & midterms) to coaching staff for monitoring.
2. Athletic Obligations
 - Attend all practices, games, and meetings (notify coach if absent).
 - Be punctual; repeated tardiness = disciplinary action.
3. Health & Safety Obligations
 - Maintain physical fitness (mandatory conditioning).
 - Report all injuries and follow treatment.
 - No drugs, alcohol, or tobacco use (violation = suspension or removal).
4. MOA Responsibilities as Scholar
 - Maintain GPA of 2.5
 - Follow Code of Conduct
 - Serve as role model inside and outside the field
 - Avoid disciplinary issues
 - Maintain good standing as student-athlete

Requirements

1. New Applicants

- Application Form
- Application Letter
- Recommendation from Dean/Associate Dean and Coach
- Certificate of Grades

2. Old Applicants

- Certificate of Grades only

A.5 Working Students

The **Student Assistant Scholarship** is open to less-privileged students of the Higher Education Department (HED). Qualified students are granted **free tuition** while gaining practical skills and values through assigned work in the school. Slots are limited and subject to availability as determined by the Committee on Admission and Scholarship.

Application Requirements

- Personal Data Sheet and Scholarship Application Form
- Form 138 (Report Card) with at least **85% average**
- Certificate of Good Moral Character
- NSO Birth Certificate (original)
- Parents' ITR or Certificate of Indigency
- Parental Consent to work in school
- Recommendation letters (Principal & Barangay Chairman)
- 2 pcs. 2x2 ID pictures
- Interview and Home Visitation by the Committee

Application Procedure

- Applicants must pass the interview/screening.
- Submit all requirements to the Committee.
- Renewal every semester requires:
 - Supervisor's endorsement letter
 - Certificate of Grades

Terms & Conditions

Renewal

- Must show continuing financial need.
- Positive evaluation from supervisor.
- No serious violations of school rules (max. 10 tardiness / 7 excused absences per year).

Academic

- Maintain GPA of at least **3.0**.
- Only 3 failed/dropped subjects allowed for the entire course duration.
- No "For Compliance," two "FA," or "W" grades per semester.
- Dropping of subjects without approval is not allowed.

Non-Academic

- Attend trainings, seminars, and formation activities.
- Render **minimum 4 hours daily / 20 days per month** service.
- Cannot hold another government scholarship simultaneously.
- Maintain courtesy, professionalism, and confidentiality at work.
- Keep a **Daily Time Record (DTR)**.

Service

- Assigned to an office or department under a supervisor.
- No cash payment; benefit is tuition credit only.
- May perform office work, errands, and assistance in school operations.
- Must report on time Monday–Saturday and during semestral breaks.

Course Load & Academic Rules

- Units allowed per year level: 1st Yr (15), 2nd Yr (18), 3rd Yr (21), 4th Yr (24), 5th Yr (remaining units).
- Must work during summer; summer classes only if required by Dean.

- No deferment of enrollment except for valid reasons (health, personal, or serious issues).
- Shifting course is allowed only once, before 2nd year 2nd semester, with approval.

Accountability

Directly supervised by the assigned office/supervisor.

Scholarship may be **terminated** due to habitual tardiness, inefficiency, rule violations, or negligence.

A.6 IT Scholarship Program

To support deserving students financially while preparing them for institutional employment after graduation, through a structured return service agreement.

Eligibility & Requirements

- Currently enrolled as a BSIT student
- Has completed at least one semester of residency (preferably 1st or 2nd year students)
- Must be in good academic standing, preferably a Dean's Lister (GWA of 2.0 or higher)
- Has not incurred any disciplinary sanctions
- With favorable recommendations from the IT faculty
- Signed MOA

Scholarship Coverage

- Full Tuition Fee Discount
- 100% Other School Fees Discount
 - Miscellaneous Fee
 - Laboratory Fee
 - PRISAA Fee
 - NSTP Fee
 - Capstone/ROEE

Return Service Agreement

- Mandatory service:
 - one** semester of service for **each** semester benefited by the scholarship (1:1)
- Potential Areas of Deployment Upon Graduation:
 - MIS Team
 - Programming Team
 - CCS Faculty
- Start of Service: one month after graduation
- Compensation: should be in accordance with institutional salary scale

Admission Requirements

- Academic performance
- Conduct and moral standing
- Interview results
- Faculty recommendation

XI.

Disciplinary Measures

A. Incident Report Management & Student Welfare Hotline

A.1 Introduction

The **Student Welfare Hotline** is a confidential platform where students can report incidents or concerns related to safety, misconduct, academic issues, or campus experience. Accessible via *The Lewis College Website > Contact Us*, it ensures timely reporting, resolution, and institutional accountability.

An **incident** refers to any event that disrupts normal operations or affects the safety and well-being of students and staff.

This system streamlines the reporting process, ensures proper documentation, and involves the Student Affairs and Services Office (SASO) in monitoring resolutions. It empowers students to actively contribute to a safe and supportive learning environment.

A.2 Grievance Committee

The Grievance Committee handles student complaints and disciplinary matters to ensure due process and appropriate resolution.

Composition

The committee includes the following members:

- Student Affairs and Services Officer (SASO)
- Principal and/or Vice Principal, and Discipline Officer (for BED cases)
- Dean and/or Associate Dean (for HED cases)
- HR and Administration Representatives
- Committee on Decorum and Investigation Coordinator
- Student Council (optional)

Key Responsibilities

- Investigate cases, review findings, and impose sanctions
- Ensure disciplinary actions are properly documented, including notes on the student's official transcript (if applicable)

Role of SASO

- Acts as the initial contact for complainants
- Coordinates with parents and the Guidance Office
- Oversees monitoring, documentation, and safekeeping of incident records

Role of the Discipline Officer

- Files incident reports for unresolved classroom cases
- Implements behavior intervention after 5 offenses
- Classifies cases with 10 offenses as Level 2 (serious violation)

A.3 Level of Offenses and Category

I. Level 1 Offenses

Level 1 offenses are considered minor infractions that can disrupt the learning environment. These behaviors can typically be rectified through verbal warning, and can be handled directly by the adviser.

Examples of Level 1 Offenses:

1. Acts of public disrespect to TLC's facilities by littering or spitting
2. Cursing
3. Cutting classes
4. Eating food while in class
5. Gossiping in class or use of other platforms to spread rumors
6. Horse playing in public (rowdy behavior in the hallway, campus grounds, and in class)
7. Non-participation in TLC's institutional/departamental activities
8. Not treating authorities in a respectful manner
9. Not wearing TLC prescribed uniform
10. Tardiness, habitual absenteeism without a valid reason
11. Unauthorized access or use of school property and equipment.
12. Unauthorized use of mobile phones during class (whether gaming, texting, calling, posting on social media, or video recording)
13. Unreasonable noise and behavior in class or hallways
14. Verbal quarreling in public.

II. Level 2 Offenses

Level 2 offenses are major disruptive behaviors that encourage negative influence and misconduct among others. Although they may not cause immediate harm to individuals, over time, they contribute to creating a harmful environment within the school.

Examples of Level 2 Offenses:

1. Any form of verbal abuse
2. Blatant disrespect or rebellion against persons in authority
3. Bullying
4. Gambling in any form, including extortion and unauthorized collection of money from students, personnel, or administration.
5. Harassment of classmates (persistent teasing, stalking head slapping)
6. Showing inappropriate things or videos in class (pornography, etc.)
7. Vandalism on school property
8. Breaking-in or unauthorized entry in classrooms
9. Cheating, plagiarism* (may be classified as Level 3)
10. Falsification, tampering of records
11. Misrepresentation of TLC name, logo, and other trademark owned by the school without prior approval for selling, invitations, fundraising, streamers, social media sites, etc.
12. Smoking in the campus
13. Use, abuse, possession, procurement, or selling of alcohol and other forms of liquor.

III. Level 3 Offenses

Level 3 Offenses are grave acts that inflict significant damage upon individuals, the institution, or the broader community. Such offenses encompass both physical and psychological harm, and may occur both within and outside the school premises.

These also include any acts that compromise TLC's reputation, inflict harm upon the community, or involve illegal conduct, such as drug use, gang affiliation, or rioting, which are classified as grave offenses.

Examples of Level 3 Offenses:

1. Assaulting a person in authority
2. Blackmail
3. Carrying lethal weapons, explosives
4. Distribution and selling of inappropriate material (e.g. pornography, violent content)
5. Flashing and public display of nudity

6. Intentional physical harm like fist fighting, kicking, burning, cutting, etc. another person
7. Large Scale Cheating – distributing/selling future tests papers to peers (e.g. stolen or hacked test papers)
8. Large Scale Theft – the unauthorized taking of property, goods, services and other valuables of others or school property/equipment
9. Scandalous behavior, including but not limited to Sexual/ Gender-based harassment such as unwelcome sexual advance, request for sexual favor, or any verbal or physical conduct of a sexual nature against another person/s; this also includes non-consensual sexual contact, intercourse, sexual activity and sexual exploitation as explained in the Anti-Sexual Harassment law of the Philippines.
10. Selling and Use of Prohibited Drugs, rugby, marijuana, shabu, or all of its derivatives
11. Threatening in any form – written, oral or physical conduct that causes injury to the health or safety of any person or damage to any property.
12. Unauthorized access to the school's network or computers
13. Unauthorized recording of any persons especially those in authority, or any activities in school with the intention of harassment, bullying, blackmail, or harming another person
14. Vandalism with scandalous effects
15. Violent acts, including hazing or other fraternity activities in or near campus

IV. Sensitive Cases

These cases such as, but not limited to, issues involving mental health concerns, self-harm, abuse, or threats to safety—matters will be referred to the appropriate authorities or the school's guidance counselor for proper handling and support.

For cases such as this, direct the concern to Ms. Mutya Aycocho (Committee on Decorum and Investigation Coordinator). **This will be treated with utmost confidentiality.**

Examples of Sensitive Student Cases:

1. Mental health crises (e.g., anxiety attacks, depression, suicidal ideation)
2. Reports or signs of abuse (physical, emotional, verbal, or sexual - via CODI)
3. Bullying, harassment, or threats
4. Self-harm or suicidal behavior
5. Substance use or possession
6. Serious conflict or violence involving students
7. Any concern posing a risk to student safety or well-being

V. Immediate Cases

In situations where a parent is onsite and lodging a complaint, the Discipline Officer must immediately involve the BED Principal for Basic Education concerns. For Higher Education cases, the SAS Coordinator shall act as the mediator between the parent and the concerned party.

These cases must still be encoded in the Student Welfare Hotline.

A.4 Discipline Process and Sanctions Sanctions

The Grievance Committee may impose the following sanctions based on case severity:

- Non-readmission
- Scholarship cancellation
- Disqualification from honors/awards
- Expulsion

Progressive Discipline Process

- 1st Offense – Verbal Warning: Issued by adviser or discipline officer; documented using the Verbal Warning Template.

- 2nd Offense – Written Warning: Formal notice with outlined consequences; Level 2 and 3 offenses begin at this stage.
- 3rd Offense – Final Warning: A serious written warning with possible behavioral plans; guidance counseling may be initiated.
- 4th Offense – Suspension: Temporary removal from class; parents are informed by SASO; referral to counseling if needed.
- 5th Offense – Expulsion: For unresolved or severe cases, dismissal may be enforced.

A.5 Incident Report Classification

A. Student-to-Student

Involves conflicts between students such as bullying, harassment, or physical assault.
Grievance Committee: SASO, Dean/Principal, Discipline Officer (*Student Council optional*)

B. Student-to-Authority

Involves student actions toward teachers or staff, including disrespect, threats, or discrimination.
Grievance Committee: SASO, Dean/Principal, Discipline Officer, HR

C. Authority-to-Student

Involves misconduct by school personnel toward students, such as verbal/physical abuse or inappropriate behavior.
Grievance Committee: SASO, Dean/Principal, Discipline Officer, HR

D. Authority-to-Authority

Conflicts between teachers, staff, or administrators.
Handled directly by HR – No need to use the Student Welfare Hotline.

E. Parent-to-School

Concerns raised by parents regarding bullying, safety, academics, or discipline.
Grievance Committee: SASO, Dean/Principal, Discipline Officer, HR, Facilities Manager

A.6 Incident Report Process Flow

Filing the Report

- Incident is reported through the Student Welfare Hotline.

Reception & Categorization

- SAS Officer meets with the complainant and assesses the case.
- If unresponsive, follow-ups are made depending on the case level (minor, moderate, major).
- Case is classified and forwarded to the Grievance Committee.

Initial Assessment

- Department Head notifies and meets with the offender.
- Offender's side and any witness statements are documented.
- Report is sent to SAS within 5 working days (2-day extension allowed).
- A Notice to Explain (NTE) is issued; offender responds within 24–48 hours.

Investigation

- SAS Officer meets with the offender to clarify facts, consequences, and next steps.

Resolution

- SAS finalizes resolution within 3 working days and informs involved parties.
- Offender must acknowledge the resolution.

Feedback

- Complainant is informed of the outcome and signs an acknowledgment to close the case.
-

Communication of Verdict

- SAS notifies the individual and their parent/superior before imposing any sanction.

Monitoring

- SAS may refer involved individuals for counseling or further follow-up, if needed.

A.7 Complaints Withdrawal

A complaint withdrawal involves formally notifying the relevant authorities of a decision to discontinue the complaint process.

Steps to discontinue the complaint process:

Written Request

Complainant submits a signed letter to the SAS Office stating intent (and reason, if any) to withdraw the complaint.

Acknowledgment

SAS Officer confirms receipt and informs the Grievance Committee.

Case Closure

SAS officially closes the case and removes it from active records or investigations.

A.8 Tracking, Documentation and Filing

Tracking

- The SAS Officer monitors case progress via the Student Welfare Hotline and ensures timely resolution.

Documentation

- Files include: initial complaint, supporting documents, investigation reports, correspondence, and final resolutions.

Filing

- All documents are securely stored in the SASO Google Drive.

A.9 Non-Adherence to the Incident Report Management Process

In the event that the incident report management process is not followed by the faculty members as outlined in this policy, a corrective action will be imposed as stipulated in the TLC's Employee Code of Conduct.

B. Procedures in Handling Sensitive Cases

I. Purpose

To ensure the appropriate, timely, and confidential handling of sensitive student cases in the Higher Education Department (HED). This procedure establishes a structured approach to reporting, addressing, and monitoring cases while safeguarding student welfare and institutional integrity.

II. Definition of Sensitive Cases

Sensitive cases refer to incidents involving HED students that require special attention due to their emotional, personal, or legal nature, such as:

- Self-harm or suicidal ideation
- Sexual harassment, abuse, or exploitation (as per R.A. 11313)
- Physical or emotional abuse
- Mental health crises
- Serious behavioral or psychological concerns that place the student or others at risk

All cases must be handled with strict confidentiality, professionalism, and compliance with the Data Privacy Act of 2012, CHED Memorandum Orders, and institutional guidelines.

III. Roles and Responsibilities

1. Faculty Adviser / Reporting Personnel

- Serves as the initial point of contact for advisees or witnesses.
- Prepares and submits the Incident/Narrative Report.
- Provides contextual academic or behavioral insights during meetings.

2. SAS Coordinator (CODI Representative)

- Acts as the primary case handler and process coordinator.
- Reviews and assesses the report's urgency and level of risk.
- Schedules and facilitates the case conference.
- Prepares and secures official documentation (Minutes, Consent Forms, Recommendation Reports).
- Monitors case progress and maintains sensitive case records in compliance with data privacy.
- Coordinates referrals to the Guidance Office and external agencies as needed.

3. Guidance Counselor

- Provides counseling, psychological first aid, and/or mental health assessments.
- Maintains confidential counseling records.
- Recommends academic or behavioral interventions.
- Coordinates with parents/guardians for consent, when applicable.

4. Parent/Guardian (for dependent students)

- Attends confidential case meetings (when required).
- Signs consent forms for interventions or external referrals.
- Collaborates with the school in supporting the student's well-being.

5. Other Concerned Personnel (as needed)

- May include subject instructors, coordinators, or classmates with relevant knowledge.
- Invited only with SAS Coordinator's approval.
- Bound by confidentiality obligations.

IV. Process Flow

Step 1: Submission of Report

- Faculty or staff prepares and submits an Incident/Narrative Report to the SAS Coordinator (via secure email).
- Reports must be factual and strictly confidential.

Step 2: Initial Review by SAS Coordinator

- Evaluates urgency and risk.
- Identifies personnel to involve.
- Files report securely.

Step 3: Parent/Guardian Notification (if applicable)

- SAS Coordinator, with adviser's support, discreetly contacts parents/guardians for meeting arrangement (if student is dependent or case warrants involvement).

Step 4: Case Conference

- Convened by SAS Coordinator, with Guidance Counselor and adviser present.
- Agenda includes: incident details, student well-being, proposed interventions.

Step 5: Documentation

- SAS Coordinator prepares and secures case files (Minutes, Consent, Recommendations).

Step 6: Recommendations & Action Plan

- SAS Coordinator drafts intervention plan.

- Guidance Counselor validates recommendations.

Step 7: Referral to Guidance Counselor

- Counseling sessions, mental health assessments, or referrals to external agencies as required.

Step 8: Monitoring & Follow-Up

- SAS Coordinator and Guidance Counselor track progress.
- Updates documented and reviewed.

Step 9: Confidentiality & Data Protection

- Access to case files restricted to authorized personnel.
- Breach of confidentiality subject to administrative action.

V. Privacy and Confidentiality Policy

All individuals involved in handling sensitive student cases are bound by strict confidentiality. Information, documents, and records pertaining to a case shall be disclosed only to authorized personnel directly involved in the intervention process (e.g., SAS Coordinator, Guidance Counselor, Faculty Adviser, and in some cases, parents/guardians).

- Case files shall be securely stored by the SAS Coordinator in compliance with the Data Privacy Act of 2012 and institutional data protection policies.
- Unauthorized disclosure, discussion, or distribution of case-related information is strictly prohibited.
- Breach of confidentiality shall be subject to administrative or disciplinary action under institutional policies and, when applicable, existing laws.

C. Social Media Policy

Policy Statement

The responsible use of social media by students is essential in fostering a safe, respectful, and inclusive online learning environment. This policy sets clear expectations for student behavior when using social media platforms, in line with the school's values and the principles of digital citizenship. It aims to promote positive online conduct, prevent cyberbullying, and support the responsible use of technology for educational purposes.

1. Educational Use

Students are encouraged to use social media for academic purposes such as:

- Participating in class-related groups or discussions
- Sharing educational content or school-related updates
- Collaborating with peers in learning communities approved by teachers

All educational use of social media must be guided and supervised by a teacher or designated school personnel.

2. Behavior Expectations

Students are expected to demonstrate respectful, responsible, and ethical behavior on all social media platforms. Specifically, students must:

- Refrain from posting or sharing harmful, offensive, or inappropriate content
- Avoid engaging in cyberbullying, harassment, or discrimination
- Respect the privacy and dignity of others in all online interactions
- Use appropriate language and tone in digital communication

Violations may be subject to disciplinary action in accordance with school rules and applicable DepEd policies.

3. Parental Involvement

The school encourages parents and guardians to:

- Actively monitor and guide their child's social media activity
- Engage in open discussions about responsible online behavior
- Support the school's efforts in promoting digital safety and well-being

4. Privacy and Security

Students must protect their personal information and avoid sharing passwords, addresses, or other private details online. The use of fake accounts, impersonation, or unauthorized access to others' accounts is strictly prohibited.

5. Alignment with School Values

All student social media use must reflect the values of The Lewis College, including integrity, respect, and responsibility. Online behavior, whether on- or off-campus, that negatively affects the school environment may be addressed through appropriate school interventions.

D. Child Protection Policy

D.1 Purpose

The Lewis College is committed to ensuring a safe and respectful learning environment, free from abuse, bullying, violence, neglect, exploitation, and discrimination. This policy follows *DepEd Order No. 40, s. 2012, RA 7610, RA 10627, and the Data Privacy Act of 2012*. TLC also adheres to the provisions of RA 11313 The Safe Spaces Act (Republic Act No. 11313) is a Philippine law that combats gender-based sexual harassment in public, private, and online spaces, especially for students and faculty.

D.2 Student Rights

All students have the right to:

- Be treated with respect and dignity.
- Study in a safe environment, both on campus and online.
- Be protected from physical, verbal, social, cyber, or gender-based bullying.
- Report abuse or bullying without fear of retaliation.

D.3 Prohibited Conduct

The following acts are strictly prohibited:

- Child abuse in any form.
- Corporal punishment (e.g., hitting, spanking, pinching, denial of basic needs).
- Bullying, including physical harm, verbal abuse, social exclusion, cyber harassment, or discrimination based on gender or sexual orientation.
- Threats, humiliation, or harmful pranks.

D.4 Reporting and Response

- Any student who experiences or witnesses abuse or bullying should report it to a teacher, adviser, the Guidance Office, the Discipline Officer, or SAS Coordinator
- Reports will be kept confidential and acted upon promptly.
- Parents or guardians of both the victim and the offender will be informed.
- The Child Protection Committee (CPC) will investigate and recommend appropriate actions.

- Counseling and support services will be provided to affected students.

D.5 Child Protection Committee (CPC)

The CPC is led by the Principal, with members including the Discipline Officer, guidance counselors, coordinators, advisers, and parent representatives. It is responsible for promoting child protection, handling reports, and ensuring fair resolution of cases.

D.6 Possible Sanctions

Depending on the severity of the violation, sanctions may include reprimand, community service, suspension, or, in serious cases, recommendation for exclusion or expulsion. All disciplinary actions will follow due process, including written notification, the right to respond, and the right to appeal.

D.7 Serious Incidents

Cases resulting in serious injury or involving criminal acts will be referred to proper authorities in accordance with the law.

D.8 Confidentiality

All information and records related to child protection cases are confidential and handled in compliance with the *Data Privacy Act of 2012*. Access is limited to authorized personnel only.

E. Data Privacy Notice

The Lewis College adheres to Republic Act No. 10173 otherwise known as the Data Privacy Act of 2012. The school shall protect all forms of information, be it private, personal, or sensitive, covering both natural and juridical persons involved in the processing of personal information. TLC is committed to protecting the privacy and information gathered from students and parents and shall abide by the rules and regulations mandated by the Department of Education to protect the rights of students in basic education.



XII.

Library Services

The library is located on the first floor of the Obiedo Building, directly across from the bookstore. It offers a rich collection of books, journals, magazines, research papers, and other reading materials to support your academic and personal interests.

1. Library Hours

- Open from **8:00 AM to 5:00 PM**, Monday to Friday (subject to change during exams or special activities)
- Closed during school-wide programs or holidays

2. Available Services

- **Book Borrowing** – Students may borrow books for academic or leisure reading. Borrowing period and limits depend on grade level.
- **Reading Area** – A quiet space is provided for reading, studying, or doing homework.
- **Reference Assistance** – Library staff can help students find books, resources, or information.
- **Research Support** – Access to encyclopedias, dictionaries, and selected online resources for projects and assignments.

3. Library Rules and Guidelines

- Observe **silence** and proper behavior at all times.
- **Food, drinks, and noisy gadgets** are not allowed.
- Treat books and materials with **care and respect**.
- Return borrowed books on or before the **due date**.
- Students with overdue or damaged books may have borrowing privileges suspended until resolved.

4. Borrowing Policy

Undergraduate Students:

May borrow up to **5 circulation books** for **two (2) weeks**; renewable once if not reserved by others.

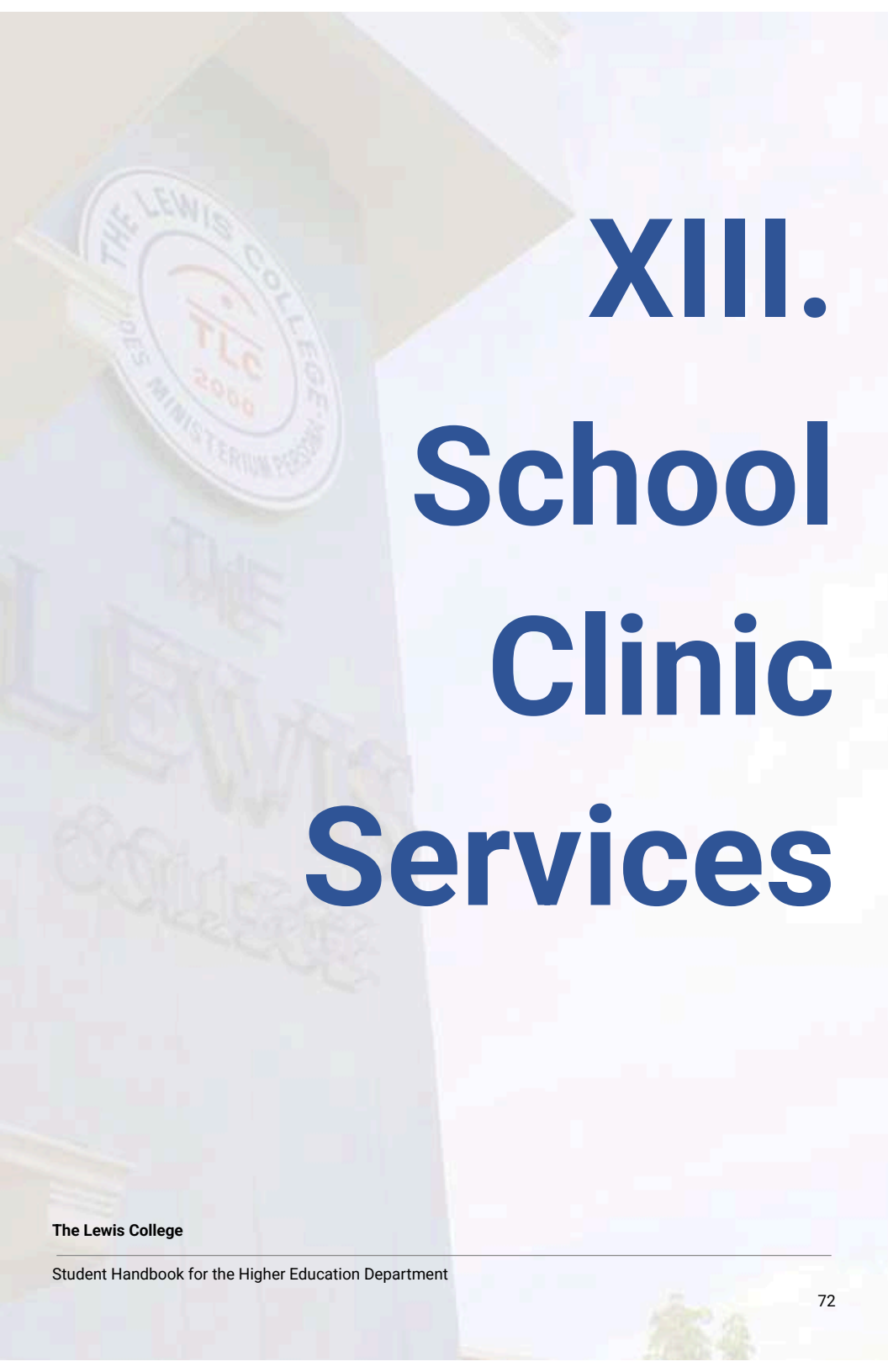
Reserve Materials, Reference Books, Theses, Periodicals:

Restricted to **in-library (room use only)** or **overnight loans**, as per availability and demand.

5. Lost or Damaged Books

- Students must report **lost or damaged books** immediately.
- They may be required to **replace** the book or pay for the cost as assessed by the librarian.

The library is a shared space for learning and growth. All students are encouraged to make responsible and respectful use of its resources.



XIII. School Clinic Services

The School Clinic provides basic health care and first aid services to support the physical well-being of students while on campus. It is staffed by licensed medical personnel and operates in coordination with parents and school administrators to ensure proper health monitoring and emergency response.

1. Clinic Operating Hours

- **Monday to Friday**, during regular school hours
- Open during class breaks, emergencies, and school events
- Closed only during declared school holidays or suspension of classes

2. Services Offered

- **First Aid Treatment** – For minor injuries, wounds, headaches, dizziness, stomach aches, or other common school-related illnesses.
- **Health Assessment and Monitoring** – Regular checking of temperature, blood pressure, weight, and basic health screenings.
- **Medicine Administration** – Basic over-the-counter medicines may be given with parental consent.
- **Medical Referrals** – Students with serious conditions may be referred to a health facility; parents will be notified immediately.
- **Health Record Management** – The clinic maintains student health records and tracks medical conditions reported to the school.

3. Guidelines for Students

- Request a **clinic pass** from your teacher before going to the clinic (except during emergencies).
- Inform the **clinic staff clearly** about your condition or concern.
- Respect the privacy of others; wait for your turn and maintain proper behavior inside the clinic.
- All **medications from home** must be reported and submitted to the clinic for supervised administration.
- Students who are advised to go home will only be released once parents or guardians are contacted.

4. Health and Safety Reminders

- Always practice **good hygiene**—wash hands, bring personal hygiene kits, and wear clean uniforms.
- Report any symptoms of illness immediately.
- Stay home if feeling unwell to prevent the spread of illness to others.

The School Clinic is committed to promoting a safe, healthy, and caring school environment. Students are encouraged to use clinic services responsibly and report health concerns early.

XIV.

Computer Laboratory Services

The Hardware Laboratory is located on the second floor of RFL Building. It provides students with practical, hands-on training in computer hardware, electronics, and basic technical troubleshooting. It is an essential facility for students taking Information and Communication Technology (ICT), TLE, or Computer-related subjects.

1. Purpose of the Laboratory

- To allow students to apply **theoretical knowledge** through actual work with hardware components.
- To develop **technical skills** in assembling, maintaining, and troubleshooting computer systems.
- To promote **responsible use and handling** of tools and electronic equipment.

2. Access and Schedule

- Access to the lab is scheduled during **ICT/TLE classes** or **project work**, supervised by the subject teacher.
- Special use (e.g., club activities or make-up work) requires **prior approval** from the teacher or lab coordinator.

3. Laboratory Rules and Safety Guidelines

- Enter the lab only with teacher supervision or permission.
- Handle all tools and devices carefully—use only when instructed.
- No food, drinks, or water bottles are allowed inside the lab.
- Do not open or tamper with any equipment unless guided by the teacher.
- Immediately report any damage, overheating, or loose wiring to the teacher or lab aide.
- Turn off and unplug all devices properly after use.
- Clean your workstation before leaving.

4. Equipment and Tools

- The lab is equipped with desktop units, internal computer parts, repair kits, diagnostic tools, power supply testers, and multimeters.
- Students may use these only with guidance and must return tools in good condition.

The Hardware Laboratory is a space for learning, discovery, and responsible practice. Students are expected to treat the lab with respect and uphold safety at all times.



XV.

Food Services

The Lewis College

Student Handbook for the Higher Education Department

The school canteen, in compliance with *DepEd Order No. 13, s. 2017* (Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices) and *DepEd Order No. 8, s. 2007* (Revised Implementing Guidelines on the Operation and Management of School Canteens), offers healthy and nutritious snacks and meals at affordable prices. Strict hygiene and food safety standards, as mandated by *DepEd Order No. 52, s. 2008*, are observed to ensure cleanliness and safety in food preparation and service. Adjacent to the canteen is the Nipa Hut lounge, where aspiring student entrepreneurs from the Higher Education Department and Senior High entrepreneurial classes can set up stalls to sell food and merchandise. This initiative aligns with *DepEd Order No. 17, s. 2005*, which recognizes the school canteen as a laboratory for practical learning, providing students with hands-on experience in small business operations under the close supervision of the School Administration.

1. Canteen Operating Hours

Open during:

- Recess
- Lunch Break
- Until 3:00PM

2. Available Services

- **Nutritious Meals and Snacks** – The canteen serves a variety of healthy food options such as rice meals, sandwiches, fruits, and milk.
- **Water Refilling Station** – Clean drinking water is available. Students are encouraged to bring their own water bottles.
- **Affordable Pricing** – Prices are set according to DepEd guidelines to ensure affordability for all students.

3. Guidelines for Students

- **Line up properly** when buying food—no cutting in line.
- Handle money and food responsibly.
- Practice good **table manners** and clean as you go ("CLAYGO").
- Return trays, utensils, and dispose of trash properly.

4. Guidelines for Students

- The canteen is regularly inspected to ensure:
- Cleanliness of kitchen and dining areas
- Safe food handling and preparation
- Compliance with nutrition and food safety guidelines

The school canteen is more than a place to eat—it is a space that promotes healthy habits, discipline, and respect for shared areas.

XVI.

Sports and Culture Services

The Lewis College promotes physical fitness, teamwork, and school spirit through its Sports and Athletics Program. Students are encouraged to participate in various athletic activities that enhance their physical well-being, discipline, and sportsmanship.

Official Sports Offered:

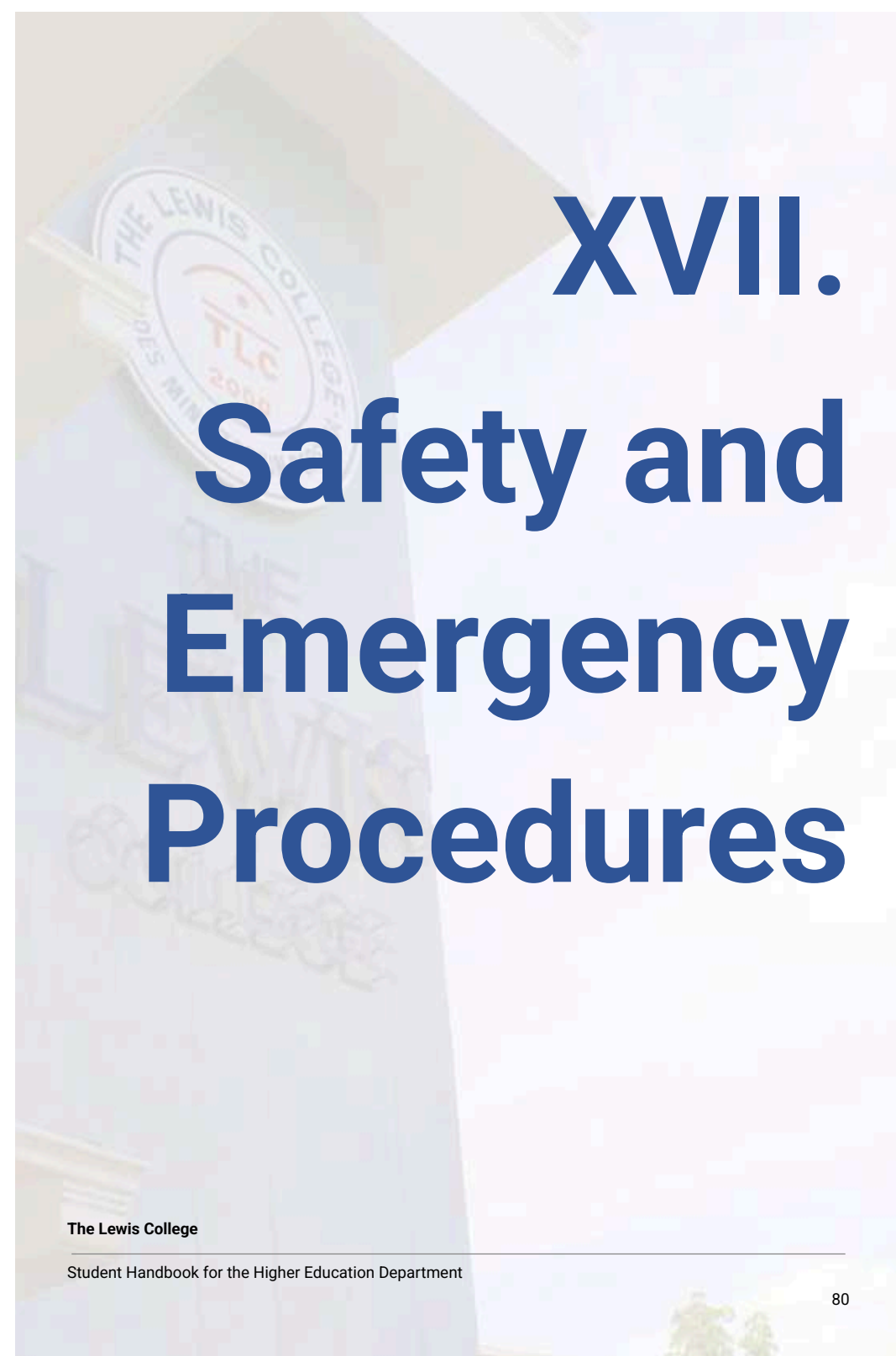
- Basketball
- Volleyball
- Badminton
- Table Tennis
- Chess
- Track and Field/ Athletics
- Billard
- Dance Sport
- Karatedo

Programs and Activities include:

- Intramurals
- Varsity Teams (e.g., basketball, volleyball, athletics)
- Sports clinics and training sessions
- Division, regional, or national meets (e.g., Palarong Pambansa, Sorsogon City Association of Private Schools (SORCAPS), Private Schools Athletic Association (PRISAA))

Membership and Participation Guidelines:

- Open to all students in good academic and behavioral standing.
- Tryouts are conducted at the start of the school year or sports season.
- Students must regularly attend practices and maintain academic eligibility.
- Active members are expected to model proper behavior and sportsmanship on and off the field.



This section outlines the safety measures and emergency protocols that all students must be aware of and follow to ensure their well-being within the school campus.

General Guidelines

When using stairways and hallways:

- **Always keep right** to maintain an easy flow of traffic.
- Avoid jumping, pushing, pulling, overtaking, or running. Walk calmly to ensure safety.

No loitering:

- Stay in your assigned classroom during class hours. Loitering in hallways, stairways, or any part of the school premises is strictly prohibited.

Emergency exits:

- Use the **Location Map** posted by the door to guide you during fire or earthquake evacuation procedures.

Vehicles and motorcycles:

- Elementary, Junior High School, and Senior High School students are not allowed to bring any vehicle or motorcycle inside the school campus.
- Exceptions are made for students who present a **Driver's License, helmet, and a signed Parent's Consent/Waiver** to the MIS. Qualified students will be issued a Vehicle Pass.

Access on Sundays and Holidays:

- Students are not allowed to enter the school premises on Sundays and Holidays without a written permit from their teacher or adviser.

A. Visitor Guidelines

Definition of Visitors

- Parents, guardians, relatives, or any person not employed by the school are considered visitors.
- If your parents or relatives wish to visit, they must **sign the visitor's logbook** and **secure a visitor's ID** before entering the school premises.

Proper Attire

- Visitors must wear appropriate clothing. **Sleeveless tops, shorts, slippers, and miniskirts are strictly prohibited.**

Classroom Access

- Visitors are not allowed inside classrooms. If a parent or guardian needs to speak with you urgently, they should go to the **Principal's Office** and make a request there.

No Loitering

- Visitors should remain in the **designated waiting area** throughout their visit and are not allowed to loiter on school grounds.

B. Fire Safety

At the sound of the alarm, follow these fire safety procedures under the guidance of your teacher or adviser:

1. Leave the room immediately.
2. Walk quickly, do not run or push others along the way.
3. Proceed to the nearest building exit and move toward the designated rallying point (campus ground).
4. If there is thick smoke, get down on your hands and knees and crawl to the nearest exit for safety.
5. Stay calm and remain at the rallying point. Wait for further instructions from your teacher or adviser, who will check attendance to ensure everyone has evacuated safely.

C. Earthquake Safety Procedures

At the onset of ground shaking, stay calm and do these following steps:

STAY PUT – Do not leave the classroom until the quake stops.

Watch out for falling objects.

DUCK – Assume the crash position on your knees, head down, and hands clasped on the back of your neck.

COVER – Stay away from windows, shelves, and heavy objects that may fall. Take cover under desks, in corners, doorways, or other sturdy furniture. Protect your head with a book or bag.

HOLD – Hold your position until the ground stops shaking.

When the shaking stops, your teacher/adviser will direct you to proceed to the nearest exit and move to the designated rallying point (campus ground).

Walk quickly in an orderly manner—do not run or push others. Stay calm.

At the rallying point, remain calm and wait for instructions. Your teacher/adviser will check attendance to ensure everyone has evacuated safely.

D. Natural Disasters and Weather-Related Suspensions

To ensure the safety and well-being of all students, the school follows official government guidelines and internal protocols during typhoons, floods, and other weather-related disturbances.

Guidelines During Typhoons, Floods, and Other Weather Disturbances:

- The school monitors updates from PAGASA, DepEd, and local government units (LGUs) regarding weather conditions.
- In the event of a typhoon or heavy rainfall, students are advised to stay indoors and avoid flooded or dangerous areas.
- School administrators may initiate precautionary measures such as early dismissal or holding classes online when necessary.

Suspension Announcements and Class Cancellations:

- Automatic suspension of classes follows DepEd guidelines based on PAGASA storm signal warnings:
 - **Signal No. 1 – Preschool and Kindergarten classes are suspended.**
 - **Signal No. 2 – Preschool to Senior High School classes are suspended.**
 - **Signal No. 3 or higher – All classes at all levels are suspended.**
- The school may also suspend classes due to localized flooding, transportation issues, or other safety risks, even without a storm signal.
- Official announcements will be made through:
 - The Lewis College official Facebook page and website
 - Group chats or SMS alerts
 - Coordination with class advisers

E. Medical Emergencies SOP's

The Lewis College is committed to ensuring the health and safety of all students while on campus. In case of medical emergencies—such as sudden illness, injury, or accidents—immediate and appropriate action is taken by school personnel to provide care and contact parents or guardians.

SOP's During Accidents and Acts of Violence

1. Report the incident immediately to the *School Nurse, Discipline Officer, Principal, Vice Principal, or Adviser.*
2. For acts of violence, perpetrators should be detained by the Discipline Officer.
3. For any witnesses or bystanders, do not move the patient especially if he/she fell, has a head injury, or has dislocated or broke any body part.

4. The nurse will assess the status of the student/patient and call emergency hotlines when necessary. If hospitalization is needed, a patient will be brought immediately to the school doctor/hospital. Parents of the student will be notified immediately by either the Discipline Officer, Principal, Vice Principal, or Adviser.
5. A thorough investigation will also be made by the Discipline Officer regarding what transpired, and incident reports must be submitted by the adviser and witnesses for reference and filing purposes.
6. Parents of any detained perpetrators will be called to the school. For situations where the school administrators cannot handle the situation, a barangay official or the police will be called by the Discipline Officer.
7. If there are students hurt, parents can choose to have their child moved out of the designated hospital after receiving the necessary basic treatment.
8. Every student is covered by Personal Accident Insurance (PAI). A student who wants to avail the PAI should coordinate with the accounting department.

F. Illness Procedures

1. Your teacher/adviser or responsible classmate may bring you to the school clinic.
2. The school nurse will provide first-aid or medicine and immediately call your parent or guardian through the Discipline Officer, Principal, Vice Principal, or Adviser.
3. Based on the nurse's assessment, a form will be given to you which must be shown and signed by your teacher to avoid incidents of cutting classes.
 - a. GATE PASS to release you from the class in order to go home.
 - a. RETURN-TO-CLASS SLIP which states that you are cleared to continue classes.
2. Teachers and students alike are encouraged to monitor symptoms of highly communicable diseases like measles, chickenpox, pink eye, dengue, etc. Cases like these must be immediately reported to the school nurse.

School Security Measures

The Lewis College prioritizes the safety and protection of all students, teachers, staff, and visitors. To maintain a secure and peaceful school environment, the following security measures are implemented:

Role of Security Guards:

- Security guards are stationed at school gates and key areas to monitor entry and exit.
- They ensure that only authorized individuals are allowed inside the campus.
- They assist in maintaining order during school activities and emergencies.
- Students must cooperate with security personnel and follow their instructions.

Monitoring of Campus Areas:

- CCTV cameras are installed in strategic locations to monitor activities and ensure campus safety.
- Any damaged facilities, suspicious items, or unusual activities are reported immediately.

Reporting Suspicious Behavior or Unsafe Conditions:

- Students are encouraged to report any of the following:
 - Strangers or unauthorized persons inside the campus
 - Bullying, threats, or aggressive behavior
 - Damaged or hazardous equipment or areas
 - Lost or stolen personal items
- Reports can be made to:
 - Teachers or advisers
 - The guidance office
 - Security guards or the principal's office

Reminder:

All members of the school community share the responsibility for maintaining a safe environment. Always be alert, act responsibly, and speak up when something does not feel right.



THE LEWIS COLLEGE

HED Student Handbook Revised 2022 Edition

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