

m higher  
m higher  
m higher

**STUDENT HANDBOOK**  
CITY COLLEGE OF CAGAYAN DE ORO

aim high  
aim high  
aim high

VOL. 02  
2025-2026



cagayan  
de Oro  
city of golden friendship



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For inquiries, please contact:

**Office of Student Affairs and Services**

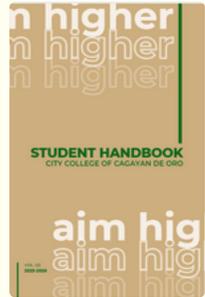
City College of Cagayan de Oro  
Zone 2, Brgy. Agusan, Cagayan de Oro City, Misamis Oriental, Philippines  
Email: [cccd.o.sas@gmail.com](mailto:cccd.o.sas@gmail.com)

(All previous rules, regulations, or parts thereof which are inconsistent with this Manual are deemed superseded or modified accordingly)

**Content Development and Creative Direction:** Mark Raymond S. Tan  
**Art Direction and Graphic Design:** Andrea Alexa Joan V. Ermino

ONE IDENTITY  
ONE VISION  
ONE COMMUNITY





Perspective shapes how we see our journey—and this Student Handbook & Planner is here to help you see yours with clarity and purpose.

Use it not just to stay organized, but to reflect, plan ahead, and gain a broader view of your growth at City College of Cagayan de Oro. Your path becomes clearer when you look at it with the right perspective.

city  
college  
cagayan  
de oro

# STUDENT INFORMATION



STUDENT PHOTO

Student Name:	
Address:	
Contact Number:	
Birthday:	
ID No.	Email:

STUDENT PHOTO

FIRST SEMESTER SCHEDULE

SECOND SEMESTER SCHEDULE



## PLEDGE OF CONFORMITY WITH THE COLLEGE RULES

I enrolled at City College of Cagayan de Oro, fully aware that is my duty and responsibility to comply with its rules and regulations and promise to do the following:

1. I pledge to respect the school's vision, mission, and core values and to abide by all school policies and procedures as well as all local, state, and federal laws;
2. I promise to follow the Student Manual's Code of Student Conduct and Discipline as well as any other academic and nonacademic policies of the school;
3. The activities of the student government, student councils, and student organizations shall have my full participation and support.
4. I promise to treat the staff and administrators of the school with integrity, courtesy, and respect;
5. I will proudly and appropriately wear my college's required school uniform both inside and outside of the building;
6. I promise to always have my school ID on when on school property;
7. I commit to reporting any member of the school community who is involved in inappropriate behavior on campus;
8. I'll alert the administration of the institution to any invaders on campus;
9. I do not and will not support or be a member of any unlawful or subversive groups, or of any group that the school does not recognize; this includes fraternities and sororities, which are subject to expulsion according to the regulations;
10. I promise not to intentionally engage in conflict with any student, faculty, or staff member;
11. I'm not going to carry any bombs or lethal weapons;
12. I promise not to use harmful or illegal substances;
13. I promise not to damage, vandalize, or deface any school property.
14. I promise not to smoke on school property;
15. I'll do my part to keep the campus tidy and preserved; and
16. I promise to act and carry myself appropriately both within and outside of the classroom.

---

Student's Name and Signature

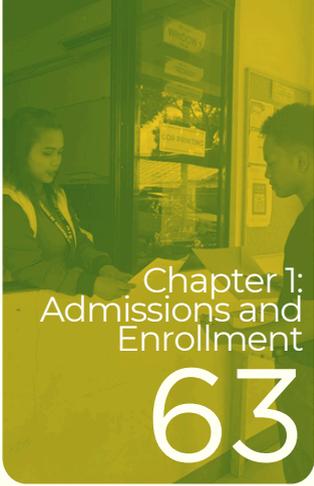
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School ID Number

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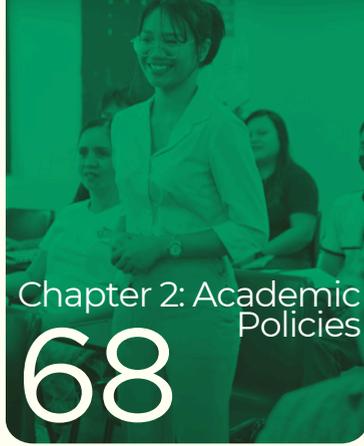
Date Signed





Chapter 1:  
Admissions and  
Enrollment

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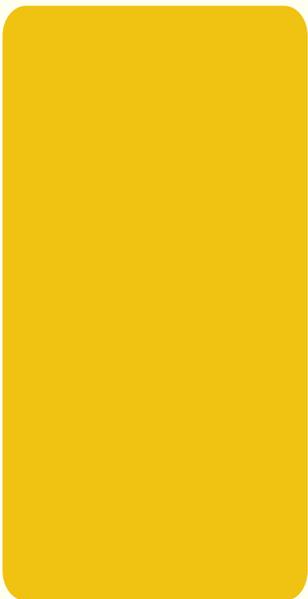
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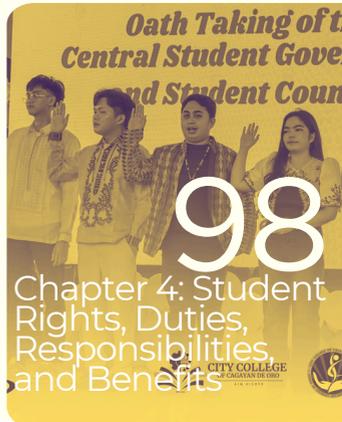


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**Aim higher with  
City College of  
Cagayan de Oro!**

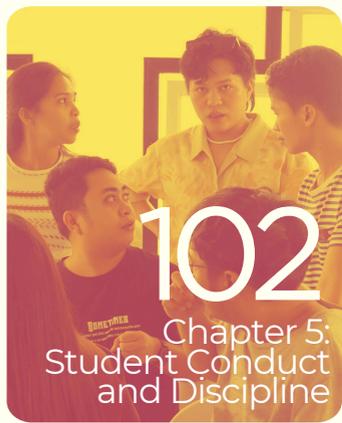


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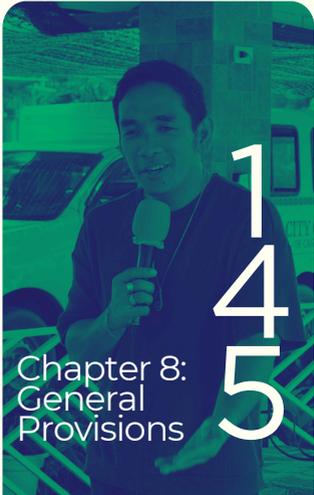
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CITY COLLEGE  
OF CAGAYAN DE ORO



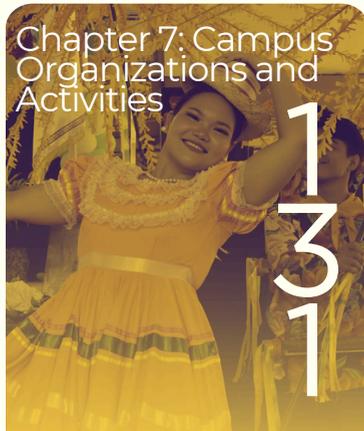
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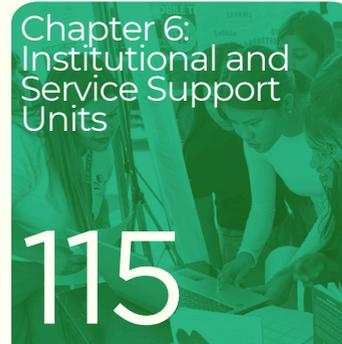
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# MESSAGE FROM THE CITY MAYOR

To the entire academic community of the City College of Cagayan de Oro, and to our esteemed partners and stakeholders:

***Maayong adlaw kaninyong tanan!***

It is with immense pride and hope that I extend my warmest greetings as you embark on another academic year filled with possibilities, challenges, and growth. The publication of the second edition of the Student Handbook marks not only a milestone in the institution's journey, but also a testament to our shared commitment to advancing inclusive and quality education for all Kagay-anons.

As your City Mayor, I believe that education is the most powerful tool we can wield to shape a brighter, more equitable future. The City College of Cagayan de Oro stands as a living symbol of this belief—a beacon of opportunity for students from all walks of life, especially those who have long dreamed of higher education but lacked access.

Let this Handbook serve as your guide, your compass, and your constant reminder that you are part of something greater—a community driven by purpose, service, and integrity. Within these pages lie the vision of a city that prioritizes education, fosters civic leadership, and empowers young minds to become agents of positive change.

To our dear students, may you continue to pursue your dreams with courage and excellence.

To our beloved educators and staff, thank you for your unwavering dedication.

And to our valued partners and stakeholders, your support fuels our mission to make education not only a privilege for the few, but a right for every willing learner.

Together, let us sustain the momentum. Let us move forward—***mag-uban kita***—with a shared vision of building a smarter, more compassionate, and more progressive Cagayan de Oro.

***Padayon sa pag-uswag, City College of Cagayan de Oro,  
kay sa Pag-USwag, Kauban ta UY!***

**HON. ROLANDO *Marx* A. UY**

City Mayor



# MESSAGE FROM THE PRESIDENT

Dear Students,

Welcome to the City College of Cagayan de Oro—a place where bold dreams are nurtured, meaningful connections are forged, and lives are transformed through the power of education.

As you embark on this academic year, whether as a wide-eyed freshman or a continuing student, I invite you to embrace the profound opportunity you hold in your hands: the opportunity to complete your college education in an institution that is deeply committed to academic excellence, inclusivity, and nation-building.

City College is more than just a local college—it is a gateway to the world. We are proud to be internationally recognized, recently ranked among the top global institutions in the **World University Rankings for Innovation (WURI)** and **Times Higher Education (THE) Impact Rankings**. These recognitions may bear the name of a young college, but they carry the weight of our bold intention: to bring your educational experience to the global stage, while staying rooted in the needs and aspirations of our local communities.

Here, you will experience more than lectures and examinations—you will be part of a growing academic ecosystem where **excellence, creativity, collaboration, and compassion** converge. You will be challenged to think critically, act ethically, and lead meaningfully.

This Student Handbook is more than just a guide—it is a meaningful tool that will help you navigate college life with clarity and confidence. Let it remind you that you are never alone on this journey. You are part of a vibrant academic community committed to your success.

So, dream fearlessly. Study purposefully. Serve meaningfully.

The future is being built right here—and you are its cornerstone.

Welcome home to City College of Cagayan de Oro.

With unwavering belief in your potential,

**JESTONI P. BABIA, Ed.D**

Interim President, City College of Cagayan de Oro



# HISTORY

In 2018, under the administration of then Mayor Oscar S. Moreno, the Cagayan de Oro Technical Vocational Institute (CDO-TVI) was established by virtue of City Ordinance 13473-2018, with Councilor Suzette Magtajas-Daba as the principal author. This Technical-Vocational Institute is proudly owned and operated by the Local Government of Cagayan de Oro, focusing on offering TESDA-accredited programs primarily in the construction and tourism sectors. These qualifications include Carpentry NC II, Plumbing NC I & NC II, Shielded Metal Arc NC I & NC II, Electrical Installation & Maintenance NC II, and Housekeeping NC II. These programs were chosen strategically to cater to Cagayan de Oro's growing metropolization, with a particular emphasis on construction and tourism sectors. CDO-TVI's mission was to provide free center-based and community-based technical skills training, prioritizing out-of-school youth and low-income families. CDO-TVI's physical location is at Barangay Agusan, District 2, Cagayan de Oro City.

In 2021, CDO-TVI responded to the challenges posed by the COVID-19 pandemic by offering Barangay Health Services NC II, equipping and empowering Barangay Health Workers in partnership with the City Health Office.

With a change in leadership in July 2022, former 1st District Congressman Hon. Rolando “Klarex” Uy assumed the role of Mayor of Cagayan de Oro City. One of his top priorities, as articulated in his RISE CDO Governance Platform, was to provide access to quality education, leading to the vision of establishing a City College.

In 2023, City Ordinance 14564-2023 was passed, paving the way for the creation of the City College of Cagayan de Oro. This ordinance expanded the mandate of CDO-TVI, transforming it into a higher education institution offering not only tech-voc programs but also diploma and bachelor's degree programs, to be monitored by the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED). The establishment of the City College was a result of a comprehensive process, including the formation of Technical Working Groups, extensive consultations, and focus group discussions.

In the same year, the newly established City College initiated a partnership with MeldCx, an international Artificial Intelligence company, and piloted a 6-month training program on Practical Artificial Intelligence for sixteen (16) out-of-school youth.

In addition to the existing tech-voc programs, the City College is set to pilot new programs in 2024, including Trainers' Methodology NC II, Emergency Medical Services NC II, Electrical Installation and Maintenance NC III, Bachelor of Arts in Communication, Bachelor of Technology and Livelihood Education, Bachelor of Technical-Vocational Teacher Education, and training programs on Artificial Intelligence and emerging technologies. These programs reflect the institution's commitment to providing a diverse and comprehensive educational experience to meet the needs of its students and the evolving demands of the local and global labor markets.



# MISSION

Our mission is to provide transformative and inclusive learning driven by cutting-edge technologies, including artificial intelligence that equip the institution and the community to create innovative, relevant, and data-driven solutions for local and global impact.

We are committed to addressing the needs of the Cagayan de Oro youth and of the indigenous peoples' communities by respecting and incorporating culture and tradition to address societal challenges and drive positive change.

We actively contribute to sustainable development goals by forging strategic partnerships, engaging relevant research and extension, and equipping our graduates with professionally-aligned competencies.

# VISION

A City college that nurtures and produces global citizens supported by cutting-edge technologies for innovation and excellence by 2033.

# GOALS

**Academic Excellence and Innovation:** Establish a culture of academic excellence and innovation by integrating cutting-edge technologies, including artificial intelligence, into the curriculum.

**Inclusivity and Cultural Sensitivity:** Foster inclusivity and cultural sensitivity to address the needs of both the local youth and indigenous communities.

**Community Engagement and Impact:** Actively contribute to sustainable development goals and drive positive change within the local community.

**Transparency, Openness, and Ethical Conduct:** Uphold and environment of transparency, integrity, mutual respect, and ethical conduct in all aspects of the institutions' operations.

**Environmental Stewardship:** Pursue environmental sustainability and responsible development.

*\*Approved as per Governing Board Resolution No. 04 s. 2023*

# INSTITUTIONAL

Integral to the attainment of its Vision and Mission, City College of Cagayan de Oro commits itself to:

1

Incorporate advanced technologies into all academic and administrative processes, including artificial intelligence and other emerging technologies;

2

Equip graduates with professionally aligned knowledge, skills, and competencies pertinent to local, national, and global job markets;

3

Establish an educational setting that is inclusive and transformative, embracing diverse cultural viewpoints and working towards equity;

4

Cultivate a global perspective among students by strengthening and perpetuating the institutional culture of globalization and internationalization;



# OBJECTIVES

5

Support sustainable development goals by collaborating strategically, conducting research, and implementing community outreach programs while upholding transparency, ethical conduct, and inclusive practices in all engagements;

6

Provide culturally and socially appropriate student programs to meet the needs of diverse students, including those from Indigenous groups, the handicapped, low-level income groups, international students, and other special groups in the school community;

7

Encourage academic excellence and innovation by fostering quality teaching and learning, research, creative work, and continuous improvement efforts; and

8

Establish collaborations with internal and external stakeholders to provide students with practical experiences and opportunities for employment.



# CORE VALUES

## ADAPTIVENESS

We embrace change and possess the flexibility to navigate evolving landscapes, a changing society, and the diversity of people, for advancing quality learning and preparing students for the 21st century and upliftment of the community.

## INNOVATIVENESS

We push boundaries and explore new ideas that will lead to new and innovative solutions to poverty, social inequality, unemployment, digital divide, and climate change.

## MISSION-DRIVEN

We commit to a shared vision of making a meaningful difference and contributing to the greater good by providing and maintaining a student-centered campus experience where everyone is respected and empowered.

## HONESTY

We uphold an environment of transparency, integrity, and ethical conduct in all aspects of curriculum, instruction, research, and community engagements.

## INCLUSIVITY

We celebrate diversity and promote inclusivity in all aspects of our institution. We value unique backgrounds, experiences, and perspectives of our students, faculty, and staff. We strive to create an inclusive and welcoming environment that respects and appreciates the contributions of every individual, ensuring equal opportunities for growth and success.

## GOD-FEARING

We deeply acknowledge the profound importance of spirituality and moral grounding in our institution. Guided by principles of faith, compassion, and justice, we strive to cultivate a nurturing environment that fosters personal and collective growth.

## HUMANE

We recognize and value the inherent dignity and worth of every individual. We are dedicated to treating everyone with respect, empathy, and understanding. We strive to treat everyone with empathy, kindness, and compassion, both within our organization and in our interaction with the wider community.

## EXCELLENCE

We pursue continuous improvement and set high standards for ourselves, pushing beyond mediocrity to achieve exceptional results in environmental stewardship, sustaining life, and responsible development.

## RESPECT

We cultivate an environment of mutual respect, where diverse perspectives are valued, and differing opinions are heard. We place a premium on open-dialogue, professionalism, empathy, ethical conduct, and personal growth. We foster a sense of belonging, collaboration, and well-being for all members of our community.

*\*Approved as per Governing Board Resolution No. 04 s. 2023*

# AGENDA

# DRONES

## Develop, Map, Implement, and Evaluate

- Develop relevant curricula
- Map out sustainable site designs (Control pollution, plant trees, utilize native plants, preserve open spaces)
- Implement IP Nahilaran culture and tradition preservation

## Research Driving Institutional Commitment and Policy Improvement

- Conduct research that drives improvement in institutional commitment and policy
- Innovate in greening initiatives for the campus
- Research the preservation of Nahilaran culture and tradition, flora, and fauna

## Organize and Strengthen

- Organize the college to function as a local economic enterprise
- Strengthen the leadership and structure for sustainability
- Organize and empower the community for adaptive development

## Network and Partner

- Network with indigenous peoples for continued engagement, health and wellness, and sustainability
- Partner for health and wellness promotion
- Partner for health and wellness and sustainable lifestyles

## Expand and Encourage

- Expand academic programs and business resources
- Expand financial resources, including revenue from the local economic enterprise, and alternative resources

## Service-Learning Exchange

- Promote mobility of faculty, staff, and students for service-learning exchange

*\*Approved as per Governing Board Resolution No. 04 s. 2023*



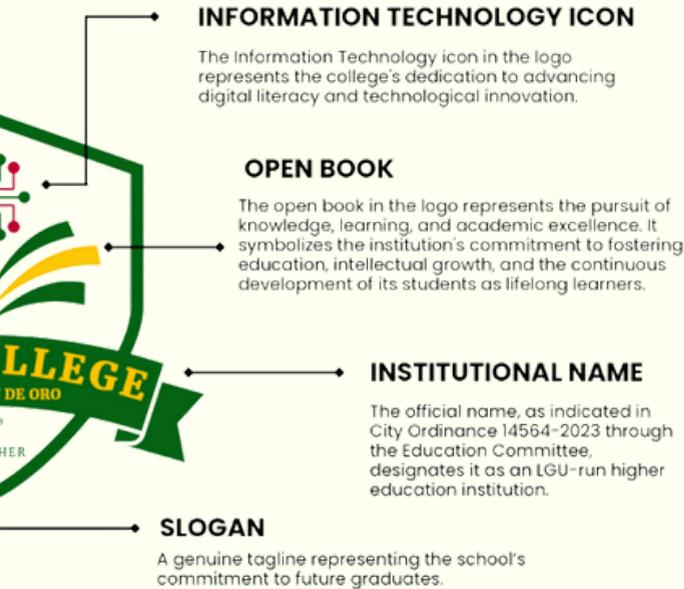


The official seal of the City College of Cagayan de Oro represents the institution's commitment to providing excellent education that is relevant and adaptable to the changing employment needs of the entire region. The open book, with its unfurled pages, symbolizes creativity and the limitless potential of ideas. It symbolizes the profound impact that the written word holds, as it has the ability to inspire and shape the world we inhabit. The symbol represents the deep importance of knowledge, enlightenment, and creativity, and the significant influence they hold over human existence.

The integration of advanced technologies and innovative methodologies in the field of education is distinctly demonstrated by the prominent presence of artificial intelligence and technology as symbols, representing the assimilation of Industry 5.0. The presence of the gear icon serves as a clear testament to City College's unwavering dedication to nurturing the growth of technical skills and empowering students with the essential competencies required to excel in the dynamic world of the industrial workforce.

The shield emblem of the City College of Cagayan de Oro represents the institution's commitment to delivering a well-rounded education that encompasses diverse areas of knowledge, embraces practical skills relevant to industries, and actively contributes to the holistic development of the community. The motto of the educational institution, "Aim Higher," serves as a significant source of motivation for students, instilling in them a deep sense of inspiration to cultivate a mindset of exceptionalism and to establish more ambitious objectives in their educational and vocational endeavors. The year 2023 has been officially established through the passage of City Ordinance No. 14564-2023.

# CCCdO Seal



The seal of the City College of Cagayan de Oro comprises three distinct color schemes: green, red, and gold. Each color holds a significant meaning and symbolizes a specific aspect of the city's culture, heritage, and identity.

- Green represents sustainability and reflects the city's commitment to quality education. It signifies the importance of maintaining a balance between economic growth and environmental conservation.
- Red represents the ethnic community of Nahilaran, a group that has played a vital role in providing a new home and shaping the city's history for tertiary and vocational education. It symbolizes the city's rich cultural heritage and the importance of preserving its traditions.

Gold represents prosperity in the city and highlights its economic growth and development over the years. It symbolizes the city's potential for further growth and prosperity in the future.

Together, these colors form a powerful representation of the City College of Cagayan de Oro's commitment to education, sustainability, cultural heritage, and economic growth.

The official seal of the City College of Cagayan de Oro is a symbol of the institution's dedication to global standards and academic excellence. The emblem stands as a powerful representation of the institution's unwavering commitment to fostering intellectual exploration and the relentless pursuit of knowledge, in line with the Sustainable Development Goals set by the United Nations.

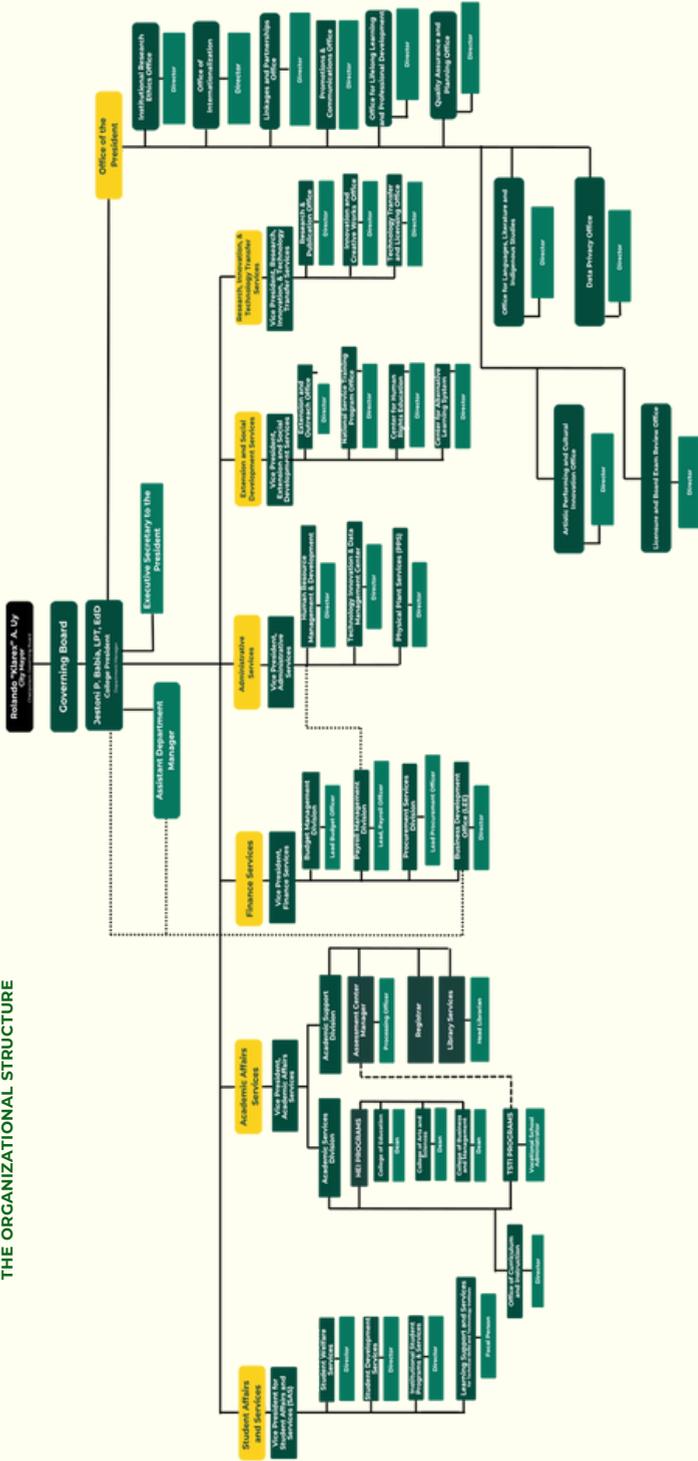


# CITY COLLEGE OF CAGAYAN DE ORO

AIM HIGHER

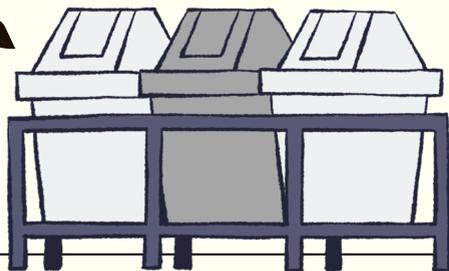
EST. 2023

## THE ORGANIZATIONAL STRUCTURE



# Committing to a Greener Future.

This section outlines actionable steps and daily choices that embody our commitment to caring for our common home on campus.



## Campus Waste & Recycling

1. **Strict Segregation:** Properly separate waste into marked bins (Biodegradable, Non-Biodegradable/Recyclable, and Residual). Avoid mixing garbage to ensure materials actually get recycled.
2. **Use Reusables:** Bring your own water tumblers, lunch boxes, and utensils. Refuse single-use plastic cups and bottled water from the canteen.
3. **Practice CLAYGO:** Clean As You Go. Always dispose of your trash immediately and properly, especially in common areas classrooms, and the library.

## Green Spaces & Grounds

1. **No Vandalism:** Respect campus property, especially walls and trees. Do not carve or post materials on tree trunks or plants.
2. **Eco-Friendly Commuting:** For those living nearby, walk or bike to campus occasionally. For those taking public transport (like motorelas), share the ride to reduce vehicle emissions.

## Energy & Resource Use

1. **Turn Off Lights/AC:** Adopt the "switch off" habit when leaving a classroom, office, or restroom, even if you'll return shortly.
2. **Unplug Electronics:** Unplug chargers, projectors, and idle computers when not in use to combat "phantom power" draw.
3. **Report Leaks:** Immediately report leaking faucets, ACs, or toilets to the maintenance office to prevent water waste.

## Awareness & Education

1. **Share the Rules:** Gently remind peers and colleagues about segregation or switching off lights. Lead by example.
2. **Zero-Litter Pledge:** Formally or informally commit to never littering—not even a small candy wrapper—anywhere on or near the campus grounds.



# CITY COLLEGE OF CAGAYAN DE ORO AGUSAN CAMPUS



## CAGAYAN DE ORO MARCH

Cagayan de Oro our pride  
 Our beloved city  
 Thy mountains, rivers, plains, and seas  
 Thy people contented happy  
 Cagayan de Oro our pride  
 Our beloved city  
 We are singing praises in loud voice  
 Forever to thee to thee

The gateway to the land of promise  
 Brave men of old fought for thy sake  
 Inspiration they have left for us  
 To serve you forever free.

The gold in brilliant glittering  
 You'll find not in verdant mountain vales  
 But deep in homes and hearts divine  
 Heritage for you and mankind, ah!

The beautiful, the place of gold  
 Our beloved city  
 The name we pride we all endear  
 Thy banner up high to flutter free

The beautiful, the place of gold  
 Our beloved city  
 Till "Forever and forever"  
 For thy glory thy glory be.

## CITY COLLEGE OF CAGAYAN DE ORO ALMA MATER HYMN

In Cagayan's embrace, we stand so bold,  
 Higaonon's gift, a tale to be told,  
 City College, our roots run deep,  
 A future sustainable, in unity, we keep.

Alma Mater, City College we hail,  
 Towards a SMART City, we set sail,  
 Higaonon's land, where dreams unfold,  
 Together we'll build, in hearts of gold.

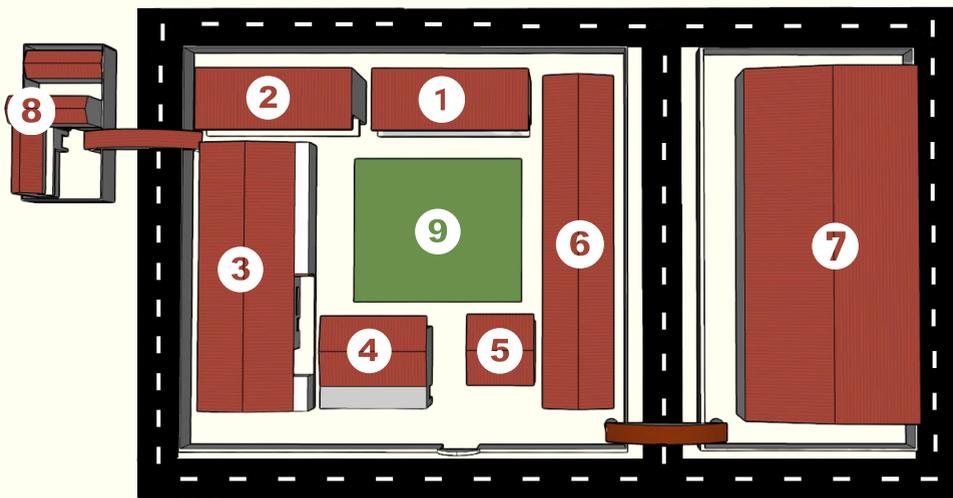
Mountains, rivers, plains, and sea,  
 Inspire our journey, our legacy,  
 In CDO's pride, we find our place,  
 Guided by hope and boundless grace.

Alma Mater, City College we hail,  
 Towards a SMART City, we set sail,  
 Higaonon's land, where dreams unfold,  
 Together we'll build, in hearts of gold.

Inspired by our past, we stand tall,  
 Thank God Almighty, for each call,  
 For Cagayan de Oro, our pride we proclaim,  
 A sustainable future, we'll cherish its name.

Alma Mater, City College we hail,  
 Towards a SMART City, we set sail,  
 Higaonon's land, where dreams unfold,  
 Together we'll build, in hearts of gold.

*Lyrics: Jestoni P. Babia, Ed.D*  
*Music: Rev. Fr. Leo G. Alaras, OAR*



### 1. Executive Building

#### Office of the President:

- President's Office / Department Manager
- Executive Secretary
- Conference Room

#### Vice Presidents Office:

- VP for Academic Affairs
- VP for Research
- VP for Administration
- VP for ESDS

#### Conference Room

#### Human Resource Office

#### Registrar's Office

#### School Clinic

#### Business Entrepreneurship Office

### 2. Laboratory Building

#### Audio Visual Room

#### Speech Laboratory

#### Business Incubation

#### Facility (BSE)

### 3. Lecture Building A

#### Student Lounge

- Central Student Government
- College Councils
- Oro Nexus
- Oro Talindaw
- Oro Sidlak

#### ESDS Office

- NSTP Office
- Extensions Office

#### TIDMAC

#### Lecture Rooms

- LBA 101
- LBA 102
- LBA 201
- LBA 202

#### VP for Student Affairs and Services

#### PathFit Office

#### Offices under OP

- QuAPSO
- Life Long Learning

### 3. Lecture Building A

#### Offices under OP

- Internal Linkages
- Promotions and Comms Office
- Internalization
- GAD Office

### 4. Lecture Building B

#### Faculty Room:

- Business Entrep

#### Lecture Rooms:

- LBB 101
- LBB 102

#### Watchmen Quarters

#### Events and Reservations Office

### 5. Finance Office

#### Finance Office

- Office of the VP for Finance / Asst. Department Manager
- Budget Controller
- Payroll
- Procurement
- Property Custodian
- Liaison / Canvassing
- Business Development Office

### 6. Library Building

#### Library Building

#### Physical Plant Office

#### Stock Room / Property Custodian

#### ROTC Office

### 7. Southwing Building

#### 1. Faculty Rooms

- BaComm
- Teacher Education

#### 2. Lecture Rooms

- SW 101 and 103

- SW 201 and 202

#### 3. Educational Technology Laboratory (BSNED)

#### 4. Edtech Lab

#### 5. School Canteen

### 8. Southwing Building

#### 1. Faculty Room:

- TSTI
- Office of the VSA

#### 2. Lecture Room:

- NW202

#### 3. Practical Work Area:

- BHS NCII
- Housekeeping NCII
- EIM NCII
- SMAW NCI and NCII
- Plumbing NCI and NCII
- Carpentry NCII

#### 4. Assessment Center Office

### 9. Covered Court



# THE OLD LEGEND ORO FISH



# 2026

## JANUARY

	1	2	3			
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## FEBRUARY

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8	9	10	11	12	13	14	15	16	17	18
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# NOVEMBER 2025

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*"You are the greatest project you'll ever work on."*

Reflection Guide  
(Self-Awareness)  
"How have I grown, and what areas do I still want to work on?"

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# MARCH 2026

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# APRIL 2026

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*“Grow through what you go through”*

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Reflection Guide

(Work-Life Balance)

- “Am I balancing my responsibilities with self-care and relaxation?”

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NOTES:

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# MAY 2026

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*“Reset,  
restart,  
refocus”*

Reflection Guide  
(Reset)  
“What do I need to let go  
of?  
Think about the habits,  
thoughts, or routines that no  
longer serve you.”

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# MAY 2026

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# JUNE 2026

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*“Reset,  
restart,  
refocus”*

Reflection Guide  
(Reset)  
“What do I need to let go  
of?  
Think about the habits,  
thoughts, or routines that no  
longer serve you.”

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# JULY 2026

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# KEY SIGNS TO RECOGNIZE BURNOUT



Key signs to recognize are the early warning indicators that show something may be wrong with your mental emotional or physical well being. In the context of burnout these signs help us identify when stress is no longer manageable and has begun to affect our daily lives.

## 1 Constant Fatigue and Low Energy

You feel tired all the time even after resting small tasks feel exhausting and you lack motivation your body and mind feel drained more often than not

## 2 Reduced Performance and Productivity

Work feels harder and slower you struggle to focus and complete tasks you start making more mistakes or missing deadlines

## 3 Emotional Detachment and Cynicism

You feel numb toward your work or responsibilities you distance yourself from coworkers and lose interest in collaboration you begin to feel that what you do no longer matters

## 4 Irritability and Mood Swings

You get annoyed easily and react emotionally to minor issues you feel overwhelmed and unable to manage your feelings people around you may notice changes in your behavior

## 5 Trouble Sleeping

You can't fall asleep easily or keep waking up during the night even after sleeping you still feel tired your mind stays active with worries or unfinished tasks

## 6 Physical Symptoms

You experience more frequent headaches stomach aches or body pain you may feel tension in your shoulders back or neck stress may also lower your immune system making you get sick more often

# COPING STRATEGIES FOR STRESS MANAGEMENT

## BREATHING AND RELAXATION TECHNIQUES:

- Practice slow, deep breathing to reduce tension.
- Use progressive relaxation exercises to relieve muscle stiffness.
- Meditation and mindfulness can help you focus on the present and reduce anxiety.

## REGULAR PHYSICAL ACTIVITY:

- Exercise releases endorphins, which improve your mood.
- Try walking, yoga or any physical activity you enjoy at least 3 times a week.

## ORGANIZATION AND PLANNING:

- Divide large tasks into small, manageable parts.
- Use lists and calendars to keep track of your responsibilities.
- Set priorities and learn to say “no” when necessary.









Lined writing area consisting of 25 horizontal lines.

*Sometimes courage  
looks like patience.*





A series of horizontal lines for writing, spanning most of the page.

*Change is scary but  
so is staying the same.*



Stop shrinking  
yourself to fit  
places you've  
outgrown.



Lined writing area consisting of 25 horizontal lines.

*The words you  
speak become the  
house you live in.*





*If you focus on the good,  
the good gets a lot better.*





Lined writing area consisting of 25 horizontal lines.

*Progress not  
perfection.*













Lined writing area consisting of 25 horizontal lines.

*There is power  
in kindness.*









Lined writing area consisting of 25 horizontal lines.

*Be the one who makes others feel included.*





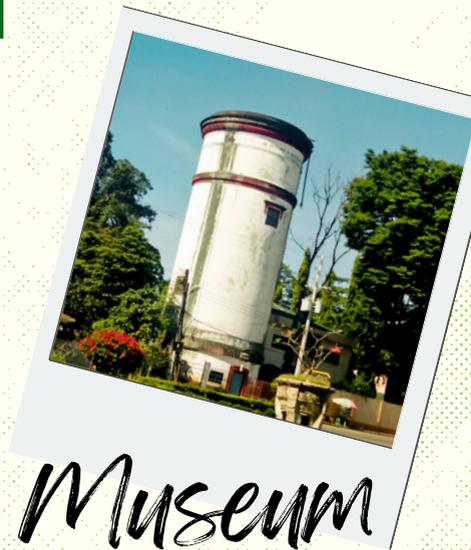
Lined writing area consisting of 25 horizontal lines.

*Sometimes courage  
looks like patience.*



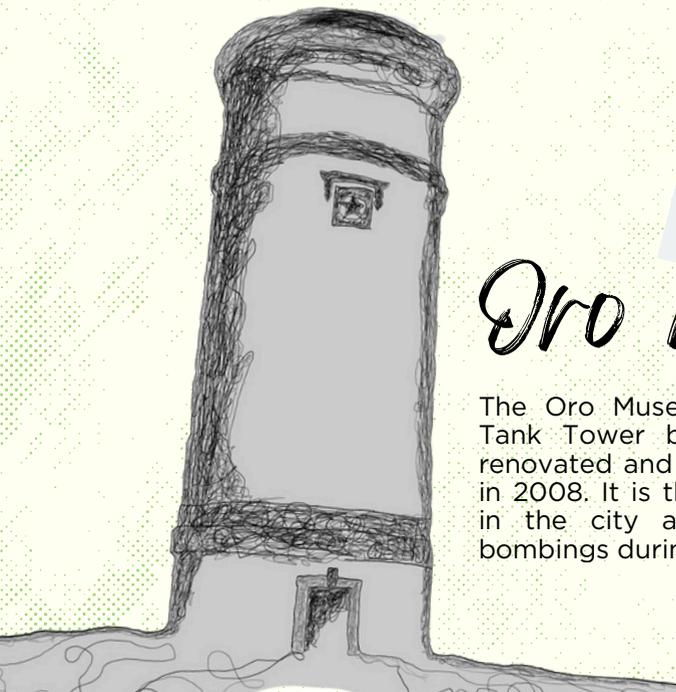
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## ADMISSIONS AND ENROLLMENT



### Oro Museum

The Oro Museum is formerly a Water Tank Tower built in 1922 but it was renovated and improved into a museum in 2008. It is the oldest public structure in the city as it has withstood the bombings during the war



## ADMISSIONS AND ENROLLMENT

### Article 1: Admission, Registration, and Cross-Enrollment Procedure

**Section 1. Basic Policy.** Admission to the City College shall be made without regard to race, color, age, national origin, gender, socio-economic, marital status, religion, or beliefs. All reasonable efforts shall be made to accommodate students with physical and learning disabilities. Some specific information, records, and forms shall be required of all applicants. Admission of all students shall be primarily based on academic preparedness and the ability of individual students to benefit from the academic programs. The City College is empowered to deal with their right not to accept any applicant whose qualifications do not meet the standards and requirements of the programs.

**Section 2. Responsibility.** The Registrar's Office includes an Admissions Unit led by a staff member responsible for the admission of new freshmen, transferees, and foreign students. The admission process is coordinated with various Colleges for the following:

- 2.1. New student admissions must comply with the City College policy.
- 2.2. The Admission In-Charge will collaborate with the Colleges regarding the admission of students, determining the number to be admitted, and deciding on the sections to be opened.
- 2.3. The Admissions In-Charge will furnish the concerned Evaluators/Program heads with a list of new freshmen, transferees, and foreign students.
- 2.4. The In-Charge of Admissions will meticulously process, scrutinize, and evaluate the entrance credentials and requirements of applicants and new enrollees.
- 2.5. In cases where requirements and credentials are incomplete, the In-Charge Admissions will notify the concerned students.
- 2.6. The Admission In-Charge is responsible for requesting Form 138/report card from new freshmen and the official Transcript of Records from transferees from the relevant institutions, which are then handed over to the Records-In-Charge upon receipt.
- 2.7. The Admissions In-Charge will handle the processing of requirements and the admission of foreign students.
- 2.8. The In-Charge of Admissions will oversee the monthly, quarterly, and annual reports submitted to the Bureau of Immigration for foreign students.

**Section 3. General Admission Requirements.** For the undergraduate program, the following requirements shall be set:

- 3.1. Form 138 / Transcript of Records
- 3.2. Certificate Good Moral Character / Honorable Dismissal
- 3.3. Senior High School Diploma
- 3.4. PSA Birth Certificate
- 3.5. Barangay Clearance
- 3.6. 2 pcs 1x1 Picture
- 3.7. 2 pcs 2x2 Picture

**Section 4. Admission Policies per program.** For the undergraduate program, the following requirements shall be set:

#### ADMISSION GUIDELINES FOR BACHELOR OF ARTS IN COMMUNICATIONS MAJOR IN NEW MEDIA

ADMISSION CRITERIA	DETAILS
1. Educational Background	<ul style="list-style-type: none"> <li>● High School Diploma or equivalent (Grade 12)</li> <li>● ALS Graduate not later than 2019 completers</li> </ul>
2. Minimum GPA Requirement	<ul style="list-style-type: none"> <li>● GPA is 80% and higher</li> <li>● Any SHS Track</li> </ul>
3. Entrance Examination	<ul style="list-style-type: none"> <li>● Pass the College Entrance Examination</li> </ul>

4. Extra-curricular Involvement	<ul style="list-style-type: none"> <li>Active participation in extra-curricular activities <i>(optional, but favorable)</i></li> </ul>
5. Interview	<ul style="list-style-type: none"> <li>Successful completion of an interview with the BA Comm Program Head and the Dean of College of Arts and Sciences</li> </ul>
6. Scholarship Opportunities	<ul style="list-style-type: none"> <li>Information about available scholarships and financial aid options should be provided to applicants. <i>eg. Application requirements to apply as Oro Scholar at City Scholarship Office</i></li> </ul>
7. Special Requirements	<ul style="list-style-type: none"> <li>Portfolio of works for students with relevant experience <i>(optional)</i></li> </ul>

**ADMISSION GUIDELINES FOR BACHELOR IN TECHNOLOGY EDUCATION MAJOR IN INDUSTRIAL ARTS**

ADMISSION CRITERIA	DETAILS
1. Educational Background	<ul style="list-style-type: none"> <li>High School Diploma or equivalent (Grade 12)</li> <li>ALS Graduate not later than 2019 completers</li> </ul>
2. Minimum GPA Requirement	<ul style="list-style-type: none"> <li>GPA is 85% and higher</li> <li>Any SHS Track</li> </ul>
3. Entrance Examination	<ul style="list-style-type: none"> <li>Pass the College Entrance Examination with a minimum score of 80% or its equivalent.</li> </ul>
4. Extra-curricular Involvement	<ul style="list-style-type: none"> <li>Active participation in extra-curricular activities <i>(optional, but favorable)</i></li> </ul>
5. Interview	<ul style="list-style-type: none"> <li>Successful completion of an interview with the BTLEd Program Head and the Dean of College of Education.</li> </ul>
6. Scholarship Opportunities	<ul style="list-style-type: none"> <li>Information about available scholarships and financial aid options should be provided to applicants. <i>eg. Application requirements to apply as Oro Scholar at City Scholarship Office</i></li> </ul>
7. Special Requirements	<ul style="list-style-type: none"> <li>Submission of relevant certifications or achievements in technical skills <i>(optional, but favorable)</i></li> </ul>

**ADMISSION GUIDELINES FOR BACHELOR IN TECHNICAL-VOCATIONAL TEACHER EDUCATION MAJOR IN ELECTRICAL TECHNOLOGY**

ADMISSION CRITERIA	DETAILS
1. Educational Background	<ul style="list-style-type: none"> <li>High School Diploma or equivalent (Grade 12)</li> </ul>

	<ul style="list-style-type: none"> <li>● ALS Graduate not later than 2019 completers</li> </ul>
2. Minimum GPA Requirement	<ul style="list-style-type: none"> <li>● GPA is 85% and higher</li> <li>● Any SHS Track</li> </ul>
3. Entrance Examination	<ul style="list-style-type: none"> <li>● Pass the College Entrance Examination with a minimum score of 85% or its equivalent</li> </ul>
4. Extra-curricular Involvement	<ul style="list-style-type: none"> <li>● Active participation in extra-curricular activities (<i>optional, but favorable</i>)</li> </ul>
5. Interview	<ul style="list-style-type: none"> <li>● Successful completion of an interview with the BTVTEd Program Head and the Dean of College of Education.</li> </ul>
6. Scholarship Opportunities	<ul style="list-style-type: none"> <li>● Information about available scholarships and financial aid options should be provided to applicants. <i>eg. Application requirements to apply as Oro Scholar at City Scholarship Office</i></li> </ul>
7. Special Requirements	<ul style="list-style-type: none"> <li>● Submission of relevant certifications or achievements in technical skills (<i>optional, but favorable</i>)</li> </ul>

### Registration Procedure

**Section 5. *Rationale.*** A student must be officially registered in order to receive credit for course work. The City College Official Registration Form shall be completely and correctly accomplished and shall be filed at the Office of the Registrar.

**Section 6. *Registration.*** The following shall be the standard procedure for registration of students:

- 6.1. The Registrar will distribute the Enrollment Memorandum to all Colleges and Offices to serve as a guide during enrollment.
- 6.2. The Registrar will collaborate with various College Offices to coordinate enrollment procedures.
- 6.3. The enrollment schedule adheres to the dates specified in the Academic Calendar.
- 6.4. The responsibility of enrolling students and submitting required reports and forms to the Registrar lies with the respective Colleges.
- 6.5. Graduating students will receive a Notice of Deficiencies.
- 6.6. Old students enrolling must present a complete set of class cards from the previous semester, the registration form (previous semester), and clearance as credentials.
- 6.7. The proposed subjects for enrollment, indicated on the schedule form, need approval before transfer to the Registration Form.
- 6.8. Enrollment of academic scholars follows the rules on academic scholarships, while other scholars in the College must adhere to the requirements specified in the contracts.
- 6.9. Observe rules and procedures on adding/changing/dropping, prerequisites, overloading, substitution, waiver of prerequisites, and cross-enrollment of subjects.
- 6.10. Practice Teaching should be undertaken without any other subjects to ensure student teachers can fully concentrate and immerse themselves in actual teaching (CMO No. 11, s. 1999).
- 6.11. Any student request (e.g., overloading, cross-enrollment, waiver of prerequisites, etc.) during enrollment must be official, signed, approved by authorities concerned, with a copy furnished to the Registrar.
- 6.12. Enrolling transferees in advanced subjects is not allowed unless the prerequisites have been validated.
- 6.13. Students who haven't submitted their Registration Forms to the Registrar will not be included in the list of officially enrolled students.
- 6.14. The Registrar will not entertain late submission of Registration Forms by students unless permitted by the Head of Student Affairs after necessary sanction.

**Section 7. Enrollment Process.** Students shall adhere to the following:

- 7.1. Students Pre register for CCAT. The student will receive email and SMS for their schedule.
- 7.2. The student takes the CCAT and waits for the exam result.
- 7.3. Students proceed to the program head for evaluation.
- 7.4. Students proceed to the finance office for tagging. (Scholar or regular student).
- 7.5. If scholar, the student proceeds to Registrar office to complete registration process and received a Certificate of Registration.
- 7.6. If a regular student, proceeds to the cashier for enrollment fee. Then proceeds to the registrar's office to complete registration and receive Certificate of Registration.

#### **Intra-Inter Campus Registration**

**Section 8. Proper Authorization.** No student enrolled in any campus/college shall be allowed to take any course in other campus/college without a written permit from the Campus Registrar and the Dean of College concerned. The authorization shall be in writing to be recorded by the Office of the College Registrar, and shall specifically describe the course authorized.

**Section 9. Maximum Allowable Units.** A student shall be allowed to enroll a maximum of six (6) units only, subject to the evaluation as to the student's academic loading, scholastic standing and schedule. The rate of tuition in the College he/she wishes to enroll shall be applied.

**Section 10. Registration Schedule.** Schedule of inter- and intra-campus registration shall be within the period of adding/dropping/changing of course.

#### **Request for Cross Enrollment**

**Section 11. Request to Cross Enroll.** A student may be allowed to cross-enroll in another school under the following conditions:

- 11.1. The student will complete their studies and graduate at the end of the academic year.
- 11.2. Cross-enrollment is permissible for a subject that is neither a major requirement nor offered within the College.
- 11.3. Cross-enrollment is acceptable for a subject from an old curriculum that is no longer offered within the College.
- 11.4. Cross-enrollees are typically limited to six (6) units, except when these units are the remaining requirements for the student's graduation.
- 11.5. Approval for cross-enrollment requires a recommendation from the Dean, notation by the College Registrar, and final approval from the VP Academic Affairs.
- 11.6. The Registrar will generate the cross-enrollment form, which the student will carry to the chosen school.
- 11.7. The In-Charge of Records should receive a copy of the approved cross enrollment request.

# ACADEMIC POLICIES 2

## Gaston Park

Named after a pre-war Municipal Mayor of Cagayan de Oro, Segundo Gaston, the park is located near the St. Augustine Cathedral and the Archbishop's Palace.

Gaston Park was the main plaza of Cagayan de Misamis during the Spanish Colonial period.



## ACADEMIC POLICIES

### Article 1: Student Classification

**Section 1. College Student Classification.** Students are classified as follows:

- 1.1. Regular student is one who carries the full load in any given semester as prescribed in the curriculum;
- 1.2. Irregular student is one who carries less than the full load specified in the curriculum;
- 1.3. Transferee is one who comes from another institution where he/she started studying for a program, and who is currently registered in City College after qualifying for admission;
- 1.4. Foreign student is one who is not a citizen of the Philippines;
- 1.5. Non-degree student is one who enrolled for credit but does not follow an organized program of study. Since a Non-Degree Student does not follow any organized program of study, he/she is not a prospective candidate for graduation for any degree in the College.
- 1.6. Cross-registrant, with credit is a student who enrolls in a unit in the college for a specific period of time but is primarily enrolled in his/her home unit in the campus or in another institution of higher learning. Such registration is coursed to the approval of the College/Campus Registrar upon the recommendation of the Deans of the home and the accepting units/Colleges.
- 1.7. Returnee is a student who re-enroll to the institution after a semester or academic year of absence with due reasons. He or she will follow different enrollment procedures to ensure seamless transitions of courses or academic program to pursue.
- 1.8. Special student with credit is one who has finished a degree program and seeks admission to take up specialization and/or professional courses. He/she shall be given credits to all enrolled courses he/she passed. The maximum load he/she shall enroll shall be determined by the Dean of the College and approved by the Registrar.
- 1.9. Reinstated Student is a student who was dropped with academic deficiencies, then formally reapplied again, and was allowed to re-enroll.
- 1.10. Readmitted student is a student who stopped studies in quite sometime and then came back after a clearance or approval with certain conditions not to stop again.

### Article 2: Student Academic Load

**Section 1. Maximum Academic Load.** The allowable maximum load of a regular or non-graduating student must adhere to the academic load prescribed by their specific curricular program. Graduating and irregular students may be authorized by the Dean duly approved by the Vice-President for Academic Affairs to have an overload subject to application and approval.

**Section 2. Load for Summer.** In case of summer classes as prescribed by the curricular program, the maximum load allowed to be enrolled by any student during the said term shall be nine (9) units, which encompasses both their regular course load and any additional subjects. Other courses not prescribed by each curricular program to be taken during summer by the students upon application or petitioned courses will be subject to approval duly signed by the Dean and VP-AA, ensuring compliance with all necessary prerequisites.

### Section 3. Overload Units.

- 3.1 As a general rule, the maximum number of academic units a student can enroll in must align with the approved curriculum for their specific program of study. However, the institution has its discretion, allow students to enroll in an "overload" of units beyond this standard limit.
- 3.2 For students who are not yet graduating, an additional load of no more than one subject beyond the regular prescribed load for the applicable term may be permitted. This provision is typically available during either the first or second semester, and its purpose is to enable the student to make up for a previously failed subject or to take a "back subject" to achieve regular student status.
- 3.3 A student who is graduating may be granted permission to carry an overload of no more than two (2) subjects, equating to six (6) academic units, beyond the normal load specified in their curriculum for that year level and term. Furthermore, an even larger overload, ranging from more than six (6) units but not exceeding nine (9) units, may be authorized, provided that the student meets specific criteria: they must be graduating at the conclusion of that specific term or semester; they must demonstrate satisfactory academic performance, evidenced by a general average grade of at least 2.5 in all previously taken subjects; and they must not have accumulated five (5) or more failures in their academic record, including NCs, uncompleted INCs, and any other rating marks equivalent to a failing grade of 5.0.

### Article 3: Class Size

**Section 1. Setting of Enrollment Quota.** Colleges shall have general authority to limit their enrolment if they find that such limitation is necessary, provided that the same is properly coursed for approval of the VPA.

**Section 2. Minimum Number of Students to Open a Class.** A minimum number of students are required to open a class:

- 2.1. Undergraduate – thirty-five (35) students
- 2.2. Specialization/Majorship – fifteen (15) students

Should the class size fall below the minimum number, the Department Head should be informed immediately to decide whether to dissolve the class or to maintain it as a special class approved by the Dean of the college. Should the class be dissolved, faculty members should advise the students to transfer to other classes.

**Section 3. Regular Class.** The size of a class shall depend upon the nature of instruction adopted and available facilities. The following shall be considered as the ideal class size:

- Lecture – 35-40
- Laboratory/shop demonstration – 15-25

#### Article 4: Attendance and Tardiness

##### Section 1. General Provisions

- 1.1 Students are expected to attend all scheduled classes, laboratories, and school-related activities punctually.
- 1.2 It is the responsibility of the faculty to monitor the absences and tardiness of students and student's responsibility to be aware of and adhere to the attendance requirements for each course.
- 1.3 Faculty members will maintain accurate records of student attendance and tardiness for each class session.
- 1.4 A student who arrives fifteen (15) minutes after the start of classes is considered late. Three (3) accumulated instances of tardiness are considered as one (1) absence.
- 1.5 Missed classes due to late enrollment shall be considered absences.
- 1.6 Any student who leaves the classroom without permission from the faculty for the remaining time of the period or who stays out for more than 15 minutes will be marked absent.
- 1.7 A student who has incurred unexcused absences of more than 10% of the total meetings for the current term shall not earn any credit for the particular course. A mark of NC (No Credit) shall be given.
- 1.8 A student who is absent from any class must obtain a written excuse letter signed by the Chairperson of the Department, the Dean of the School, or the Dean's duly authorized representative.
- 1.9 Only official excuse slips provided by the Guidance Office shall be used by the department.
- 1.10 The faculty may consider a student's participation in co-curricular activity (i.e., student competitions) in lieu of classroom attendance, provided specific conditions are met.
- 1.11 The conditions for considering co-curricular activity in lieu of attendance are:
  - 1.11.1 the activity is recognized by the institution/school, and
  - 1.11.2 the student has satisfactory academic performance.

**Section 2. Number of Allowable Absences.** A student is allowed a maximum of absences which is equivalent to 10% only of the entire number of hours for the particular course within a semester. Absences incurred outside of the allowed number of hours will automatically mean a grade of 5.0 or "Failed" for the student in the said course.

##### Section 3. Excused Absences.

- 3.1 *Valid Reasons for Excused Absence:*
  - 3.1.1 Illness (with a medical certificate from a licensed physician).
  - 3.1.2 Death in the immediate family (parents, siblings, grandparents – with a death certificate or funeral program).
  - 3.1.3 Official school-related activities (e.g., field trips, inter-school competitions, school-sanctioned events, school practices – with prior approval from the faculty, program chair, and dean).
  - 3.1.4 Force majeure or unforeseen circumstances beyond the student's control, subject to validation by the school administration.
  - 3.1.5 Religious observances (with prior notification and approval).
- 3.2 *Procedure for Excused Absences:*
  - 3.2.1 For planned absences (e.g., scheduled medical appointments), students must notify the instructor(s) and/or Dean's Office at least one (1) school day in advance.
  - 3.2.2 For unforeseen absences (e.g., sudden illness, emergency), students or their parents/guardians must notify the instructor(s) and/or Dean's Office by phone or email within the hour of the missed classes or within the day the most.
  - 3.2.3 Upon return to school, students must present the original supporting documentation (e.g., medical certificate, death certificate) to the Dean's Office or their respective instructor(s) for validation. Failure to provide documentation within the set timeframe of colleges will result in the absence being considered unexcused.
- 3.3 *Make-up Work for Excused Absences:*
  - 3.3.1 Students with excused absences are responsible for catching up on all missed lessons, assignments, and activities.

- 3.3.2 Faculty members will provide reasonable accommodations for make-up work; however, it is the student's responsibility to approach the instructor to arrange for missed work. Make-up exams or quizzes may be scheduled at the discretion of the instructor.

#### **Section 4. Unexcused Absences:**

- 4.1 Any absence not falling under the "Excused Absences" criteria or lacking proper documentation will be considered unexcused.
- 4.2 Students will receive a grade of zero for any quizzes, assignments, or activities missed during an unexcused absence.
- 4.3 Unexcused absences contribute to the total number of absences that may lead to disciplinary action or academic penalties.

**Section 5. Leave of Absence.** A student who wishes to defer enrolment for a particular semester or academic year may do so provided that he/she applies for a leave of absence from the City College. The request will have to be formally submitted to the Office of the Registrar and endorsed by the Program Chair and approved by the Dean of the student and VP-AA. Before approval of the leave of absence, the student is also required to report to the Guidance Office to undergo the necessary interview regarding the application for a leave of absence. It is advised that a student who goes on leave for a particular semester return to the City College during the semester that he/she goes on leave in order for him/her to maintain his/her regular status as a student. A student is also allowed to go on leave only for one (1) year. Approval for requests of extension of the leave of absence is made on a case-to-case basis. A student who has not returned after five (5) years of absence from the College will be accepted for enrolment provided that he/she will enroll as a freshman.

### **Article 5: Calendar and Schedule of Activities**

**Section 1. Academic Year.** Each academic year shall consist of two (2) semesters and one (1) summer. Each semester shall consist of eighteen (18) weeks, and a summer of six (6) weeks. The first semester shall start in August and end in January of the different year, and the second semester shall start in January and end in June. Class work in the summer shall be equivalent to class work for one semester.

**Section 2. Preparation of Calendar.** The academic calendar shall be within the calendar issued by the Commission on Higher Education and the details thereof by the Office of the College Registrar.

**Section 3. Adjustment.** Adjustments in the Academic Calendar shall be made by the Office of the College Registrar upon the approval of the College President through the recommendation of the Vice-President for Academic Affairs.

### **Article 6: Dismissal and Change of Schedule**

**Section 1. Cancellation of Classes.** As a general practice, the institution shall adhere to established regulations for class cancellations necessitated by unforeseen circumstances.

Local Chief Executives, who also chair the local disaster risk reduction management councils, have the authority to implement localized class and government office suspension in coordination with PAGASA and NDRRMC in the absence of typhoon signal warnings from PAGASA. Conversely, when the immediate safety or well-being of the public is at risk, the school president or their authorized representative holds the authority to halt or cancel classes.

**Section 2. Written Consent.** Professors are not permitted to dismiss a class to facilitate their attendance at rehearsals, events, seminars, educational excursions, or any similar activities without obtaining written consent from the department heads and the college directors.

Faculty members are prohibited from altering the class times or locations without explicit permission from the department head or college directors.

### **Article 7: Grading System**

**Section 1. Point System.** The following shall be each grade's corresponding percentage equivalent and descriptive rating:

## Undergraduate

Grade Point Equivalence	% Equivalent	Description
1.0	98-100%	Excellent
1.25	95-97%	Outstanding
1.50	92-94%	Very Highly Satisfactory
1.75	89-91%	Highly Satisfactory
2.00	85-88%	Satisfactory
2.25	82-84%	Moderately Satisfactory
2.50	79-81%	Less Satisfactory
2.75	77-78%	Better than passing
3.00	75-76%	Passing
5.00	74% and below	Failure

W		Withdrawn
NC		No Credit
INC		Incomplete
D		Dropped

**Section 2. Rectification of Grades.** No faculty member shall change any grade after the report of grade has been filed to the Office of the College Registrar. In exceptional cases, as where an error has been committed, the instructor may request authority from the Dean of his/her College to make the necessary change. If the request is granted, a copy of the authority from the Office of the Dean authorizing the change shall be forwarded to the Office of the College Registrar for recording. The official record of grade shall be that which is filed in the Office of the City College Registrar.

**Section 3. Prohibition Against Grade Solicitation.** No student of City College shall directly or indirectly solicit assistance from any person, which may influence his/her instructor or professor to change entries made in his/her record, examination paper, or final report of grades.

**Section 4. Incomplete Grades.** Students who fail to take the final examinations without any valid reason should receive a failing grade for the final exam and their grade should be computed based on their previously earned points or ratings. Only students with valid reasons may receive an incomplete grade (INC) for not taking the finals. Some of the valid reasons are: grave illness as certified by a licensed physician, death of an immediate relative as supported by a death certificate, for being an official representative of the school in conferences or contests with supporting documents, and other similar reasons as determined by the faculty member in consultation with the Department Head.

Students having academic difficulties such as those who failed to complete a project or assignment may also receive an INC. Exemptions are given only to students doing research works with a longer time frame, but completion should be done within one semester for both graduate and undergraduate students.

**Section 5. Removal of Incomplete Grade.** The following rules shall govern the removal of incomplete grades:

- 5.1 *Undergraduate Students.* An undergraduate student who has incurred a grade of Incomplete on a particular subject is given two weeks to comply with the requirements of the subject before a grade is given. Failure to do so will automatically mean a grade of 5.0 or Failed in the subject concerned. The College does not record an Incomplete Grade in the student's academic record. Failure to comply with the requirements of the subject within the allowable one-year period will automatically mean a grade of "Failed".

**Section 6.** If a student fails any subject, they will need to re-enroll in that subject and pay for it themselves. This means they won't be covered by scholarships or government funding for that particular subject.

## Article 8: School Fees

**Section 1. Fees.** Regular and special fees in the College shall be fixed by the Governing Board based on a tuition fee scheme.

**Section 2. Matriculation or Regular Fees.** The term matriculation or regular fees shall include tuition fee (per unit) of a particular curricular offering.

**Section 3. Miscellaneous Fee.** Miscellaneous fee shall include laboratory, library, medical and other fees to be paid by the student in connection with his/ her enrolment to City College. A foreign student must pay the full cost of tuition as well as other fees that shall be equal to an amount to be determined by the Governing Board.

**Section 4. Refund of Fees.** Students who have paid their tuition and miscellaneous fees, and who have withdrawn their enrollment, or are granted transfer credential, or leave of absence, shall be entitled to a refund of their tuition and miscellaneous fees except entrance and/or registration fee in accordance with the following schedule:

Within one week from the opening of classes	80%
Within second week from the opening of classes	50%
Within third week from the opening of classes	20%
After fourth week	no more refund

Laboratory fees shall not be refunded after one week from the opening of classes when voluntary change is made from one course to another. Full refund of tuition fee for a course may be allowed only in case of forced dropping of such course or dissolution of a class.

### Article 9: Adding and Dropping of Subjects, Withdrawal, Shifting, and Transfer of Credits

City College of Cagayan de Oro (CCCDO) acknowledges that students may encounter personal, academic, or career-related circumstances that could affect their academic journey. To accommodate these situations responsibly, CCCDO provides clear policies and procedures for changing courses, withdrawal, shifting of academic programs to ensure fairness and accountability.

**Section 1. Adding and Dropping Procedure.** The registrar informs students of the deadlines and procedures for adding and dropping subjects through emails, bulletin boards, and the school's website.

- 1.1. Students must fill out the appropriate "Add/Drop Request Form" available at the Registrar's Office or online.
- 1.2. The form typically requires the approval of the academic advisor to ensure the changes align with the student's academic plan.
- 1.3. Verify that the student meets the prerequisites for the new subjects they wish to add.
- 1.4. Ensure that the desired classes have available seats and are not over-enrolled.
- 1.5. Students submit the completed and signed form to the Registrar's Office within the specified period.
- 1.6. Registrar staff enter the changes into the student information system (SIS) to update the student's schedule and records and confirmation of the changes made to their schedule via email or printed receipt.
- 1.7. Ensure that the student's academic records are accurately updated to reflect the added or dropped subjects.
- 1.8. Inform instructors and relevant departments of the changes in enrollment for their courses.
- 1.9. Track the changes to ensure they are correctly reflected in the student's academic plan and transcripts.
- 1.10. Maintain a copy of the add/drop form and any related correspondence in the student's academic file for future reference.

### Section 2. Withdrawal

- 2.1. Students may officially withdraw from a subject within the period set in the Academic Calendar (typically before midterm examinations).
- 2.2. If a student withdraws within the allowed time, the subject will be marked "W" (Withdrawn) and will not affect the General Weighted Average (GWA).
- 2.3. Withdrawal after the deadline will only be permitted for valid reasons (e.g., medical, psychological, or financial concerns) and requires approval from the College Dean.
- 2.4. No student shall withdraw from a course without completing the official **Course Withdrawal Form**, duly signed by:
  - Subject teacher
  - Program Chairperson
  - College Dean
  - Registrar
- 2.5. Students with more than three (3) course withdrawals in one semester may be subject to academic intervention or advising by the Office of Student Affairs and Services (OSAS).
- 2.6. Failure to follow this process shall result in a grade of "5.0" (Failed) being recorded in the student's academic account.
- 2.7. Students intending to leave the college either temporarily (Leave of Absence) or permanently must submit a Letter of Intent and complete the **Institutional Clearance Process**.
- 2.8. The remark "Officially Withdrawn" (OW) will be indicated on the student's academic record.
- 2.9. All academic responsibilities must be cleared with the Registrar and Finance Office before official approval is granted.

### Section 3. Shifting of Courses

- 3.1. Shifting refers to a student's transfer from one academic program to another within CCCDO.

- 3.2. Students are eligible to shift after completing at least one full semester in their current program. If not, she is required to take the CCAT again.
- 3.3. Shifting is only permitted once per academic year, except in cases of serious academic or personal justification.
- 3.4. Applicants must meet the minimum academic requirements of the receiving program, which may include GPA thresholds and prerequisite subjects.
- 3.5. The student must submit the following:
  - Duly accomplished Shifting Application Form
  - Letter of Intent
  - Latest True Copy of Grades
  - Endorsement from both the current and receiving Program Chairpersons
- 3.6. The College Dean of the receiving program shall have the final approval, subject to slot availability.
- 3.7. Shifting shall be processed within the enrollment period, and late requests may be deferred to the following semester.
- 3.8. Students who are under academic probation or disqualification must undergo academic advising before shifting is allowed.

**Section 4. Crediting Units for Transferees.** The procedure shall be followed:

- 4.1. Student submits an application and official transcripts from his previous college.
- 4.2 Registrar Admission-in-charge verifies the authenticity of student's transcripts and checks that all documents are included.
- 4.3 The student proceeds to the program head to review the transcripts and matches completed courses with the current curriculum and determines which courses are eligible for credit transfer.
- 4.4 The program head finalizes the credited courses and updates student's academic record.
- 4.5 The program head discusses the credited units and plans the student's course schedule.
- 4.6 If units are not credited, the student can file for an appeal.
- 4.7 The registrar's office will re-evaluate the course and takes necessary decision for such request.

**Article 10: Retention And Promotion Policy**

**Section 1: Introduction.** This Retention and Promotion Policy is established to maintain academic standards and ensure students meet the necessary requirements to progress through their academic programs at the City College of Cagayan de Oro. The policy outlines the criteria students must meet to continue their studies (retention) and the conditions for advancing to the next academic year (promotion).

**Section 2: Retention Policy.** The Retention Policy aims to ensure that students maintain satisfactory academic performance, allowing them to continue their enrollment in their chosen programs.

**2.1 General Guidelines**

- 2.1.1 *Good Standing.* All first-time students must maintain a minimum **overall average grade of 3.0** (equivalent to 75%) in all subjects to be considered in good standing.
- 2.1.2 *Assessment for Freshmen and Transferees*
  - 2.1.2.1 *City College Admission Test.* Students must meet the **cut-off score** for their chosen program as determined by the Guidance Office.
  - 2.1.2.2 *Alternative Qualification.* Students who do not meet the cut-off score may be admitted on **probationary status**, subject to monitoring for their first semester. If they demonstrate satisfactory performance, their probationary status will be lifted.
- 2.1.3 *Retention Criteria.* Students must adhere to the following retention guidelines based on their academic performance:
  - 2.1.3.1 *First Enrolment.* Students incurring **two (2) failing grades** in their first semester will not be subject to deloading, recognizing the adjustment period.
  - 2.1.3.2 *Second Enrolment Onwards.* Students with failing marks from the second semester onward will face **deloading** in the following semester based on the number of failures incurred:

Number of Failures	Deloading
Two (2) failing grades	Deload one 3-unit course (3 units)
Three (3) failing grades	Deload two 3-unit courses (6 units)
Four (4) failing grades	Deload three 3-unit courses (9 units)

2.1.3.3 *Subsequent Enrolment.* Students continuing to fail after their third semester will face the following conditions:

Number of Failures	Deloading
Two (2) failing grades	Deload two 3-unit courses (6 units)
Three (3) failing grades	Deload three 3-unit courses (9 units)
More than three failures	Advised to <b>shift programs</b> after a case conference.

2.1.3.4 *Program Shifting and Academic Dismissal.* If a student continues to incur failing grades after shifting programs, they will be advised to **transfer to another institution** after a case conference with the Dean, Guidance Office, and relevant academic authorities.

#### 2.1.4 *Retention for Transferees*

2.1.4.1 Transferees with **failing marks** may be accepted on **probationary status** and are subject to the institution's retention policy.

2.1.4.2 Transferees with **no failing marks** must adhere to the specific retention policies of their chosen program.

**Section 3: Promotion Policy.** The Promotion Policy establishes the conditions for students to advance from one academic level to the next. It focuses on academic performance and the fulfillment of program-specific requirements.

#### 3.1 *General Guidelines for Promotion*

3.1.1 *Academic Standing for Promotion.* Promotion to the next academic year or level is based on the student's ability to meet the following criteria:

3.1.1.1 Maintain a minimum **overall average grade of 3.0** (equivalent to 75%) in all subjects.

3.1.1.2 Pass all major subjects required by their degree program.

3.1.1.3 Students with failing grades in minor subjects may still be promoted but must retake and pass the failed subjects before graduation.

3.1.2 *Promotion from Freshman to Sophomore Year:*

3.1.2.1 Freshmen must complete at least **75% of the total credits** required for their first year to qualify for promotion to the sophomore year.

3.1.2.2 Students who fail to meet this credit requirement may be placed on **probationary status** for the sophomore year and will be required to address any academic deficiencies in the following semester.

3.1.3 *Promotion for Upperclassmen (Sophomore and Above)*

3.1.3.1 Students must complete all **prerequisite subjects** before enrolling in advanced courses. If a student fails a prerequisite, they must pass it before moving on to the next course.

3.1.3.2 Students who incur more than **two failing grades** in the preceding academic year will be subject to **deloading** or other academic interventions, which may include remedial activities.

3.1.4 *Conditional Promotion:*

3.1.4.1 Students who exhibit potential but fail to meet all academic requirements may be promoted **conditionally**. They must fulfill certain conditions, such as remedial tasks or additional assessments, to continue progressing in their program.

3.1.5 *Special Cases for Promotion:*

3.1.5.1 Students may be promoted based on **special considerations**, such as improvement in academic performance or strong performance in other areas of their coursework, upon the recommendation of the program chairperson and academic advisors.

#### **Section 4: Progression for Transferees**

4.1 Transferees will be evaluated based on their performance at their previous institution and the academic requirements of the City College of Cagayan de Oro.

4.2 Transferees with failing subjects must pass all current subjects and meet the program-specific criteria for promotion.

#### **Section 5: Probation and Academic Support**

5.1 Students placed on **academic probation** due to deficiencies in meeting promotion requirements must demonstrate improvement to advance to the next level.

- 5.2 Students will receive **academic advising** and may be required to complete remedial activities or courses before they can be fully promoted.

### **Section 6: Graduating Students**

- 6.1 To be eligible for graduation, students must pass all required subjects in their program, including retaking and passing any failed courses.
- 6.2 Students must also maintain a final cumulative grade point average of **3.0 (75%)** to qualify for graduation.

**Section 7 Effectivity.** This **Retention and Promotion Policy** takes effect starting from **Academic Year 2024-2025** for all newly admitted students.

## **Article 11: Policy and Guidelines for Student Research**

This article presents comprehensive and easy-to-follow guidelines that will help ensure the high quality of student research outputs at the City College of Cagayan de Oro. It is written in a simple, descriptive, and accessible manner to guide both faculty members and college students throughout the entire research process—from topic selection to final manuscript submission. Each section has been designed to reflect institutional best practices and promote academic rigor.

### **Section 1. Formation and Approval of Research Topic**

- 1.1 Students enrolled in the research writing course must form groups with at least 3 members. A maximum of 4 members per group is allowed if necessary.
- 1.2 Each student research group is required to develop and submit three (3) possible research titles or concepts that are closely aligned with the official research agenda and priorities of the college, in consultation with the assigned research instructor; these titles will then be presented for initial approval to the Program Head, the Dean, and potential panel members who are experts in the relevant discipline or field.
- 1.3 After careful evaluation and approval of the final research concept by the concerned faculty members, the Dean and the research instructor will jointly identify and assign a qualified research adviser and a set of competent panel members who will oversee the academic progress and quality of the students' research.
- 1.4 Each student group must then submit a duly accomplished Nomination Form to the Research Office, which will serve as the official document recording the final research topic and listing the names of the assigned adviser and panel members for documentation and validation purposes.
- 1.5 Once the research proposal is in its draft form, the student group must schedule a consultation session with their adviser, who will thoroughly review the content, provide detailed feedback, and formally approve the paper before it can proceed to the oral defense stage, ensuring academic readiness.
- 1.6 Before any oral presentation can be scheduled or conducted, students must obtain and submit two required documents: a certification of similarity checking issued by the Research Office to ensure originality and plagiarism-free content, and a certification of scholarly readiness signed by both the research adviser and the assigned editor confirming that the paper meets institutional standards in terms of quality, formatting, and grammar.
- 1.7 The student research process flow is reflected in Figure 1.

#### **1. Topic Ideation and Concept Paper Submission**

- Students brainstorm and select a topic aligned with the institutional research agenda.
- Submit a brief concept paper with 2–3 proposed titles to the research instructor for approval.

#### **2. Approval of Title and Grouping**

- After feedback, the final research title is approved by the Program Head or Dean.
- Student groups are finalized (typically 3–4 members per group).

#### **3. Assignment of Research Adviser**

- An adviser is assigned based on the research topic's discipline and expertise.
- The adviser guides the research throughout the semester/year.

#### **4. Proposal Writing and Formatting**

- Students prepare Chapters 1–3: Introduction, Review of Related Literature, and Methodology.
- The group follows the institutional format and citation style.

## College Research Process



### 5. Proposal Hearing / Oral Defense

- A panel (chair, 2 members, adviser, secretary) evaluates the proposal.
- Required revisions are given after deliberation.

### 6. Research Ethics Clearance

- Students submit documents for ethical review (if applicable).
- Approval is needed before conducting actual data collection.

### 7. Data Gathering / Field Work

- Upon approval, students begin data collection using validated tools or methods.
- Proper documentation and adherence to protocols are required.

### 8. Data Analysis and Interpretation

- Students perform quantitative or qualitative analysis (e.g., SPSS, coding).
- Initial findings are shared with the adviser for validation.

### 9. Final Manuscript Writing

- Full research paper (Chapters 1–5) is written and edited
- Formatting, grammar, and citation accuracy are checked.

### 10. Final Defense

- A final oral presentation is conducted before a panel.
- Comments and revisions are noted before final submission.

### 11. Submission of Final Paper and Outputs

- o Final manuscript, plagiarism report, abstract, and research poster are submitted.
- o A soft-bound or e-copy may be required, depending on college policy.

### 12. Research Dissemination and Archiving

- o Outstanding papers may be presented at research festivals or conferences.
- o All works are archived in the institutional research repository.

### Section 2. Oral Proposal Presentation

- 2.1 The date and time for the oral defense of the research proposal must be determined by the students in coordination with their course instructor, the Research Director, the assigned adviser, and the selected panel members to guarantee everyone's availability and avoid scheduling conflicts.
- 2.2 It is mandatory that the finalized schedule for the research proposal defense be publicly posted or officially announced so that all stakeholders, including academic administrators and fellow students, are informed in advance and given the opportunity to attend if necessary.
- 2.3 Prior to the actual oral presentation, the student group must submit a Proposal Defense Form to the Research Office; this form must include the written confirmation and approval from the research adviser, indicating that the group is academically prepared to defend its research proposal.
- 2.4 Each group is required to pay a proposal oral examination fee that will be equally shared among all group members; this fee will be used exclusively to provide honoraria for the assigned adviser, panel members, editor, representative from the Research Office, and the statistician, recognizing their academic service.

	Adviser's fee (per adviser)	Panel members fee (min. of 3 panels)	Editor	Research office Representative	Statistician	Secretary
Undergraduate Research Proposal	1000	500	500	500	500	200

- 2.5 At least one week before the scheduled date of the oral defense, the group must distribute printed copies of their draft proposal to the instructor, adviser, panel members, research office representative, and the statistician to allow ample time for thorough review, critique, and preparation by all participants.
- 2.6 On the day of the oral defense, the instructor must act as the official representative of the Institute and is responsible for overseeing the orderly, fair, and standardized conduct of the research proposal presentation to ensure that institutional policies and academic ethics are observed.
- 2.7 Only the panel members and the designated external examiner shall be authorized to grade the oral defense using the prescribed evaluation rubric; the instructor will not be involved in the grading process in order to maintain impartiality and objectivity in the evaluation.
- 2.8 No later than three (3) days after the oral defense, the instructor is required to submit the complete evaluation results to the Research Office for documentation, verification, and official recording.
- 2.9 At the end of the academic term, the instructor shall encode and finalize the students' grades in accordance with the results of the oral defense and institutional grading guidelines as reflected in the course syllabus.

### Section 3. Final Oral Defense Presentation

- 3.1 Upon the completion of the full research paper and once the adviser has confirmed that the content meets scholarly standards of quality, accuracy, and academic rigor, the student group may then be officially endorsed for the final oral presentation.
- 3.2 The group must also settle the required final oral examination fee, which will be equitably divided among all group members and will be used to compensate the adviser, panel members, research office representatives, and the statistician for their roles and responsibilities during the final defense.

	Adviser's fee (per adviser)	Panel members fee (min. of 3 panels)	Editor	Research office Representative	Statistician	Secretary
Undergraduate Research - Final	2000	1000	1000	500	500	200

- 3.3 Similar to the proposal defense, the course instructor is responsible for coordinating the date and time of the final oral defense in close collaboration with the adviser, panel members, and other concerned officials, ensuring that the same set of panel members is retained for consistency unless changes are necessary due to availability issues.
- 3.4 One week before the final defense date, students must:
- Submit hard copies of the final manuscript to the adviser, panel members, course instructor, research office representative, and statistician for their review.
  - For studies involving quantitative data, provide a signed certification from the statistician verifying the accuracy, reliability, and validity of the results and the appropriateness of the methods used.
  - Prepare and submit a printed academic poster of the research, which will be displayed during the final defense for the information of the attendees.
- 3.5 During the final defense, only the designated panel members and Research Office representative will grade the presentation based on the official rubric, while the course instructor will continue to facilitate and oversee the proceedings without directly participating in the evaluation to ensure neutrality. The final defense schedule must be made public to promote transparency, allow peer observation, and uphold the principles of academic accountability.
- 3.6 Only students who are officially enrolled in the current academic term may present their final research; if a student is not enrolled in any subject or course, he or she must first pay the applicable residency fee before participating in the final oral presentation.
- 3.7 Throughout the defense process, the instructor will act as the overall facilitator and institutional representative, ensuring that all procedures, academic standards, and institutional policies are strictly observed and implemented.
- 3.8 Within three (3) days following the final oral presentation, the course instructor must submit the finalized evaluation results to the Research Office for formal approval, documentation, and recording in the academic system.
- 3.9 At the close of the academic term, the instructor will officially encode the final grades of all students based on the validated defense results and according to the grading criteria set by the college.

#### **Section 4. Final Submission of Research Output**

- Once all revisions, corrections, and improvements recommended during the final oral presentation have been completed and incorporated into the manuscript, students must obtain the signed approval of each panel member using the official Approval Form for Final Manuscript, which certifies that the paper meets institutional and scholarly standards.
- Before proceeding to the binding process, the student group must submit their final manuscript to the assigned editor, who will conduct a thorough review of grammar, style, format, consistency, and adherence to the prescribed guidelines to ensure that the final output is of high academic quality.
- Upon completion of the editing process and once the manuscript has been cleared for binding, the group must submit one hardbound copy to the Research Office, another hardbound plus one CD copy to the College Library for archiving, and one additional copy to the Institute for records purposes; only after these submissions have been made will the course instructor be authorized to input the final grade of the student in the official academic records.

#### **Section 5 Assignment and Role of Research Instructors**

##### **5.1 Assignment of Research Courses**

- Faculty members who will be assigned to teach research courses must have substantial experience and demonstrated competence in conducting and advising research to ensure that students receive expert guidance throughout the process.
- Assigned faculty members shall officially hold the role of research instructors and shall be responsible for facilitating the entire student research journey, including lectures, group formation, submission scheduling,

and overall monitoring.

- 1.3 The assigned research instructors will receive compensation corresponding to their research course load, acknowledging the academic and administrative responsibilities they undertake.
- 1.4 Instructors who handle a research class cannot simultaneously act as research advisers or sit as panel members for the students enrolled in their own section, to avoid conflict of interest and ensure fair evaluation.

## **5.2 Responsibilities of Research Instructors**

- 2.1 The research instructor must prepare an Outcomes-Based Teaching and Learning Plan (OBTLP) or a comprehensive course outline that clearly outlines the objectives, activities, assessments, and timeline of research milestones.
- 2.2 The instructor must organize enrolled students into research groups, ensuring that each group contains at least three (3) and no more than four (4) members to allow for balanced participation.
- 2.3 A complete list of student groups and their proposed research titles, organized by section, must be submitted to the Institute Chair for record-keeping and initial review.
- 2.4 The instructor must deliver structured lectures on research concepts, procedures, and requirements, and provide a clear schedule for the submission of various parts of the research manuscript.
- 2.5 The instructor should actively assist students in developing their research problems and topics and guide them in writing their research proposals.
- 2.6 In consultation with qualified faculty who can serve as advisers, the instructor shall help evaluate and approve suitable research topics for the students.
- 2.7 The instructor must conduct regular consultations with each group and closely monitor the progress of their work to ensure timely completion of each stage.
- 2.8 The instructor is required to submit a schedule of consultation sessions to the Institute Chair to promote transparency and accountability.
- 2.9 Together with the Dean, the instructor shall recommend qualified advisers and panel members for each group, based on research specialization and availability.
- 2.10 The research instructor is responsible for computing and submitting final grades based on the official grading system approved by the college.

## **Section 6. Tasks Before, During, and After Oral Defense**

- 6.1 Before the Oral Defense: The instructor must assist the students and their advisers in formulating reliable data-gathering instruments, such as survey questionnaires and interview guides, and must deliver lectures to improve students' understanding of tool construction. The instructor also monitors the progress of student outputs and collects all necessary forms and certifications prior to scheduling the defense.
- 6.2 During the Oral Defense: The instructor ensures that logistical requirements such as room reservations, equipment setup, and strict adherence to the defense schedule are met. The instructor may be called upon to clarify institutional policies or procedural questions.
- 6.3 After the Oral Defense: The instructor ensures that all recommendations from the panel are implemented by the students, guides the group in producing a coherent, logical, and well-organized manuscript, and sees to it that the manuscript is submitted to the editor for final review.

## **Section 7. Research Adviser**

### **7.1 Qualifications and Selection**

1. Students are allowed to choose their own research adviser from among the full-time and part-time faculty members of the college, taking into consideration the adviser's field of specialization and availability for consultation.
2. The adviser must have an educational qualification at least equivalent to the degree being pursued by the students. Panel members must have at least a master's degree. If unavailable, the qualification must be at least equal to the program of the student.
3. Honoraria will be granted to the adviser after two key stages: after the successful proposal oral defense and after the final submission of the approved, hardbound manuscript.
4. The total honorarium is divided into two tranches: the first is released after the proposal presentation, and the second is given once the final paper is submitted.
5. Even non-teaching staff or administrators serving as research advisers shall be eligible to receive the same honorarium, provided that they do not handle more than five (5) groups.

## **Section 8. Responsibilities of the Research Adviser**

- 8.1 The adviser must submit a regular consultation schedule to the research instructor and meet with the group accordingly to guide their work.
- 8.2 The adviser provides technical guidance in the development of research tools, data analysis, interpretation of results, and general manuscript improvement.
- 8.3 The adviser must return reviewed and corrected outputs to students within two (2) weeks of submission to avoid delays.
- 8.4 Disagreements between the adviser and research instructor on content or methodology must be resolved privately and professionally, avoiding any comments in the students' presence that may undermine either

- party.
- 8.5 The adviser must provide dedicated and high-quality mentorship to the students and must be present during the final defense to support the group.
  - 8.6 Before the Oral Defense: The adviser assists in finalizing the manuscript, conducts regular review sessions, provides academic references, and certifies that the manuscript is ready for presentation.
  - 8.7 During the Oral Defense: The adviser must be present during the entire defense and can be called upon to clarify technical aspects of the research if needed.
  - 8.8 After the Oral Defense: The adviser supervises the incorporation of all revisions and sees to it that the paper is improved according to the panel's comments.

## **Section 9. Research Panel Members**

### **9.1 Selection and Responsibilities**

1. The oral examination panel shall be composed of one Chair, two Panel Members, the Research Adviser, and a Secretary.
2. Panel members are chosen by the Dean and program heads based on specialization and availability from the pool of full-time and part-time faculty
3. The dean or program head, acting as defense chair, finalizes the assignment of both advisers and panel members for all research groups.
4. A minimum of three (3) panel members are required for each defense (1 chair, 2 members).
5. All panel members must possess at least a master's degree or an equivalent qualification if faculty with master's degrees are not available.
6. Before the final verdict, all panel members must review and approve the minutes of the defense.
7. Panel members will receive honoraria after both proposal and final defenses.
8. Non-teaching staff or administrators who serve as panelists are also entitled to honoraria.

### **9.2 Duties of the Panel Chair**

1. Before Defense: Preside over the initial title hearing and lead the approval of research topics.
2. During Defense: Lead the defense proceedings, summarize recommendations and panel comments, and formulate the revision "contract" to be signed by the student. Two copies of the contract must be prepared—one for the student and one for the Institute.
3. After Defense: Monitor implementation of revisions, ensure submission deadlines are met, and recommend outstanding researchers for institutional recognition.

### **9.3 Duties of Panel Members and Research Office Representative**

1. During Defense: Review the paper in full, assess it based on their field of expertise, verify format and writing style, and suggest improvements. If major flaws are found, the defense may be postponed by the panel chair.
2. After Defense: Ensure that all required revisions are integrated and only sign the final approval once corrections are verified.

## **Section 10. Editor Qualifications and Responsibilities**

### *10.1 An editor must have the following qualifications namely:*

1. Preferably holds a master's degree in English or a related field.
2. Has strong command of grammar, formatting, and academic writing.
3. Must be recommended by the Dean.
4. Required to attend Research Office orientations.

### *10.2 In completion of the significant roles and responsibilities of a research editor, he or she shall:*

1. Corrects grammatical errors and checks sentence structure.
2. Reviews layout, spacing, and document format.
3. Verifies labeling of tables and figures.
4. Ensures logical page sequencing.
5. Certifies the document as compliant with institutional standards.

## **Section 11. Statistician Qualifications and Responsibilities**

### *11.1 A research statistician must possess the following qualifications:*

1. Preferably holds a master's degree in Mathematics or Statistics.
2. Has strong aptitude for quantitative analysis.

### *11.2 In completion of the significant roles and responsibilities of a research statistician, he or she shall:*

1. Chooses the correct statistical treatment for the study.
2. Interprets results and writes the statistical findings.
3. Assists in tool construction and ensures data validity.
4. Determines appropriate sampling technique.
5. Signs a certification of statistical validity and integrity.

## Section 12. Tool Validators Qualifications and Responsibilities

12.1 *Tool validators must possess the following qualifications:*

1. Preferably holds a master's degree in their field.
2. One research must have at least three validators: subject expert, grammarian, and a research expert.

12.2 *To attain valid and reliable tools in conducting a research study, a tool validator shall:*

1. Provide guidance in developing survey or interview tools.
2. Ensure alignment of questions with objectives.
3. Review content for completeness and clarity.

## Section 13 Oral Defense Conduct and Rituals

13.1 **Conduct:** The oral defense is a formal academic exercise, and students are expected to demonstrate professionalism, academic integrity, and respectful conduct throughout the presentation.

13.2 **Ritual:**

1. Instructor introduces the presenter.
2. Candidate leads the opening prayer.
3. Panel Chair introduces panel members.
4. Candidate presents research highlights or abstract (20 minutes max).
5. Q&A session follows, led by the Chair.
6. Panel deliberates privately.
7. Chair reconvenes and announces the result.

## Section 14. Evaluation and Grading System

1. Students will be graded numerically based on institutional policies.
2. Midterms are written exams; final grades come from oral defenses.
3. Instructors do not grade defenses—panel rubrics are used.
4. Re-presentations within the term do not require new honoraria.
5. If research remains unapproved at semester end, students get a "C" (Continuing) grade and must re-enroll.
6. Failure to finish in 3 semesters results in a 5.00 (fail) and re-enrollment.

**Section 15 Residency Requirement.** If research is the only remaining subject, the student must pay a residency fee per term. This may be waived only through official Leave of Absence. Residency fee is equal to the current registration fee.

**Section 16 Research for Multiple Degrees.** A student completing more than one undergraduate degree that requires research may satisfy the requirement by submitting one approved and academically sound research output.

**Section 17 Change of Adviser or Editor.** If there is a need to change either the adviser or editor, the student must submit a formal written justification along with the Change of Adviser/Editor Form to the Dean, who may act on the request directly or form a review committee as needed

**Section 18. The Research Forms.** This section outlines the standardized templates and documents required to guide and document each phase of the research process for students and faculty.

Form Number	Research Form Titles
Research Form 1	Nomination of Panel Members
Research Form 2	Approval for the schedule of the presentation of Research Proposal
Research Form 3	Oral Examination Report in the Presentation of Research Proposal
Research Form 4	Approval for Final Proposal Manuscript
Research Form 5	Approval for the Questionnaire

Research Form 6	Approval for the Schedule of the Final Oral Presentation
Research Form 7	Oral Examination Report in the Presentation of the Final Defense
Research Form 8	Approval for Final Binding of the Manuscript
Research Form 9	General Formatting
Research Form 10	Format for Education, Social Sciences and Humanities Research
Research Form 11	Format for Pure and Applied Sciences
Research Form 12	Format for Development and Technology Research
Research Form 13	Format for IMRaD
Research Form 14	Format for Mixed-Method Research
Research Form 15	Informed Consent Form
Research Form 16	Child Assent Form
Research Form 17	Adviser's Endorsement for Oral Proposal Defense
Research Form 18	Adviser's Endorsement for Final Oral Defense
Research Form 19	Rating Sheet for Proposal Defense Manuscript
Research Form 20	Rating Sheet for Final Defense Manuscript
Research Form 21	Proposal Proceeding Compliance Form (per panel)
Research Form 22	Final Proceeding Compliance Form (per panel)
Research Form 23	Research Defense Minutes Template

*\*These forms are downloadable in Students' AIMS Account*

## Article 12: Graduation Requirements

**Section 1. Completion of Credit Units.** Verify the total credit units required for the degree program, as follows:

- 1.1. Ensure all credit units are completed by the end of the final semester.
- 1.2. Maintain Minimum GPA
- 1.3. Confirm the minimum cumulative GPA required (usually 2.0 or higher).
- 1.5. Track GPA each semester to ensure meeting the requirement.

- 1.6. Fulfill General Education Requirements
- 1.7. Complete all general education or core courses specified by the program.
- 1.8. Complete Major Requirements
- 1.9. Finish all courses required for the major with passing grades.
- 1.10. Meet Residency Requirement
- 1.11. Earn the specified number of credit units at the institution awarding the degree.

**Section 2. Capstone/Thesis Completion.** Complete any required capstone projects, theses, or comprehensive exams. Submit the project or thesis by the deadline.

**Section 3. Application for Graduation.** Submit application for graduation to the registrar's office by the specified deadline. Fill out and submit any necessary forms and documentation.

**Section 4. Financial Clearance.** Ensure all tuition fees and other financial obligations are fully paid. Obtain financial clearance from the institution's finance office.

**Section 5. Pass Exit Assessments.** Complete any required exit exams or assessments for the program. Submit results to the registrar's office if applicable.

**Section 6. Fulfill Internship/Practicum Requirements.** Complete any required internships, practicums, or community service hours. Submit documentation of completed hours to the department.

### Article 13: Summer Classes

**Section 1. Enrolment.** Summer classes can be offered by the College based on the approved curriculum by CHED. Students may enrol in a maximum 9 units or 3 courses, unless a heavier load is approved by the Dean or Academic Head. Prerequisite courses must be completed before enrolling in advanced courses.

**Section 2. Academic Calendar and Class Hours.** The summer term would run for 6-8 weeks and 1.5-3 hours per meeting.

**Section 3. Attendance Policy.** A student who incurs more than 20% absences in any summer course may be dropped or given a failing grade. However, if the student has taken the mid-term examination and obtained by the student were poor, the grade of 5.0 (failure) will be credited against him/her.

**Section 4. Grading and Assessment.** The grading system for summer classes follows the same standards as regular semesters. Faculty are expected to give at least two major assessments (midterm and final exams) and regular class activities such as quizzes, recitations, or project-based tasks. Grades must be submitted no later than one week after the end of the summer term.

**Section 5. Withdrawal and Dropping.** Students may withdraw from a summer course within the first week of classes without academic penalty. Official dropping beyond the allowed period will result in a grade of "DROPPED" OR "FAILED" depending on the timing and approval.

**Section 6. Academic Integrity.** The institution's code on academic integrity (including policies on cheating, plagiarism, and falsification of documents) remains in full effect during summer term. Violations will result in academic sanctions as prescribed in the student handbook.

### Article 12: Scholastic Delinquency

**Section 1. Warning.** Any student who obtains final grades of below 3.0 in one (1) subject at the end of the semester shall be warned by the Dean to improve his/her work. The student will then carry a load that is three (3) units less than the normal load in the following academic term.

**Section 2. Probation.** Any student who, at the end of the semester, obtains final grades below 3.0 in two (2) subjects shall be placed on probation for the succeeding semester and his/her load shall be limited to a maximum of fifteen (15) units only.

Probation may be lifted by passing all the subjects he/she carries for the succeeding semester. Any student on probation, in accordance with the preceding section, who again fails or drops any subject shall be dropped from the roster of his/her College.

**Section 3. Dismissal.** Any student who obtains failing grades in at least nine (9) units at the end of the semester shall be dismissed from the College, but may be qualified to re-enroll in another College, except if the failures are general education curriculum subjects.

**Section 4. Barred.** Any student who, at the end of the semester, obtains final grades below "3.0" in 100% of the academic units in which he/she is given final grades shall be permanently barred from re-admission to any College, and shall be permanently dismissed from City College.

## Article 14: Enrichment, Enhancement, and Remediation Program

### Section 1. Enrichment, Enhancement, and Remediation (EER) Program

In pursuit of academic excellence and professional readiness, the City College of Cagayan de Oro recognizes the diverse learning needs, performance gaps, and development potentials of future educators. The program is designed to support pre-service education students by providing structured and targeted interventions aligned with their individual learning profiles.

#### a. Enrichment Programs

The learning experiences of high-performing students by engaging them in advanced academic and co-curricular activities.

Activities may include:

- Development of teaching materials (e.g., lesson exemplars, video lessons).
- Participation in action research or mini-research presentations.
- Creation of instructional modules or learning apps.
- Serving as peer tutors during tutorials.
- Writing a reflective blog or article for the college publication.

#### b. Enhancement Programs

The competencies of average performers by solidifying their grasp of foundational concepts and equipping them with practical tools for success. Activities may include:

- Teaching demonstrations in microteaching labs.
- Interactive quizzes using platforms like Kahoot, Quizizz.
- Collaborative projects (e.g., lesson plan peer critique).
- Attending skills development seminars (e.g., classroom management, assessment design).
- Case study analysis of classroom teaching practices.

#### c. Remediation Programs

Gaps in understanding among struggling students by providing targeted instructional support and personalized academic interventions. Activities may include:

- One-on-one coaching with a faculty member or peer tutor.
- Answering remedial worksheets and reflection journals.
- Submitting corrected outputs (e.g., revised lesson plans, improved teaching demo videos).
- Recorded re-teaching or oral recitation of concepts.
- Participation in focused review sessions for difficult topics.

### Section 2. Implementation Mechanics

**a. Screening and Initial Identification.** Students' performance shall be conducted through diagnostic assessments, teacher observations, and academic records to determine students in need of enrichment, enhancement, or remediation. Identified learners will then be referred to the Program Coordinator using a standardized referral form for further validation, followed by a case conference with teachers and program staff. Upon validation, parents/guardians will be notified in writing, and students will be formally placed into the appropriate program based on their learning needs and performance data.

**b. Schedule.** EER programs shall be conducted before or after regular class hours, during weekends, or semestral breaks as approved by the Academic Council.

**c. Design & Delivery.** The design framework of the program for education students is anchored on differentiated instruction and outcome-based education, ensuring alignment with learners' diverse needs and the program's desired graduate attributes. Its delivery strategies include modular, blended, and peer-assisted approaches facilitated by faculty mentors and guided by performance data. The program guarantees measurable outcomes and compliance by aligning with CHED Memorandum Orders, TESDA, institutional learning outcomes, and the Philippine Professional Standards for Teachers (PPST), ensuring quality assurance and national policy adherence.

**d. Mentorship.** Faculty members shall be assigned based on their specialization, with clear roles in designing, delivering, and mentoring students under the Program; faculty facilitators will handle Enrichment and Enhancement groups, while remedial mentors will work closely with at-risk students through individualized coaching. Students will be grouped based on diagnostic assessments into three learning tracks, with mentorship delivered in blended mode using tailored learning materials aligned with course outcomes and PRC LET competencies. Regular monitoring will be conducted through progress trackers and feedback sessions and the program is integrated into the institution's academic program.

**e. Monitoring and Evaluation.** To ensure that all program components—enrichment, enhancement, and remediation—are implemented effectively, equitably, and aligned with targeted learning outcomes for education students. Monitoring will be conducted through weekly class observations, learner progress tracking tools, and periodic check-ins using digital forms, while the evaluation framework will utilize pre/post-tests, rubric-based assessments, and performance portfolios to assess impact. Reports will be compiled monthly and shared through a feedback loop involving faculty advisers, program coordinators, and the academic affairs office, with assigned roles ensuring timely data collection, documentation, and responsive instructional adjustments.

#### Article 16: Issuance of Academic Records

**Section 1. Certification of Authentication and Verification.** A Certificate of Authentication and Verification shall be issued together with two (2) photo copies of TOR/Diploma and or Certificate of Graduation. The In-Charge of request shall countercheck/verify the records of student/graduate.

The CAV form shall be accomplished and required payment of which shall be remunerated at the cashier's office.

The remark "Certification, Authentication and Verification" shall be indicated in the photocopy of the documents and to be signed by the College Registrar. Requested documents shall be released within three (3) days upon request.

**Section 2. Certificate of Correction/Rectification.** Student/Graduate who claims inconsistency with their grades should file for a Certification of Correction/Rectification at the Registrar's Office.

Upon request of the concerned Instructor with the approval of the Vice President of Academic Affairs and Respective Dean the Certification of Correction/Rectification will be issued to the concerned student/graduate.

**Section 3. Certificate of Cross Enrollment.** No student enrolled in an outside institution shall be admitted to City College without a written permit from the Registrar of that institution. The permit shall state the total number of units and the subject(s) that the student is authorized to cross-register in.

The college shall not give credit for any subject taken by any of its students from any other institution, unless approved by the office of the Registrar, on recommendation of the Dean. The authorization shall be recorded by the office of the Registrar, and shall specifically describe the subjects authorized.

Cross enrollment shall be done within the period of registration.

**Section 4. Request Form.** Request Form should be accomplished first by the requesting student/graduate. The request form indicates the name, course, year level/year graduated, last semester of attendance, purpose, date of issuance, and document(s) being requested by the student/graduate together with official receipt numbers of the requested document(s) to be paid at the cashier.

#### Article 17: Other Relevant Academic Policies

**Section 1. Internship and Practicum Policy.** Internships and practicums are essential components of our academic programs, providing students with valuable hands-on experience that bridges theoretical knowledge with real-world application.

- 1.1. Enhance students' learning through practical application of their academic knowledge.
- 1.2. Meet specific eligibility requirements, including academic standing and course prerequisites among students.
- 1.3. Follow a defined application process, including submitting required documents by established deadlines
- 1.4. Evaluate candidates based on predetermined criteria to ensure suitable placements.
- 1.5. Internship placements require approval of sites to ensure they meet educational standards and provide meaningful experiences.
- 1.6. Clear roles and responsibilities are outlined for students, site supervisors, and faculty to foster a successful internship experience
- 1.7. Students earn academic credit for their internships, with grading based on performance evaluations and reflective assignments
- 1.8. Maintain thorough documentation and reports are critical for assessing the learning outcomes of the internship
- 1.9. Ensure health and safety, with students required to sign liability waivers and adhere to safety protocols.
- 2.0. Clear conflict resolution process allows students to address issues that may arise during their internship

#### Section 2. Academic Honesty Policy.

Academic dishonesty, in all its forms, has no place in the academic community of City College of Cagayan de Oro. The institution is committed to fostering excellence in the pursuit of learning, upholding the highest standards of integrity, and nurturing an environment where honesty and ethical behavior are paramount. All students, faculty, and staff are encouraged

to take proactive measures to prevent it. Such actions undermine the values the institution stands for and compromise the quality of education it strives to provide. Any act thereof is considered a violation and will be met with appropriate disciplinary actions.

The complete details of the policy are outlined in Chapter 5 under the Special Section on Academic Dishonesty Guidelines and Procedures.

**Section 3. Health and Wellness Policy.** To promote the physical and mental well-being of all students, fostering a supportive and healthy academic environment.

### 3.1. Mental Health Resources

The institution will provide access to mental health services, including counseling, therapy, and support groups for students experiencing emotional or psychological distress, through the campus counseling center, which offers confidential services, workshops, and wellness programs to enhance mental health awareness, encouraging students to utilize these resources without stigma or fear of judgment.

### 3.2 Health Requirements

All students must complete health requirements prior to enrollment, which may include immunizations, health screenings, and submission of a health history form, while those in specific programs (e.g., nursing, physical education) may be subject to additional health and safety standards, including drug screenings and physical examinations, with all health records being kept confidential and stored securely in compliance with privacy regulations.

### 3.3 Wellness Programs

The institution will offer wellness programs that promote healthy lifestyles, such as fitness classes, nutrition workshops, and stress management seminars, alongside regular health awareness campaigns to educate students on various health topics, including mental health, nutrition, and exercise.

### 3.4 Emergency Health Services

In case of health emergencies, students can access immediate medical assistance through the campus clinic.

**Section 4. Academic Policy on AI Use.** The use of Artificial Intelligence (AI) tools by college students is encouraged for enhancing learning, conducting research, and engaging in creative projects, as long as it adheres to academic integrity.

#### General Statements

- 4.1. AI can be a valuable resource for tutoring, data analysis, and innovative design, but students must ensure that any AI assistance is properly cited and transparently disclosed in their work.
- 4.2. Misuse, such as submitting AI-generated content as original work or using AI to cheat in exams, is strictly prohibited and will be subjected to disciplinary actions through the Dean of Student Affairs.
- 4.3. The college will provide training sessions and resources, ensuring students understand both the opportunities and responsibilities associated with AI technology.
- 4.4. Advisers and faculty are available to guide students, promoting fair and unbiased use of AI while adhering to data privacy regulations.

#### Specific Guidelines on the responsible and accepted use of AI into the teaching and learning processes.

1. All written academic outputs (e.g., essays, assignments, research papers, theses) submitted by students, faculty, and staff must not exceed 15% AI-generated or similarity index, as verified by institution-approved plagiarism/AI-detection software.
2. Proper citation of AI-assisted content must be observed in compliance with APA 7th edition or institutional referencing standards.
3. Students, faculty, and staff are responsible for ensuring that AI use adheres to ethical standards, academic guidelines, and intellectual property rights.
4. Faculty members are empowered to establish additional AI-related guidelines in their syllabi, aligned with this institutional policy.
5. Research and creative works must explicitly declare the extent of AI assistance in the methodology or acknowledgments section.
6. AI use in high-stakes assessments (e.g., exams, thesis defenses, professional performance tasks) is strictly prohibited unless explicitly allowed.
7. Unauthorized or undisclosed use of AI-generated content beyond the 15% threshold constitutes academic dishonesty and is subject to disciplinary sanctions.
8. Violations of ethical AI use shall be sanctioned under existing provisions of the Student Handbook and Faculty Manual

**Section 5: CCCDO Learning Continuity Plan.** The Learning Continuity Plan (LCP) of City College of Cagayan de Oro serves as a strategic framework designed to ensure the uninterrupted delivery of essential educational services during emergencies and disruptions. This plan aligns with the institution's vision of nurturing global citizens through innovative and inclusive learning environments supported by cutting-edge technologies. It embodies the college's commitment to resilience, adaptability, and the well-being of its educational community.

Rooted in national and local disaster risk management frameworks, the LCP integrates best practices from the Office of Civil Defense (OCD) and the City Government of Cagayan de Oro to address the unique challenges faced by our campuses, particularly the Barangay Agusan site, which is prone to flooding. Our LCP aims to uphold the delivery of Major Essential Services (MES) while prioritizing the safety and welfare of students, faculty, staff, and other stakeholders.

Key objectives of the LCP include:

- **Ensuring Safety and Welfare:** Prioritizing the safety of our educational community during emergencies and ensuring their well-being through proactive measures.
- **Continuity of Education:** Maintaining the continuity of classes and training programs to equip students with relevant skills and competencies required for the digital age.
- **Enhanced Accessibility:** Increasing access to quality education by aligning curriculum with regulatory standards and integrating artificial intelligence and emerging technologies.
- **Strategic Partnerships:** Fostering strong collaborations with local and international stakeholders to enrich educational experiences and promote research opportunities.
- **Data-Driven Solutions:** Utilizing data-driven approaches to meet community needs and contribute to sustainable development goals, aligning with local and national development agendas.

The LCP is underpinned by a commitment to transparency, effective communication, and ethical conduct. It emphasizes the importance of continuous improvement in public service delivery, ensuring organizational credibility and swift recovery from disruptions. This comprehensive framework not only addresses potential disruptive threats, including natural calamities, health emergencies, and technological disruptions, but also recognizes the significance of community engagement in crisis situations.

### 1. Introduction

The Learning Continuity Plan (LCP) of City College of Cagayan de Oro reflects our steadfast commitment to ensuring the seamless delivery of essential educational services and maintaining operational continuity in the face of emergencies and disruptions. Informed by the disaster risk reduction and management frameworks set forth by the Office of Civil Defense (OCD) at the national level and the City Government of Cagayan de Oro at the local level, this LCP is a tailored response aligned with the RISE Development Agenda.

As an institution dedicated to providing transformative and inclusive education, we recognize the pressing need for resilience and adaptability to meet the evolving demands of our diverse stakeholders. The historical context of disasters in the Philippines, compounded by the rapidly changing educational landscape, underscores the urgency of preparedness and proactive planning. By leveraging insights from the OCD and local government strategies, our LCP aims to bolster the college's capacity to withstand various challenges while continuing to deliver high-quality learning experiences.

Aligned with our vision of nurturing global citizens supported by cutting-edge technologies by 2033, the LCP prioritizes the safety and welfare of our students, faculty, and staff during crises. It integrates innovative approaches and emerging technologies, including artificial intelligence, to enhance learning outcomes and support community needs.

In light of the unique geographical vulnerabilities of our campuses, particularly the Barangay Agusan site susceptible to flooding, our LCP encompasses comprehensive strategies to ensure service continuity. By embracing values such as adaptability, innovation, inclusivity, and excellence, we are dedicated to fostering a resilient educational environment that empowers our community to thrive amidst challenges.

Together, we strive to create a brighter and more sustainable future for our institution and society, upholding our mission to drive positive change and contribute meaningfully to the development of our local and global communities.

## 2. Key Components of the Learning Continuity Plan

### 2.1. Delivery Modes

The Learning Continuity Plan (LCP) at City College of Cagayan de Oro encompasses various delivery modes designed to ensure that educational services remain accessible and effective during emergencies and disruptions. These delivery modes include:

- **Face-to-Face Learning:** Traditional classroom instruction that fosters direct interaction between educators and students, facilitating immediate feedback and engagement.
- **Blended Learning:** A hybrid approach that combines in-person classes with online components, allowing for flexibility while maintaining the benefits of direct instruction.
- **Fully Online Learning:** Utilizing Learning Management Systems (LMS) and digital platforms, this mode offers asynchronous and synchronous classes, enabling students to access materials and participate from remote

locations.

- **Modular Learning:** This approach provides students with printed or digital learning modules that can be completed independently, accommodating varied learning paces and styles.

## 2.2. *Pedagogical Approaches*

The LCP incorporates various pedagogical approaches that enhance student engagement and promote effective learning:

- **Constructivist Approach:** Emphasizing active learning, this approach encourages students to construct knowledge through experiences and reflection, fostering critical thinking and problem-solving skills.
- **Collaborative Learning:** This method facilitates group work and peer interaction, promoting social learning and a sense of community among students, which is particularly vital in a flexible learning environment.
- **Personalized Learning:** Tailoring educational experiences to meet individual student needs, this approach allows for differentiated instruction, enabling students to progress at their own pace.
- **Project-Based Learning:** Centered around real-world problems, this method engages students in hands-on projects that foster creativity, collaboration, and practical application of knowledge.

## 2.3. *Systems and Procedures for Transition*

To facilitate a smooth transition to flexible learning, the college has established robust systems and procedures, including:

- **Learning Management Systems (LMS):** Platforms such as Moodle or Google Classroom are employed to centralize course materials, facilitate communication, and track student progress. These systems ensure that all learners have access to necessary resources, regardless of their location.
- **Training Programs for Faculty:** Regular workshops and training sessions equip educators with the skills needed to effectively utilize digital tools and adapt their teaching methods for online and blended environments.
- **Technical Support Services:** Dedicated support teams are available to assist students and faculty with technical issues, ensuring that disruptions in learning due to technology challenges are minimized.

## 2.4. *Policies on Engagement*

To promote student engagement during flexible learning, the LCP outlines clear policies regarding attendance and participation:

- **Flexible Attendance Policies:** Acknowledging the diverse circumstances of students, the college implements flexible attendance requirements that accommodate varying levels of access to technology and learning environments.
- **Regular Check-ins:** Faculty are encouraged to conduct regular check-ins with students to assess engagement levels and address any concerns regarding participation or understanding of course content.
- **Active Participation:** Students are expected to engage actively in discussions, group projects, and other collaborative activities, fostering a sense of community and accountability.

## 2.5. *Guidelines for Teacher-Student Interaction*

To foster respectful and productive interactions, the LCP establishes the following guidelines:

- **Professional Communication:** Both faculty and students are encouraged to maintain professionalism in all communications, whether in-person or online, promoting a respectful learning environment.
- **Availability and Support:** Educators are expected to provide regular office hours and respond promptly to student inquiries, ensuring that support is accessible when needed.
- **Feedback Mechanisms:** Constructive feedback should be provided regularly, allowing students to understand their progress and areas for improvement.

## 2.6. *Continuous Quality Improvement*

The college is committed to continuous quality improvement in the LCP through:

- **Feedback Collection:** Regular surveys and focus groups will be conducted to gather input from students, faculty, and stakeholders regarding the effectiveness of the LCP and areas for enhancement.
- **Performance Evaluations:** Ongoing assessments of course delivery and student performance will be analyzed to identify trends and inform necessary adjustments in teaching strategies and resources.
- **Iterative Revisions:** The LCP will undergo periodic reviews to integrate feedback and ensure its relevance and effectiveness in meeting the evolving needs of the educational community.

## 2.7. *Collaboration with Stakeholders*

Partnerships with various stakeholders play a crucial role in the effectiveness of the LCP. Collaborations include:

- **Local Government and Agencies:** Working closely with local authorities to align the LCP with community needs and resources, ensuring that the college's initiatives are integrated into broader disaster preparedness and response strategies.
- **Industry Partners:** Engaging with local businesses and organizations to provide students with real-world experiences and opportunities for internships, enhancing their learning and career readiness.
- **Academic Institutions:** Collaborating with other educational institutions to share best practices and resources, fostering a network of support that enhances the overall educational landscape.

## 2.8. Disruption Continuity Strategies

This section outlines specific strategies for various types of disruptions, detailing the approach to ensure educational continuity. The following elements—Disruption Type, Timeframe, Continuity Strategies, Delivery Mode, Pedagogy, Responsible Parties, and Resources Needed—serve as the foundational components of this plan. They help structure the LCP by addressing the diverse aspects of ongoing learning during disruptions. They also align with educational best practices and standards set forth by organizations such as the Commission on Higher Education (CHED) and other educational authorities.

### 1. Disruption Type

Identifying the type of disruption is essential for tailoring responses effectively. Different scenarios—such as natural disasters, health crises, or technological failures—demand specific strategies and resources. Research shows that understanding the nature of disruptions allows institutions to implement more effective and targeted solutions (Li & Lalani, 2020). For example, during the COVID-19 pandemic, many institutions rapidly shifted to online learning in response to public health concerns, demonstrating the need for flexibility in planning.

### 2. Timeframe

The timeframe associated with each disruption helps determine the urgency and scope of the response. Recognizing whether a disruption is temporary (1-2 weeks), medium-term (3-4 weeks), or long-term (beyond 4 weeks) guides the development of appropriate strategies. For instance, a short-term disruption may require immediate online resource availability, whereas a long-term event might necessitate the restructuring of curriculum and delivery methods. Research indicates that clear timelines enable institutions to prioritize actions and allocate resources efficiently (Liu et al., 2020).

### 3. Continuity Strategies

Continuity strategies outline the specific actions taken to maintain educational operations during disruptions. These strategies may include activating emergency communication systems, providing online learning resources, and ensuring mental health support for students. Implementing well-defined strategies enhances institutional resilience and ensures that educational objectives are met despite challenges. Studies have shown that schools with robust continuity strategies can better support students and faculty during crises (Gonzalez et al., 2020).

### 4. Delivery Mode

The delivery mode describes how instruction will be provided during disruptions, including synchronous (real-time) and asynchronous (self-paced) methods. Offering a blend of delivery modes allows for greater flexibility and caters to diverse student needs, ensuring that all students have access to learning regardless of their circumstances. Research from the World Economic Forum suggests that integrating various delivery methods can enhance student engagement and learning outcomes (Li & Lalani, 2020).

### 5. Pedagogy

Pedagogical approaches are crucial for effectively delivering content during disruptions. Utilizing diverse teaching methods, such as inquiry-based, cooperative, or constructivist learning, can foster deeper understanding and retention among students. Aligning pedagogy with the selected delivery mode ensures that instructional practices are appropriate and effective for the learning environment. Studies indicate that employing active learning strategies, even in online formats, significantly improves student engagement and academic performance (Freeman et al., 2014).

### 6. Responsible Parties

Clearly defining responsible parties for each component of the LCP ensures accountability and effective implementation. Designating roles for faculty, administration, and support staff fosters a collaborative approach to managing disruptions. This division of responsibilities allows for coordinated efforts in executing strategies and monitoring progress, contributing to the overall success of the learning continuity plan (Gonzalez et al., 2020).

## 2.9 Student Advising Program Policy

### I. Introduction

The City College of Cagayan de Oro is dedicated to providing a transformative educational experience that empowers students to become globally competent and socially responsible citizens. The Student Advising Program is an integral component of this mission, offering comprehensive support and guidance to students throughout their academic journey. Aligned with the City College's commitment to academic excellence, inclusivity, community engagement, and ethical conduct, this policy outlines the framework for effective student advising.

### II. Purpose and Goals

The primary purpose of the Student Advising Program is to foster student success by providing timely, relevant, and culturally responsive academic and personal guidance. The program aims to:

- Enhance student retention, persistence, and graduation rates
- Develop well-rounded individuals prepared for lifelong learning and career success
- Foster a sense of belonging and community among students
- Prepare students to be active and engaged citizens contributing to local and global development

### III. Roles and Responsibilities

#### Student Advisor (Full-time Faculty):

- Provide comprehensive academic advising, including course selection, degree planning, and academic progress monitoring.
- Offer career counseling and exploration to assist students in defining their career paths.
- Identify and address student needs, including academic, personal, and social challenges.
- Maintain accurate and confidential student records.
- Participate in professional development activities to enhance advising skills.

#### Student Responsibilities:

- Actively engage in the advising process by meeting with their advisor regularly.
- Seek advice on academic planning, course selection, and career exploration.
- Take responsibility for academic progress and inform their advisor of any challenges or concerns.
- Adhere to college policies and procedures.

### IV. Advising Process

- **Initial Advising:** All incoming students will undergo a comprehensive orientation and meet with their assigned advisor to develop an initial academic plan.
  - **Student Profiles:** Advisors should compile comprehensive student profiles, encompassing academic background, learning styles, career goals, and any special needs, to develop individualized advising plans.
- **Ongoing Advising:** Regular advising appointments will be scheduled throughout the academic year to monitor student progress, address concerns, and provide support.
  - **Student Advising Session Form:** Students will complete this form to request an appointment with their advisor or other faculty members for specific concerns.
- **Critical Advising Points:** Specific advising sessions will be offered during key academic milestones (e.g., course registration, academic probation, graduation planning).

### V. Advising Services

- **Academic Advising:** Provide in-depth guidance on course selection, degree requirements, and academic policies.
- **Personal and Social Development:** Assist students in developing time management, study skills, and problem-solving abilities.
- **Crisis Intervention and Referral:** Provide support and referrals to campus resources for students facing personal or academic crises.
- **Cultural Competence and Inclusivity:** Offer culturally sensitive advising that respects and values the diverse backgrounds of all students.

### VI. Confidentiality and Ethics

- **Confidentiality:** Adhere to strict confidentiality standards regarding student information, complying with FERPA regulations.
- **Ethical Conduct:** Maintain professional boundaries and ethical standards in all interactions with students.
- **Referrals:** Refer students to appropriate campus resources when necessary, ensuring continuity of care and support.

### VII. Evaluation and Improvement

- **Regular Assessment:** Conduct periodic evaluations of the advising program through student surveys, advisor feedback, and program outcomes data.
- **Data-Driven Decision Making:** Utilize data to identify trends, assess advisor performance, and inform program improvements.
- **Continuous Improvement:** Foster a culture of continuous improvement by encouraging advisors to share best practices and participate in professional development activities.

### *VIII. Departmental General Assemblies*

- **Purpose:** To foster a sense of community, inform students about college policies and resources, and strengthen the faculty-student relationship.
- **Frequency:** At least once per semester.
- **Content:** Include presentations on academic policies, student support services, career guidance, and other relevant topics.
- **Attendance:** Mandatory for all students within the department.

### *IX. Departmental Flexibility and Customization*

Departments have the autonomy to create and implement customized student advising protocols that meet the unique needs of their academic programs. These protocols must align with the overall goals and principles of the College's Student Advising Program as outlined in this policy. The College-wide policy sets a minimum standard to ensure consistency in the provision of student support services across all departments. Empowering departments to tailor their advising approaches is aimed at enhancing student satisfaction and success.

# 3 HONORS AND AWARDS



## Kagay-an Colorful Parade



## HONORS AND AWARDS

### Article 1: Graduation Honors

**Section 1. Academic Honors.** All colleges through the Dean shall determine and evaluate the academic performance of their honor students and shall present and defend the official list to the Committee on Honors and Awards (COHA) composed of the Vice President for Academic Affairs, as Chairman, and the Director for Curriculum and Instruction, Vice President for Student Affairs and Services, and College Registrar, as members.

Section 1.1: Undergraduate students will graduate with honors if their weighted averages, calculated to the second decimal place, fall within the following range:

- Summa Cum Laude: 1.00 – 1.25
- Magna Cum Laude: 1.26 – 1.50
- Cum Laude: 1.51 – 1.75
- Honorable Mention: 1.76 – 2.00

Section 1.2. Specific conditions that graduation honors must comply:

#### 1. SUMMA CUM LAUDE

- a. The student must have no grade below 1.5 in any subject.
- b. The student must have removed the INC within the prescribed period following the last regular final examinations by taking and passing a special examination after which the students receive a final grade for overall performance. However, it must be understood that the INC is given only to students who failed to take the final examination except for those enrolled in pure research subject which considers research output as part of the final exam.
- c. The student must have taken the required number of credits each semester.
- d. The student must have enrolled in the necessary number of units each semester as prescribed by its curriculum.
- e. The student must have no dropped subjects.
- f. The student must not have a record of guilt or disciplinary actions as certified by the Committee on Student Discipline.
- g. The student must possess high moral standards. Disqualification from honors or awards can occur based on a legitimate grievance raised by any member of the Academic Community.

#### 2. MAGNA CUM LAUDE

- a. The student must have no grade below 1.75 in any subject.
- b. Met requirements b, c, d, e, f, and g.

#### 3. CUM LAUDE

- a. The student must have no grade below 2.0 in any subject.
- b. Met requirements b, c, d, e, f, and g.

#### 4. HONORABLE MENTION

- a. The student must have no grade below 2.25 in any subject.
- b. Met requirements b, c, d, e, f, and g.

Section 1.3. Transfer students seeking honors must have completed at least seventy-five percent (75%) of the total units required for graduation at the institution and must have resided on campus for at least three years before graduation.

Section 1.4. Transfer students who received a failing grade in a course required for their curriculum at the school will not be eligible for honors unless they enroll in all the required courses, even if they have previously taken them at another institution.

Section 1.5. The calculation of the grade for honors consideration must account for all credits earned in the final weighted average of graduating students. Only regular students are eligible for awards. Regular students are those who have not missed any classes or exhibited erratic behavior during the course of their study.

Section 1.6. When a lower course load was necessary due to legitimate reasons, the justification must be confirmed by the relevant authority when the underload occurred. This ensures that graduating students may still be eligible for honors.

Section 1.7. Class Valedictorian

1. The Class Valedictorian represents the graduating class and embodies the ideals and aspirations of City College of Cagayan de Oro. He/ She is chosen from among the outstanding student awardees (preferably with Latin honors such as Summa Cum Laude, Magna Cum Laude, Cum Laude) of the different colleges, following criteria set by the Committee on Honors and Awards (COHA).

2. The guidelines and criteria for selecting the Class Valedictorian at City College of Cagayan de Oro are outlined below:
  1. *Academic Excellence*: The class valedictorian should demonstrate outstanding academic achievement.
  2. *Character and Leadership*: The class valedictorian should embody qualities of integrity, leadership, and character as evidenced by his/her college experience and track record. The following criteria must be considered:
    - a. *Positive Influence*: Contributions to the college community through mentorship, collaboration, or advocacy.
    - b. *Community Involvement*: Participation in student organizations, volunteer work, or community service
    - c. *Leadership Roles*: Holding leadership positions within campus clubs, committees, or student government.
  3. *Communication Skills*: The class valedictorian should manifest strong public speaking and communication skills, articulate ideas clearly and engage the audience, and be capable of developing a speech that is inspirational, reflective, and relevant.
  4. *Inclusivity and Impact*: The class valedictorian must have positively impacted their peers and the college community through his inclusive attitude and contributions that benefited others.
  5. *Faculty and Peer Recommendations*: Faculty and peers may be involved in the selection process and may submit recommendations highlighting the student's academic prowess, character, and contributions.
3. The Class Valedictorian shall speak on behalf of the graduates during the Commencement Exercises. The choice of the Class Valedictorian is a prerogative of the Committee on Honors and Awards (COHA) and no student, faculty or Administrator can demand or claim it as a matter of right.

## Section 2. Non-Academic Honors

Section 2.1. Students with exceptional leadership skills, service, and accomplishment are also recognized through various awards and are given at the end of every school year. The types of awards include:

### 1. Student of the Year Awards. There shall be one awardee from each College.

1. Freshman Student of the Year
2. Sophomore Student of the Year
3. Junior Student of the Year
4. Senior Student of the Year

#### Criteria:

- a. *Involvement*: Active participation in clubs, student organizations, or campus events
- b. *Leadership Potential*: Demonstrate leadership skills or potential as evidenced by his/ her involvement in any student council or student organization as officer or those with strong leadership background as manifested by his/her involvement in leadership related programs and activities either within the college or off-campus and endorsed (written with documentation/proof) from his/her Dean or other School Authority.
- c. Represented the school in any local, regional, or national competition, training, seminar, etc.
- d. *Service and engagement*: Engages in community service or volunteer work for his/ her college and the school
- e. *Character*: Acts as a role model to fellow students
- f. *Academic*
  1. Has a general average of not less than 1.99,
  2. No failed subject/s for the current school year (for Freshman to Junior Student of the Year awardees) or no failed subject/s (for Senior Student of the Year awardee),
  3. No dropped subject/s for the current school year (for Freshman to Junior Student of the Year awardees) or no dropped subject/s (for Senior Student of the Year awardee)
  4. Has accomplished the INC within the prescribed period
  5. Carry the regular load per semester
  6. Residency requirement (1 year for freshmen, 2 years for sophomore, 3 years for junior, and 4 years for senior student of the year.

### 2. Special Talent Award

This award is given to students who have shown excellent performance in Music, Sports, Literary Work, and Dance. The performance they have rendered must have given pride and honor not only to their college but to the institution as well. To be eligible, they must have been

enrolled in City College for at least two (2) semesters, and must not have any failing grades or dropped subjects, except for those who have an INC mark.

Students with an INC mark must have removed it within one year following the last regular final examinations. This can be done by taking and passing a special examination, after which a final grade for overall performance will be given. However, it is important to note that the INC mark is only given to students who failed to take the final examination, except for those enrolled in a pure research subject which considers research output as part of the final exam. Specifically, to be eligible for this award, the following guidelines and criteria must be met:

1. Music
  - a. *Technical Proficiency*: Demonstrated mastery of musical techniques (instrumental or vocal) and Consistent performance at an advanced level (e.g., recitals, competitions).
  - b. *Artistic Interpretation*: Ability to convey emotion, depth, and musicality and Evidence of creativity in interpretation and expression.
  - c. *Leadership and Collaboration*: Participation in ensembles, orchestras, or choirs and Contributions to musical events or projects within the college community.
  - d. *Original Composition or Arrangement*: Recognition for composing original music or creating innovative arrangements.
2. Dance
  - a. *Technical Skill*: Recognition for composing original music or creating innovative arrangements
  - b. *Artistic Expression*: Recognition for composing original music or creating innovative arrangements and Recognition for composing original music or creating innovative arrangements.
  - c. *Performance Excellence*: Recognition for composing original music or creating innovative arrangements and Recognition for composing original music or creating innovative arrangements.
  - d. *Leadership and Community Engagement*: Recognition for composing original music or creating innovative arrangements and Recognition for composing original music or creating innovative arrangements.
3. Literary Arts
  - a. *Writing Proficiency*: Exceptional skills in prose, poetry, or creative writing and recognition for published work or participation in literary events.
  - b. *Originality and Creativity*: Evidence of unique perspectives, innovative storytelling, or thought-provoking content and contributions to literary magazines, blogs, or campus publications.
  - c. *Research and Critical Analysis*: Excellence in academic writing, research papers, or literary analysis.
  - d. *Community Impact*: Involvement in literary clubs, workshops, or reading groups and advocacy for the importance of literature and storytelling.

### 3. College Leadership Awards

This award is bestowed to the most outstanding student leaders who have exemplified the following attributes:

1. *Academic Performance* – based on his/her outstanding academic records and must not have any failing grades or dropped subjects, except for those who have an INC mark. Students with an INC mark must have removed it within one year following the last regular final examinations. This can be done by taking and passing a special examination, after which a final grade for overall performance will be given. However, it is important to note that the INC mark is only given to students who failed to take the final examination, except for those enrolled in a pure research subject which considers research output as part of the final exam.
2. *Leadership Involvement* – demonstrated a strong working relationship with the organization's members, active participation in the organization's activities, being approachable and accessible to the organization, and being attentive to the needs and issues of the organization and its members.
3. *School and Community Contribution* – displays school spirit and engagement in improving campus life based on his/her visibility on campus and community, lively presence, and significant contribution to campus and community activities.

4. *Character* – foster good ideas, positive influence, and growth within the school and community.

#### **4. Outstanding Campus Organizations**

This award is given to the student body and recognized campus organization that demonstrates excellence in fulfilling its purpose, membership and leadership development, campus life enhancement, community contributions, and general involvement in the University community.

1. *Quality of Activities* – created, initiated, and implemented various relevant programs and activities based on their goal-setting strategies, event success, leadership development of members, collaboration with other organizations, and overall contribution to their college/department and the college.
2. *Contribution to the School and Community* – brought impact to school and community, has offered expertise, initiated donation drives, and promoted citizenship.
3. *Partnerships and Linkages* – initiated initiatives that fostered the realization of a shared vision for growth and development; strengthened the complementary roles of the school and community; contributed to the progress of the community through its programs and activities
4. *Sustainability* – built long-term programs/activities that develop such strategies to foster longevity.

## Oath Taking of the Central Student Government and Student Councils

# 4 STUDENTS RIGHTS, DUTIES, RESPONSIBILITIES, AND BENEFITS



## Motorela

The motorela was invented by Rafael D. Floirendo, a mechanic from Cagayan de Oro in 1964. The name "motorela" originates from a portmanteau of "motorized" and "carretela"

## STUDENT RIGHTS, DUTIES, RESPONSIBILITIES, AND BENEFITS

### Article 1: Student Rights

The content below outlines a chapter in the Student Manual that is integral to the formation of mature and responsible students who recognize that the exercise of rights must be accompanied by a sense of responsibility. It is imperative for students at City College of Cagayan de Oro to acknowledge that their rights, although inherent, are not absolute and are subject to constraints imposed by legislation, institutional regulations, and the entitlements of others.

The guidelines delineated in this chapter are intended to serve as markers for students as they pursue a high-quality student life that complements school's comprehensive objective of nurturing the full potential and positive values of the youth within a learner-centered and globally competitive academic environment.

In addition to the rights provided by the Education Act of 1982 and other laws, students accepted to City College of Cagayan de Oro shall have the following rights, subject to specified limitations.

#### Section 1: Basic Rights of Students

Section 1.1. Students have the right to receive a relevant, high-quality education consistent with national goals that allows for their full development as human beings with dignity. This includes the right to submit written evaluations of their professors and instructors at the end of the semester.

Section 1.2. Students have the freedom to choose their area of concentration within the offered curriculum and remain in that field until graduation, except in cases of academic failure or disciplinary infractions.

Section 1.3. Students have the right to receive assistance and counseling to help them make informed choices regarding their career options.

Section 1.4. Students have the right to access and review their academic records, which must be kept confidential.

Section 1.5. Students have the right to obtain official transcripts, certificates, diplomas, grades, transfer credentials, and similar documents within seven working days of submitting a request and meeting all prerequisites.

Section 1.6. Students have the freedom to publish and manage student newspapers and similar publications, invite speakers to events, and express their views in accordance with academic freedom and freedom of speech.

Section 1.7. Students have the right to effective channels of communication with academic and administrative entities within the institution, as well as the freedom to voice their ideas and proposals.

Section 1.8. Students have the right to create, establish, join, and participate in groups and societies recognized by the school with legal objectives. They also have the authority to exclude certain voluntary donations from their organizations' or societies' approval.

#### Section 2: Specific Rights of Students

Section 2.1. Students have the right to be represented in school bodies and participate in the development of policies affecting the school.

Section 2.2. Students have the right to a secure and protected school environment.

Section 2.3. Students have the right to be informed of the laws and regulations that apply to them.

Section 2.4. Students have the right to participate in appropriate extracurricular and curricular activities that are duly approved by the institution. They also have the right to abstain from activities that conflict with their religious beliefs, for which alternative activities will be provided.

Section 2.5. Students have the right to due process, including access to information, the right to view evidence, preparation for defense, representation, a student disciplinary board hearing, immunity from self-incrimination, and the ability to challenge decisions.

Section 2.6. Students have the right to receive assistance from the school regarding job prospects.

Section 2.7. Students have the right to access first-aid and medical services as well as dental care.

Section 2.8. Students have the right to be free from forced labor.

Section 2.9. Students have the freedom from harassment and discrimination, including those based on various factors such as physical disabilities, sexual orientation, gender identity, religion, mental or physical abilities, race, socioeconomic status, affiliations, social class, or political beliefs. This includes protection for students with HIV/AIDS, drug addiction, and pregnant students.

Section 2.10. Students have the right to receive official written notification of the academic requirements for any course of study they are enrolled in.

Section 2.11. Students have the ability to challenge any decision made by the school through administrative remedies and appeals committees.

Section 2.12. Students have the freedom to express their complaints and seek compensation.

Section 2.13. Students have the freedom from unjustified searches and seizures, except under specific circumstances authorized by law.

## Article 2: Duties and Responsibilities of Students

In addition to the rights and obligations set out by applicable legislation, each student shall:

Section 1.1. Make every effort to maximize his or her capacity for service by pursuing an education that aligns with their talents to contribute to their family and society.

Section 1.2. Uphold the school's academic standards and strive for academic achievement while adhering to guidelines governing academic obligations and maintaining moral integrity.

Section 1.3. Promote and uphold the school's tranquility and harmony by adhering to standards of conduct and actively working to develop harmonious relationships with other students, faculty, and staff.

Section 1.4. Actively engage in civic activities aimed at advancing the general well-being, particularly by contributing to the social, economic, and cultural growth of their community and working towards a just, caring, and orderly society.

Section 1.5. Exercise their rights responsibly and be aware that they are responsible for avoiding any infringement or violation of the rights of others and for contributing to the general welfare.

## Article 3: Benefits

Section 1: Student Insurance – All students are insured for injury or death caused by accident 365 days a year. Student injuries or deaths should be reported immediately to the school authorities for purposes of insurance claim.

Section 2: Job Placement Assistance – Creating an effective Job Placement Program is one of the priorities at City College of Cagayan de Oro. Thus, the school involves strategic planning, collaboration, and student-focused initiatives to ensure that its graduates will land gainful employment. Here are some of the job placement assistance programs that students can benefit:

1. Assess Student Needs and Goals:
  - a. Conducts surveys or focus groups to understand students' career aspirations, preferred industries, and desired job roles.
  - b. Identifies common challenges faced by students during job searches.
2. Collaborate with Employers and Alumni:
  - a. Builds strong relationships with local employers, industry associations, and alumni networks.
  - b. Invites employers to participate in career fairs, workshops, and networking events.
  - c. Encourages alumni to mentor current students and provide insights into their career paths.
3. Career Services Office Enhancement:
  - a. Strengthens the college's existing career services office.
  - b. Hires dedicated career counselors who specialize in job placement.
  - c. Provides personalized career coaching, resume reviews, and interview preparation.
4. Integrate Technology:
  - a. Implements a robust online platform where students can access job listings, internships, and networking

- opportunities.
  - b. Offers virtual career workshops, webinars, and mock interview sessions.
5. Structured Internship Programs:
- a. Collaborates with local businesses to create internship opportunities.
  - b. Ensures internships align with students' majors and career interests.
  - c. Monitors intern performance and provides feedback.
6. Industry-Specific Workshops:
- a. Organizes workshops on resume writing, job search strategies, and professional networking.
  - b. Hosts industry-specific panels where professionals share insights and trends.
7. Job Shadowing and Company Visits:
- a. Arranges visits to local companies to expose students to workplace environments.
  - b. Facilitates job shadowing experiences to help students understand different roles.
8. Alumni Job Referral Program:
- a. Encourages alumni to refer job openings within their organizations.
  - b. Creates a streamlined process for alumni referrals.
9. Local Training Partnerships:
- a. Collaborates with local training providers (e.g., vocational schools, technical institutes) to offer skill-specific programs.
10. Job Placement Metrics and Tracking:
- a. Establishes key performance indicators (KPIs) to measure program success.
  - b. Tracks job placement rates, time to employment, and employer satisfaction.
11. Continuous Improvement
- a. Collects feedback from students, employers, and alumni.
  - b. Adapts the program based on changing job market dynamics and student needs.

Section 3: Student Assistantship Program – The institution offers student assistantship opportunities to deserving and promising students. This program includes providing a cash allowance to student assistants who are assigned to offices, libraries, laboratories, the maintenance department, and other areas that require additional manpower.

The comprehensive details of the Student Assistantship Program are delineated in the Policies and Guidelines for the Student Assistantship Program, which have been developed by the Office of Student Affairs and Services and duly approved by the school's governing board.



# STUDENT CONDUCT AND DISCIPLINE

# 5



## *Camarahan Ridge*

Camarahan “Pahiron” Ridge is the newest tourist attraction in Cagayan de Oro located along Lumbia-Pagatpat Road.



## STUDENT CONDUCT AND DISCIPLINE

### Article 1: Student Conduct

#### Section 1. General Provisions

Section 1.1. This manual's requirements shall apply to all students for violations committed while under the school's jurisdiction. In cases where this code is not applicable, local laws shall take precedence.

Section 1.2. All students are obligated to abide by local, state, and federal laws, as well as all college policies and regulations, at all times. Violations of the school's rules and regulations may result in administrative sanctions and appropriate disciplinary actions.

Section 1.3. Every student is expected to uphold discipline and loyalty to the institution.

Section 1.4. In addition to upholding moral standards, students are required to conduct themselves with decorum and propriety both on and off campus.

Section 1.5. Students must refrain from engaging in any actions that could tarnish the reputation of the college or bring disgrace to its name.

Section 1.6. Students are to treat teaching staff, administrative personnel, and fellow students with respect.

Section 1.7. Maintaining student conduct and discipline is contingent upon the student's voluntary acceptance of all college policies, rules, and regulations, as signified by their enrollment pledge, as well as the guidance and counseling provided by the faculty, who shall act as surrogate authorities.

Section 1.8. All school personnel are required to uphold and oversee adherence to the code within their specific functional areas. The President, Vice President, Directors, Associate Directors, Chairpersons, Faculty Members, Support Staff Personnel, and Security Force personnel are all considered Agents or Persons in Authority for the Purpose of Implementing College Policies, Rules and Regulations, and the Provisions of This Code.

#### Section 2: General Guidelines

Section 2.1. Every student is required to abide by local laws, school policies, and generally recognized social norms.

Section 2.2. A student loses the contractual right gained at enrollment if they engage in significant misconduct or fail to meet the school's necessary academic standards.

Section 2.3. Other offenses or breaches against the rules of discipline, as determined by the office of the school president, directors, or the committee of conduct and discipline, in cases not provided by the school academic council, shall not be excluded.

Section 2.4. A teacher has the authority to remove a student from class for unruly behavior in the interest of maintaining order and fostering decency in the classroom, promptly reporting to the Vice President for Student Affairs and Services.

Section 2.5. Concerning regular student debts to private parties, the institution is not required to take any action. However, the Vice President for Student Affairs and Services or their delegate may impose sanctions if it is obvious that the matter impacts the student's moral character. If there is a case of indebtedness to the institution, the current regulations should be followed, including withholding grades or banning from exams, without precluding the authorities from taking additional measures as needed.

Section 2.6. No student may possess a firearm on the campus of the institution unless prohibited by current school statutes and regulations. No one may possess a gun, knife, or other hazardous weapons, and any student who disobeys this regulation will face consequences.

Section 2.7. The teacher has the right to suggest that a student get advice and counseling.

#### Section 3: General Rules and Behavior

Every student is expected to uphold the standards of moral behavior and self-control. Therefore, a student should:

1. Always act in a respectable manner both within and outside the school.
2. Respect the rights of others as they would like their own rights to be respected.
3. Maintain and safeguard educational property.

4. Acknowledge mistakes, be honest with oneself, and make an effort to improve.
5. Be honest and just in interactions with others.
6. Follow moral principles of fairness, love, compassion, and consideration for others.
7. Dedicate oneself to the performance of duties while considering others' rights.
8. Be willing to give up certain rights and advantages for the benefit of others and society.
9. Resolve issues and disputes without causing harm to others.
10. Be understanding and humble enough to recognize when others are superior.
11. Exhibit restraint and appropriateness in speech and actions, especially when addressing vices like excessive drinking, drug use, sexual excesses, and more.
12. Exercise appropriate judgment to govern one's life, behavior, and emotions.

#### Section 4. Classification and Nature of Offenses and Specific Guidelines

At City College of Cagayan de Oro, violations are categorized as either minor or major. Minor violations are disruptive in nature and don't result in physical injury or property damage. On the other hand, major offenses are considered disrespectful to the school community's dignity and are seen as threats to its internal security, peace, and order. As an institution of learning, student's training and development are prioritized because it will significantly contribute to raising mature and responsible individuals.

Students are encouraged to be independent and mature in this academic environment as they work for personal growth. This entails having the ability to discriminate between acts that promote their wellbeing and those that are detrimental.

##### 1. Minor Violations

1. *Department:* In this section, specific violations and guidelines regarding student behavior are outlined:

1. Poor Attendance: Students consistently missing classes and failing to arrive promptly in classes and other school-related functions.
2. Missing the Flag-Raising Ceremony every Monday. The flag-raising ceremony is considered an obligatory event for students who have first-period classes in the morning.
3. Quiet Movement in Halls: Students are expected to maintain a quiet demeanor when moving around the hallways, particularly at the beginning of the academic year, failure to do so will result to a violation.
4. Library Silence: Silence must be rigorously observed within the library to ensure a conducive environment for study and research, failure to do so will result to a violation.
5. No Smoking: Smoking is strictly prohibited in the classroom, library, and all other campus locations, failure to do so will result to a violation.
6. Excusment with a "Call Slip": Students may only be excused from class with a formal "Call slip" that has been signed by the Vice President responsible for students. Each call slip must be processed the Office of Student Affairs and Services (OSAS), failure to follow the protocol will result to a violation.
7. Summons Response: Students who receive a summons through written notification or from the bulletin board are expected to respond promptly, failure to follow the protocol will result to a violation.
8. Response to Summons: Students who receive a summons through written notification or from the bulletin board are expected to take appropriate action as quickly as possible in response to the summons, which may involve attending meetings, hearings, or other required activities, failure to follow the protocol will result to a violation.
9. Participation in School Activities During Suspension or Shortening: Even during periods of suspension or shortened attendance, students are required to participate in school activities. Leaving before a program is officially concluded is not permitted, failure to follow the rule will result to a violation.
10. Students with Communicable Illnesses: Students who have communicable illnesses such as mumps, chickenpox, sore eyes, or similar conditions must promptly report to the clinic for medical assessment. They should remain at home until they are approved to return to school by the school doctor. This measure helps prevent the spread of contagious diseases within the school community. Failure to adhere to the protocol will result to a violation.
11. Maintaining Campus Tidiness: All students are expected to contribute to maintaining the cleanliness and orderliness of the campus and avoid the following practices:
  1. Not disposing waste in designated trash cans, both inside classrooms and on school property.
  2. Not removing litter and scraps of paper from hallways, classrooms, and other school areas.
  3. Not properly flushing toilets after use and ensuring restroom cleanliness.
  4. Writing on or vandalizing furniture, such as chairs or tables.
  5. Not disposing canteen waste appropriately, including not discarding leftover food in the designated garbage bins and not placing used plates right side up.
12. Public expression of love.

13. Disregard for other school regulations regarding environmental preservation.
  14. Horseplay, boisterous behavior, or any other actions that sabotage the tranquility on campus.
  15. Usage of electronic devices in instances where it is forbidden, including in class, during tests, during school events, etc.
  16. Damage to school property that is not intended due to misuse or negligent handling.
  17. Unapproved entry into a school's building, structure, or any school property.
  18. Other analogous acts.
2. *Infractions of the Dress Code:* In this section, specific violations and guidelines regarding student dress code are outlined:
1. Uniform violations include, but are not limited to, male and female students who don't wear the correct color pants or who don't follow the specified cut.
  2. During weekdays, students are mandated to wear the prescribed school uniform, with the exception of designated washing days. New students are required to don the school uniform one month after the commencement of classes, unless specific rules state otherwise or the required attire is unavailable.

Returning students must wear their uniforms on the first day of class. Failure to adhere to the official and complete uniform will result to the imposition of penalties such as non-admittance to class. In situations where wearing the school uniform is not feasible due to unavoidable circumstances, students must seek permission from the Office of Student Affairs and Services. This necessitates the submission of a legitimate letter of justification, which can be provided either by their parents, guardians, or the students themselves, along with relevant supporting documentation.

3. Students who are employed or expecting a child may request an exemption from wearing the school uniform through the Vice President for Student Affairs and Services. However, students must refrain from attending classes in attire such as shorts, slippers, low-cut tops, or other inappropriate garments. Exemptions granted may be revoked for security considerations.
4. Students must wear the prescribed school attire for academic subjects. OJT (On-the-Job Training) and practicum uniforms are permissible exclusively during the respective semesters when students are actively engaged in OJT or practicum activities. Additionally, the use of Physical Education (P.E.) uniforms is restricted solely to P.E. courses.
5. Students are expected to maintain a professional and well-groomed appearance that befits the standards of the College. Consequently, the following attire and grooming practices are considered violations of these standards and individuals engaging in them shall be denied access to the school grounds:
  1. For Female Students:
    - a. Improper dressing, including exposed midriff blouses, sleeveless tops, excessively tight or body-hugging clothing, see-through garments, and micro-mini skirts.
    - b. Wearing facial ornaments.
    - c. Adorning large, conspicuous earrings typically worn for dancing.
    - d. Wearing slippers as footwear.
    - e. Donning tattered jeans or shorts.
    - f. Displaying prominent tattoos that cannot be concealed with clothing or accessories.
  2. For Male Students:
    - a. Sporting long hair or hair that does not adhere to the black or brown color spectrum.
    - b. Application of makeup, facial accessories, and hair adornments.
    - c. Maintaining colorful or lengthy fingernails.
    - d. Wearing skinny jeans or overly fitted shirts.
    - e. Wearing slippers as footwear.
    - f. Wearing tattered jeans or shorts.
    - g. Wearing earrings in school premises.
    - h. Displaying significant tattoos that cannot be concealed with clothing or accessories.
3. *Student Identification Cards:* This section delineates the rules and procedures governing the utilization and administration of student identification (ID) cards within the school setting. Below are the salient points:
  1. *Mandatory ID Card Requirement:* All students are obliged to possess and carry their ID cards at all times while gaining access to the school premises. Admittance to the campus is contingent upon the proper display of a worn ID card.
  2. *ID Card Dress Code:* Students are expected to wear their ID cards in conjunction with their designated school uniforms, as this practice facilitates their distinct recognition amidst the school community.
  3. *Prohibited Usage:* It is expressly prohibited to allow any unauthorized person to utilize one's ID card. Violations of this provision will be subject to punitive measures in accordance with school policies.
  4. *Safeguarding Clarity:* Students bear the responsibility of ensuring the unobstructed visibility of their ID

cards, which includes preventing any hindrance to the clear display of their full name and photograph.

5. Confiscation Protocol: In cases of rule violations, duly authorized personnel may confiscate a student's ID card. The retrieval of confiscated IDs is contingent upon the submission of a documented explanation and the fulfillment of any associated penalties at the Office of Student Affairs and Services (OSAS).
6. Reissuing Misplaced ID Cards: This section further delineates the sequential procedure for the reissuance of lost or misplaced ID cards:
  - a. The student is required to complete an affidavit of loss at the Office of Student Affairs and Services.
  - b. Subsequently, the student is directed to the Finance Office for the payment.
  - c. Following payment, the student must return to the OSAS to endorse a temporary pass.
  - d. The temporary pass, along with the payment receipt, is then submitted to the Technology Innovations and Data Management Center (TIDMAC) for the processing of the replacement ID.
  - e. Replacement IDs are disbursed by the OSAS for administrative tracking purposes, and the temporary pass is to be returned upon receipt of the new ID.

## 2. Major Offenses

### 1. Offenses Against School Security and Order

1. Possession of explosives, such as firecrackers and pyrotechnics, and deadly weapons, such as knives, guns, ice picks, or any other type of weapon, on school property or during any school-related activity.
2. Use, trafficking, or possession of illicit or forbidden substances on campus.
3. Entering and/or consuming alcoholic beverages or any other type of intoxicating beverage on campus, as well as entering the building while under the influence of drugs or alcohol.
4. Entering or leaving the campus covertly, deceitfully, or by using someone else's identity or documentation, as well as encouraging someone else to do so.
5. Instigating and/or participating in actions that disturb the tranquility on campus, transgress the organization's security policies, or obstruct the regular conduct of events on campus, whether involving people or groups
6. Selling goods on campus without the required authorization.
7. Gambling on campus.
8. Falsely reporting a bomb, fire, or other emergency in any building, structure, or facility on university property by setting off the fire alarm or by using any other method.
9. Serious safety violations that put other people's lives in jeopardy include intentionally tampering with emergency evacuation protocols for any building, structure, or facility on school property.
10. Organizing or membership in groups or organizations which:
  - a. are unregistered and unrecognized by the Administration or are contrary to law, and
  - b. espouse violence and practice hazing
11. Other analogous acts

### 2. Offenses Against Persons

1. Physical assault of any individual on school property, whether on campus or off, as long as the act negatively impacts campus peace.
2. Slander or defamation directed towards any academic community member, as well as anyone on or off campus, if the act compromises campus harmony.
3. Any kind of hazing as specified by R.A. 8049.
4. Actions that are blatantly disrespectful to anyone.
5. Picking a fight or threatening to pick one with another student or any other member of the school community.
6. Cyberbullying is considered a breach of the anti-bullying law.
7. Attempts made directly or indirectly to coerce or threaten witnesses before, during, or after a disciplinary investigation, legal action, or other internal process.
8. Defamatory comments through social media against any administrator, faculty, staff, students and their parents/guardians.
9. Any act which could be classified as offenses against persons under the Revised Penal Code and other penal laws
10. Other analogous acts

### 3. Offenses against Authorities

1. Insubordination
2. Abusive conduct or any other rudeness directed at school staff, instructors, or officials.
3. Attacking, threatening, or urging someone to fight is directed towards school officials, instructors, or staff.
4. Refusing to cooperate with a legitimate inspection carried out by authorized school staff on school property.
5. Other analogous acts

### 4. Offenses Against Property

1. Theft, damage, or inappropriate use of school property, or property belonging to any member of the school community, or property belonging to guests.

2. Vandalism include the writing of graffiti.
  3. Computer hacking and other practices that go beyond the City College IT Policy's definition of appropriate technology use (such as modifying, deleting, wiping, or otherwise manipulating computer data or software code without permission, among other things).
  4. Forcible access into campus areas that are restricted.
  5. Duplicating, in full or in part, any lectures given in class or study guides by an instructor without the instructor's express permission (publication of any such material shall only be with the express consent of the instructor.)
  6. Other analogous acts
5. Offenses Involving Falsehood, Falsity and Dishonesty
1. Dishonesty and cheating in all forms; plagiarism is a form of cheating
  2. Forgery or falsification of school records or any document or paper related to school work.
  3. Malversation of school funds.
  4. Misrepresentation includes using a false identity, giving misleading information, and committing any kind of lying.
  5. Other analogous acts
6. Offenses Against Public Morals
1. Seduction, abduction, rape and acts of lasciviousness.
  2. Possession, dissemination, and use of pornographic materials.
  3. Harassment in any form.
  4. Sexual misconduct or indecency.
  5. Bribing or threatening school officials and authorities.
  6. Other analogous acts
7. Offenses committed outside the campus are cognizable by School Authorities in the following cases:
1. If the infraction occurs during an off-campus event organized by the school,
  2. When a student engages in behavior that compromises his enrollment status, damages the school's reputation, or involves the use of illicit substances,
  3. Other analogous acts
8. Offenses Involving Violations of Special Laws
1. Cyber bullying in any form as defined in R.A. 10627.
  2. Photo and video voyeurism in any form as defined in R.A. 9995.
  3. Invasion of data privacy in any form as defined in R.A. 10173.
  4. Hazing in any form as defined in R.A. 8049.
  5. Violations of the Comprehensive Dangerous Drugs Act of 2002 (R.A. 9165)
  6. Cybercrime Prevention Act as defined in R.A. No. 10175
  7. Safe Spaces Act as defined in R.A. No. 11313
  8. Other applicable special laws that may be enacted prior to the updating of this student manual.

#### 9. Offenses in an Online Environment

Understanding one's roles and responsibilities in connection to online learning is crucial for students. This includes knowing what constitutes appropriate behavior when it comes to technology use, social roles, learning management, academic requirements, and more. This section's goal is to examine and talk about the different kinds of misconduct that might happen in an online learning environment.

1. Trolling is a term used in online communication to describe a person who deliberately tries to upset others and create conflict. This is achieved by making provocative or irrelevant comments that are intended to provoke emotional responses from other users. Trolls typically do this for their own entertainment or to achieve a specific goal.
2. Unwanted intrusion during an online class is known as "zoombombing" and can cause significant disruptions.
3. Posting or sharing (event privately) inappropriate material.
4. Unable to give proper credit when referencing or quoting another source.
5. Consistent and sustained use of strong language in addressing online instructors or professors such as but not limited to the use of profane, vulgar, or obscene words or gestures in online classes, outputs or any other coursework
6. Misrepresentation such as but not limited to the use of fictitious names/ identity in an online environment and providing false information and falsehood in any form or kind
7. Invasion of other people's privacy such as but not limited to hacking other people's accounts (social media, email, etc), posting/ submitting/ representing someone unofficially, among others
8. Online harassment in any form
9. Violations of the Cybercrime Prevention Act or R.A. 10175

**Section 5. The foregoing enumerated offenses are not exclusive.** Other acts that disrupt and affect the tranquility and good order of the school community and those that violate institutional rules are sanctionable.

**Section 6. Social Media.** The college does not impose a general prohibition on students using social media. However, in light of their association with the school, students are strongly advised to exercise caution and discretion when posting comments, expressing their opinions, or sharing images that could potentially reveal sensitive personal information, as defined by the Data Privacy Act of 2012 (Republic Act No. 10173).

In accordance with this Act, sensitive personal information encompasses:

1. a person's age, color, marital status, race, ethnicity, and political, philosophical, or social affiliations;
2. information pertaining to a person's sexual orientation, health, education, or any legal actions related to alleged or confirmed offenses committed by the person, their resolution, or the court's judgment in connection with such offenses;
3. data issued by governmental organizations and uniquely tied to an individual, such as social security numbers, past or present medical records, license denials, suspensions, or revocations, and tax returns; and
4. information explicitly designated to be kept confidential by a presidential decree or legislation enacted by Congress.

## Article 2: Disposition of Student Discipline Cases

### Section 1. Disposition of Student Discipline Cases

1. Procedures for Minor Cases
  1. All student violations deemed to be minor shall be subject to the College Dean's disciplinary action. However, in cases where the minor offense is committed in the presence of any faculty or school official, the violation may be disposed by them.
  2. The Dean dealing with the case shall be responsible for all official correspondence and communication in connection with the consideration and disposal of the case. A record of the cases must be duly filed with the Dean's Offices.
  3. The College/ Department shall formulate its own rules of procedure which shall basically be summary in nature.
2. Procedures for Major Cases
  1. Major breaches of discipline such as those enumerated in the pertinent provisions of this manual and which are punishable by suspension, dropping or expulsion shall be within the exclusive jurisdiction of the Committee on Student Discipline (CSD).
  2. The Committee on Student Discipline shall be composed of a Chairman, who shall emanate from the Office of Student Affairs and Services, and two other members, all of whom shall be appointed by the College President for a given period chosen from among the academic and administrative personnel, as well as one other member – student juror. The board shall be under the supervision of the Vice President Student Affairs and Services, who shall designate, whenever requested, the student member to sit with the board.
  3. The procedure provided herein ensures that the right of the student-respondent/s to due process is safeguarded. The proceedings before the CSD, while non-adversarial in nature and not governed by the technical rules of evidence, affords the respondent the opportunity to be heard and to defend one's self before a fair and competent committee.
  4. FILING OF CHARGES - When a written complaint is submitted by the aggrieved party, outlining the actions that constitute a violation, and signed by the complaining party, or when an administrative complaint is submitted, disciplinary procedures shall commence within fifteen (15) working days.

An official entry book shall be maintained for this purpose, and upon submission of such complaints to the Committee on Student Discipline, an entry shall be made specifying the person(s) complained of, their witnesses, the date of filing, and the nature of the charge. Any member of the school may submit a formal written complaint against a student at the Dean's Office or directly at the Office of the Vice President for Student Affairs and Services. The Vice President for Student Affairs and Services may also file a written complaint against a student on behalf of non-members of the school community.

5. PRELIMINARY INQUIRY - Upon receipt of the complaint or report, the CSD or the Dean of the College, as the case may be, shall determine whether such complaint or report is sufficient to warrant formal investigation (or whether such complaint is minor or major in nature). As stated earlier, minor violations shall be addressed by the college through a college investigation. However, in all cases where the complaint or report is found sufficient (or a *prima facie* case exists), formal charge or charges shall be drawn up and served upon each respondent by the CSD. In every case, the parents or guardians of the students charged shall be furnished with a copy of the same report.

6. The CSD shall inform the student respondent through an official notice stating the charge/s against him or her. The complaint shall be in writing and must be clear enough for the respondent to understand the accusation to enable one to prepare for one's defense. The complaint must contain:
  - i. Name of student respondent
  - ii. College or Department and Year Level if known
  - iii. The specific offense or offenses complained of and a description of the acts constitutive of the offense, including vital facts as time, date and place of commission and the person(s) involved
  - iv. Names of witnesses, if any
  - v. Information to answer the complaint in writing within 72 hours from its receipt including any evidence or other relevant materials in support of his/her reply.
  - vi. An information on one's right to be aided by counsel, who may or may not be a lawyer, in the preparation of one's written answer and in the hearing.
  - vii. Information on the date and time of the hearing of the case.
  - viii. Name and signature of complainant
7. In the event the complaint comes from two or more Colleges, any of the Deans concerned shall immediately endorse the case to the CSD, which shall immediately take cognizance of the same.
8. ANSWER – The respondent is required to provide a written answer within three (3) days from the receipt of the charges. A formal investigation shall be held with prior notice as provided.
9. HEARING – Hearings shall begin no later than one week after receipt of the respondent's answer or after the expiration of the period within which the respondent should answer. The CSD shall require the presence of the parties in the hearing where they shall be given all the opportunity to present evidences, oral and documentary. The CSD may call for the appearance of witnesses or parties involved who is material to the case. Parents/guardians shall also be furnished a copy of the notice and may be present during the hearing. However, only those directly involved shall be given opportunities to speak and be heard.
10. DURATION OF HEARING – No hearing on any case shall last beyond two calendar months.
11. NOTICE OF HEARING – All parties involved shall receive notification at least five (5) working days before the scheduled time and date of committee meetings. Notice to the authorized representative of a party shall be considered sufficient notice to that party. The meeting shall begin no later than one (1) week after the receipt of the respondent's answer.
12. FAILURE TO APPEAR AT HEARING – Should either complainant or respondent fail to appear for the initial hearing after due notice and without sufficient cause, this fact shall be noted and the hearing shall proceed *ex parte* without prejudices to the party's appearance in subsequent hearings.
13. POSTPONEMENT – Application for postponement may be granted for good cause for such period as the ends of justice and the right of the parties to a speedy hearing require.
14. DECISION OF THE BOARD – Within fifteen (15) days after the conclusion of the investigation, the Committee on Student Discipline shall submit to the Office of the President the complete records of the case, along with its report and recommendations. The report must be signed by at least a majority of the committee members and shall include findings of fact, conclusions, recommendations, and the regulations upon which the decision is based.
15. FINALITY OF DECISION - Any decision of the board, other than expulsion, permanent disqualification from enrollment or suspension for more than 30 calendar days, shall become final and executory after 15 days from receipt of the decision by the respondent/s unless within five days from receipt thereof a motion for reconsideration of the same is filed, in which case the decision shall be final after 15 days from receipt of the action on the motion for reconsideration. Appeals or motion for reconsideration must be in writing and must be made to the College President.
16. Appeal to the President – The student may file a written appeal within fifteen (15) days from receipt of the decision to the School President citing the grounds on which the appeal is made. The decision of the College President shall be final except in cases where the penalty imposed is EXPULSION, in which case, the decision of the Commission on Higher Education (CHED) shall be final.
17. Decision by the Board of Regents – The Board shall review the decision of the School President when the penalty imposed is dismissal, suspension for more than one (1) calendar year or any penalty of equivalent severity, and render final judgment thereof

## Section 2. Rights of the Respondents

Respondents have the following rights:

1. To undergo any disciplinary penalty only after the legal requirements of due process have been fully completed and complied with.
2. To be found guilty only based on substantial evidence, with the burden of proof resting on the person filing the charge.
3. To be found guilty based on evidence presented during the proceedings or of which the respondent has been properly informed and given the opportunity to refute.
4. To enjoy all rights and privileges as a student pending the final decision on the charge, except in cases where preventive suspension, not exceeding fifteen (15) days, is necessary to maintain the institution's security.
5. To personally defend themselves or be represented by counsel or representatives of their choice. If the respondent intends to secure legal counsel, they must indicate this intention at least two (2) days before the hearing. It should be noted that even when represented by counsel, the Committee retains the right to limit or disallow cross-examination. An administrative investigation does not require a trial-like proceeding.

## Section 3. Penalties

1. For minor infractions, sanctions shall be imposed that are appropriate to the nature and severity of the acts and to the student's general character and behavior. A list of authorized sanctions includes:
  1. First Commission
    - i. Warning
    - ii. Reprimand such as oral or verbal reprimand from the Dean
    - iii. Written apology from the student
  2. Second Commission
    - i. Office work, with or without conditions such as counseling
    - ii. Involvement in community work
    - iii. Restitution of damage caused when appropriate
  3. Third and subsequent Commission
    - i. For third and subsequent offenses, the erring student shall be charged with a major offense and his case shall be endorsed to the SDB for appropriate action.
2. For major offenses, the penalty to be imposed shall depend upon the nature of the offense, its gravity, the record of the offender and his/her attitude and the circumstances of the case as determined by the Committee on Student Discipline. These penalties are:
  1. Withholding of graduation and other privileges
  2. Withdrawal of registration privileges
  3. Permanent disqualification from any class and/or exclusion from any class
  4. Reprimand, warning, or expression of apology
  5. Mandatory work in the form of community service to be rendered for a period determined by the SDB
  6. Formative sessions with the Guidance Counselor
  7. Suspension. The period and conditions of which shall be determined by the Student Discipline Board and recommended to the College President. There are two types of suspensions that can be imposed on students who violate the rules: punitive and preventative.

### Punitive Suspension:

1. Punitive suspension prohibits a student from attending classes, and during this period, they are not allowed to take any tests, quizzes, or graded recitations.
2. Students on punitive suspension are not exempt from graded assignments or exams, and failing to complete them will result in a failing grade.

### Preventative Suspension:

1. Preventative suspension is imposed when a student's continued attendance at school poses a risk to property, human life, interferes with regular school operations, disrupts classroom decorum, or creates an unfavorable learning environment.
2. A student who is the subject of an ongoing disciplinary action may be placed on preventative suspension to maintain a respectful environment for instructors and administrators.
3. Students who receive a suspension for a semester or longer must leave the college's jurisdiction within 72 hours of the suspension order taking effect. If a student's suspension extends into the final exam period, they will be required to miss the exams. As a prerequisite for reinstatement, every suspended student must provide a written pledge of future honorable behavior, countersigned by their parents or guardians.

8. **Dismissal or Exclusion.** This penalty entails the dropping of the erring student from the college rolls and the issuance of transfer credentials except the Certificate of Good Moral Character. This penalty requires the approval of the University President.
9. **Expulsion.** This extreme penalty which bars a student from enrolling in any other school in the country needs the approval of the University President and the Commission on Higher Education. This penalty is imposed only in extreme cases.

#### **Section 4. Records.**

All proceedings before any Committee or Committee on Student Discipline shall be documented in writing. Original records related to student discipline shall be in the custody of the Vice President for Student Affairs Services. These records are considered confidential, and no person shall have access to them for inspection or copying unless they are officially involved in the proceedings or have a legal right that necessitates access or copying of such records. Any institution official or employee who breaches the confidentiality of these records shall be subject to disciplinary action.

#### **Section 5. Anonymous Complaints**

In most cases, the College will not address anonymous complaints. Staff employees and students are not obligated to respond to allegations made in anonymous letters, emails, or other forms of communication. There may be exceptions, such as allegations of corruption and financial mismanagement, which will be forwarded to the school's Committee on Ethics and Decorum for appropriate action.

In cases of anonymous allegations or accusations of child abuse where the student is the victim, individuals should directly contact the school Physician or the school Counselor for a forensic interview and assessment.

#### **Section 6. Prescriptive Period of Complaints**

All complaints should be filed within 60 days from the time of the commission of the offense or violation. After such period, no case shall be entertained unless endorsed by the Vice President for Student Affairs and Services.

### **Article 3: Special Section on Academic Dishonesty Guidelines and Procedures**

**Section 1. POLICY ON ACADEMIC DISHONESTY:** Academic dishonesty, in all its forms, has no place in the academic community of City College of Cagayan de Oro. The institution is committed to fostering excellence in the pursuit of learning, upholding the highest standards of integrity, and nurturing an environment where honesty and ethical behavior are paramount. All students, faculty, and staff are encouraged to take proactive measures to prevent it. Such actions undermine the values the institution stands for and compromise the quality of education it strives to provide. Any act thereof is considered a violation and will be met with appropriate disciplinary actions.

#### **Section 2: GENERAL POLICIES**

1. **FORMS OF ACADEMIC DISHONESTY:** An academic dishonesty refers to any form of cheating, plagiarism, or unethical behavior that undermines the integrity of the educational process. The following are forms of academic dishonesty recognized by the institution:
  1. **Cheating.** Breaking rules to achieve a desired outcome by using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which are not authorized by the instructor.
  2. **Plagiarism.** Presenting someone else's work as your own, including ideas without proper citation. This includes submitting multiple works or reusing one's own ideas without citation.
  3. **Bribery.** Offering, giving, receiving, or soliciting something of value to influence academic outcomes unfairly.
  4. **Misrepresentation.** Providing false or misleading information to gain academic advantage.
  5. **Fabrication.** Falsifying or inventing data, research, or citations. This also involves altering academic documents or transcripts.
  6. **Collusion or Unauthorized Collaboration.** Collaborating beyond allowed limits (e.g., working together on individual assignments or course works or unauthorized group work or sharing of answers during assessments falls into this category).
  7. **Impersonation.** Taking an exam or completing an assignment on behalf of someone else.
  8. **Unauthorized Access.** Obtaining or providing unauthorized access to examination materials or academic resources.
  9. **Sabotage.** Deliberately obstructing or interfering with another student's academic work.
  10. **Complicity.** Assisting or attempting to assist another person in any act of academic dishonesty.
  11. **Forgery.** Imitating or counterfeiting documents, signatures, or other official materials such as but not limited to instructor's signature forgery, transcript alteration, among others.

2. CATEGORIES OF OFFENSES: Academic dishonesty shall, hereinafter, be classified either as minor or major, each with corresponding disciplinary actions.
1. Minor Offense involves actions that are generally less serious and may have a limited impact on the integrity of the academic work or assessment. A minor offense includes:
    1. Improper citation;
    2. Improper paraphrasing;
    3. Misquoting;
    4. Using notes, "cheat sheets" or other devices during a minor examination/ assessment such as but not limited to quizzes, tests, group work or any classroom activity;
    5. Peeking at someone else's paper during a minor examination/ assessment such as but not limited to quizzes, tests, group work or any classroom activity;
    6. Refusal to obey an instruction during a minor examination such as but not limited to quizzes, tests, group work or any classroom activity;
    7. Offenses involving the use of artificial intelligence (AI):

We acknowledge the significant impact Artificial Intelligence (AI) can have on improving teaching, learning, and administrative processes at City College of Cagayan de Oro. We permit the use of AI technologies in our educational setting as long as the following principles are maintained:

1. Alignment with Regulations and Ethical Considerations: AI implementation must align with current regulations encompassing student privacy, data security, and overall safety. It is imperative for educators and administrators to possess a comprehensive understanding of these regulations and to guarantee that AI tools strictly adhere to them.
2. Transparency and Accountability: Using AI should be transparent about its purpose, functionality, and impact. Regular assessments and evaluations of AI systems are essential to maintain accountability.
3. Human-in-the-Loop Approach: AI should complement, not replace, human expertise. Teachers remain central to the educational process. Educators should actively participate in designing, implementing, and monitoring AI applications.
4. Guardrails and Guidelines: Establishment of education-specific guidelines and parameters for the utilization of AI. These guidelines should encompass considerations related to context, safety, and ethics.

However, the proliferation of AI-related offenses poses a significant threat to the teaching and learning process. As a result, the following are considered minor offenses in relation to the use of AI:

- AI-Generated Essays or Assignments: Students utilizing AI-powered tools or programs to generate essays, reports, reflection papers, and assignments while giving proper credit. This type of plagiarism entails turning in assignments created exclusively by AI tools.
  - Chatbots Taking Online Exams: Chatbots being used by students to cheat on online exams by impersonating human responses and fooling instructors.
  - Ghostwriting Services: Students paying someone (or an AI) to write academic assignments for them.
  - AI-Generated Paraphrasing: Students utilizing AI-powered paraphrasing tools to alter pre-existing text so that it seems like the work is their own.
  - Contract Cheating with AI Services: Students bypassing their own learning process by paying individuals (including AI services) to complete assignments, find solutions, write code, or solve problems.
  - AI-Enhanced Plagiarism: Students using AI-generated content in order to evade detection by current plagiarism checkers.
  - AI-Generated Research Papers: Students utilizing AI tools to produce research papers, literature reviews, and citations.
  - Similar behaviors that are small examples of academic dishonesty.
2. Major Offense refers to actions that significantly undermine the integrity of academic standards and assessments, potentially leading to severe consequences. A major offense includes:
    1. Engaging in unauthorized copying from another student's test or exam during major examination or assessment (such as prelims, midterms, or finals);
    2. Refusal to obey an instruction during a major examination or assessment such as the prelim, midterm and final examination;
    3. Acquiring copies of a test, exam or course material surreptitiously or illegally;
    4. Using notes, "cheat sheets" or other devices during a major examination such as the prelim, midterm and final examination;
    5. Submitting plagiarized (Plagiarism in any form such as but not limited to direct copying, paraphrasing without credit, submitting purchased work, self-plagiarism, among others) coursework/ output, whether facilitated by AI or not, for major class works such as capstones, research, projects and major examinations such as prelim, midterms, and finals;
    6. Using Artificial Intelligence (AI) tools, software, and programs to complete major course requirement

- such as term projects or capstones and examinations such as prelim, midterm, and finals;
7. Falsifying/ fabricating records, laboratory reports and publications, or other school data;
  8. Pretending to have a disability, temporary illness, or exceptional circumstances beyond one's control to gain special privileges (e.g., requesting extended deadlines or special exams);
  9. Having someone else prepare required reports, assignments, or coursework on one's behalf. If both parties are part of the school community, they share equal responsibility;
  10. Knowingly aiding another student in any of the above dishonest practices;
  11. Multiple submission – submitting the same work or substantially similar work in more than one course;
  12. Sabotage – Intentionally disrupting another person's work so that they cannot successfully complete an academic activity or undermining the principles of fairness, trust, and integrity within the academic community;
  13. Bribery – bribing an instructor or examiner to gain an advantage without actually demonstrating their understanding of the subject matter or earning their grades based on their knowledge, effort, and abilities; and
  14. Other analogous acts that are major instances of academic dishonesty.

**Section 3. REPORTING PROCEDURES:** Reporting an incident of academic misconduct is essential in realizing a community of integrity and excellence. By encouraging a culture of honesty and responsibility, the institution prepares its students to become ethical in their professional and personal lives.

#### 1. Procedures for Minor Cases

1. Instructors have the duty to take action on academic dishonesty within the context of their own subject/ course in a manner they deem appropriate up to and including the rejection of student work or any student output and/or score penalty. The usual sanction is giving a score of zero (0) if caught cheating on a given quiz, assignment, exam, and other related activity and should only be enforced if the instructor has reasonable proof that academic dishonesty or cheating did take place.
2. Initial Detection. (1) If an instructor suspects a student of academic dishonesty, he or she should collect all relevant evidence if possible. (2) Similarly, if a student suspects his fellow student/s to have committed academic misconduct, they should report the matter to the instructor.
3. Informing the Student. The instructor must notify the student of the suspected dishonesty and provide any available evidence. They should arrange a meeting with the student to discuss the incident, allowing the student the opportunity to respond to the allegations.
4. Minor Offenses. If the infraction is minor and a first-time offense, the instructor may choose to handle the matter privately with the student within their capacity of facilitating and grading the class, provided that appropriate disciplinary action is taken.
5. Filing a Formal Report. If the instructor, after an open conversation with the student, is still convinced that grave academic dishonesty has occurred, they must file a formal report to the Committee on Student Discipline.
6. Committee on Student Discipline. Once cases are referred to the Committee on Student Discipline, committee rules and procedures will be applied. However, only serious misconduct and grave violations of school rules and regulations will be addressed by the committee.

#### 2. Procedures for Major Cases

1. Instructor's Responsibilities and Reporting: It is the duty of the instructor to create an incident report detailing the specifics of any cheating incident. This report must be promptly submitted to the Dean. Additionally, all relevant materials related to the offense—such as evidence, documents, or confiscated items—should be collected and attached to the report. Importantly, the instructor must document and report the offense immediately. Failure to do so will result in the student being exempt from prosecution. However, this failure also constitutes grounds for imposing administrative sanctions on the instructor.
2. Dean's Role and Preliminary Investigation: Upon receiving the incident report, the Dean reviews it to ensure proper form and substance. The Dean then conducts a preliminary investigation. During this evaluation, the Dean determines the most suitable sanction based on the severity of the offense. Additionally, the Dean assesses whether the charged offense falls within the purview of the Committee on Student Discipline (CSD).
3. Committee on Student Discipline (CSD): If the Dean concludes that a major violation of school rules occurred, the case is endorsed to the CSD for resolution. Once the case reaches the CSD, their established rules and procedures come into play.

**Section 4. CONFIDENTIALITY:** All reports and investigations will be conducted with strict confidentiality to protect the privacy of all parties involved. This fosters a safe environment for individuals to come forward and report incidents without fear of retaliation or stigma. Purposely spreading rumors or evidence of cheating that results in the loss of dignity of the person involved is tantamount to a violation.

**Section 5. SANCTIONS:** Academic dishonesty shall be addressed through the imposition of sanctions. However, these

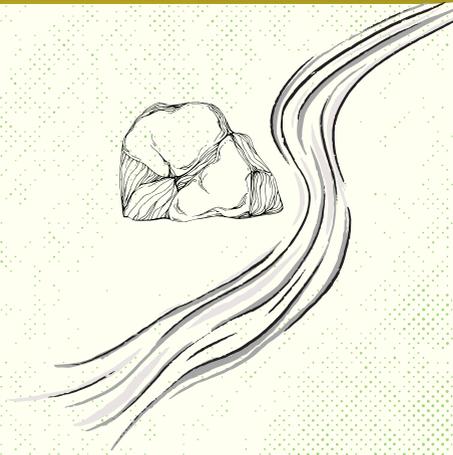
sanctions should only proceed after a thorough and professional deliberation by the concerned faculty or committee.

1. Minor
  1. 1st Commission: The student rewrites, retakes, redoes the coursework.
  2. 2nd Commission: The work receives a score of zero (0).
  3. 3rd Commission: The work receives a score of zero (0); loss of some privileges, such as ineligibility for academic honors; notice to parents; punitive suspension; and the erring student shall be charged with a major offense and his case shall be endorsed to the CSD for appropriate action.
  
2. Major
  1. 1st Commission: The work receives a score of zero (0); loss of some privileges, such as ineligibility for academic honors; notice to parents; and an administrative sanction, up to and including penalties outlined in the Student Manual, specifically under Student Code of Conduct and Discipline.
  2. 2nd Commission: The student received a failing grade equivalent to 5.0 in the course and an administrative sanction, up to and including penalties outlined in the Student Manual, specifically under Student Code of Conduct and Discipline.
  3. 3rd Commission: Irrevocable expulsion

**Section 6.** The imposition of a sanction, especially when it entails a substantial grade penalty, loss of some privileges, or expulsion, requires consultations with the Vice President for Academic Affairs or the College President himself.

**Section 7. APPEAL FOR RECONSIDERATION:** The offending or accused student may appeal against the imposed sanction if he deems it unfair or disproportionate. The appeal should be submitted in writing to the College President, detailing the circumstances surrounding the sanction. The College Dean will review the appeal thoroughly and provide necessary assistance or adjustments as appropriate.

# 6 INSTITUTIONAL AND SERVICE SUPPORT UNITS



The Cagayan de Oro River is a very popular site for whitewater rafting in the Philippines and has been promoted by the Department of Tourism as the main tourist attraction of Cagayan de Oro.

## Cagayan de Oro River

## INSTITUTIONAL AND SERVICE SUPPORT UNITS

Quality education extends beyond textbooks and lectures—it encompasses the holistic development of students. Recognizing this, the City College of Cagayan de Oro Administration has taken deliberate steps to cultivate an educational atmosphere that nurtures not only academic growth but also personal and social well-being.

The physical environment significantly impacts students' learning experiences. To this end, the college administration has invested in campus development. Modern, well-maintained buildings, comfortable classrooms, and state-of-the-art facilities create an inviting space for intellectual exploration. From well-equipped laboratories to conducive spaces, every aspect of the campus has been designed with students' comfort and convenience in mind. These amenities foster a conducive environment for learning, encouraging curiosity and engagement.

A sense of security is essential for effective learning. The administration has prioritized safety and security across the campus. Well-trained security personnel and emergency protocols ensure that students can focus on their studies without worry. Additionally, the college promotes mental and emotional well-being. Counseling services, anti-bullying initiatives, and awareness campaigns create a supportive environment where students feel heard and valued.

Beyond physical safety, the administration recognizes the importance of peace of mind. Financial aid programs, scholarships, and student support services alleviate stress related to tuition fees and other expenses. Whether through peer mentoring, career counseling, or health services, students receive comprehensive support. This holistic approach acknowledges that personal well-being directly impacts academic success.

Ultimately, the goal is to facilitate learning and development. By providing a secure, comfortable, and nurturing environment, the college enables students to focus on their studies, explore their passions, and build meaningful connections.

The City College of Cagayan de Oro understands that education extends beyond the classroom walls—it encompasses the entire college experience. By prioritizing student comfort, peace of mind, and safety, the administration ensures that each student's journey is transformative and enriching. In summary, the City College of Cagayan de Oro's commitment to holistic development extends far beyond academics. It embraces the well-being of its students, fostering an educational ecosystem where learning flourishes, and individuals thrive.

### Section 1: Admission Services

The Admissions Office, the principal point of contact for all matters related to admission requirements. The office's central goal is to evaluate and assess candidates who exhibit the potential to excel as accomplished professionals. The office takes immense pride in selecting individuals who will serve as exceptional representatives of City College of Cagayan de Oro as they embark on their path to becoming leaders in their respective fields. It is our responsibility to recognize, methodically review, and evaluate applicants to ensure that we admit students who embody both academic excellence and personal integrity.

The admission process to the various colleges and departments of City College of Cagayan de Oro is open to qualified individuals, regardless of gender, ethnicity/ race, religion, who are fully prepared to engage with our academic and non-academic programs. As the Admissions Office, we are dedicated to meticulously evaluating all applicants for admission to the college in accordance with the specific acceptance criteria of the respective college or department. The office provides guidance and assistance at every stage of the student's journey toward academic and professional achievement.

### Section 2: Alumni Services

City College of Cagayan de Oro takes immense pride in the accomplishments of its alumni. These individuals contribute significantly to the growth and development of the institution through various channels. In return, the university provides comprehensive assistance to its alumni in their continued personal and professional development. The services offered include a range of programs designed to help alumni stay connected to the school and keep up-to-date with the latest developments in their respective fields. The school firmly believes that the success of its alumni reflects the quality of education it provides, and it remains committed to fostering a strong and enduring relationship with its graduates.

The Alumni Relations Office of the school offers the following services to its alumni:

1. Alumni Assistance – Alumni shall be assisted in their school transactions and queries.
2. Campus Tour – Alumni can arrange for a guided campus tour in CCCDO.
3. Hosting of Alumni Activities - CCCDO may serve as the venue for alumni meetings and/or other appropriate gatherings or activities. Reservations shall be facilitated by the Alumni Relations Office.
4. Open Invitation to Institutional Events/ Activities – Alumni are invited to attend/participate in all institutional and alumni activities of their interest.
5. Alumni Updates – Alumni shall have access to relevant school news and updates.

### Section 3: Culture and Arts

The college provides students with the opportunity to nurture their talents and abilities in various creative and expressive arts, fostering an appreciation for national culture and heritage. Each college may designate its Culture and Arts Coordinator. A dedicated committee on culture and arts is responsible for organizing and overseeing activities related to the cultural and arts program. The committee consists of the following members:

1. Culture and Arts Committee Members
  - a. Vice President for Student Affairs (Chair)
  - b. Culture and Arts Coordinator from each college
  - c. Chair of Culture and Arts Program
  - d. Chair of Athletics
  - e. Faculty Coach for each category
2. Selection of Participants - To participate in cultural and arts programs, students must adhere to the following procedure:
  - a. Coordinators advertise the screening for potential participants, including the requirements. Students interested in participating must submit the following requirements:
    - i. A copy of their academic grades indicating no course failures.
    - ii. Proof of enrollment in the current semester, such as their study load.
    - iii. Students then audition for the specific category or event under the guidance of the respective faculty coach.
    - iv. The Faculty Coach informs students of their acceptance or rejection.

### Section 4: Finance Services

The Finance Services Cluster ensures that every student's financial transactions with the College are smooth, transparent, and well-managed. Whether you're enrolling, applying for a scholarship, or settling fees, this cluster is here to support your academic journey through efficient financial services.

- a. **School Matriculation and Tuition:** This covers the assessment, collection, and processing of tuition and enrollment-related fees to officially register students in the College.
- b. **Miscellaneous and other School Fees:** *These include charges such as ID with sling, student insurance, NSTP fee, and CSG (College Student Government) fee, among others—depending on the student's year level and the specific requirements of the semester. Other School Fees cover the Schedule Change charge, Graduation Fee for Diploma, Certification Fee, Transcript of Records with extra copy, and Alumni Fee (for graduating students only). For more details, kindly approach the Finance Office and ask for an assessment.*
- c. **Student Financial Assistance and Support Services:** This covers various forms of financial aid available to students, including scholarships offered through the following:
  - City Scholarships Office of Cagayan de Oro
  - Grants and sponsorships from NGOs and private institutions
  - Proposed **Student Assistantship Program** which aims to provide work-study opportunities within the College.

These programs are designed to ease financial burdens, promote academic focus, and ensure that deserving students have the support they need to pursue their education.

### Section 5: Food Services

The school is not only keen on providing a competitive learning and working environment for its students and employees, but also an affordable, clean, and sanitary eating facility. The school has a canteen which serves the students and faculty during office and school hours.

Various concessionaires provide nutritious, delicious, reasonably priced, and clean meals and snacks, as well as beverages to the students, employees, and other clients of the school.

The maintenance of sanitation and cleanliness in the facility, however, is a joint and conscientious responsibility of the students, faculty staff, and all concerned. This is termed as CAYGO or Clean As You Go. Everyone is encouraged to practice this.

The school canteen is open from 6:30 A.M. until 7:30 P.M. from Mondays through Fridays. The cleanliness and upkeep of the school canteen are supervised by the Physical Plant Services of the college.

### Section 6: Guidance and Counseling Services

In the evolving landscape of higher education, the City College of Cagayan de Oro adheres to the Mental Health Law (RA

11036, Section 34), which mandates that public and private institutions create standards and recommendations for age-appropriate, evidence-based mental health services. As a result, it recognizes the crucial role that comprehensive Guidance, Counseling and Assessment Services plays in the overall development and success of our students. In collaboration with other college departments, we lead the development of mental health programs to support students' and other stakeholders' mental health and wellbeing.

#### **COUNSELING SERVICES**

Counseling serves as the core of the Guidance Program, functioning as a purposeful intervention aimed at fostering positive transformations in student behavior, emotions, and attitudes. Through personalized guidance and support, counseling provides a vital mechanism for addressing challenges, promoting self-awareness, and cultivating resilience, ultimately contributing to the holistic development and well-being of students within the educational context.

- a. Individual Counseling - assist students through call-in, walk-in and /or referral type. Counselor can call-in identified students during the initial intake interview and based on the results of the psychological assessment conducted. Interview of the student is conducted upon admission until graduation to identify potential problems and prevent them from becoming serious. Referrals can possibly be made for concerns that require expert handling or specialized professional or referred to proper agencies for psychological assistance.
- b. Group Counseling - conduct of group intervention with the consent of the college dean to meet the students in their classrooms for group interpretation or psychosocial intervention. This is a venue to provide information on health and wellness and group discussion of identified shared concerns.
- c. Career Counseling - Career counseling provided is a personalized and multifaceted service focused on helping students explore their strengths, interests, and values, aligning them with potential career paths. The process involves self-assessment, career exploration, educational and career planning, goal setting, skill development, job search strategies, internship and job placement support, post-graduation planning, and continuous guidance to empower students in making informed decisions and successfully navigating their career journeys.
- d. Tele-Counseling - guidance office offers remote counseling services using communication technologies to enhance accessibility, maintain confidentiality, and provide a range of counseling support, including academic, personal, and career guidance. The approach integrates technology, ensures secure communication, and accommodates varied schedules, fostering ongoing support, emergency response, and training for both counselors and students.
  - i. Online Platforms- using video conferencing, chat applications, or dedicated counseling website.
  - ii. Email Counseling- counseling services through exchanging emails allowing asynchronous communication between the counselor and counselee with data privacy and consent of both parties.
  - iii. Telephonic counseling- counseling services through voice communication over the phone offering convenience to those with limited access to video conferencing.
- e. Referral System - essential tool that systematically directs individuals with specific needs beyond the scope of the counseling center to external resources, professionals, or services. This involves a comprehensive process, including assessment, maintaining a resource database, clear communication, collaboration with external services, feedback mechanisms, follow-up, documentation, and crisis intervention strategies. The goal is to ensure individuals receive specialized support tailored to their unique needs while maintaining confidentiality and promoting a holistic approach to mental health and well-being.

The guidance, counseling and assessment services help students get connected to other staff members or offices at the school who can help them with their concerns in more detail.

#### **PREVENTION AND WELLNESS SERVICES**

City College of Cagayan de Oro has developed activities aimed at promoting mental health and wellness, emphasizing preventative measures to support students in maintaining a positive state of mental well-being. These activities may include workshops, seminars, campaigns, and events that focus on stress management, resilience-building, coping strategies, and fostering a supportive community.

- a. Seminars/Workshops/Symposia - These are programs held for a variety of audiences, including staff, teachers, and student organizations. Among the subjects covered are leadership, teamwork, defining values, personhood, life coaching, and enhancing interpersonal connections, among others. Various resource speakers are asked to address current issues that are pertinent to the interests of different consumers, including students. Seminars on Psycho-Spirituality are held for graduating students.
- b. Group Dynamics - involves interactive and structured exercises aimed at promoting positive interactions, enhancing communication, and fostering a sense of community. These activities include ice breakers, team-building exercises, skill-building workshops, mindfulness techniques, thematic discussions, expressive arts, conflict resolution exercises, peer support circles, and goal-setting sessions. By addressing various aspects of well-being and providing a

supportive environment, these activities contribute to the prevention of issues and the promotion of mental health among participants.

- c. Peer Mentor Program - involves pairing experienced mentors with peers (mentees) to provide academic and personal support. This program aims to foster a sense of community, offering guidance on academic challenges, personal development, and building positive social connections. The program includes careful mentor-mentee matching, orientation and training, academic and personal support, role modeling, community-building activities, regular check-ins, feedback mechanisms, referral to resources, and a celebration of achievements. Ultimately, the peer mentoring program aims to contribute to students' overall well-being and positive development.
- d. System Support
  - i. Guidance Staff Professional Development - It strongly encouraged that guidance staff members attend yearly seminars, trainings, or workshops to further their expertise in the field of guidance and counseling.
  - ii. Committee participation - It is expected that guidance staff will be assigned to the different committees by the administration as needed. Naturally, as committee observer in the discipline committee.
- e. Psychological First Aid/ MHPSS - Psychological First Aid (PFA) or Mental Health and Psychosocial Support (MHPSS) is a crucial tool in the guidance office for prevention and mental wellness. It involves providing immediate, compassionate support to individuals in distress, including rapid assessments, active listening, and practical assistance. PFA/MHPSS incorporates psychoeducation, crisis intervention, and referral to specialized services with cultural sensitivity. The approach also emphasizes promoting self-care, resilience-building, and follow-up assessments to monitor individuals' progress. By integrating PFA/MHPSS, the guidance, counseling and assessment services contribute to the overall well-being and resilience of the school community, addressing immediate needs and fostering mental wellness.

#### **ASSESSMENT/TESTING SERVICES**

Assessment/testing services within the Guidance Program involve the use of various tools for assessment to gain a comprehensive understanding of an individual's abilities, interests, aptitudes, preferences, and characteristics. These assessments serve as valuable resources, offering essential information that individuals can use as a foundation for informed decision-making, judgment, and future planning.

These tools are designed to provide insights into different aspects of an individual's psychological makeup, such as cognitive abilities, personality traits, and vocational preferences. They are administered by trained professionals, typically guidance counselors and/or psychometricians, and are carefully selected based on the specific goals of the assessment.

Test materials may include placement test, IQ test, personality test, EQ test, test measuring depression and anxiety, career assessment test for psychological evaluation of the student.

- a. Individual Inventory- a fundamental tool in the testing services of the guidance program. This systematic approach involves collecting personal and educational background information, exploring counseling and family history, assessing social relationships, identifying presenting concerns, setting goals, evaluating mental health, and establishing confidentiality and informed consent. The interview serves as the foundation for tailoring counseling or testing services to the specific needs of everyone, fostering a personalized and effective approach within the guidance program.
- b. Psychological Testing- aims to evaluate cognitive functioning, personality traits, emotional well-being, and other relevant factors. Test selection is based on specific assessment objectives, adhering to standardized procedures and norms. Results provide insights into academic potential, learning style, personality, interests, and potential mental health conditions. Feedback and interpretation are provided to clients with a focus on confidentiality, informed consent, and ethical standards.

The integration of testing results with counseling services allows for a comprehensive understanding of individual needs, guiding personalized interventions for academic and personal growth within the guidance program.

#### **INFORMATION SERVICES**

Information services for students under the guidance program involve the proactive gathering and dissemination of relevant information to address their academic, social, and personal needs. This includes sourcing and providing materials such as brochures and articles from published reading materials. The guidance center utilizes bulletin boards as physical displays to make important information accessible to students. Additionally, the center employs online platforms, including social media, to ensure that students are well-informed about mental health and other pertinent topics. These services aim to empower students with knowledge, resources, and updates to support their overall well-being and academic success.

- a. Student and Parent Orientation Program- An assembly of all new and transferred students that takes place at the beginning of each semester. Various student services like Medical, Dental, Guidance, Registrar, Scholarships, Canteen, Academic and Non-Academic policies are discussed.
- b. Online Guidance Information Services- leverage digital platforms, tools, and resources to provide accessible and interactive support for academic, career, and personal development. This includes virtual platforms, digital resources, webinars, interactive tools, live chat support, social media engagement, online surveys, virtual counseling sessions,

email newsletters, and mobile applications. The incorporation of these online services extends the reach of guidance information, enhances user engagement, and adapts to the evolving needs of individuals seeking guidance in the digital age.

- i. Wellness Program
- ii. Social Media Information Campaign

#### **PLACEMENT AND FOLLOW-UP**

With the use of this service, students can get help getting into specific programs within the college. When a student wants to switch to a different course, they are directed to the Guidance center to speak with their assigned guidance counselor. Counselors for guidance support students in making decisions about switching to other programs. Additionally, students can see their assigned guidance counselors for help if they wish to be excused from class.

- a. Placement services- encompass a range of support mechanisms aimed at assessing and directing individuals to appropriate academic programs or career paths based on their skills, interests, and academic capabilities.
- b. Follow-up Services- include academic monitoring to track students' progress in new courses, emotional support to help students cope with challenges, career guidance for aligning academic choices with career goals, and regular progress evaluations to identify areas needing support.

#### **Section 6: Health Services**

The school clinic promotes the holistic well-being of students and personnel, addressing their physical, mental, and emotional needs. The Office of the School Clinic offers first aid clinical procedures for maintaining a safe and efficient healthcare environment within the school premises, contributing to a healthy learning setting for everyone.

All freshmen and incoming new students are directed to the school clinic during their enrollment process where initial health assessments are taken. Those that need immediate interventions and with special health concerns can freely visit the clinic during the operating hours.

School clinic operates from Monday-Friday at 8am-12nn and 1pm-5pm but can still cater walk-in clients following the No Noon Break Policy of the government. Immediate attention to walk-in clients is prioritized in case of emergencies.

All health information pertaining to students and personnel shall be considered confidential in accordance to the data privacy law, any unauthorized disclosure of health information is strictly prohibited and may result in disciplinary action and legal consequences. Access to the health records is restricted to authorized personnel with a legitimate need for such information.

The Health Services department is under the authority of the School President and overseen by the School Vice President for Administration and Headed by the College School Nurse. To ensure that health services are given to every member of the school community, the following programs and initiatives are created to better serve the school community:

1. Health Education Programs – The Health Services offer health education programs to students and staff on topics of health such as:
  - a. Nutrition and Healthy Eating Initiatives
  - b. Physical Activity
  - c. Hygiene and Sanitation program
  - d. Mental Health Awareness program
  - e. Substance Abuse Prevention
  - f. Anti-Bullying Initiatives
  - g. Sexual Health Education
2. In-Class Consultations – Students feeling unwell during class may seek clinic consultation after obtaining permission from their teachers.
3. Medication – Initial consultation and medicines are provided at no charge if available in the clinic; otherwise, a prescription is given.
4. Rest Facilities – The clinic has a designated sick bed for students in need of rest, but students are encouraged to return home, if necessary, after two hours.
5. Medical Certificates – Absent students due to illness can obtain medical certificates from the clinic if they sought medical attention from the clinic before their absence. External medical consultation requires a certificate from the attending physician before a school medical certificate is issued.
6. Non-Compliance – Students not complying with item 5 will not receive medical certificates and may not be excused from classes due to illness.
7. Medical Examinations for First Year College Student-Entrants – Incoming freshmen must undergo preliminary health assessment. Students found to have unusualities are referred to partner medical institutions or medical practitioners.
8. Emergency Cases – The clinic provides initial emergency medical treatment and refers affected individuals to the nearest health facility for further care. Minor surgeries and sutures are case-specific. Ambulance services are available upon request.

9. Communicable Diseases – Clients with communicable diseases are sent home and can return to class once symptoms have resolved. Complex cases are referred to specialized professionals.
10. Health and Wellness Advocacy – Clinic staff conduct health education sessions for clients in formal and informal settings.
11. Dental Services – The school clinic’s dental section is staffed by a licensed Doctor of Dental Medicine and a dental assistant. It offers various dental services to students, teaching, and non-teaching personnel:
  - a. Dental check-up/charting for incoming freshmen students at the start of each school year.
  - b. Dental check-up/charting for new faculty and personnel.
  - c. Informal chair-side dental health teachings.
  - d. Consultations with dental professionals.
  - e. Referrals for specialized dental procedures, such as tooth extraction, dental fillings, and prophylaxis and other dental services as needed.

## Section 7: Information Technology (IT) Services

Information and Communication Technology (ICT) works towards providing a uniform understanding of the interpretation and administration of information technology matters at City College of Cagayan de Oro. Recognizing the significance of ICT in facilitating teaching, learning, and administrative processes, the office developed relevant policies and standards that serve as a comprehensive guide outlining the principles, guidelines, and protocols governing the use of ICT resources within the college community. It is a management concept that establishes a well-organized external and internal control system that can contribute to productivity, accessibility, and IT capability organization through ICT.

Committing to promoting responsible and ethical ICT practices, the office addresses critical areas such as network security, data privacy, acceptable use policies, and disaster recovery procedures. By establishing clear guidelines and protocols, the office aims to ensure digital resources’ integrity, confidentiality, and availability, safeguarding sensitive information and promoting a safe and secure computing environment for all users.

The office also allows the use and access of computer and network resources to assist students, staff, and school faculty in carrying out their work duties and responsibilities.

However, the school expects all users to use the resources for purposes related to their jobs and not for unrelated purposes that can lead to loss or damage. These resources include all of the institution’s computer devices, both licensed hardware and software, and the institution’s network via a physical and wireless connection.

Furthermore, the office creates policies that serve as a reference tool for students, faculty, staff, and administrators, providing clarity on ICT-related policies and procedures and promoting consistency in their implementation across all departments and units. It reflects the City College’s dedication to fostering a culture of accountability, transparency, and continuous improvement in the management and utilization of ICT resources.

1. Internet Usage Policy: This policy defines the appropriate Internet usage by City College of Cagayan de Oro employees.
2. Safeguarding Password Policy: The overall objective of this policy is to establish a standard for the secure use and protection of all work-related passwords of City College of Cagayan de Oro (e.g., Biometric System password, Wi-Fi password, Network IP password).
3. Wireless Network Usage Policy: This policy informs the City College of Cagayan de Oro staff and students of the acceptable use regulations for installed wireless networks. This policy has been implemented to protect the personnel, faculty, and students and prevent inappropriate wireless network access that may expose Data to multiple risks, including viruses, network attacks, and various administrative and legal issues.
4. ICT Equipment and Tools Borrow Policy: This policy aims to establish preventive measures to maintain and minimize the probability of losing and damaging the ICT equipment and tools used by the City College of Cagayan de Oro Employees. This policy focuses on the circumstances of securing the functionality and availability of the equipment and tools.
5. Clean Desk Policy: This policy establishes the minimum requirements for maintaining a “clean desk” – where sensitive/critical information about our employees and our intellectual property is secure in locked areas and out of sight.
6. Removable Media Policy: This policy aims to minimize the risk of loss or exposure of sensitive information maintained by the City College of Cagayan de Oro and to reduce the risk of acquiring malware infections on computers.
7. Biometric Usage Policy: This policy aims to ensure an efficient approach to collecting information for City College of Cagayan de Oro Employees and handling the biometrics with proper usage to keep it in good condition and functionality.

8. **Software Installation Policy:** The purpose of this policy is to ensure that the City College of Cagayan de Oro Employees understand and agree to abide by specific guidelines for software, program, and application installation and use on every division-provided computer and laptop, systems and networks.

This is to minimize the risk of program functionality, the exposure of sensitive data information within the computer network, the risk of introducing malware, and the legal exposure of running illegally unlicensed software.

9. **Electronic Signature Guidelines:** The purpose of this policy is to establish the process of designating transactions that can legally accept electronic signatures to signify agreement or approval. This will increase the effectiveness and efficiency of City College of Cagayan de Oro operations, on paper works, online applications, etc., and avoid unnecessary problems from peers.
10. **Printer Policy:** This policy aims to ensure functionality that makes efficient, cost-effective use of printing and copying assets. Also, to facilitate an appropriate and acceptable use of all the printing devices in City College of Cagayan de Oro to maintain good condition.
11. **Mobile Policy:** This policy aims to ensure the secure, efficient, and responsible use of mobile technology by faculty and staff. By doing so, the college seeks to protect sensitive information, enhance productivity, and maintain a conducive learning and working environment.

## **Section 8: Job Placement Services**

Creating an effective Job Placement Program is one of the priorities at City College of Cagayan de Oro. Thus, the school involves strategic planning, collaboration, and student-focused initiatives to ensure that its graduates will land gainful employment. Here are some of the job placement assistance programs that the institution offers:

1. **Assess Student Needs and Goals:**
  1. Conducts surveys or focus groups to understand students' career aspirations, preferred industries, and desired job roles.
  2. Identifies common challenges faced by students during job searches.
2. **Collaborate with Employers and Alumni:**
  1. Builds strong relationships with local employers, industry associations, and alumni networks.
  2. Invites employers to participate in career fairs, workshops, and networking events.
  3. Encourages alumni to mentor current students and provide insights into their career paths.
3. **Career Services Office Enhancement:**
  1. Strengthens the college's existing career services office.
  2. Hires dedicated career counselors who specialize in job placement.
  3. Provides personalized career coaching, resume reviews, and interview preparation.
4. **Integrate Technology:**
  1. Implements a robust online platform where students can access job listings, internships, and networking opportunities.
  2. Offers virtual career workshops, webinars, and mock interview sessions.
5. **Structured Internship Programs:**
  1. Collaborates with local businesses to create internship opportunities.
  2. Ensures internships align with students' majors and career interests.
  3. Monitors intern performance and provides feedback.
6. **Industry-Specific Workshops:**
  1. Organizes workshops on resume writing, job search strategies, and professional networking.
  2. Hosts industry-specific panels where professionals share insights and trends.
7. **Job Shadowing and Company Visits:**
  1. Arranges visits to local companies to expose students to workplace environments.
  2. Facilitates job shadowing experiences to help students understand different roles.
8. **Alumni Job Referral Program:**
  1. Encourages alumni to refer job openings within their organizations.
  2. Creates a streamlined process for alumni referrals.
9. **Local Training Partnerships:**
  1. Collaborates with local training providers (e.g., vocational schools, technical institutes) to offer skill-specific programs.

10. Job Placement Metrics and Tracking:

1. Establishes key performance indicators (KPIs) to measure program success.
2. Tracks job placement rates, time to employment, and employer satisfaction.

11. Continuous Improvement:

1. Collects feedback from students, employers, and alumni.
2. Adapts the program based on changing job market dynamics and student needs.

## Section 9: Library Services

The College Library provides various resources, collections, and services to support the college and community's curricular, informational, and research needs.

### Section 1.1. Library Hours

- Days: Monday – Friday
- Time: 8:00 AM - 5:00 PM (No Noon Break)
- No library services on Sundays and public holidays.

### Section 1.2. Services

#### Section 1.2.1 Ask a Librarian

A personalized assistance to library users that is accessible through multiple channels, including in-person consultations, email, phone, and online chat, ensuring that all students and personnel can receive the support they need promptly and conveniently.

#### Bibliographic Assistance

The library provides a listing of books and other materials on selected subject areas upon request of the faculty members.

#### Section 1.2.2 Circulation Section (Borrowing/Returning of Books)

- Books may be charge out to eligible library users. These include bonafide students and permanent employees through the presentation of identification cards.
- Library Circulation is automated.
- Borrowing privileges are shown below:

Type of Borrower	No. of Book	Loaning Period	Renewal Period
Student	5	7 days	7 days
Permanent Faculty	20	1 semester	1 semester
Permanent Staff	10	2 weeks	2 weeks

#### Section 1.2.3 eBooks Repository

- A collection of free and open-access eBooks curated by the Library Staff.
- eBooks are organized by Program and by subject
- stored in Google Drive

#### Section 1.2.4 Information Literacy Sessions

These sessions are designed to instruct researchers in finding and managing information.

#### Section 1.2.5 LibBuzz Alerts

This service provides updates and notifications about new arrivals, upcoming events, and other pertinent information related to the library resources and services through the library's official email, Facebook Page and website.

#### Section 1.2.6 Library Orientation/ Tour

These sessions introduce the library, its services and collections. They are generally geared toward new students, transferees, and newly hired faculty.

#### Section 1.2.7 Net Hub

The library offers WIFI connectivity for laptop devices and ten (10) computer workstations for research purposes. The following rules and policies govern the use of the Net Hub:

- Use of the E-Library internet facility is on a first-come, first-served basis.
- The internet is for research purposes only. The students may use their time with the computer for encoding purposes or editing manuscripts.
- Downloading, installing, and running software are prohibited within the internet facility.

- A computer policy for one student and one unit shall be observed to maintain order in the use of the facility.
- Websites that contain pornography or are not related to research purposes are strictly prohibited. Anyone who violates these policies shall be reported immediately to the student affairs services for school sanctions.

**New Arrivals.** Newly processed books are displayed for two weeks to update library users on the latest acquisitions.

**Online Public Access Catalog (OPAC).** The Library has an OPAC (Online Public Access Catalog) that provides an online bibliography of the library collection available to library users. Books can be located in the library through the OPAC. It lists the number of items available on the subject, whether these are in the library or out on loan, and their corresponding call number.

#### Section 1.2.8 Reserve Service

The reserve services section shall include information resources assigned by faculty members in their classes and those with only one copy identified in heavy demand during each semester.

#### Section 1.2.9 Scanning Service

- Available only to City College of Cagayan de Oro students, faculty & personnel
- Scanning applies only to print resources available at the Library
- Library will scan only those portions of the resource that do not violate or infringe on copyright and fair use
- Copyright is enshrined in the Intellectual Property Code of the Philippines, officially known as Republic Act No. 8293
  - refers to the legal rights of the author or creator
  - automatic: copyright is vested as soon as a work is created
- Fair Use - reproduction for study and research
  - exception: entire resource or a substantial part thereof
  - substantial does not necessarily mean only quantity but the value of the copied parts in relation to the work
- Normal extract limits pursuant to Copyright and Fair use
  - Up to 1-2 chapters of a book
  - Up to 1 article only from one print journal issue
  - For thesis – abstract, introduction, related literature
    - Theses and Dissertations. These materials are for inside reading only in the library. Photocopying of Undergraduate Theses, Graduate Theses, and Dissertations is strictly allowed for the Abstract portion only. Thus, no other pages are permitted to be photocopied.

#### Guidelines for Library Resources

- Books from the Circulation and *Filipiniana* are the only resources that can be borrowed for outside use.
- General Reference Books, Periodicals, and Theses can be used for inside reading only.
- Any library user who fails to return any library material on time will be charged five pesos (5.00) daily. Repeated overdue library materials will merit suspension of library privileges.
- All library materials must be returned promptly. Deliberately keeping them for personal use will result in the cancellation of borrowing privileges.
- Books borrowed must be inspected by the borrower for missing or mutilation of pages. Otherwise, any mutilated/damage done to the library materials shall be borne by the borrowers. A rebinding fee shall be charged to the borrowers for those materials that can still be repaired. Materials beyond repair must be paid with the replacement value of the book or library materials.
- Unauthorized withdrawal of books and other materials shall be deemed an act of theft and the offender shall be subject to penalties specified in the Student Handbook.
- Lost books must be reported at once. The fine on an overdue book stops when the book is reported lost. Any lost book is due for a replacement copy of the same title and edition. If a replacement copy is unavailable, the assessment shall be according to the current market cost of the book, plus a processing fee of P 50.00. Any book not returned at the end of a semester is considered lost.

#### General Conduct Inside the Library

1. Student should wear their Identification Card upon entering the library.
2. Library users are expected to respect the needs of other library users by maintaining a quiet and scholarly atmosphere in the library.
3. Loud talking, smoking, eating, or drinking in the library is prohibited.
4. Library users must return all library materials promptly when they are due to give other users a fair chance to utilize the library resources.
5. Any library user must act with decorum, especially when dealing with the library staff.
6. Students under the influence of liquor are not allowed to enter the library.
7. Present things or any library materials borrowed upon exit for inspection.

#### Section 10: Multi-Faith Services

Multifaith Services cultivates a deep faith that calls for action in promoting justice, peace, and environmental stewardship and

engages with various faith traditions and cultural backgrounds. This service commits to fostering the faith journey and supporting the spiritual growth of every member of the City College of Cagayan de Oro community.

To support the development of a multifaceted graduate of City College of Cagayan de Oro, the design of the spiritual conversations are in a way that:

1. It builds awareness and sensitivity to diverse religious and cultural contexts;
2. It is fundamental to the development of the City College Graduate; and
3. It applies to all students under the baccalaureate programs.

Undergraduates (as well as students from Technical Skills and Technology Institute) in every level should experience spiritual formation through processing sessions, spiritual conversations, and immersions.

#### *Spiritual Conversations and Immersion Programs*

Undergraduate students must fulfill Spiritual Conversations and Immersion programs as integral to their graduation criteria. Spiritual Conversations involves a spiritual pursuit of inner peace, usually conducted over one day for first and second-year students.

Spiritual Immersion spans multiple days and would differ at each year's level. Third-year students will have a one-night/two-day spiritual immersion, and two-night/three-day spiritual immersion will be provided for fourth-year students. Participation in Spiritual Conversations and Immersion is mandatory for all students, irrespective of their religious affiliation or denomination.

The required number of days for the programs should be followed and remain on-site to ensure safety and eligibility for completion. Upon completion of each spiritual program, students are given a Certificate of Attendance through email and in print, as it would be used as one of the requirements for graduation.

#### *The Religious Organizations*

Apart from mandatory programs, the Multifaith Services organize campaigns, activities, and projects that serve as support for students in a particular religious denomination. The same services are free for students to form organizations that would diversify the interests of students, and help peak faith-based and societal engagements. The Office of Student Affairs is willing to accept volunteers, members, and proposals regardless of course and religious denomination.

### **Section 11: Physical Plant Services**

At City College of Cagayan de Oro, our vision for the Physical Plant Services (PPS) is to create a safe, sustainable, and conducive environment that supports the holistic development of our students, faculty, and staff. We recognize that a well-maintained physical infrastructure and robust security measures are essential for fostering a thriving educational community.

#### **1. Enhancing Campus Infrastructure:**

Our vision begins with modernizing and maintaining campus infrastructure. We aim to provide state-of-the-art facilities, comfortable classrooms, and well-equipped laboratories. Up-to-date buildings and conducive spaces create an inviting atmosphere that inspires learning and creativity. By investing in sustainable practices, we contribute to environmental stewardship. Energy-efficient buildings, renewable energy sources, and eco-friendly landscaping align with our commitment to responsible campus management.

#### **2. Ensuring Safety and Security:**

Safety is paramount. Our vision includes comprehensive safety protocols that protect students, faculty, and visitors. Trained security personnel, surveillance systems, and emergency response plans ensure a secure environment.

#### **3. Empowering Learning and Growth:**

The PPS plays a pivotal role in facilitating learning and growth. Well-maintained classrooms, laboratories, and recreational spaces enhance the educational experience. By ensuring safety, we free students and educators to focus on their academic pursuits. Our vision aligns with the college's mission to nurture well-rounded individuals who contribute positively to society.

Overall, the vision is to create a campus where safety, sustainability, and educational excellence intersect. The Physical Plant and Safety & Security Office stands as a guardian of this vision, committed to providing a nurturing

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Overall, the vision is to create a campus where safety, sustainability, and educational excellence intersect. The Physical Plant and Safety & Security Office stands as a guardian of this vision, committed to providing a nurturing environment where every student can thrive.

Furthermore, the CCCDO Security Force Personnel, composed of professional guards, are trained to deal with the many security complications of protecting the school community. We work closely with the school board, administrators, local police, Bureau of Fire Protection, RTA, CDRRMC, Red Cross, and other government agencies to ensure the prevention of school violence, protecting the CCCDO community, safeguarding school property, as well as reducing possible safety and liability risks.

Our services include armed/unarmed guard patrols, undercover/plain clothes guards, gate access control and monitoring, building assessment for security risks & unauthorized access, CCTV surveillance/video security, radio communications, security transport, crisis training for staff, school periodic emergency preparedness planning, providing & evaluating school security and safety policies, and periodic security and safety audits to address new concerns.

The Security Office is open from 06:30 am to 12:30 am the next day. It has 24/7, round-the-clock security and safety services provided by the Professional Guards.

### **Section 12: Registrar's Services**

The Registrar's Office is a vital department of an academic institution that serves the needs of students throughout their educational journey. The office creates policies, procedures, and standard practices that ensure the smooth and efficient operation and delivery of services.

By following these, the Registrar's Office can provide students with the highest level of service and support in areas critical to their academic success, including registration, academic records management, graduation processing, and other relevant academic affairs.

The Office of the Registrar holds the exclusive responsibility of maintaining comprehensive student records, particularly academic records. This role necessitates active involvement in student admission, release, transfer, and graduation processes, all of which require timely action and precision.

Essentially, the role of the Registrar's Office is to:

1. Oversee student status,
2. Monitor satisfactory academic progress,
3. Maintain transcripts and official records,
4. Conduct degree audits for graduation,
5. Participate in semestral orientation programs,
6. Submit reportorial requirements to CHED, PRC; and
7. Among many others

The function and services of the College Registrar include the following:

1. Enrollment
2. Eligibility for Admission
3. Academic Status
4. Graduation
5. Services
  - a. Assists in the dropping and adding of classes,
  - b. Maintains student and departmental records for the current term,
  - c. Applies Certification, Authentication Verification (CAV) to CHED,
  - d. Applies Special Order to CHED,
  - e. Evaluates Transfer Credit,
  - f. Prepares Transcript,
  - g. Helps in the preparation and maintenance of the College Curricula,
  - h. Ensures Graduation Eligibility,
  - i. Implements and monitors academic regulations, and
  - j. Reports to other academic and administrative units.
6. Issuances
  - a. Diploma
  - b. Official Transcript of Records
  - c. Transcript for Evaluation purposes
  - d. Transfer Credential/Honorable Dismissal
  - e. Certification of enrollment/Attendance
  - f. Certification of Grades
  - g. Certification of Candidacy for Graduation
  - h. Certification of Graduation
  - i. Certification of Units Earned
  - j. Certification of Special Order
  - k. Certification of Weighted Average
7. Authentication of Academic Records

The College Registrar's Office is located on the Ground Floor of the Administration Building. It is open Monday through Friday from 8:00 a.m. to 5:00 p.m.

### Section 13: Social and Community Services

#### 1. National Service Training Program (NSTP)

In accordance with Republic Act No. 9163, otherwise known as the **National Service Training Program (NSTP) Act of 2001**, all undergraduate students enrolled in any baccalaureate or technical-vocational course are required to complete one NSTP component as part of their academic curriculum.

**1.1 Literacy Training Service (LTS).** LTS trains students to become literacy and numeracy facilitators for children, out-of-school youth, and other members of the community in need of basic education.

#### Designated Programs:

- Bachelor of Technical-Vocational Teacher Education (BTVTED)
- Bachelor of Technology and Livelihood Education (BTLED)
- Bachelor of Special Needs Education (BSNED)

*Note: Select sections under the above education programs may be assigned to ROTC, subject to academic and administrative considerations.*

**1.2 Civic Welfare Training Service (CWTS).** CWTS focuses on community service and development activities that contribute to the improvement of life in partner communities, particularly in areas such as health, education, environment, livelihood, and disaster preparedness.

**Designated Programs:**

- Bachelor of Science in Social Work (BSSW)

**1.3 Reserve Officers' Training Corps (ROTC)** is the designated NSTP component for the following programs:

- Bachelor of Arts in Communication (BACOMM)
- Bachelor of Science in Office Administration (BSOA)
- Bachelor of Science in Entrepreneurship (BSEntrep)
- Select sections under BTVTED, and BTLED may also be enrolled in ROTC.

**General Guidelines:**

- NSTP 1 is offered during the first year, first semester; NSTP 2 follows in the second semester. Completion of both NSTP 1 and NSTP 2 is a requirement for graduation.
- Students are not allowed to shift from one NSTP component to another.

**Section 14: Sports Development Services**

The City College of Cagayan de Oro, through its Athletics Office, is dedicated to the holistic development of its students, aiming for them to bring honor and prestige not only to their college but to the institution as a whole. To achieve this, the college engages in the careful planning, organization, and management of sports activities and programs. This involvement fosters self-discipline, teamwork, and excellence, contributing to the cultivation of a healthy and alert student body.

The institution holds a firm belief in the integral role of sports within the education curriculum at all levels. As such, it offers a platform through which students' potential is harnessed, positioning sports as a pivotal tool for promoting the value of excellence.

1. Objectives – The school's Sports Development Program serves as a venue for the inculcation of the values of excellence and the pertinent positive Filipino and the universal human values promotes the following objectives:
  - a. Provide opportunities in the development of higher-level knowledge and skills, understanding and appreciation, and positive attitudes and values designed to optimize the full potential of the students;
  - b. Provide opportunities to excellent athletes for active participation in sports and emerge as a source of pride for the institution; and
  - c. Provide an avenue for camaraderie in the community through common interests and develop a feeling of belongingness among individuals in a shared pursuit of leisure interests;
2. Available Programs and Services for the school community:
  - a. Management of the Annual Collegiate Intramurals.
  - b. Management of the fitness program for the faculty and staff of the school community.
  - c. Provision of sports trainers and coaches for selected sports.
  - d. Provision of leadership opportunities to sports coordinators, coaches, officiating officials, and athletes during sports activities.

**Section 15: Student Affairs and Services**

At the City College of Cagayan de Oro (CCCdO), Student Affairs and Services (SAS) is recognized as a cluster alongside Administration, Academic Affairs, Research and Technology Transfer, and Extension and Social Development. It is a crucial part of higher education, supporting teaching and learning by fostering each student's holistic development. Guided by CHED Memorandum Order No. 9, series of 2013, and CHED Memorandum Order No. 8, series of 2021, also known as the Enhanced Policies and Guidelines on Student Affairs and Services and Flexible Delivery of Student Affairs and Services, CCCdO is committed to offering programs and services that promote student welfare, development, and institutional support, aligning with both national standards and local needs.

**Core Purpose of SAS in CCCdO**

- To support academic success by addressing students' personal, social, cultural, and physical needs;
- To promote equity and inclusivity, ensuring that all CCCDO students, regardless of background, have access to opportunities for growth;
- To strengthen student engagement through leadership training, cultural and athletic programs, and community involvement; and
- To align institutional practices with the goals of the Philippine higher education system and the Sustainable Development Goals (SDGs).

## SAS Program Areas at CCCdO

Consistent with CMO's No. 9 and 8, CCCdO organizes its SAS initiatives into three major divisions:

1. Student Welfare Services – These ensure that students' basic needs and well-being are met:
  - a. Information, Orientation and Awareness,
  - b. Guidance and Counseling,
  - c. Career and Placement,
  - d. Student Handbook Development
2. Student Development Services – These foster leadership, values formation, and student empowerment:
  - a. Student Activities,
  - b. Student Government, Council, and Organizations,
  - c. Leadership Training,
  - d. Student Discipline, and
  - e. Student Publication/Year Book
3. Institutional Student Programs and Services - These provide specialized support and enrichment opportunities:
  - a. Admission Services,
  - b. Culture and Arts Programs,
  - c. Food Services,
  - d. Foreign/International Student Services,
  - e. Health Services,
  - f. Multi-faith Services,
  - g. Safety and Security Services,
  - h. Scholarships and Financial Assistance (SFA),
  - i. Services for Students with Special and Specific Needs,
  - j. Sports Development Programs, and
  - k. Student Housing and Residential Services

For CCCdO, SAS is not just a compliance requirement but a strategic pillar of institutional growth. With the college's expanding student population and its role as a public local higher education institution in Northern Mindanao, SAS programs are designed to:

- Respond to the unique cultural diversity of Cagayan de Oro and the surrounding region.
- Provide platforms for student expression and representation in local and national events.
- Strengthen community partnerships with local government units, barangays, and civic organizations.
- Ensure that CCCdO graduates are not only academically competent but also socially responsible, culturally grounded, and globally competitive.

The City College of Cagayan de Oro is dedicated to upholding a thorough, student-focused framework for student affairs and services, in line with applicable regulations and policies. This commitment combines welfare, development, and institutional support services to ensure that students grow as whole individuals, equipped with the knowledge, skills, values, and resilience needed to make meaningful contributions to their local communities and the nation.

## Section 16: Gender and Development Services

In a progressive move to promote equity, inclusivity, and safety within the academic environment, City College of Cagayan de Oro (CCDO) continues to actively adhere to policies that are aligned with the national Gender and Development (GAD) framework. Guided by Philippine laws such as Republic Act 11313 or the Safe Spaces Act, and Republic Act 9262 or the Anti-Violence Against Women and Their Children (VAWC) Act, the College has embraced its role not just as an educational institution, but as a safe space for all.

At the core of CCCDO's GAD initiatives is the belief that education thrives in a respectful and empowered environment. The college's GAD office has been instrumental in ensuring that gender mainstreaming is integrated across all institutional plans, policies, and programs. This is evident in how the college incorporates gender sensitivity orientations for new students and employees, provides regular seminars on anti-sexual harassment, gender and development, and other related topics and ensures a grievance mechanism is in place to handle reports of abuse or discrimination.

*Based on Anti-Sexual Harassment Act of 1995: [citycollegecdo.edu.ph/jqeJA](http://citycollegecdo.edu.ph/jqeJA)*

*Codi:*

*<https://pcgg.gov.ph/wp-content/uploads/2020/11/Committee-on-Decorum-Investigation-CODI-on-Sexual-Harassment.pdf>*

**Safe Spaces for All.** Following the Safe Spaces Act, CCCDO has strengthened efforts to eliminate all forms of gender-based harassment in both physical and online settings. Signages and information materials detailing the provisions of the law are strategically placed around the campus to inform students and personnel of their rights and where to report incidents. The college also upholds a zero-tolerance policy on catcalling, stalking, and other forms of inappropriate conduct, reinforcing its

stance that learning environments must be free of intimidation and fear.

*Based on Republic Act 11313: citycollegecd.edu.ph/W5ibv*

**Support Systems for Survivors.** In compliance with the Anti-VAWC Act, the college works closely with local government units and trained professionals to offer support to affected individuals, especially students who may be victims of abuse at home or in personal relationships. Confidentiality, compassion, and care are central to these interventions, with CCCDO aiming to empower survivors through psychosocial support, academic flexibility, and referrals to appropriate services.

*Based on Republic Act 9262: citycollegecd.edu.ph/dE4LE*

**Going Beyond Compliance.** More than just adhering to legal mandates, the CCCDO actively works to foster a culture of gender equity across all aspects of the institution. From promoting gender-fair language in official documents and providing inclusive restrooms, to ensuring diverse representation in student councils and administrative bodies, the college affirms its deep commitment to the principles of Gender and Development (GAD). Going beyond compliance, CCCDO takes an active role in advancing gender advocacy through meaningful programs and initiatives. It proudly served as one of the major hosts of Take Pride 2025, a landmark celebration of inclusivity and equality in celebration of Pride Month.

In partnership with TSTI, CCCDO also spearheaded “Eba Ka Talaga! – Basic Electrical Skills Training” during Women’s Month, empowering female students with technical skills traditionally dominated by men. Additionally, CCCDO consistently participates in and supports various GAD-related activities within and beyond the campus, demonstrating its dedication to building an inclusive, responsive, and gender-sensitive academic environment.

To further this advocacy, CCCDO conducts seminars and training sessions for faculty and staff, equipping them to integrate gender-responsive approaches in teaching and leadership.

**The Road Ahead.** As societal norms evolve and the conversation on gender expands, CCCDO remains steadfast in its commitment to be an institution that not only educates minds but also shapes character. By aligning its policies with national GAD laws and enhancing them through proactive strategies, the college exemplifies how educational institutions can lead the way in fostering a just and inclusive community for all.

# CAMPUS ORGANIZATIONS AND ACTIVITIES

# 7



## Sinulom Falls

The “Gold” tears of the Mountains of de Oro. The word ‘sinulom’ means ‘black ant’ in the Visayas. There was a 9-month long drought when World War II took place — another reason why citizens in Cagayan de Oro named it ‘Sinulom’. While this commotion was happening, the only water source they had was the waterfalls.



## CAMPUS ORGANIZATIONS AND ACTIVITIES

Campus organizations provide a dynamic platform for personal growth and skill enhancement. Through participation in clubs, societies, and campus events, students develop leadership abilities, communication skills, and teamwork. Whether it's organizing an event, leading a workshop, or managing finances for a club, students gain practical experience that complements their academic learning. These hands-on opportunities prepare them for future careers and instill confidence.

Being part of a student organization creates a strong sense of belonging. Students connect with like-minded peers who share their interests, passions, and goals. These connections extend beyond the classroom, fostering friendships, mentorship, and a supportive network. Whether it's a cultural club, an environmental group, or a sports team, these organizations contribute to a vibrant and inclusive campus community.

Campus organizations and activities at City College of Cagayan de Oro enrich the college experience, nurture leadership potential, and create lasting memories. They are the heartbeat of campus life, promoting holistic development and a sense of unity among students.

The establishment and operations of campus organizations at City College of Cagayan de Oro are governed by the Rules and Regulations concerning Campus Organizations and their activities within and outside the school campus.

### Article 1: Student Government, Student Councils, and Student Organizations

City College of Cagayan de Oro acknowledges the significance of nurturing accountable and dedicated students who will one day emerge as influential figures in their respective fields. Therefore, it aims to encourage student groups to set specific goals and start projects that are driven by students while following school rules. Furthermore, the school acknowledges that campus organizations play a vital role in providing additional education outside the classroom, helping students cultivate important social skills such as cooperation, responsibility, creativity, and leadership.

Campus organizations provide a platform for personal growth, leadership development, and community building. Whether it's joining an RSO, participating in a club sport, or engaging with a departmental organization, students have various avenues to connect and thrive on campus.

As schools adapt to the changing landscape of student leadership, we continue to introduce new and relevant updates.

**Section 1. General Policies:** The establishment and operations of campus organizations at City College of Cagayan de Oro are governed by the Rules and Regulations concerning Campus Organizations and their activities within and outside the school campus.

#### Section 2. Nature/Classification of Campus Organizations

**Section 2.1. Student Organizations.** These are the different Recognized Student Organizations (RSO) in the school community classified according to course-related campus organizations, service-oriented campus organizations, values-oriented campus organization. RSOs are groups of undergraduate students who come together to promote or celebrate a common interest. They are entirely student-run and provide opportunities for students to engage, learn, and lead. RSOs allow students to pursue their passions, develop organizational skills, and build critical thinking abilities outside the classroom. Examples of RSOs include academic clubs, hobby groups, among others.

**Section 2.2. Student Councils.** The college has two Departmental Student Councils (DSC) which represent the Teacher Education and Arts and Sciences programs. These councils collaborate closely with their respective colleges to fulfill the mission and objectives of their departments. The DSCs align with the goals of their departments and are led by students.

**Section 2.3. Student Government.** The college's student government is represented by the Central Student Government, the school's highest student governing body.

**Section 2.4. Student organizations** provide a platform for personal growth, leadership development, and community building. Whether it's joining an RSO, participating in a club sport, or engaging with a departmental organization, students have various avenues to connect and thrive on campus.

**Section 3. Authority To Operate:** Student organizations can operate only after receiving official approval and recognition from the approving authority. However, the Student Government and Student Councils do not need to apply for recognition as their authority to function and initiate programs and activities is anchored in their respective

Constitution and By-Laws. It should be noted that the school does not take responsibility for any organization that is not duly approved and recognized.

Section 3.1. All recognition applications should be sent to the Office of the Vice President for Student Affairs & Services. After ensuring that all recognition requirements have been met, the office endorses the application to the Office of the College President for approval. Once approved, a "Certificate of Recognition" will be issued to the RSO that meet all recognition requirements.

Section 3.2. Furthermore, any student government, student council, or student organization that violates its statement of purpose, constitution, or by-law, fails to comply with school policies, or fails to implement its plans and activities after due process may have its recognition revoked or its authority to operate suspended.

Section 4. Registration And Application Procedure for Recognized Student Organizations: All RSOs shall be required to apply for recognition and renew the same annually.

Likewise, all RSOs must be registered with the Office of Student Affairs and Services. For this purpose, the following are to be submitted to the office:

1. A copy of the approved constitution and by-laws of the RSO signed by the incoming key officers, adviser, and/or college dean. If an RSO is reapplying and utilizing an existing set of bylaws, the same document may be submitted, with any revisions clearly indicated. Any changes to the old constitution should also be clearly specified.
2. A list of officers with the following information: Names, Respective Positions, Year/Course/Major, Address, Email, and Contact Details
3. A list of members with the following information: Names, Year/Course/Major, Address, Email, and Contact Details
4. Names of at least one (1) recommended faculty advisers
5. Written consent from the adviser/s that he/ she/ they have accepted the responsibility.
6. Annual Operational Quality/ Action Plan;
7. Annual Calendar of Activities; and
8. Other documents which the OSAS may require.

Section 5. Registration And Application Procedure for The Central Student Government and Departmental Student Councils: The Central Student Government and Department Student Councils are not required to seek recognition as their authority to operate as student-led organizations derives from the school's obligation to facilitate the establishment of campus organizations fostering leadership, governance, and autonomy. Moreover, the school acknowledges the organizations' Constitution and By-laws, which regulate the activities and jurisdiction of the student government and student council, and have been properly ratified by the school's governing board. However, to ensure that they are properly monitored and guided, certain requirements shall be required.

Section 6. Membership In Organizations: Students enrolled for the current school year are encouraged to become members of student organizations. A student can be a member of a maximum of three (3) RSOs of their choice, not counting the Central Student Government and Departmental Student Councils, where they belong.

Section 7. Membership to the Oro Youth Development Office: The City College of Cagayan de Oro encourages the active collaboration of its Student Government, Departmental Student Councils, and Recognized Student Organizations with the Oro Youth Development Office (OYDO) of the city. OYDO serves as the coordinating and monitoring body for local youth concerns outlined in the City's Local Youth Development Plan. The overarching vision of OYDO is to empower the Cagayan de Oro Youth to become engaged citizens and to provide comprehensive youth development opportunities that contribute to the progressive and equitable growth of Cagayan de Oro City.

Section 8. Supervision of Organization Activities: The Vice President for Student Affairs & Services is tasked with overseeing and supervising the operations and activities of the Student Government, Student Councils, and Student Organizations. This responsibility is carried out in coordination with their respective organization/club advisers and the College Dean. The primary objective is to offer essential guidance to aid these organizations in achieving the goals outlined in their established constitution and by-laws.

Section 9. Organizational Moderators/Advisers: The school puts a premium on assisting its student government, student councils, or student organizations in their co-curricular and extra-curricular pursuits. The school strongly encourages active participation and involvement of its faculty not only in the curricular but also in the co-curricular and extra-curricular activities of the school geared towards the attainment of its avowed mission and vision. Hence, it is required that the advisers of the various organizations on the campus are faculty and non-teaching members of the school.

Section 10. Prior Approval: All activities of the student government, student councils, and student organizations, except for minor activities such as regular and special meetings, *Operation Linis*, construction of bulletin boards, etc.,

must have prior approval from the OSAS. All on-campus activities must be approved three (3) days before the implementation of the activity. For local off-campus activities, the Policies and Guidelines on Local Off-Campus Activities for College Students shall apply.

Section 10.1. Schedule of Activities: Organizational activities should not be concurrent with examination schedules (which means activities are suspended one week before and during prelim and midterm examinations and two weeks before and during final examinations).

Section 10.2. Submission of Annual Accomplishment Report: Annual Accomplishment Reports covering the organization's accomplishments and duly audited financial statements for a given period shall be submitted to the Office of Student Affairs and Services at least two (2) weeks before the final examination for active status accreditation and clearance purposes.

Section 10.3. In compliance with school regulations, the Central Student Government, Student Councils, and Student Organizations are obligated to submit an Annual Accomplishment Report at the conclusion of the academic year. The development of said report may be overseen by the organization's advisor and the respective college dean. Failure to complete and submit the report will result in the organization being denied final clearance, consequently rendering them ineligible to participate in final examinations.

Section 11. Utilization of Social Media Platforms: Campus organizations are expected to present themselves across various online platforms such as Facebook, Twitter, Instagram, among others. It is imperative that these organizations maintain a professional online presence by sharing important announcements, disseminating institutional information, and organizing online activities to engage with their peers, all while adhering to established guidelines.

Section 11.1. To streamline the protocol on the utilization of social media by campus organizations, the Policy on Campus Organization Social Media Usage shall be used and followed. This policy is designed to enable student leaders and organizations to effectively utilize social media and uphold acceptable standards when using different social media platforms to achieve meaningful online engagement and influence.

Section 12. Using the Name and Seal of the School: Students and Organizations are permitted to use the school's name and represent the school and any of its offices and units only when approved by the Office of Student Affairs and Services. Such approval may be given to students and organizations participating in local, regional, national, or international competitions or gatherings, seminars, fora or training, organizing activities or programs outside the school, and other similar events. Furthermore, students, whether individuals or groups, are prohibited from using the school's name and seal for any unapproved and unrecognized activity or program and printed material (e.g., T-shirt, jacket, etc.) without the explicit authorization of the school.

Section 13. Renewal of Recognition: The recognition of student organizations is good for one school year only (except for Departmental Student Councils and the Central Student Government, who are not required to renew their recognition). Hence, all RSOs shall submit their application for Renewal of Recognition at the beginning of the school year or on a specific date set by the OSAS.

Section 13.1. Organizations that fail in the evaluation for three (3) consecutive school years shall not be granted renewal of recognition.

Section 14. Suspension: Any organization found guilty of unsatisfactory accomplishment and misappropriation of its funds shall be suspended by the OSAS after due process for one year without prejudice for reappliation for recognition after the suspension period.

Section 15. Revocation of Recognition: The certificate of recognition granted to any organization may be revoked if the organization, after due process, has been found guilty of violating its statement of purpose, its constitution, and by-laws or if it has consistently failed to comply with the requirements of the recognition and policies contained in the student handbook. OSAS is given the authority to "revoke for a cause." The concerned organization can elevate its case to the Office of the President, whose final decision is executory.

Section 16. Disciplinary Action: Any officer or member of a campus organization found guilty of gross or severe violation of school rules and regulations after due investigation shall be recommended by the OSAS to the Committee on Student Discipline for proper disciplinary action and appropriate sanctions.

Section 17. Any student organization seeking to become a member of civic, cause-oriented, or similar organizations outside the school must present the constitution and bylaws of the organization it intends to affiliate with. The Vice President for Student Affairs will discuss the request with the Chief Security Officer, who will evaluate the organization and make recommendations for approval or disapproval. The final decision to join such organizations will be made by the School President.

Section 18. The right to associate in a school environment can be curtailed in the following situations:

Section 18.1. If the association is formed for the purpose of asserting an unpreferred right, it may be curtailed if the rule prohibiting it promotes the school's assertion of its own preferred right.

Section 18.2. The school can prohibit associations that are harmful to the legitimate interests of the school and its students from operating and can penalize students who persist in such membership.

Section 18.3. The right of association can be curtailed if the purpose of the organization is contrary to law or to the mission-vision statement of the school.

Section 19. Student organizations shall be voluntary, and the collection of fees shall also be voluntary.

Section 20. The school does not recognize fraternities as student organizations.

## Article 2: Student Activities

### Section 1. Co-Curricular Activities

To promote leadership and social awareness for constructive purposes, all students of the college are free to participate in co-curricular and extra-curricular activities subject to the following conditions:

Section 1.1. Their participation in such activities shall not excuse them from attending classes and from fulfilling other requirements. Such participation shall be their personal responsibility.

Section 1.2. As much as possible, all co-curricular and extra-curricular activities of the school shall be suspended one week before and during the prelim and midterm examination and two weeks before and during the final examinations.

Section 1.3. No cultural shows, literary, musical, or other similar activities/presentations shall be performed outside the school without a formal written request duly approved by the Vice President for Student Affairs and Services, Vice President for Academic Affairs, or College President.

### Section 2. Athletics

Section 2.1. A committee on sports, physical education, and recreation is tasked to lay down policies and to administer the financial requirements of athletic affairs. The following are the members of the committee. Each college may choose their athletics coordinator.

- Vice President for Student Affairs as the Chair
- Athletics Coordinator as co-chair
- Budget Officer
- Athletic Coordinator of each college
- Physical Education Professor
- Student representative

#### Section 2.2. Guidelines

Section 2.2.1. The members of the sports committee are in charge of the procurement, storage, and distribution of athletic equipment.

Section 2.2.2. Students who may wish to borrow athletic equipment must secure the signature of their class adviser who will act as their guarantor. No athletic equipment will be released without a guarantor.

Section 2.2.3. Students' concerns pertaining to athletics and recreation should be referred to the committee on sports.

Section 2.2.4. Each college is encouraged to organize its own athletic team. They may choose their team manager who shall implement a program of training for the teams. Inter-departmental training may be undertaken as necessary.

Section 2.2.5. The different colleges are enjoined to plan their own recreation program.

#### Section 2.3: Athletic Selection Procedure

The process for selecting athletes for each college is as follows:

- (1) Advertisement by College Representatives: College representatives initiate the search for potential athletes by advertising the selection process.

- (2) Submission of Requirements: Students interested in participating in athletics must submit the following requirements:
  - o A copy of their academic grades, demonstrating no course failures.
  - o Proof of enrollment in the current semester, such as their study load.
- (3) Participation in Try-Outs: Students who meet the academic requirements submit themselves for evaluation through a series of try-out sessions.
- (4) Evaluation and Notification: The Faculty Coach and Student Team captain assess the performance of students during try-outs and subsequently inform them of their acceptance or rejection into the athletic program.

### Section 3: Leadership Training

The school actively encourages students to organize, invite resource speakers, or attend leadership training and similar activities. These experiences aim to develop and enhance their leadership and governance skills, preparing them to make valuable contributions to society in the future.

### Section 4: Local Off-campus Activities

Off-campus activities are integral to the holistic formation of the students. The City College of Cavayen de Oro is, therefore, committed to providing opportunities that allow its students to participate in various academic and non-academic engagements beyond the confines of its campuses. The institution recognizes that lifelong learning is more pronounced when community exposure and immersion are integrated into the educative journey of its students. Off-campus activities extend the classroom, providing students with practical, real-world experiences that complement and enhance their academic learning.

These guidelines shall cover all local off-campus activities at City College of Cavayen de Oro and apply to all individuals and groups, both from the college and Technical Skills and Technology Institute (TSTI), who are planning to conduct/ hold local off-campus activities. The content outlined in these policies and guidelines is anchored on CMO No. 63 series of 2017, otherwise known as the Policies and Guidelines for Local Off-campus Activities.

**Section 4.1. General Policies:** An off-campus activity is any event or goal-oriented excursion organized by the school, the students, or a third party that takes place outside the institution's premises but still within the territorial sector of the Philippines. This activity is designed to provide learning experiences and opportunities for growth beyond the traditional classroom setting.

The inclusion of off-campus activities in Higher Education Institutions (HEI) and Technical-Vocational Institutions (TVI) is vital for several reasons. Firstly, it complements and enhances the overall learning experience for students. Additionally, it contributes to the students' acquisition of pertinent knowledge, values, and skills. Furthermore, off-campus activities are designed to expand students' learning opportunities, providing them with exposure to real-world scenarios. This exposure serves as a significant motivator for strengthening the relationship between the academic sector and the industry. Such learning experiences encompass internships, educational tours, field trips, site tours, field studies, educational linkages, student development activities, as well as non-curricular engagements such as mission-based initiatives, immersion programs, conventions, conferences, volunteer work, interschool competitions, and cultural performances, among others.

However, the shift brought about by unforeseen events has significantly modified the manner in which student activities are conducted. Emphasis is now placed on ensuring the safety and well-being of students, necessitating careful consideration to eliminate their exposure to various risks. Therefore, as we adapt to the changes in the new normal, it is crucial to establish prudent, realistic, and secure guidelines and protocols for local off-campus activities, ensuring the uninterrupted progression of student learning and development. These policies and guidelines pertaining to local off-campus activities for college and TSTI students will adhere to the standards and minimum requirements outlined by the School Administration, Commission on Higher Education, Technical Education and Skills Development Authority, Department of Health, and other pertinent regulatory bodies.

### Section 4.2. Classification of Local Off-Campus Activities

**Section 4.2.1. Curricular.** These are educational tours, degree program-related events, or field studies directly tied to or mandated by the academic curriculum. These off-campus activities are a fundamental part of the instructional program and are, hence, required. Curricular off-campus activities include:

1. Research intervention implementation and data gathering procedures (unless the study is conducted by the student government, a student council, or a student organization outside their regular academic load and for benevolent campaign purposes; such an instance qualifies as non-curricular);
2. Course-affiliated community engagement or any community immersion activities required by the course curriculum such as but not limited to field study, experiential learning, or related learning experiences;

3. Visits to reputable firms or government sites and other areas identified by the concerned local government units safe for students;
4. Culture and arts-related activities, such as visits to museums, cultural sites, landmarks, and other related venues; and
5. Plant industry visit, host training establishment visit, and other related visits.

Section 4.2.2. Non-Curricular. These are mission-based activities, conventions, seminars, conferences, training, volunteer works, advocacy campaigns, and interschool competitions or tournaments that are not directly tied to or mandated by the academic curriculum and are left to the institution's discretion. Non-curricular off-campus activities include:

1. Campus organization-initiated outreach campaigns;
2. Community needs assessment and evaluation activities conducted before and after outreach campaigns;
3. Engagements with the Local Government Unit (LGU) including requested or mandated participation in any activities such as but not limited to parade, charter day celebration tree planting, clean-up drive, among others;
4. Conventions, seminars, conferences, symposiums, trainings, and team buildings;
5. Interschool sports meet, or interschool competitions and tournaments;
6. Retreat and recollection programs; and
7. Culture and arts performances and competitions.

Section 4.3. Exclusions: The scope of this policy excludes international off-campus activities and local/international internship programs. These activities are subject to separate guidelines. International off-campus tours or field trips are regulated by CHED Memorandum Order (CMO) 26, series of 2015, while internship/ OJT /practicum/ shipboard training, and other student internship programs are governed by CMO 104, series of 2017. Despite being governed by distinct policies, organizers are mandated to inform the Office of Student Affairs and Services about the specifics of all such activities for the purpose of easy tracking and reporting.

Section 4.4. Requirements, Roles, And Responsibilities of All Parties Involved: It is the obligation of the School, Colleges/Departments, Student Government, Student Councils, Student Organizations and other interested individuals or groups who are planning to conduct/ hold local off-campus activities to provide necessary services, actions, and assistance relative to off-campus activities. The organizer or personnel-in-charge of the local off-campus activity, as defined hereinabove, should adhere to established protocols and secure permission from concerned offices by submitting the documents specified below. Any misaction, including the deliberate disregard of the required proceeding, will constitute a violation and is recommendable for probing to the Committee on Student Discipline, Committee of Employee Discipline and Decorum, and other pertinent offices.

Section 4.4.1. Responsibilities of the Institution:

1. The requesting group must designate a personnel-in-charge (PIC) with appropriate qualifications and experience. The PIC must be a faculty or staff; no student shall be given this task or responsibility.
2. Ensure a 1:40 PIC-student ratio for all off-campus curricular and non-curricular activities.
3. Ensure safety and welfare of mobility of students through the following transportation vehicles.
  - a. Owned by the HEI – Updated/valid documents pertaining to registration, insurance coverage, driver's license, assurance of roadworthiness, among others shall be ensured; OR
  - b. Third party or sub-contracting – Updated/valid documents pertaining to registration, insurance coverage, driver's license, assurance of roadworthiness, updated/valid franchise with LTFRB or travel and Tour Operator duly accredited by the Department of Tourism shall be ensured.
4. Coordinate in advance with the concerned LGUs or NGOs for the safety and convenience of the students.
5. Require the students to submit a guardian or parental consent (for 18 years old below, the consent must be notarized), personal declaration of consent (for TSTI students), and medical clearance, if appropriate. The form of the parental consent and personal declaration of consent shall be provided by the OSAS.
6. Develop a framework to offer parallel activities for both curricular and non-curricular local off-campus activities that facilitate the acquisition of knowledge and competencies necessary to fulfill student learning objectives for individuals unable to participate in the activities. These alternative initiatives should not be construed as replacements for any minor or major examinations, nor should they be obligatory for clearance purposes.
7. Give due consideration to students or learners with special needs or Persons with Disabilities (PWDs).
8. As much as possible during extended local off-campus activities, arrange separate accommodations for male and female students
9. Provide insurance provisions for the students, faculty, and other personnel involved.

Section 4.4.2. Responsibilities of the Students: Before the off-campus activity, the school must require the submission of the following from the requesting party

#### FOR CURRICULAR AND NON-CURRICULAR REQUESTS

A request letter outlining the following:

1. Basic profile of the organizer or personnel-in-charge
2. Rationale of engagement/travel
3. Destination and transportation (As much as practicable, destination of off-campus activities should be near the school in order to minimize cost and the destination and schedule should be relevant to the subject matter)
4. Nature of engagement
5. Budget and source of fund, if any
6. Attached document containing proof of the source of funds if travel involves a monetary subsidy

For curricular requests, a *copy of the course syllabus* with the full course title, description, and unit credits which reflects the relevance of requiring an educational tour and field trip

*Duly accomplished, signed, and notarized consent of the parents or guardian* for students (college or TSTI) below 18 years old.

For students 18 years old and above, a *personal declaration of consent* shall suffice where the student, who is of legal age and independent from moral and legal obligations from his or her family, declares and agrees to attend the activity and abide by its rules and regulations to ensure the safety and security of all concerned.

*Medical clearance* of the students or physical examination result duly signed by a competent and qualified medical practitioner, specifically for the following conditions:

1. Strenuous Physical Activities such as sports tournaments, outdoor team building, among others
2. Clearance is necessary for students with known health conditions such as asthma, allergies, heart conditions, among others

If the group decides to collect fees, a *duly approved schedule of fees* must be attached/ submitted. The fees to be collected from the students must be duly approved and disseminated to concerned stakeholders. There should be a breakdown of fund sources and other resources properly secured and accounted for.

**Food.** If an item in the annual budget outline of the concerned unit or department can be aligned to shoulder the food expenses of the off-campus activity, then the students should only be made to pay expenses not covered by the budget, subject to consultation with the Vice President for Student Affairs and Services, the Vice President for Extension and Social Development Services, the Finance Department, or the President.

**Mobility.** If a third-party operator provides the transportation, the students may be charged for the transportation alongside the entrance and other related fees after consultations with pertinent parties. However, it is incumbent upon the institution, in coordination with the personnel-in-charge to find ways to keep the students from any fees.

*Details of the vehicle that will be used and driver* who will be tapped. The details shall include:

1. Owned by the HEI: Updated/valid documents pertaining to registration, insurance coverage, driver's license, assurance of roadworthiness, among others
2. Third party or sub-contracting: Certification from LTFRB for the validity of the franchise of the proposed operator, if applicable

Special permit from LTFRB if transportation is out-of-line. Updated/valid documents pertaining to registration, insurance coverage, driver's license, assurance of roadworthiness, etc.

A copy of the letter sent to the LGU/organization/company has been duly received and approved to ensure proper coordination among all parties involved.

List of students and faculty (ensure a 1:40 PIC-student ratio)

Minutes of the meeting and the attendance sheet for the briefing and consultation are required. This requirement ensures that the planned activity was carefully coordinated and communicated, and not improvised or sudden.

Itinerary. This requirement must reflect the detailed schedule of activities that will be observed throughout the local off-campus.

*Note: The OSAS may require additional documents relative to the nature and scope of the activity. They may call for a meeting with the faculty or personnel-in-charge to raise questions and clarify things. As for non-curricular off-campus activities, the OSAS may also call to convene with the officers of a student organization.*

#### Section 4.5. During Off-Campus Activity

1. The personnel-in-charge should bring a first-aid kit, conduct attendance monitoring, and accompany the students from the time they assemble up to when they are homeward bound from the engagement.
2. The personnel-in-charge should conduct briefing and debriefing sessions with the students, especially if the activity involves dealing with sensitive or overwhelming situations, or information for that matter.
3. The personnel-in-charge should also ensure that the program of activities is properly followed according to plan if this falls under their capacity.
4. Someone should be assigned to document the activity. Documentation is done by capturing photos and taking notes. The documenter will help the personnel-in-charge with the Documentation Report that will be submitted to the OSAS post-engagement.
5. Any behavior that reflects poorly on the school or disrupts the local community will entail serious disciplinary action from the Committee on Student Discipline. The personnel-in-charge will also be called for probing if the need arises. Personnel who commits a grave misconduct shall be endorsed to the Committee on Employee Grievance and Discipline for further investigation and discipline.

Section 4.6. Process Flow of Application And Approval: Interested individuals or groups (college and TSTI) who are planning to conduct/ hold local off-campus activities must follow the procedure/process outlined below:

Step 1: Interested individuals or groups who are planning to conduct/ hold local off-campus activities prepares the requirements for local off-campus activities

Step 2: The interested party submits their requirements to their teacher, trainer, or adviser for review.

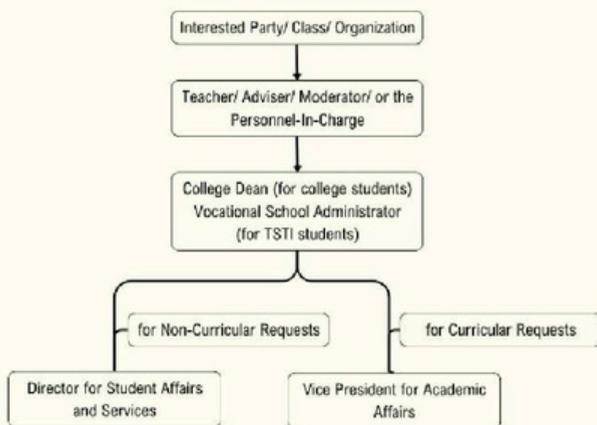
Step 3: If the requirements are in place and complete, the teacher, trainer, or adviser submits the same to the College Dean (for college students) and Vocational School Administrator (for TSTI students) for recommending approval.

Step 4: After the College Dean or the Vocational School Administrator has reviewed the submission, he/ she submits the same to the Vice President for Academic Affairs (for curricular off-campus activities) or to the Vice President for Student Affairs and Services (for non-curricular off-campus activities).

Step 5: The Vice President for Academic Affairs or Vice President for Student Affairs and Services decides and weighs all submitted documents. If deemed in order, the VPAA or VPSAS approves the request

The diagram below outlines the process flow.

**Figure 1: Process Flow of Application and Approval**



**Section 4.7. Post-Activity Deliverables:** The person in charge must complete and submit post-activity deliverables to the Office of Student Affairs and Services or the Vice President for Academic Affairs. This is important because all school-related events need to be accurately tracked and documented, making it easier for the office to consolidate all activities and initiatives conducted each year. Parties are given one (1) week to prepare and submit a Post-Activity Report or Activity Summary Report. This report serves as a comprehensive record of the activity, including details about its execution, any incidents or observations, and overall outcomes. It helps evaluate the success of the activity, identify areas for improvement, and ensure compliance with safety protocols. A three-day grace period may be given should circumstances make it impossible for the personnel-in-charge to prepare the documents within the allotted time. Submission may be made via email. These are the documents required for proper reporting and documentation of what transpired:

1. Narrative Report summarizing what transpired during the local off-campus.
2. Documentation Report containing photos and other proofs to show the event's success.
3. Liquidation Report if, and only if, the off-campus activity includes monetary expenses

**Section 4.8. Violation and Sanctions:** Any action relating to local off-campus activity without reference to the guidelines stipulated herein is seen as a violation of the guidelines for local off-campus activities such as but not limited to:

1. Failure to comply with any of the requirements stipulated in this policy, such as but not limited to:
  - a. Failure to conduct orientation and consultation with students and parents;
  - b. Failure to obtain the necessary approval from the VPAA or DSAS, but proceeding with the off-campus activity;
  - c. Failure to verify with agency concerned the road worthiness of vehicles which resulted to a serious risk;
  - d. Failure to validate the driver's appropriateness and suitability to drive a vehicle which resulted to a serious risk;
  - e. Failure to establish parallel activities for those with valid excuse;
  - f. Failure to submit the required reports;
  - g. Failure to comply with the requirements and obligation, e.g. PIC/student ratio, loading capacity of transportation, etc.;
  - h. Failure to use the collected fees for its intended purpose;
  - i. Other analogous acts
2. Imposition of punitive measures upon the student who failed to attend/join the activity.
3. Deployment of unqualified PIC resulting to mismanagement.
4. Unguided and unaccompanied off-campus activity.
5. Exposing the students and other concerned individuals in great danger and risks.
6. Bringing students to areas not in the original and approved itinerary.
7. All other analogous circumstances

Section 4.8.1. Sanction: Any College/ Department/ Organization/ Group found guilty of violating any of the provisions contained in these policies and guidelines may be subjected to the following sanctions:

1. Written warning
2. School service hours/ mandatory work
3. If the respondents are student leaders, the OSAS has the authority to penalize the president or the entire slate of officers with forced resignation, and the president will lose a seat in the Central Student Government. The student council may then appoint an interim president to fill the role. However, service hours may also be sanctioned to the officers should the violation be proven minor.
4. If the violator belongs to a Recognized Student Organization (RSO), suspension of recognition may be imposed for a certain period of time as determined by the Office of Student Affairs and Services
5. If the violator is from the Central Student Government (CSG) and Departmental Student Council (DSC), the case shall be forwarded to the Student Discipline Board for their appropriate action.
6. If the violator is personnel of the institution, the case shall be forwarded to the Committee on Employee Grievance and Decorum (CEGD) for appropriate action. Once the case is with the CEGD, committee rules and regulations shall apply.

Section 4.8.1.1. Sanctions shall be imposed either individually or in combination, based on the severity of the offense. Furthermore, offenses of a significant nature that pose a threat to the safety of students and the school are to be referred to the Committee on Student Discipline for resolution.

## Section 5. Student Internship in the Philippines Program

In order to foster the development of competitive skills and attitudes for future employment, CHED may mandate the implementation of student exchange programs and the establishment of robust academic partnerships between higher education institutions and businesses or industries. This initiative aims to facilitate high-quality learning experiences and expose students to practical knowledge, enabling them to acquire valuable work competencies and workplace discipline. The specific guidelines for this program are outlined in CHED Memorandum No. 23, s. 2009.

### Section 5.1: Requirements for Parties Involved

- The higher education institution (HEI) must possess government recognition for private HEIs, an appropriate board resolution for State Universities and Colleges (SUCs), or a local government ordinance for Local Universities and Colleges (LUCs) for programs involving practicum or internship units.
- The HEI must not have any pending complaints or be subject to administrative, civil, or criminal actions filed against it before CHED, other government agencies/entities, or any competent court.
- The HEI must establish a partnership with a reputable Host Training Establishment (HTE).
- The HEI must develop a Manual or Plan in collaboration with the HTE.
- The HEI must provide the HTE with an evaluation system to assess student performance.

#### Section 5.1.1: Host Training Establishment (THE)

- The HTE must hold valid licenses and registrations in the Philippines and should offer an appropriate training program for student trainees in accordance with the training Manual or Plan.
- The HTE must adhere to the evaluation system for assessing student performance as provided by the HEI.

#### Section 5.1.2: Student Trainee/Intern must

- Be currently enrolled in a Philippine higher educational institution.
- Be at least 18 years old.
- Be enrolled in a practicum or equivalent subject, typically in the 3rd year (2nd semester) or 4th year.
- Have successfully met pre-practicum requirements.
- Maintain good academic standing and have completed all prerequisite subjects.
- Be physically, mentally, and emotionally fit, as indicated by a physical and psychological examination certified by DOH-accredited clinics and hospitals.
- Be proficient in the language used by the HTE.
- Secure the consent of parents/guardians.
- Have fulfilled at least 90% of their academic requirements or completed all major (professional) subjects.

## Section 5.2: Obligations/Responsibilities of Parties Involved

### Section 5.2.1: Higher Education Institution (HEI)

1. Formulate local school practicum policies and guidelines covering the selection, placement, monitoring, and assessment of student trainees.

2. Pre-qualify student trainees/interns in accordance with the school's off-campus training policies and requirements, as specified herein and by the receiving host training establishment (HTE).
3. Establish criteria for selecting a faculty member who is academically qualified and responsible to serve as the Faculty SIPP coordinator for all aspects of the student internship program, including program implementation, monitoring, and evaluation.
4. Select the Host Training Establishment (HTE) and ensure that the training plan and practicum venue meet student interests.
5. Execute a duly-notarized Memorandum of Agreement (MOA) with the HTE.
6. Collaborate with the selected HTE to develop a Training Manual or Plan for the student trainee/intern. This plan should specify goals and objectives (desired outcomes and how they will be achieved), knowledge, skills, attitudes, and competencies that the student trainee should acquire in each learning area, assignments, and a schedule of activities, among other details. The Training Manual or Plan will be part of the Training Contract signed by the student trainee, HTE, and HEI.
7. Monitor and evaluate the performance of student trainees jointly with the HTE based on the prescribed training manual or plan.
8. Monitor the student trainee and address their needs and concerns by coordinating with the HTE, CHED, and other relevant authorities if necessary.
9. Conduct a general orientation for qualified student trainees and their parents/guardians.
10. Conduct initial and regular visits/inspections of the HTE organization to ensure student safety.
11. Submit the following basic documents to CHED through the CHED Regional Office (CHEDRO):
  - o An annual report for each school year on the implementation of the SIPP, including information on the number of student trainees per program, issues, and concerns, as well as actions taken to address these issues, among other details. This report should be signed by the School Head or an authorized representative, such as the Directors of the concerned program and Registrar.
  - o A list of students certified to have completed their internship and the SIPP evaluation form as part of the documentation.
12. Ensure that any student trainee found guilty of violating any provisions in the guidelines is subjected to institutional disciplinary procedures.
13. Issue a final grade to the student trainee upon completion of requirements within the prescribed period.
14. Provide a Certificate of Appreciation to the HTE for successfully training the student.
15. Furnish CHEDRO with a copy of the duly-notarized MOA.

#### Section 5.2.2: Host Training Establishment (HTE)

- Facilitate the processing of the documents of the student trainee/intern in coordination with the HEI.
- Provide supervised applied learning experiences for student trainees in accordance with the training manual or plan and the schedule of activities.
- Assign a competent faculty SIPP coordinator responsible for the implementation of all phases of the training plan.
- Conduct a post-training review and evaluation of the program and performance in collaboration with the partner HEI.
- Issue a Certificate of Completion to the student trainees two weeks after the completion of the training.
- May provide necessary incentives to the student trainee as stipulated in the MOA, such as free duty meals, travel allowance, and uniforms.

#### Section 5.2.3: Student Trainees/Interns

- Sign and comply with the terms and conditions of the contract at all times and with all the rules and regulations of the HTE, CHED, and the HEI.
- Complete the agreed duration of the internship.
- Undergo the required orientation/training program conducted by the HEI and HTE.
- Submit to the SIPP Coordinator a monthly journal of practicum experiences, describing the training activities, problems encountered, and reflections on the training experience.
- Sign the acceptance letter and/or training contract.

#### Section 5.2.4: Parents/Guardians or Spouse

- Co-sign the training contract to signify consent or approval of the training of their child/spouse.
- Sign a waiver if required.

#### Section 5.2.5: Commission on Higher Education Legal Services

- Prepare the monitoring instrument and orient CHED Regional Offices (CHEDROs).
- Consolidate reports for policy formulation and decision-making.

#### Section. 5.2.6: Commission on Higher Education Legal Services

- Upon request of the Executive Office, CHED Legal Services may conduct investigations on alleged violations committed by the HEI or the HTE and submit its report and recommendations to the Commission en Banc for appropriate action.

#### Section 5.2.7: Commission on Higher Education Regional Office

- Ensure the safety and well-being of student trainees by monitoring compliance of HEIs with the guidelines through the reports of the HEIs on site visits and other appropriate mechanisms as instituted by CHED.
- Establish and maintain linkages with government and non-government agencies, organizations, and/or industries and enter into agreements with them specifying their roles and obligations in the implementation of the SIPP.
- Conduct monitoring and evaluation on the implementation of the SIPP.
- Submit an annual report on the status of implementation to the Office of Student Services.
- Provide a feedback mechanism to HEIs and HTEs.
- Ensure that all HEIs and their duly designated HTEs comply with the guidelines for the welfare, protection, and training of trainees.
- Submit to the Central Office CHED Legal Services, through the Office of Student Services, any alleged violations committed by either HEI or HTE.

#### Section 5.2.8: Violations by Higher Education Institutions (HEIs)

1. Sending students for internship without the required government recognition or Board Resolution for the program.
2. Partnering with entities that have no established reputation.
3. Failing to monitor the welfare of student trainees/interns, exposing them to situations that may be deemed as exploitation of students.
4. Allowing student trainees/interns to undertake SIPP without a valid training offer or contract between the HTE and the students.
5. Allowing student trainees/interns to undertake SIPP without a signed MOA with the Training Partner (Note: The MOA between the HEI and HTE may be optional on a case-to-case basis depending on the volume of interns deployed to the latter).
6. Making false statements/mis-statements of student records/documents to make it appear that the student is qualified to undertake SIPP.
7. Failing to submit required reports to CHED as specified under the guidelines, particularly on results of pre- and post-monitoring and evaluation of student trainees and actions taken on their grievances and complaints, if any.
8. Demanding from student trainees training fees or other charges not approved by CHED in addition to the fees already paid by the student during enrollment to participate in the SIPP.
9. Committing such other acts similar or analogous to the foregoing that are in violation of the provisions of this memorandum.

#### Section 5.2.9: Violations by Host Training Establishments (HTEs)

1. Changing the terms and conditions of the signed training contract without the consent of the student trainee and HEI.
2. Non-compliance with the prescribed training manual or plan.
3. Placing student trainees in an unsuitable training venue.
4. Withholding practicum reports of student trainees.
5. Committing such other acts similar or analogous to the foregoing that are in violation of the provisions of this memorandum.

### Section 6: Student Internship Abroad Program (SIAP)

All programs conducted abroad for the purpose of completing academic degrees shall adhere to the guidelines provided in CHED Memo No. 22, s 2013. According to this memorandum, higher education institutions have the authorization to conduct internship programs abroad for CHED-recognized programs that include practicum subjects in their curriculum. It is important to note that the participation in the internship program abroad is voluntary for the student, even if the curriculum mandates international practicum. In cases where a student opts for local practicum or other acceptable alternative activities due to meritorious reasons, they may do so.

All fees and charges related to the internship program abroad will be the responsibility of the student. However, the higher education institution (HEI) is permitted to impose other relevant incidental fees as outlined in CHED Memo No. 3, s 2012. No additional fees beyond those specified shall be permitted.

#### Section 6.1: Requirements for Parties Involved as Outlined in CHED Memo No. 22, s. 2013

1. Must be a Filipino citizen.
2. Currently enrolled in a Philippine Higher Education Institution (HEI) and must fulfill one of the following conditions:
  - 2.1 For Bachelor's Degree programs: Completed at least 75% of professional units or is a 4th year or graduating student of that particular program.
  - 2.2 For Associate Degree programs: Completed at least 50% of the total credit units for the particular program.

3. Must be at least 18 years old at the time of the internship.
4. Passed the pre-practicum/internship requirements of the HEI.
5. In good academic standing as certified by the HEI.
6. Physically, mentally, and emotionally fit and has passed the physical and psychological examinations conducted by DOH accredited clinics and hospitals.
7. Is articulate in English or in the language spoken in the host country.
8. Has the written consent of parents/guardian/spouse.

#### Section 6.1.2: Obligations of Students

Students are required to:

1. Sign and adhere to the provisions of the internship contract, including the rules and regulations set forth by CHED, the Higher Education Institution (HEI), and the Foreign Host Establishment/Organization (FHE/O).
2. Participate in the mandatory internship program orientation organized by the HEI and FHE/O.
3. Personally report to the Visa or Consular Officer at the nearest Philippine Service Post within one week upon arrival in the host country.
4. Maintain a bi-monthly journal documenting their practicum experiences. This journal should describe their internship activities, challenges faced, and reflections on the internship experience. It is to be submitted to the faculty member or authorized coordinator.
5. Fulfill the agreed-upon duration of the internship.
6. Submit the terminal report and any other school requirements to the HEI upon successful completion of the internship training.
7. Report any complaints or grievances to CHED through the nearest Philippine Foreign Service Post.

#### Section 6.1.3: Violations by Students

Students shall be considered in violation if they engage in any of the following actions:

- Any act that contravenes the rules and regulations of the college.
- Any act that contravenes the rules and regulations of the Foreign Host Establishment/Organization in accordance with the internship program.
- Any act that contravenes the laws of the host country.

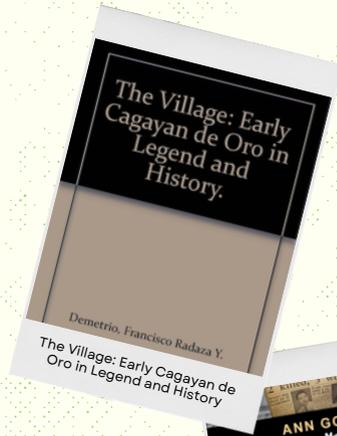
#### Section 7: Student Participation in Local Government Affairs

The school acknowledges the significant role of students in nation-building and extends support to their engagement in local government affairs as stipulated in R.A. 10742. However, attendance at meetings or participation in activities related to local government shall not be considered a substitute for the requirements of the student's enrolled program at the school. Students must still adhere to the attendance requirements outlined in the existing school regulations.

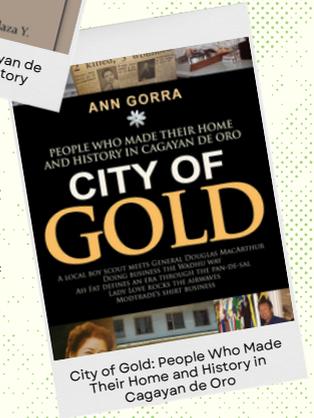
# 8

## GENERAL PROVISIONS

### Movable Heritage of Cagayan de Oro



Nikki de Moura wore a dress representing the City of Golden Friendship and the tale it holds. The dress represents strength, transformation, and luck by glittering gold-colored fish scales in a serpentina gown showcasing the unparalleled generosity of its people who excellently champion innovation, competitiveness, and golden opportunities.



## GENERAL PROVISIONS

The General Provisions of this Student Handbook outline its purpose, scope, and guiding principles in promoting an orderly, safe, and holistic academic environment. This Handbook serves as a comprehensive guide for all students, detailing their rights, responsibilities, and the policies that govern academic and non-academic life within the institution. It aims to foster discipline, respect, integrity, and excellence among the student body while ensuring that institutional policies are clearly communicated and consistently applied.

This Handbook applies to all enrolled students, whether full-time or part-time, and covers conduct within the campus, during online engagements, and in all school-related activities, both on and off campus. It is designed to support the institution's mission of forming well-rounded individuals who uphold the core values of scholarship, service, and moral integrity.

Students are expected to be familiar with the contents of this Handbook and to comply with all institutional policies and procedures contained herein. Ignorance of the provisions shall not be accepted as an excuse for non-compliance. The institution reserves the right to interpret, implement, and enforce the policies in this Handbook to ensure fairness, order, and the welfare of the entire academic community.

**Article 1: Effectivity Clause.** This Manual shall take effect upon approval of the Governing Board.

**Article 2: Separability Clause.** If any part or provision of this Handbook is held invalid, the other provisions not affected thereby shall remain in force and effect.

**Article 3: Amendment Clause.** No amendment, change or modification to this Handbook shall be effective or enforceable unless approved by the Governing Board.

**Article 4: Repealing Clause.** All orders, rules, and regulations and other issuances or parts thereof which are inconsistent with this Handbook are hereby revoked, amended, and/or modified accordingly.

## REFERENCES

- City Ordinance 14564-2023 Establishing the City College of Cagayan de Oro, Defining its Powers and Functions, Appropriating Funds Therefor, and for Other Purposes
- CHED Memorandum No. 1, s. 1999 Collegiate Calendar for Academic Year 1999-2000
- CHED No. 40, s. 2008 The Manual of Regulations for Private Higher Education
- CHED Memorandum No. 23, s. 2009 Guidelines for Student Internship Program in the Philippines (SIPP) for all programs with practicum subject
- CHED Memorandum No. 22, s. 2013 Revised Policies, Standards, and Guidelines (PSGs) on Student
- Internship Abroad Program (SIAP)
- CHED Memorandum No. 9, s. 2013 Enhanced Policies and Guidelines on Student Affairs and Services
- CHED Memo No. 19, s. 2015 Operational Guidelines for the Implementation of the ASEAN International Mobility for Students (AIMS) Program
- CHED Memorandum No. 15, s. 2015 Amendment to CMO No. 16, s. 2012, Entitled Implementing Guidelines for the Identification, Support, and Development of Centers of Excellence and Centers of Development for the Psychology Program
- CHED Memorandum No. 63, s. 2017 Policies and Guidelines on Local Off-Campus Activities
- R.A. 10627 Anti-Bullying Act of 2013
- R.A. 7277 Magna Carta for Disabled Persons (1992)
- R.A. 7877 Anti-Sexual Harassment Act of 1995
- R.A. 9344 Juvenile Justice and Welfare Act (2006)
- R.A. 9710 Magna Carta of Women (2009)
- R.A. 10173 Data Privacy Act of 2012
- R.A. 10533 An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefore and for Other Purposes, otherwise known as the "Enhanced Basic Education Act of 2013.
- R.A. 10742 Sangguniang Kabataan Reform Act of 2015
- R. A. 10931 Universal Access to Quality Tertiary Education Act of 2017
- E.O. 285, s. 2000 Amending the Guidelines governing the Entry and Stay of Foreign Students in the Philippines and the Establishment of an Inter-agency Committee on Foreign Students for the Purpose
- E.O. No. 66, s. 2012 Prescribing Rules on the Cancellation or Suspension of Classes and Work in Government Offices due to Typhoons, Flooding, other Weather Disturbances, and Calamities
- Dep Ed Order N. 36, s. 2016 Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program
- Dep Ed Order No. 55, s. 2013 Implementing Rules and Regulations (IRR) of Republic Act (RA) 10627 Otherwise Known As the Anti-Bullying Act of 2013
- Education Act of 1982

# APPENDICES



Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Governing Board



WITH EXCERPTS FROM THE MINUTES OF THE THIRD BOARD MEETING OF THE CITY COLLEGE OF CAGAYAN DE ORO GOVERNING BOARD ON 24 OCTOBER 2023, 10:00 A.M. AT THE CITY COUNCIL SESSION HALL, 2<sup>ND</sup> FLOOR LEGISLATIVE BLDG., CITY HALL COMPOUND, CAGAYAN DE ORO CITY

**RESOLUTION No. 09 Series of 2023**

**APPROVING THE CITY COLLEGE OF CAGAYAN DE ORO  
STUDENT MANUAL**

**WHEREAS**, Section 5 of Article II- The Governing Board of Ordinance No. 14564-2023, as amended, otherwise known as the Charter of the City College of Cagayan de Oro provides that the City College of Cagayan de Oro Governing Board is the highest policy-making body of the City College of Cagayan de Oro (City College) which shall approve plans or policies related to the overall governance of the City College.

**WHEREAS**, under the above-cited provision of the Charter of the City College of Cagayan de Oro, the Governing Board is mandated to set the vision and strategic direction of the City College, ensuring its alignment with the LGU's development agenda (RISE), higher education agenda, and the national government's thrust.

**WHEREAS**, the Governing Board is authorized under the above-mentioned ordinance to establish policy guidelines, rules, regulations, and procedures not contrary to law and which are necessary to carry the purpose of the function of the City College of Cagayan de Oro and ensure participative decision-making and transparency within the institution.

**WHEREAS**, such authority also includes the mandate to approve academic arrangements for capacity building of the institution, with appropriate institutions and agencies, public or private, local or foreign, and to appoint experts/specialists as consultants, or visiting or exchange professors, researchers, as the case may be, consistent with the provisions of the Transnational Higher Education Act (RA No. 11448), and other guidelines of Commission on Higher Education (CHED) relative to such academic arrangements; to set policies on admission, retention, and graduation of students; and to ensure the efficient management of non-academic services such as medical and dental, guidance and counseling, career and job placement, canteen, buildings, grounds, property maintenance and similar services.

**WHEREAS**, the interim administration of the City College has drafted and prepared a Student Manual for the City College of Cagayan de Oro which was presented and duly recommended to the Governing Board during its Second Board Meeting on 26 September 2023.

**WHEREAS**, it was moved during that said meeting that the members be given at least fifteen (15) days to review and provide their respective comments and recommendations to the Manual.

**WHEREAS**, when the Notice of Meeting dated 10 October 2023 for the Governing Board's Third Board Meeting was disseminated, the members were furnished with electronic copies of the Manual for their reference.

**WHEREAS**, when the Third Board Meeting was convened, the members moved that they be given another five (5) days, or until 31 October 2023 to review the Manual.



Republic of the Philippines  
 City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
 Governing Board



WHEREAS, the interim administration of the City College has also requested that they be given until 10 November 2023 to consolidate the recommendations and incorporate the same into the Manual.

WHEREAS, the said recommendations have now been properly incorporated into the Manual.

WHEREAS, the said City College of Cagayan de Oro Student Manual is found to be consistent with the City Government's RISE Agenda as well as that of the higher education thrust of the national government.

NOW, THEREFORE, BE IT RESOLVED, as it is hereby RESOLVED by the Governing Board to approve the City College of Cagayan de Oro Student Manual.

APPROVED this 11<sup>th</sup> of November 2023, Cagayan de Oro City.

**HON. ROLANDO "KLAREX" A. UY**  
 City Mayor  
 Chairperson

**DR. JESTONI P. BABIA, PHD**  
 Interim President/Administrator, City College of Cagayan de Oro  
 Vice-Chairperson

**HON. SUZETTE G. MAGTAJAS-DABA**  
 City Councilor,  
 Chairperson, Committee on Education

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 Regional Director, Department of Science and  
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**DIR. CARLENE C. COLLADO, CPA**  
 Regional Executive Director, Department of  
 Agriculture Region 10

**DR. ROY ANGELO E. GAZO, PHD**  
 Schools Division Superintendent, Department  
 of Education - Division of Cagayan de Oro

**DIR. ERMEDIO J. ABANG**  
 Regional Director, Department of Trade and  
 Industry Region 10

AIM HIGHER



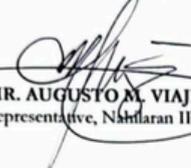


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**CITY COLLEGE OF CAGAYAN DE ORO**  
Governing Board



  
**DIR. MYLAH FAYE AURORA B. CARIÑO, CESO III**  
Regional Director, National Economic and Development Authority Region 10

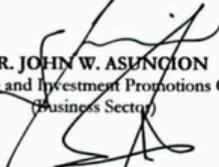
  
**ATTY. DEXTER B. PRECIOSO**  
Legal Officer, National Commission on Indigenous Peoples Region 10

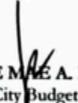
  
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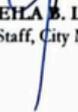
  
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**MS. SHEILA B. LUMBATAN**  
Chief of Staff, City Mayor's Office

  
**MR. JORDAN IAN G. APAT**  
Consultant, City Mayor's Office

Attested by:

  
**ATTY. RACHIEUNE C. AGUHOB**  
Board Secretary



Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Governing Board



EXCERPTS FROM THE MINUTES OF THE SECOND BOARD MEETING OF THE CITY COLLEGE OF CAGAYAN DE ORO GOVERNING BOARD ON 26 SEPTEMBER 2023, 10:00 A.M. AT THE TEAM BUILDING ROOM, 9<sup>TH</sup> FLOOR, MALLBERRY SUITES BUSINESS HOTEL, CAGAYAN DE ORO CITY

**RESOLUTION No. 04 Series of 2023**

**APPROVING THE VISION, MISSION, CORE VALUES,  
COLLEGE AGENDA, AND GRADUATE ATTRIBUTES  
OF THE CITY COLLEGE OF CAGAYAN DE ORO**

**WHEREAS**, Section 5 of Article II- The Governing Board of Ordinance No. 14564-2023, as amended, otherwise known as the Charter of the City College of Cagayan de Oro provides that the City College of Cagayan de Oro Governing Board is the highest policy making body of the City College of Cagayan de Oro (City College) which shall approve plans or policies related to the over-all governance of the City College.

**WHEREAS**, under the above-cited provision of the Charter of the City College of Cagayan de Oro, the Governing Board is mandated to set the vision and strategic direction of the City College, ensuring its alignment with the City Government's RISE development agenda, higher education agenda, and the national government's thrust.

**WHEREAS**, it is important to set the Vision, Mission, Goals, Core Values, Agenda and Graduate Attributes of the City College so as to ensure that it is properly anchored and aligned with the City Government's RISE agenda.

**WHEREAS**, the interim administration of the City College developed and presented the proposed Vision, Mission, Goals, Core Values, Agenda and Graduate Attributes for the City College of Cagayan de Oro during the Second Board Meeting of the Governing Board.

**WHEREAS**, the proposed Vision, Mission, Goals, Core Values, and Agenda are:

**VISION**

A City College that nurtures and produces global citizens supported by cutting-edge technologies for innovation and excellence by 2033.

**MISSION**

Our mission is to provide transformative and inclusive learning driven by artificial intelligence and other emerging technologies, equipping both the institution and the community to create innovative, culturally-relevant, and data-driven solutions for local and global impact. We actively contribute to sustainable development goals by forging strategic partnerships, engaging in problem-based research, instruction, extension, production, and equipping our graduates with professionally-aligned outcomes.

**AIM HIGHER**





Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Governing Board



**CORE VALUES**

**Adaptability:** Embracing change and possessing the flexibility to navigate evolving landscapes.

**Innovation:** Pushing boundaries, exploring new ideas, and challenging conventional norms.

**Motivation:** A strong commitment to a shared vision of making a meaningful difference and contributing to the greater good.

**Honesty:** Fostering an environment of transparency, integrity, and ethical conduct in all aspects of our work.

**Inclusion:** Embracing diversity and promoting an inclusive culture where every individual is valued, respected, and empowered.

**Godliness:** Acknowledging the importance of spirituality and moral grounding, guided by principles of faith, compassion, and justice.

**Humanity:** Striving to treat others with empathy, kindness, and compassion, both within our organization and in our interactions with the wider community.

**Excellence:** Pursuit of continuous improvement and setting high standards, while also embracing and conserving natural landscapes and utilizing natural resources to achieve excellence.

**Respect:** Cultivation of an environment of mutual respect, where diverse cultural perspectives and the environment are valued, and differing opinions are heard.

**COLLEGE AGENDA**

**Develop, Map, Implement, and Evaluate:**

- Develop relevant curricula
- Map out sustainable site designs (Control pollution, plant trees, utilize native plants, preserve open spaces)
- Implement IP Nahilaran culture and tradition preservation

**Research Driving Institutional Commitment and Policy Improvement:**

- Conduct research that drives improvement in institutional commitment and policy
- Innovate in greening initiatives for the campus
- Research the preservation of Nahilaran culture and tradition, flora, and fauna

**Organize and Strengthen:**

- Organize the college to function as a local economic enterprise
- Strengthen the leadership and structure for sustainability
- Organize and empower the community for adaptive development





Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Governing Board



Network and Partner:

- Network with indigenous peoples for continued engagement, health and wellness, and sustainability
- Partner for health and wellness promotion
- Partner for health and wellness and sustainable lifestyles

Expand and Encourage:

- Expand academic programs and business resources
- Expand financial resources, including revenue from the local economic enterprise, and alternative sources

Service-Learning Exchange:

- Promote mobility of faculty, staff and students for service-learning exchange

### GRADUATE ATTRIBUTES

Graduate Attributes	Graduate Outcomes
Adaptive Innovators	Apply innovative problem-solving techniques and embrace change effectively.
Mission-Driven Problem Solvers	Demonstrate a strong commitment to addressing complex issues and creating positive societal impacts.
Ethical and Inclusive Collaborators	Exhibit effective communication skills that prioritize integrity, transparency, and accountability in teamwork.
Holistically Excellent Individuals	Apply a holistic approach to develop data-driven solutions with a significant community impact.
Engaged Community Contributors	Collaborate with stakeholders to address local needs and create positive change.

**WHEREAS**, the aforementioned Vision, Mission, Core Values, College Agenda and Graduate Attributes are found to be consistent with the RISE development agenda of the City Government as well as that of the higher education thrust of the national government;

**NOW, THEREFORE, BE IT RESOLVED**, as it is hereby RESOLVED by the Governing Board, through its 2<sup>nd</sup> Board Meeting herein assembled, to approve the proposed Vision, Mission, Core Values, College Agenda and Graduate Attributes of the City College of Cagayan de Oro.

**APPROVED** this 26<sup>th</sup> of September 2023, Cagayan de Oro City.

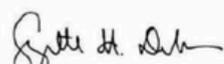


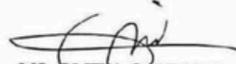
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**DIR. ALMER R. MASILLONES**  
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Industry-Misamis Oriental

  
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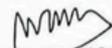
  
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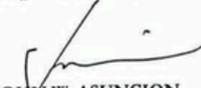
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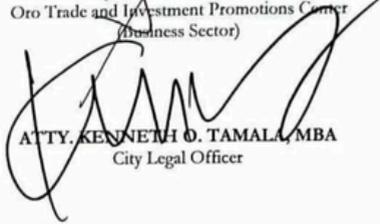
  
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**MS. SHEILA B. LUMBATAN**  
Chief of Staff, City Mayor's Office

Attested by:

  
**ATTY. RACHENE C. AGUHOB**  
Board Secretary









SAS-GO-Form 2

Personal Declaration of Consent Form

<b>Name of Activity</b>	
<b>Destination</b>	
<b>Date</b>	

I, \_\_\_\_\_ (*your name*), taking \_\_\_\_\_ (*program and year/qualification*), a student of legal age, hereby declare my voluntary participation in the activity indicated above. I understand that all reasonable precautions will be taken by the school/organization to ensure the safety and well-being of the participants. I also acknowledge that I am expected to comply with all instructions, guidelines, and safety protocols established by the school/organization for the off-campus activity. These protocols are in place to ensure the smooth running of the event and to minimize any risks associated with participation. I acknowledge that while every effort will be made to ensure a safe environment, unforeseen incidents may occur.

I hereby give my full consent and approval to participate in this off-campus event.

\_\_\_\_\_  
*Signature Over Printed Name*

<b>Date Signed</b>	
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Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Office of Student Affairs and Services



SAS-DC-Form 2

*Student's Copy* Excuse Slip (Tardiness)

<b>Name</b>	
<b>Student ID No.</b>	
<b>Course &amp; Year</b>	<b>Contact No:</b>
<b>Date</b>	<b>Control No:</b>

**Reason**

ADMIT STUDENT TO CLASS:  Approved  Disapproved

Director, Student Affairs and Services



Republic of the Philippines  
City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Office of Student Affairs and Services



SAS-DC-Form 2

*OSAS Copy* Excuse Slip (Tardiness)

<b>Name</b>	
<b>Student ID No.</b>	
<b>Course &amp; Year</b>	<b>Contact No:</b>
<b>Date</b>	<b>Control No:</b>

**Reason**

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SAS-DC-Form 2

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**Reason**

ADMIT STUDENT TO CLASS:  Approved  Disapproved

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Office of Student Affairs and Services



SAS-DC-Form 1

Uniform Exemption Slip

<b>Name</b>	
<b>Student ID No.</b>	
<b>Course &amp; Year</b>	<b>Contact No:</b>
<b>Date</b>	<b>Control No:</b>

**Reason** (Please check the appropriate box)

- Graduate/Working Professional or Working Student
- Later stage of pregnancy
- Students with special needs (e.g. student with physical deformity or handicap)
- Re-admission (old student whose entrance to college was before uniform implementation date)
- On-the-Job Training, Internship, Fieldwork
- Others (Pls specify):

**Application Agreement**

I guarantee that the information I have provided, and the additional evidence attached hereto are accurate to the best that I am aware of or believe. I am aware that providing inaccurate information or making misleading representations on this form or in the material enclosed is dishonest and will result in the appropriate disciplinary actions outlined in the Student Handbook.

Signature of Applicant \_\_\_\_\_

Provide applicable documents to support your application:

- For re-admission, attach a photocopy of Certificate of Registration.
- For graduate/working professional, photocopy of transcript of records, diploma, Certificate of Employment record/certificate.
- For physical deformity or handicap and in the later stage of pregnancy, a photocopy of medical record/certificate.
- For OJT, Intern, Fieldwork, Certificate from your Dean.
- For others (example: working student, etc.): Additional documents may be required: (certificate of employment, employment ID, etc.).

Approved  Disapproved

Date: \_\_\_\_\_  
Reason: \_\_\_\_\_

Director, Student Affairs and Services



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City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
Office of Student Affairs and Services



SAS-DC-Form 1

Uniform Exemption Slip

<b>Name</b>	
<b>Student ID No.</b>	
<b>Course &amp; Year</b>	<b>Contact No:</b>
<b>Date</b>	<b>Control No:</b>

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- Later stage of pregnancy
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- For others (example: working student, etc.): Additional documents may be required: (certificate of employment, employment ID, etc.).

Approved  Disapproved

Date: \_\_\_\_\_  
Reason: \_\_\_\_\_

Director, Student Affairs and Services





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 Office of Student Affairs and Services



SAS-DC-Form 3

Excuse Slip (Absence)

<b>Name</b>		
<b>Student ID No.</b>		
<b>Course &amp; Year</b>	<b>Contact No:</b>	
<b>Date</b>	<b>Control No:</b>	

- Illness
- Medical Appointment
- Bereavement
- Religious
- Others (Please specify):

**Additional Information:**

Parent/Guardian/Spouse:

Parent/Guardian/Spouse Signature with Date: \_\_\_\_\_

Approved  Disapproved

Phone Number: \_\_\_\_\_

Note: Attach valid documents for proof upon submitting this form for authentication of absence/s.

Director, Student Affairs and Services



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 City of Cagayan de Oro  
**CITY COLLEGE OF CAGAYAN DE ORO**  
 Office of Student Affairs and Services



SAS-DC-Form 3

Excuse Slip (Absence)

<b>Name</b>		
<b>Student ID No.</b>		
<b>Course &amp; Year</b>	<b>Contact No:</b>	
<b>Date</b>	<b>Control No:</b>	

- Illness
- Medical Appointment
- Bereavement
- Religious
- Others (Please specify):

**Additional Information:**

Parent/Guardian/Spouse:

Parent/Guardian/Spouse Signature with Date: \_\_\_\_\_

Approved  Disapproved

Phone Number: \_\_\_\_\_

Note: Attach valid documents for proof upon submitting this form for authentication of absence/s.

Director, Student Affairs and Services



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SAS-DC-Form 3

Excuse Slip (Absence)

<b>Name</b>		
<b>Student ID No.</b>		
<b>Course &amp; Year</b>	<b>Contact No:</b>	
<b>Date</b>	<b>Control No:</b>	

- Illness
- Medical Appointment
- Bereavement
- Religious
- Others (Please specify):

**Additional Information:**

Parent/Guardian/Spouse:

Parent/Guardian/Spouse Signature with Date: \_\_\_\_\_

Approved  Disapproved

Phone Number: \_\_\_\_\_

Note: Attach valid documents for proof upon submitting this form for authentication of absence/s.

Director, Student Affairs and Services





