I. INTRODUCTION

In pursuit of perfection, the University of Baguio (UB) is committed to providing balanced quality education by nurturing academic excellence, relevant social skills and ethical values in a fun learning environment. Dedicated to its mission of educating individuals to be empowered professionals in the global community, UB encourages continued learning in whatever form. It commits itself to upholding the values of competence, integrity, and service as it works to transcend the delivery of education beyond the physical classes traditionally held inside the classroom.

UB recognizes the challenges brought about by the COVID-19 pandemic, one of which is the continuity of learning. The UB academic council and management have been regularly meeting and coordinating virtually in the past months, building out scenarios for what campus life could look like over the next several months and how the campus can reopen as safely as possible. The plans cover a range of possible schemes, from a slightly modified traditional semester, to a blend of smaller classes and continued online-based learning, and gatherings that are limited in size.

Bearing in mind the safety and welfare of its students and employees, including visitors, the University of Baguio will carry out opportunities for students and instructors to engage in a new way of learning and teaching this upcoming academic year. With such opportunities, the greater use of online options is anticipated. Specifically, UB is employing the Flexible Learning Approach, which seeks maximize safety while ensuring that quality learning and education continue to take place.

The Flexible Learning Approach involves a combination of online learning and modular approach. It involves coursework through modules which are delivered through the Web, e-mail and message boards that are posted on online fora and available learning packets for students.

In particular, UB will be using G Suite (@e.ubaguio.edu) in the conduct of its online-based classes. G Suite comprises Gmail, Hangouts, Meet, Calendar, Drive, Docs, Sheets, Slides, Forms, and Sites, all Google platforms.

Transitioning to the “new normal,” an average or strong Internet connection and the necessary gadgets and devices are needed to access the learning management system and comply with online requirements. In this connection, UB has come up with an e-learning device loan scheme, which aims to support students to be able to access online-based classes. If the student has the capability to purchase the needed learning gadget bundle in cash, discounts are likewise available.

With the Flexible Learning Approach, students get to work at their own pace. For students who are outside Baguio City or who opt to study from home at the duration of the term, the Flexible Learning Approach affords them the chance to attend the classes. In addition, since lesson notes, discussion documents and other reading materials will be stored in online platforms, students will be able to access these documents with ease whenever they need them. More importantly, students learn self-discipline, proper time management, independence, and resilience.

UB’s goal is to reduce the number of people on campus in order to slow, if not halt, the potential transmission of the coronavirus and protect vulnerable populations from exposure.

Ultimately, UB is committed to ensuring that—however it is delivered—the proud tradition of a quality UB education continues.
II. DEFINITION OF TERMS

The following terms are defined according to what they refer to in this primer.

**Competency**
A general term that describes the desired knowledge, skills, and behaviors of a student completing a course. Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts. (Gosselin, n.d.)

**Curriculum Review**
It is a critical examination of academic programs for the purpose of optimizing student learning experience led collaboratively by academic staff who teach within the program. It is a process used to ensure the alignment of standards and competencies within the grade level (horizontal articulation) and next grade level (vertical articulation). (University of Calgary, n.d.)

**Distance Education**
A mode of educational delivery whereby the teacher and the learner are geographically separated and instruction is delivered through materials and methods using communication technologies, and supported by organization and administrative structures and arrangements. The delivery medium is typically online but can be by print-based modules or by mobile phone. (https://ched.gov.ph/wp-content/uploads/2017/10/PSG.pdf)

**Flexible Learning**
A term that describes a learning design perspective deeply rooted in the needs of students, with the main objective being to provide them with the most flexibility about the learning content, schedules, access, and learning styles as possible. A flexible learning design customizes learning environments to meet the needs of learners, using both technological and non-technological tools. (Thomas, 2009)

Flexible learning involves a combination of online learning and modular approach. It includes coursework through modules which are delivered through the Web, e-mail and message boards that are posted on online fora and available learning packets for students.
<table>
<thead>
<tr>
<th><strong>Google Class</strong></th>
<th>A class created using Google Classroom</th>
</tr>
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<tbody>
<tr>
<td><strong>Home-based Learning</strong></td>
<td>It provides an opportunity to leverage the use of information-communication technology to enable students to experience an alternative form of teaching and learning. Lesson packages are prepared by faculty members and uploaded online for the students to access from home. (<a href="http://www.hci.edu.sg/advantage/a-global-academy/home-based-learning">http://www.hci.edu.sg/advantage/a-global-academy/home-based-learning</a>)</td>
</tr>
<tr>
<td><strong>Horizontal Articulation</strong></td>
<td>It is the scope and integration of curricular contents from different knowledge domains within a particular grade level (horizontal articulation or balance to develop integration between subjects, disciplines or knowledge domains). (“Vertical and Horizontal Articulation,” n.d.)</td>
</tr>
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<td><strong>Learning Management System (LMS)</strong></td>
<td>It refers to a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training. (“What is Learning Management System (LMS)),” n.d.)</td>
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<td><strong>Learning Module</strong></td>
<td>It is a tool that provides course materials in a logical, and sequential order, guiding students through the content and assessments in the order specified by the instructor. (“Learning Modules,” 2013)</td>
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<td></td>
<td>A learning module may be designed for online and offline distant learning.</td>
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<tr>
<td><strong>Online Learning</strong></td>
<td>It is a form of distance education in which a course or program is intentionally designed in advance to be delivered fully online. Faculty use pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment. (“Online Learning for Beginners,” 2016)</td>
</tr>
<tr>
<td><strong>Online Learning Platform</strong></td>
<td>It refers to an integrated set of interactive online services that provides the teachers, learners, parents, and others involved in education with information, tools, and resources to support and enhance educational delivery and management. (“E-learning Platform Definition,” n.d.)</td>
</tr>
</tbody>
</table>
G Suite for Education is the official online learning platform used by the University of Baguio, with Google Classroom as its Learning Management System (LMS). These tools are accessible via the students’ Gmail accounts (@e.ubaguio.edu).

**Synchronous and Asynchronous Learning**

These are modes of online learning. Synchronous learning is the kind of learning that happens in real time, usually via video conferencing. Asynchronous learning happens on the student’s schedule. ("Synchronous Learning vs. Asynchronous Learning in Online Education," 2018)

Synchronous learning involves online learning activities which students can do on their own and at their own pace, within a reasonable time frame. Asynchronous learning activities require minimal real-time interaction between the teacher and the students but provide students opportunities to communicate or consult with their teachers as needed.

**Vertical Articulation**

It is an organization of contents according to the sequence and continuity of learning within a given knowledge domain or subject over time (vertical articulation to improve coherence) ("Vertical and Horizontal Articulation," n.d.)
III. FLEXIBLE LEARNING APPROACH: FEATURES

A. GUIDELINES FOR STUDENTS

a. For students who reside within Baguio City

For students who have weak or no Internet connection, they can opt to report to the campus for the class modules.

Meanwhile, for students who have average or strong Internet connection and a laptop, desktop computer or other mobile devices, they may opt to do the classes online. They can access the Learning Management System (LMS) for instructions, requirements, consultation, and submission of outputs, as well as download or open learning materials and take assessments. They can also join online discussions.

b. For students who reside outside Baguio City

For students who reside outside Baguio City with weak or no Internet connection, they can request their instructors to send them the course modules, including assessment tasks, through courier. Courier charges will be shouldered by the student. Students may also advise their teachers to send the materials through e-mail or social media.

Students with average to strong Internet connection and a laptop, desktop computer or other mobile devices can join the online classes. They can access the Learning Management System for instructions, requirements, consultation, and submission of outputs, as well as download or open learning materials and take assessments. They can also join online discussions.

c. Face-face or physical classes will be implemented if the local government unit will already allow students to report to school for physical classes.

Moreover, the following guidelines will govern the students’ conduct under the Flexible Learning Approach.

a. Attending the Course Orientation. Students must attend the course orientation, whether it is in the traditional set-up (if allowed) or online, for them to be familiarized with the nature of the learning environment for the course. For students availing of the modular mode, all necessary information about the course, mode of delivery, and contact details of the teacher are included in the module.

b. Reading Course Documents. The students must take time to read all the necessary documents such as course syllabus, modules, assessment tasks, etc. to become familiar with the course outcomes and expectations. This is vital in allowing the students to plan their schedule in the course activities.
c. Attending Classes. Just like in the face-to-face set-up, students must attend online classes regularly. In an online course, student attendance is defined as logging in to the Learning Management System regularly and participating in all academic activities required by the instructor. A different scheme for monitoring the modular group of students will be implemented by the teacher.

d. Organizing and Managing Time. Courses that have a significant online component may not provide students with as many reminders of course expectations regarding time as do traditional face-to-face courses. Therefore, the students must be responsible in paying attention to course schedules, requirements, and deadlines.

e. Student Conduct. All standards of student conduct outlined in the University of Baguio Student Handbook remain in full effect during the time of distance learning. All students are required to maintain appropriate school behavior at all times in both asynchronous and synchronous modes of distance learning.

f. Staying in contact. Interactive communication in online courses must be established, just like how it is in the traditional classroom. Students must utilize and take advantage of the platforms available in the course to communicate, help facilitate learning, and accomplish tasks. Regular communication between the teacher and the students in modular approach is also crucial. The scheme for this shall be arranged by the teacher and the students.

g. The Center for Counseling and Student Development (CCSD) will maintain a schedule of online availability and have individual meetings with students by appointment if necessary. Students should be in communication with their counselor(s) if they find themselves struggling with academic work or anything else.

GUIDELINES FOR SYNCHRONOUS VIDEOCONFERENCE
(Adopted from the Fordham Preparatory School Distance Learning Plan)

Students should follow the following guidelines to ensure productive and respectful class time through virtual/distance learning platforms, such as G Suite, Zoom, etc.

a. Be punctual. If teachers choose to hold a synchronous videoconference for class, it will take place during the class period time designated. Students should log in to the platform during the class period. They should be prepared with any needed materials and ready to learn. Attendance will be checked during the videoconference.

b. Mute your microphone immediately. As soon as you log in to the platform, mute your microphone. This will avoid any excess background noise. Release the mute button when it is your turn to speak in the virtual class or once instructed by your teacher.

c. Maintain professionalism. All participants should wear appropriate clothing. You should set your laptop in a common space in your home (e.g., kitchen, living room, etc.), and not in your bedroom,
bathroom, or other inappropriate areas. Names in the conference should be the same names in the class list. Unidentified names like nicknames, phone models, etc. will not be allowed in the videoconference. These accounts will be removed by the teacher.

d. Focus and engage. It is easy to get distracted on your computer or your mobile phone. Remember that you are attending a class. Keep your videoconference platform open and do not navigate other tabs or webpages unless directed by your teacher. Make sure that the teacher is your main screen. If needed, you can pin the teacher to be the main focal point to ensure that you do not get distracted by your peers.

e. Practice courtesy. Do not interrupt the teacher or a classmate who is speaking. You may type your question in the Chat area, or use the “raise hand” feature if available, and wait until you are allowed to speak. Your teacher will orient the class regarding the guidelines for discussions, recitations, and asking questions during online meetings.

f. Respect. Seeing yourself on a screen can bring up vulnerabilities. Do not take a screenshot, picture, Snapchat, etc. of your teacher or fellow students. Do not make any unnecessary audio or video recordings.

g. Support one another. Students should not interfere with their teacher’s instruction and/or their classmates’ learning. Please do all you can to support this process. Remember that each student and the teacher are responsible for effective learning just as you would be if we were together in school.

Students are allowed to enroll regardless of the status their Internet connectivity, as follows:

a. With connectivity
   Students who have stable Internet access, mobile devices, and other related resources at home

b. With limited connectivity
   Students who have irregular Internet access but have at least a mobile device with messaging capability at home

c. Without connectivity
   Students who do not have Internet access, mobile devices and other related resources at home
B. GUIDELINES FOR FACULTY MEMBERS

UB’s faculty members are flexible learning and teaching – ready. They have been issued training and attendance certifications from G Suite on online courses and webinars relevant to conducting classes in flexible modes.

a. The faculty member will conduct an orientation for the students on the nature of the learning environment under the online course. The faculty member will also properly introduce the courses within the Learning Management System, including the learning objectives, expectations, and outcomes.

b. Since efficient and effective communication is essential, assessments and feedback must be promptly given by the faculty member to the students. The faculty member must also identify when and how the students will interact with and contact the instructor.

c. The faculty member must strive to adopt and design relevant materials, class activities, and other suitable resources that will assist in establishing a supportive online learning community.

d. Clear and well-constructed criteria must be provided by the faculty member to the students, since instruction will be done in an asynchronous format, for better student participation.

e. The faculty member should intervene in student discussions to keep dialogues from stalling or being unnecessarily interrupted.

f. Different pedagogical approaches must be utilized by the faculty member in order to identify the learners’ identity. Possible methods include virtual class meetings using video display, reviewing student writing samples from written assignments, routine interaction with the students (through e-mail, phone or video communication), and group assignments among others.

g. The faculty member is responsible for performing necessary actions that will prompt students to show proper conduct and behavior throughout the duration of the course.

In addition, the following requirements should be complied with by the faculty members:

a. Appropriate gadgets and strong Internet connectivity are required. However, a faculty member may be allowed to work from UB during his/her class schedule/s to deliver online teaching in case s/he has Internet connectivity problem.

b. Each faculty member teaching during this term should have an e.ubaguio.edu account in order to fully utilize the G Suite Education platform of the University. The Management Information System (MIS) Department has provided a cloud storage for all learning resources that the faculty member will be creating and using.

The G Suite Education platform will aid the faculty member in enhancing the students’ online learning experience.
c. Instructors are required to invite their respective deans and/or program chairs as co-teachers in their online classes (e.g., Google Classroom, Messenger group chats) for monitoring purposes.

d. Instructors are required to submit a monitoring sheet as prescribed in the School's PPG.

e. At the end of the term, instructors are required to submit pertinent documents incorporated in their end-term reports (e.g., sample student activities, assessments, portfolios) to the dean.

f. Instead of the usual in-house trainings, faculty members will be undergoing online-based systematic and intensive training to enhance their aptitude and capability in facilitating effective flexible/online/distance learning. Learning sites will be recommended for certification purposes.

C. LEARNING MANAGEMENT SYSTEM (LMS)

a. Instructors are highly encouraged to use the Google Classroom as the primary LMS. Learning with and managing different LMSs would be challenging to the students, as they are still in the process of transitioning from face-to-face to online approach. The students’ focus should be on the course’s contents and not on the technology being used.

b. Instructors shall orient the students on how to navigate the LMS.

c. Class schedule, teaching-learning activities, assessment tasks, resources, and other course details that will be provided in the LMS should conform to the approved syllabus.

d. All materials, lessons, resources, and online tools or links to these shall be posted on the LMS.

e. Synchronous activities such as meetings and assessments should be scheduled during the actual class schedule to avoid conflicts with other classes. This should be discussed on the first day of meeting and reflected in the modules.

f. G Suite for Education will be the main platform which the University will use, particularly with students who have strong Internet connectivity. However, this does not limit the faculty member to explore other platforms that may be deemed necessary to facilitate online interaction with students.

The following are the basic tools that are essential in the conduct of online classes:

a. Google Drive – storage for classroom files as well as resources for the online classes
b. Google Docs – word processing application
c. Google Sheets – spreadsheet application
d. Google Slide – presentation application; helpful in creating lectures
e. Google Meet – meeting application suitable for online lectures or webinars
f. Google Jamboard – a collaborative whiteboard for online lectures
g. Google Forms – assessment or survey creation application
h. Google Chat – chat application
There are add-ons to each of the applications mentioned above. These add-ons are features that will make the online classes more interactive.

g. For classes that have students with limited Internet connectivity, the use of Messenger through Facebook (FB) will be used. Telecommunications companies made Facebook Messenger as a free application when subscribing for cellphone load. Faculty members can create Group Chats (GC) or Group Pages (GP) as an alternative to a Google Classroom. Lectures can be done using the Video Chat capability of FB. Other platforms that may be adopted in conducting lectures, aside from Google Meet and FB video call, include Zoom and Discord.

h. Announcements can be done through the GC or the GP. Likewise, submission of requirements by the students can also be done in this same manner.

i. To maximize the use of the G Suite for Education, faculty members should subscribe to the e.ubaguio.edu domain through the Management Information System (MIS) Department of the University.

j. Students are given an e-mail address in the s.ubaguio.edu domain to facilitate communication with them. E-mail addresses will be generated by MIS and students will be given a default password. The student’s e-mail address facilitates populating Google classes. The e-mail addresses are active for as long as the student is enrolled in the University. Deactivation of e-mail addresses will be done when a student graduates, transfers, or is no longer enrolled in the University.

First-Time Subscription by Faculty Member to the e.ubaguio.edu Domain

a. The school secretary collects the preferred usernames from the faculty members and submits the list to MIS during the week before the start of the term.

b. MIS creates the faculty members’ e-mail addresses and returns the list with the default passwords to the school secretary.

c. The secretary informs the concerned faculty members.

d. Faculty members are advised to log in to the account with the default password and change it with the preferred password.

Termination of Faculty Member’s E-mail Account

A faculty member’s e-mail account in the e.ubaguio.edu is terminated once the faculty member resigns or retires from the University.
First-Time Creation of Student’s E-mail Account

a. The creation of student e-mail accounts will be part of the enrollment process. While the ID is being processed at the MIS Department, the creation of the e-mail address will also take place.

b. Every officially enrolled student will be given an e-mail address in the s.ubaguio.edu domain. This e-mail address will be used to communicate with the student. The MIS Department will create the said e-mail address and sets the default password.

c. The e-mail address will be taken from the ID number and the last name of the student. The last name will be in lowercase with no spaces.

<table>
<thead>
<tr>
<th>ID Number</th>
<th>Name of Student</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>20081234</td>
<td>Fernandez, Juana</td>
<td><a href="mailto:20081234fernandez@s.ubaguio.edu">20081234fernandez@s.ubaguio.edu</a></td>
</tr>
<tr>
<td>20192312</td>
<td>Dela Cruz, Jun</td>
<td><a href="mailto:20192312delacruz@s.ubaguio.edu">20192312delacruz@s.ubaguio.edu</a></td>
</tr>
<tr>
<td>20171234</td>
<td>Fata-ek, Jack</td>
<td><a href="mailto:20171234fata-ek@s.ubaguio.edu">20171234fata-ek@s.ubaguio.edu</a></td>
</tr>
</tbody>
</table>

Termination of Student’s E-mail Account

The student’s e-mail account will be deactivated once the student graduates or transfers to other universities. Also, the e-mail accounts of students who do not enroll in the following term will be deactivated.

Creation of Google Classes

1. Google classes are created using the e.ubaguio.edu account of the faculty member.
2. Using the Student ID number and last name from the official class list, the faculty member enrolls the students to the Google classroom two days before the opening of classes.
Recommended Software and Hardware for Online Learning

The software necessary for delivering online courses includes the following:

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<tr>
<th>SOFTWARE</th>
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<tr>
<td>Audio and video plug-ins</td>
<td>Media players are needed in order to listen and watch provided audio and video materials. E.g., Windows Media Player, VLC, etc.</td>
</tr>
<tr>
<td>Productivity software</td>
<td>Students need to be accustomed with some basic productivity applications for: a. word processing (e.g., Microsoft Word), b. reading text documents (e.g., Adobe Acrobat reader), c. developing/reading presentations (e.g., Microsoft PowerPoint), and d. video/sound recording (e.g., built-in camera)</td>
</tr>
<tr>
<td>Video conferencing software</td>
<td>E.g., Google Meet, Zoom, etc.</td>
</tr>
<tr>
<td>Web browser</td>
<td>A software for accessing the world wide web is needed, e.g., Google Chrome</td>
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Hardware requirements include the following:

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<th>HARDWARE</th>
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<tr>
<td>Laptop or desktop computers</td>
<td>These devices are instrumental in online learning. Though tablets and smartphones may be used for viewing content and video conferencing, these devices are somehow limited in terms of productivity software.</td>
</tr>
</tbody>
</table>

D. CLASS MONITORING

This aims to assess the learners’ progress and compliance in their given learning activities, whether online or offline, and to check whether activities are going as planned. Also, it provides an indication of what instruction or delivery method should be re-evaluated for improvement to guarantee that students can complete the tasks given to them.

Through this, teachers can identify students who are at risk and can thereby provide intervention and additional support and instruction on a regular basis, making sure that no student “slips through the gap.”
E. LEARNING PLANS

Power competencies per subject will be identified by the instructors in coordination with their respective program chairs and deans/subject heads/principals.

Instructors must identify power competencies in the subjects they are teaching. They should concentrate on achieving the identified competency/ies. Other details about this can be found in the School’s PPG.

F. LEARNING ACTIVITY SCHEDULE

The learning activity schedule is a weekly plan which includes the methods on how the activities prepared for the week will be delivered. This should be consistent with the approved syllabus.

The learning activity schedule covers the lessons, the learning delivery mode, assessment tasks, and other class activities.

G. CLASS SIZE

To achieve quality in teaching and learning, a minimum class size of 35 and a maximum of 50 is recommended.

H. CONDUCT OF CLASSES

a. Classes will be conducted following the prescribed schedule.

b. Faculty members should strictly follow the class schedule.

c. The deans and/or program chairs are required to monitor the classes through the means specified in the school’s PPG for ECQ.

d. Online classes should include uploading of resources to virtual classrooms, class discussions with student participation through Google Meet or any chat room, recorded video lectures for additional reference, and assessments and feedback. Online classes should also follow what is specified in the learning module.

e. For students who do not have Internet connectivity, printed copies of the modules/learning packets will be released through the Security Office or will be sent to the students through a courier. Guidelines from the concerned instructor will be enclosed in the packet. The student should follow the timeline specified therein, especially in submitting requirements.
I. ASSESSMENT OF COMPETENCY/IES

a. All learning outcomes described in the course should be documented through exams/quizzes, journals, papers, projects, and/or portfolios.

b. Assessments should be done using rubrics which are made known to students prior to the start of the activity.

c. Learning objectives and instructional and assessment activities should be closely aligned with the course topics.

d. Multiple assessment strategies should be used to measure the students’ knowledge, attitudes and skills (e.g., use of Quizziz, Kahoot, Quizlet, formative, Pear Deck, Canvas, Google forms).

e. Regular feedback about student performance should be provided in a timely manner throughout the course term. Feedback such as grades should be easily accessible to students.
IV. ACADEMIC PROGRAMS

A. LEARNING MODULES

A learning module contains course materials in an organized manner aimed at guiding the students toward the achievement of the intended learning outcomes.

The faculty member is required to utilize the learning module throughout the term. The module should be designed for online and offline distant learning. The contents of a module are specified in Annex A.

B. DELIVERY

Classes in UB will be delivered through the Flexible Learning Approach, which consists of modules/learning packets (hard and soft copies), online learning system (synchronous and asynchronous), and online student support.

C. TEACHING-LEARNING ACTIVITIES (TLA)

a. With the exception of face-to-face meetings, all teaching-learning modes of delivery should be maximized by the teachers.

b. Limitations of telecommuting must be taken into consideration; hence, accessibility of platforms must be checked at all times.

c. All learners/students should be accounted for in case they are not active in group chats, do not respond as to doing a required activity, or do not report to class (if allowed). Teachers must exhaust all student/learner contacting measures so that no learner is left uninformed.

d. All activities should be doable in the normal class schedule to avoid backlogs. Teachers should not demand unknowns from the students. Teachers should also concentrate on the identified power competencies.

e. Teachers should avoid group activities especially outside class hours and should encourage independent studying (if feasible) where competencies for the courses shall be met.

f. Leniency on deadlines is encouraged. Teachers must make sure that instructions are very clear to students.
D. GRADING (INCLUDING MEASUREMENT AND EVALUATION)

The UB official grading system will be adopted and used in online classes. For regular semester, First Grading, Midterms and Final Grading periods will be considered. Class records will be checked by the dean which is submitted online by the faculty members.

E. INTERNSHIP / PRACTICUM / RELATED LEARNING EXPERIENCE

As a result of the suspension of hands-on exposure duty of the interns or practicum students, policies, procedures, and guidelines (PPG) of the Internship Program have been crafted and are continuously revised, as deemed necessary, by the schools and widely disseminated to the practicum/student interns. The PPG includes guidelines on how the students can acquire the needed competencies embedded in the course. The guidelines include virtual internship in partnership with local or international companies, requirements to be accomplished by the students to compensate for their duty hours, and virtual industry exposures and trainings, among others. This move was grounded on the goal of the school to help the student interns, especially the graduating students, to finish the course in time but without sacrificing the quality of education they need and deserve.

All the requirements shall be designed to challenge student interns to apply learned theories and concepts in preparation for a professional life after graduation – this being the same with the main objective of the internship program. Monitoring per school will be done through either weekly reports, real-time monitoring through Google sheets, or general narrative reports.

The practicum process is outlined below:

**PRE-PRACTICUM**
- Practicum orientation
- Submission of practicum requirements
- Preparation of endorsement letters and attachment of valid MOU with partner establishment (MOUs must be processed and signed prior to student deployment)

**IN PRACTICUM**
- Monitoring of students by the Practicum Coordinator, Program Chair, and Dean
- Attendance to industry-based learning activities, either through webinars or e-learning packets

**POST-PRACTICUM**
- Post-evaluation by partner establishment, practicum coordinator, and clients/guests
- Submission of practicum journal
- Post-conference of practicum coordinator with the practicum student
V. NON-ACADEMIC PROGRAMS (SUPPORT SERVICES)

A. GUIDANCE SERVICES

Online consultation and counseling are offered by the Center for Counseling and Student Development (CCSD). To avail of these services, students are required to register online and provide their consent in compliance with the Data Privacy Act.

Certificate for Good Moral may likewise be requested online through e-mail. Upon receipt of the request, the CCSD will request necessary clearance from the concerned dean. When the requesting student has been cleared, the certificate will be released electronically through e-mail.

B. STUDENT SERVICES

The University of Baguio recognizes that not all students have devices and have access to the Internet. Hence, aside from the printed learning modules that will be made available for pick-up at the Security Office, students who are interested to acquire the needed learning devices can avail of the e-learning device loan being offered by the University of Baguio. This scheme is in partnership with PLDT, Smart Communications and TSS Corporation (Tiong San Harrison). Guidelines on how to avail of the loan are specified below.

E-LEARNING DEVICE LOAN FOR STUDENTS

For a student to qualify for the loan, he/she must be officially enrolled in the University of Baguio for First Semester, SY 2020-2021. Incoming freshmen students will qualify for the loan after finishing one semester with the University.

Procedures

1. To register, go to www.ubaguio.edu and click the e-Learning Device Loan Online Application link.

2. Choose your preferred loan amount and terms:

   • Php 9,999.00 and below – one semester to pay (in three equal payments)
   • Php 10,000.00 to Php 25,000.00 – two semesters to pay (in six equal payments)

   Note: Payment for the loan will be included in your school fees.

3. Send scanned copy of the following documents to studentaccounts@e.ubaguio.edu
   • Official Receipt or Deposit Slip of tuition fee down payment for First Semester, 2020-2021
   • Valid School ID for Second Semester SY 2019-2020
   • Parent’s/Guardian’s Valid ID (any government-issued ID)
   • Parent’s Written Consent
4. The Student Accounts office will notify you through e-mail on the result of your application after five (5) working days. The Student Accounts Office (SAO) and Admission and Records Center (ARC) will prepare the Contract of Agreement (COA) for signatures of all concerned parties.

5. The signed COA between you, and your parent/guardian, and UB should be e-mailed to studentaccounts@e.ubaguio.edu or you may submit the original copy of the contract at the UB Student Accounts Office which opens from Mondays to Fridays, except Wednesday, at 9:00 am and 12:00 pm and 1:00 pm to 3:00 pm.

6. Once approved, the UB Procurement Office will prepare the Purchase Agreement and Authority to Deliver (PAAD). This form is valid for five (5) calendar days from the date of issuance. Tiong San shall not accept any PAAD form received beyond the validity date.

7. Upon issuance of the PAAD, the student/parent/guardian shall bring the PAAD to Tiong San Harrison. The PAAD must be in original signatures, its date must be updated or current, and it must be presented to Tiong San in two printed copies, together with the valid identification card (ID) of the student issued by the University of Baguio, and the parent’s/guardian’s government-issued ID. Application with incomplete documents will not be processed.

8. Tiong San will validate your documents.

9. The student and/or parent shall choose from among the available stock at Tiong San Harrison.

10. Tiong San will release the device/gadget to the student/parent/guardian.
VI. COMMUNICATION

For inquiries and other concerns, students, parents or guardians may directly contact the following management personnel through the contact details provided below:

<table>
<thead>
<tr>
<th>OFFICE/SCHOOL</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Academic Affairs</td>
<td><a href="mailto:vpaaofficeub@gmail.com">vpaaofficeub@gmail.com</a></td>
</tr>
<tr>
<td>School of Business Administration and Accountancy</td>
<td><a href="mailto:ubsbaa2016@gmail.com">ubsbaa2016@gmail.com</a></td>
</tr>
<tr>
<td>School of Criminal Justice and Public Safety</td>
<td><a href="mailto:scjps@e.ubaguio.edu">scjps@e.ubaguio.edu</a>, Facebook: Ubaguio SCJPS Generals</td>
</tr>
<tr>
<td>School of Dentistry</td>
<td><a href="mailto:icbndaay@e.ubaguio.edu">icbndaay@e.ubaguio.edu</a>, <a href="mailto:aicze@e.ubaguio.edu">aicze@e.ubaguio.edu</a></td>
</tr>
<tr>
<td>School of Engineering and Architecture</td>
<td><a href="mailto:sea@ubaguio.edu">sea@ubaguio.edu</a>, <a href="mailto:iamjeferdsaong@gmail.com">iamjeferdsaong@gmail.com</a>, SEA Facebook Page</td>
</tr>
<tr>
<td>School of Information Technology</td>
<td><a href="mailto:sit@e.ubaguio.edu">sit@e.ubaguio.edu</a>, Facebook: SIT-Ubaguio (School of Information) University of Baguio-School of Information Technology</td>
</tr>
<tr>
<td>School of International and Hospitality and Management</td>
<td><a href="mailto:sihtm@e.ubaguio.edu">sihtm@e.ubaguio.edu</a>, <a href="mailto:jen_magpatoc@yahoo.com">jen_magpatoc@yahoo.com</a>, Facebook: School of IHTM-University of Baguio</td>
</tr>
<tr>
<td>School of Law</td>
<td><a href="mailto:sl@e.ubaguio.edu">sl@e.ubaguio.edu</a>, <a href="mailto:calica.h@yahoo.com">calica.h@yahoo.com</a></td>
</tr>
<tr>
<td>School of Nursing</td>
<td><a href="mailto:son@e.ubaguio.edu">son@e.ubaguio.edu</a>, <a href="mailto:nursing@ubaguio.edu">nursing@ubaguio.edu</a>, Facebook: Nursing UB</td>
</tr>
<tr>
<td>School of Natural Sciences</td>
<td><a href="mailto:schoolofnatsci@gmail.com">schoolofnatsci@gmail.com</a></td>
</tr>
<tr>
<td>School of Teacher Education and Liberal Arts</td>
<td><a href="mailto:stela@e.ubaguio.edu">stela@e.ubaguio.edu</a></td>
</tr>
<tr>
<td>UB Laboratory Elementary</td>
<td><a href="mailto:elementary@ubaguio.edu">elementary@ubaguio.edu</a></td>
</tr>
<tr>
<td>UB High School</td>
<td>Facebook: UB Integrated Senior High School, UB High Alumni</td>
</tr>
<tr>
<td>UB Science High School</td>
<td><a href="mailto:sciencehigh@ubaguio.edu">sciencehigh@ubaguio.edu</a>, <a href="mailto:mangaliag.antonio2014@gmail.com">mangaliag.antonio2014@gmail.com</a></td>
</tr>
</tbody>
</table>
VII. POLICY ON INTELLECTUAL PROPERTY RIGHTS AND PLAGIARISM

Intellectual property refers to anything created by someone, including but not limited to, inventions, literary works, items created by artists (e.g., artwork, musical pieces), symbols, designs, images, pictures and even names that are used for commercial purposes.

Plagiarism is defined as using or copying words or ideas from someone else's work and claiming as one's own. Plagiarism also includes implicit or explicit failure to cite sources of a quotation and paraphrasing most of the words or ideas of a source without giving credit to the author. Any form of act that constitutes plagiarism must be avoided by students, teaching and non-teaching personnel.

Cheating in one's work constitutes unethical and deceitful practice and must never be committed.

Academic honesty is encouraged at all times.

Violators shall be dealt with in accordance with the stipulations in the appropriate student, teaching or non-teaching manual.
VIII. FREQUENTLY ASKED QUESTIONS

1. Will attendance be checked?
   Yes. Attendance will be regularly checked by the instructor since classes will be held based on the class schedules.

2. Will there be a first grading, midterm exam, and final exam? How will they be administered?
   Yes. For regular semesters, there will be examinations, as they are included in the UB grading system. However, teachers may opt to require requirements in lieu of examinations if need be and if applicable to the course.

3. What are the changes regarding tuition and other fees?
   • Increase in tuition and other fees which was approved in February 2020 will not be implemented for AY 2020-2021.
   • Fees are currently being reviewed and adjustments will be made on the students’ final assessment of account.
   • Miscellaneous fees for AY 2021 will be realigned to respond to the preparations being made for the “new normal.”

4. Are there other modes of paying the fees aside from physically reporting to the campus?
   Yes. School fees can be paid through bank transaction. The procedure is as follows:

   **PAYMENT OF SCHOOL FEES THROUGH BANK TRANSACTION**

   1) Fill out a Deposit Slip at the bank of your preference.
      Account Name: UNIVERSITY OF BAGUIO
   2) Get one copy (duplicate) of the machine-validated Deposit Slip.
   3) Write your name, contact number, ID number, and course in the machine-validated Deposit Slip and send a scanned copy to accounting@e.ubaguio.edu or fax it through 074-442-8749.
   4) Claim your corresponding Official Receipt at the UB Accountant’s Office when physical classes resume.

<table>
<thead>
<tr>
<th>BANK</th>
<th>ACCOUNT NUMBER</th>
<th>SWIFT CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metrobank</td>
<td>003-3-00349537-0</td>
<td>MBTCPHMM</td>
</tr>
<tr>
<td>Metrobank</td>
<td>003-2-00300135-5</td>
<td>026002846 (US)</td>
</tr>
<tr>
<td>BDO</td>
<td>1830055680</td>
<td>BNORPHMM</td>
</tr>
<tr>
<td>Land Bank</td>
<td>0221-2878-00</td>
<td>PLBPPHMM</td>
</tr>
<tr>
<td>Robinsons Bank</td>
<td>301-36-001208-5</td>
<td>ROBPPHMQXXX</td>
</tr>
<tr>
<td>Union Bank</td>
<td>00640018750</td>
<td>UBPHPHMM</td>
</tr>
<tr>
<td>Eastwest Bank</td>
<td>200013439868</td>
<td>EWBCPHMM</td>
</tr>
</tbody>
</table>
5. How are the teachers being prepared for the changes in the mode of learning and teaching?
   The University’s teachers are prepared for the Flexible Learning Approach. They have been issued training and attendance certifications from G Suite as regards online courses and webinars relevant to conducting classes in flexible modes.

6. Where can we find updates and announcements about the University and other related matters?
   All updates and announcements are posted on the University’s official website (www.ubaguio.edu) and Facebook page (www.facebook.com/ubaguioofficialpage). Each school likewise maintains a Facebook page where updates and information are posted.

7. How can we complete our INCs/NFE?
   To complete an INC or NFE grade, the student must communicate with the concerned teacher to request for the completion activity. Once complied, the teacher will process the completion form electronically in coordination with the concerned dean’s office secretary. Upon approval by the dean, the signed completion form should be submitted to the Admissions and Records Center. The grade can be viewed on the student portal three (3) to five (5) working days after it has been submitted to the Admissions and Records Center.

8. How can we get our Registrar records?
   Over-the-counter requests at the Admissions and Records Center are accommodated provided health protocols are strictly followed. Requests for records may also be sent to registrar@e.ubaguio.edu.
IX. REFERENCES

Ateneo Basic Education Online Learning Primer Version 1.0 (2020) Retrieved from https://www.ateneo.edu/senior-high-school/news/features/download-basic-education-online-learning-primer-here


ANNEX A
PARTS OF THE MODULE

I. Cover Page – This is the cover of the module which includes the illustrations/drawings that capture the subject, title of the module, and the authors. The author’s name includes their title and should be arranged alphabetically.

II. Table of Contents – Arrange chronologically the topics/lessons as they are presented in the module. Include the pages.

III. Introduction of the Module:
   1. Course Code and Course Title
   2. Course Description (1-2 paragraphs only) - This will discuss the overview of the course.
   3. Requirements of the course
      Clearly enumerate what students are expected to perform or accomplish within the duration of the course. This includes the “big idea” or output of the course expected to be achieved towards the end of the course.
      - Include the rubrics to be used (either analytic or holistic)
   4. Learning Outcomes:
      - This will describe the expected learning outcomes as the student progresses during or towards the end of the course.
      - The learning outcomes should be specific, measurable, attainable, result oriented, measurable and time bound.
      - It includes the knowledge, skills and values that the teacher would like the students to attain.
      N.B: Be guided by the CMOs, PSGs, PEOs, VMOs
   5. Study Schedule
      - This part orients the students how the module will be used.
      - Describes how the student performs the tasks, deadlines of completion, and how the tasks be submitted.
      - Includes how the students can communicate or reach the teacher.
      - It may include UNDERTAKING:
        e.g.
        • that student meets the class punctually and regularly
        • submits requirements
        • avoid plagiarism
        • honesty in doing the tasks, quizzes, assignments, projects, etc.

IV. Body of the Module:

   1. Chapter I/Lesson I
      - These are the topics/subject matter. The topics should be arranged sequentially and distributed considering the number of meetings vis-à-vis the nature of the topics (how easy or how hard the topics are)
      - Lesson may have a sub-topic
2. Learning outcomes of the Lesson
   - Write introductory statement like: at the end of the course the students should be able to:
   - The objectives should be enumerated applying SMART.
   - Address the cognitive, psychomotor, affective domain (if possible, the three shall be addressed)

3. Lesson Proper (... do not write lesson proper, instead enumerate them or divide them. E.g. Lesson I or Chapter I, Lesson II or Chapter II, etc.)

   This is the main content of the module.
   a. Present, discuss the topic/lesson. It may include pictures, graphs, links, or any material that help the student understand the lesson.
   b. Check for facts and understanding
      • discuss what activities are to be done
      • give clear instructions
      • the activities should be directly related to what have been discussed or presented.
      • this will help the teacher and the student achieve what has been presented in the lesson.

4. Assessment
   This could be short quiz, assignment, learning journal. (Any means of assessment should be included in the module. However, since there are e-module and packet, the teacher has to decide how assessment be given, which requires creativity and decision-making on the part of the teacher.)

   Take note that if there are activities or performance tasks to be done, they could be placed either under the check for facts and understanding, or assessment.

5. References
   Arrange the references following the APA format.

V. Evaluation of the Course – This is the last part of the module which is to be answered by the students at the end of the course.
   1. What lesson or activity did I enjoy most? Why?
   2. What is the most important lesson which I can apply in my daily life?
   3. What are the new insights/discoveries that I learned?
   4. What topic/s do I find least important?
   5. What possible topics should have been included?

N.B: Please attach the syllabus at the end of the module.
Prepared by

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Dr. Ellen M. Halover
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Ms. Jenelyn Mangangey-Magpatoc
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Approved by

Dr. Janice Kaylyn K. Lonogan
Vice President for Academic Affairs