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**Office of the University President**

Memorandum Order No. **359**

Series of 2020

TO : **ALL CONCERNED**

THRU : **VICE PRESIDENTS  
EXECUTIVE DIRECTORS  
COLLEGE DEANS/DEANS OF COLLEGES**

SUBJECT : **IMPLEMENTING RULES AND REGULATIONS OF  
GENERAL GUIDELINES ON THE CONDUCT OF  
FLEXIBLE LEARNING FOR ACADEMIC YEAR 2020-2021**

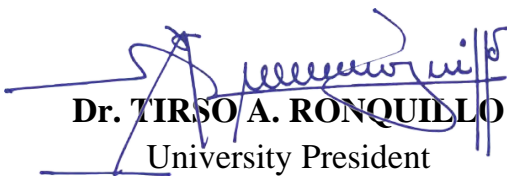
DATE : **AUGUST 21, 2020**

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In line with the University's effort of providing support and direction to the entire academic community in adapting to the new learning environment, you are hereby directed to disseminate to all concerned the attached Implementing Rules and Regulation of the General Guidelines on the Conduct of Flexible Learning for Academic Year 2020-2021 which is approved by virtue of BOR Resolution No. 64 S. 2020.

To ensure uniformity of approach in facilitating and monitoring of classes using the flexible learning modality, you are advised to adopt this IRR while extending maximum support to our students in achieving the intended learning outcomes.

For widest dissemination and strict compliance.

  
**Dr. TIRSO A. RONQUILLO**  
University President

cc: *Office of the University and Board Secretary  
Records Office*

Implementing Rules & Regulation (IRR) of  
**General Guidelines on the Conduct of Flexible Learning**  
**Academic Year 2020-2021**

**Rule 1 – General Provisions**

Section 1. Short Title and Purpose

This 2020 Implementing Rules and Regulations, hereinafter called the IRR, is promulgated pursuant to General Guidelines on the Conduct of Flexible Learning for Academic Year 2020-2021 approved by the University Board of Regent through Resolution No. 64 S. 2020 and, thereafter whenever applicable, for the purpose of prescribing the necessary rules and regulations for the standardization, and proper implementation of the flexible learning general guidelines.

Section 2. Declaration of Policy

The provisions of this IRR are in line with the commitment of the university to promote good governance and its effort to adhere to the principles of accountability and efficiency in its implementation of flexible learning. It is the policy of the University to support all types of students to adjust to flexible learning, with the mission of ensuring no student is left behind during this pandemic.

Section 3. Guiding Principles on Flexible Learning

The implementation of University's flexible learning shall be governed by the following principles:

1. Considering that a flexible teaching and learning design perspective is deeply rooted in the needs of the students, the main objective should be to provide learners with the utmost flexibility on the learning content, schedules, access, and innovative assessment, making use of digital and non-digital tools.
2. The University shall continue to exercise judgment/academic freedom in the deployment of available flexible learning and other alternative modes of delivery

in lieu of in-campus learning/face-to-face modality. The exercise of discretion by the HEIs, including BatStateU and their faculty must be reasonable, transparent, and outcomes-based validated.

3. The University shall decide on the most viable form of flexible learning and teaching that it will utilize based on its capability, existing condition, national government agency guidelines and local government unit advisories.
4. Flexible Learning should complement outcomes-based education approach to allow flexibility for the University to employ various means of delivery and assessment as long as they can show the achievement of the set learning outcomes for each course/subject for the program.
5. In terms of Learning Content, the University shall review all curricular offerings and make the necessary adjustments or modifications in the course contents/requirements, determine alternative options in the design, delivery, pedagogy, and assessment mechanisms that can be delivered to the students through various modalities.
6. On the management of learners, the University shall provide mechanisms to inform and orient learners on the learning system to be implemented, which may be in a form of course packages for students that are accessible through off-line and online modes. Course packages may include course syllabi, study guides, learning activities, available repository of learning resources, schedule of lessons/ consultations, assessments, monitoring of student engagement, schedule and mechanics of submission of requirements, grading system, feedback portals, student support systems, etc., to assist students in managing their study time and maximizing their learning.
7. The University should disseminate information on systems and procedures for the transition to Flexible Learning to all students, officials, teaching and non-teaching staff which may be in the form of a policy document such as a

guidebook/manual/briefer, etc. or may be incorporated in the institution's student handbook. The University should implement mechanisms for students to receive/access printed or digital course packages/instructional materials through courier, designated pick up points or through digital platforms.

8. The University shall explore partnerships with relevant agencies and organizations to strengthen and/or complement existing resources, infrastructure or connectivity to ensure uninterrupted learning of the students.
  - Determination of the level of technology to be used for the delivery of programs based on connectivity of students.
  - Establishment of a multi-media or learning resource center to provide technical support to faculty members in the development of IT-enabled and IT-mediated instructional materials.
  - Access/utilization of electronic library and/or available Open Educational Resources (OER) as reference in various flexible learning pedagogies and disciplinal content.
  - Utilization of a learning management system (LMS), either proprietary or non-proprietary
  
9. The University shall implement or explore grants and/or support capacity building programs for administrators, faculty, and staff on transitioning to flexible learning. Trainings through webinars shall be conducted through the Center for Transformative Learning.
  
10. The University shall ensure that health and safety protocols are maintained at all times. The University shall establish means to remind students, teachers and other school personnel of the health and safety protocols through the display of reminders in conspicuous areas within the school premises. Minimum health and safety standards and protocols under national, local and university directives shall be observed. For this purpose, the specific guidelines University Health and Safety Protocols on Prevention and Mitigation of Spread of COVID-19 Pandemic

issued through Memorandum No. 269, S. 2020 dated May 15, 2020 shall be imposed as applicable. Specifically, when reporting physically to school or performing academic related activities, students and faculty members shall observe the rules on thermal scanning, triage, completion of home quarantine, use of masks and shields, PPE, cleaning and disinfection, bring-you-own-meal policy, entry of visitors and guests, prohibition of mass gatherings and conditional physical gatherings, school activity-related travels, sanitation and hand washing, physical distancing, respiratory etiquette, campus lockdown, teleconsultation and vulnerable group.

11. To the extent permitted, required by law, or by agreement with concerned party, the university may share, disclose, or transfer personal data to other persons or organizations in order to pursue its legitimate interests as an educational institution, including a variety of academic, administrative, research, historical, and statistical purposes.

Provided that faculty members shall not publicly share or post in social media such as Facebook, Twitter, Instagram, Youtube and the like, the following

- 11.1 student personal data, personal information, or sensitive personal information;
- 11.2 student photos or pictures, including those captured through screenshots, printscreens, screen grabs and the like, which in any manner relate to personal data, personal information, or sensitive personal information;
- 11.3 student class standing and grades
- 11.4 class lists with names of students
- 11.5 specific evaluation results of student works

#### Section 4. Scope and Application of the IRR

This IRR shall apply to all teaching and learning activities in all campuses of the university.

#### Section 5. Definition of Terms

The following operational definitions of terms are stated for the purpose of clarity and understanding:

- **Online learning** requires connectivity and full use of technology, particularly the Internet.
- **Flexible learning** is a broader term that focuses on the design and delivery of programs, courses, and learning interventions that address learners' unique needs in terms of pace, place, process, and products of learning. It does not necessarily require connectivity.
- **Synchronous learning** is the kind of learning that happens in real time. This means that instructor and students interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.
- **Asynchronous learning** happens on student's schedule. While the instructor provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, students have the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.
- **Laboratory classes** are used by any instructor who wishes to create an environment where students are physically engaged with concepts in the field through active experimentation or exploration. Many learning objectives can be taught through laboratory classes.
- **Capstone design projects** are a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year. It may be completed individually or as part of a group depending on the course or the overall program design. Since teamwork is considered a critical skill to succeed in the professional world, most capstone design courses require students to accomplish a design project in a team setting.

- **Turnitin** is a plagiarism prevention tool that compares submitted student papers to websites, online journals and other student papers in the Turnitin system. The software generates a report that highlights passages in the paper that match the online sources. It is optional for instructors to make Turnitin reports available to students, however, it is important that the students understand how the reports work so that they can make sure their sources are correctly cited and take necessary action, if needed, to avoid unintended plagiarism.
- **Instructor, or course instructor** shall mean the faculty member handling the class regardless of academic rank, unless otherwise provided in this IRR.
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## **RULE II – Flexible Learning Administration**

### Section 6. Delivery Platform

- 6.1 All faculty members shall install the Google Chrome and create the Google Classroom for the courses assigned. They shall use these classrooms in delivering the course and managing the class.
- 6.2 All course instructor and their students shall use their G-Suite email account. Students shall be required to enrol in the class assigned. To enrol students in the class, the course instructor invite them or give them specific Google Class code to join.
- 6.3 Two weeks before the start of the class, a Google Classroom must be created by the faculty and invite students to turn-in the classroom using their G-Suite account provided by ICT Office. The lists of students will be provided by the department head who has the authority to open class scheduling in university website (<https://dione.batstate-u.edu.ph/#/>).
- 6.4 The faculty may opt to create a “group” of all students email account which can be used to communicate with the students without repeatedly entering the email addresses.

### Section 7. Managing the Google Classroom

- 7.1 Once the Google Classrooms are created and students have been invited, the concerned course instructor shall determine those students who have not responded to the invitation to join the class or have responded late. The course instructor shall conduct a survey among the students to determine the means of communication available to them. Based on data on available means of communication, course instructor shall develop or adjust the learning plans and strategies.
- 7.2 The concerned course instructor shall submit to the Department Chair the proposed customized teaching and learning activities based on the type of communication media available to the students and the intended learning outcome per subject.
- 7.3 The concerned course instructor must submit the accomplished Flexible Teaching and Learning Plan Form per subject to the Department Chair. The Dean shall approve the Plans before the start of classes.
- 7.4 The Flexible Teaching and Learning Plan Form must be filled-up completely and revision of the pro-forma form is prohibited.
- 7.5 The content of the duly approved Flexible Teaching and Learning Plan shall be reflected and consistent with lectures and activities in the Google Classroom. Information from the flexible teaching and learning plan shall be made available to the students.
- 7.6 The department chair shall be co-teacher in all classroom created by the faculty.
- 7.7 The concerned course instructor must monitor the class attendance or engagement of the students and use the data for student guidance and counselling. The attendance may be viewed in the Google Sheet and may be recorded accordingly.
- 7.8 The class schedule indicated in the class list provided by the department shall be the schedule reflected in the Google Classroom. No synchronous activities shall be done outside of the class schedule.
- 7.8 The first topic in the Google Classroom must contain the syllabus, the prepared modules, and reading materials including videos, power point



presentation and other electronic modules that are carefully selected and to facilitate and enhance learning. Modules to be uploaded must have the following content:

- *Module Introduction.* It is a short statement about the module, including concept background, providing interest and motivation to the students.
- *Intended Learning Outcome (ILO).* It refers to what the students should attain after completing the module and how it shall be presented to the learners. It shall be aligned with the approved syllabus of a particular course.
- *Module Content.*
- *End of Module Test.* This refers to the examination that serves as the assessment after the module. Each module test shall measure ILO, and assessment shall be based on the purpose of the topic modules whether it's purpose is to introduce (I), reinforce (R) or demonstrate (D). This end of module test may be applied asynchronously.

## Section 8. Class Monitoring

- 8.1 The College Deans and Department Chair shall monitor the delivery of flexible learning based on the approved Course Content, Class Administration, Assessment Method and Grading System submitted by the faculty member or course instructor before the start of the semester.
- 8.2 The Department Chair which act as a co-teacher in Google Classroom shall observe the conduct of class activities once every semester using the prescribed classroom observation form.
- 8.3 Prior to the observation, the Department Chair and faculty member concerned agree on class module(s) to be deliver for observation and schedule of observation.
- 8.4 Department Chair should preview module(s) agreed for observation and all course overview materials before making the actual observation.

- 8.5 Observation should be done within the first ten (10) weeks of the semester.
- 8.6 Students attendance shall be monitored but shall not be used as part of the grading system but as an input to guidance and counselling.

### **RULE III – Assessment Method, Expected Students Outputs, and Tools**

#### **Section 9. Assessment Method**

9.1 The University will utilized the approved the “Assessment Method for Outcome –Based Education (OBE) - Batstate-U Grading System’ with minor revisions to respond to the guiding principles of flexible learning. The following assessment should be followed:

**1. General Education, Mathematics and Professional (Non-Lab) Courses**

50% - Major Requirements (individual weights may vary)

- 1. Maximum of (two) 2 major examinations, either written or oral;
- 2. Semestral projects, or other assessment methods applicable to the course

50% - Additional Requirements (individual weights may vary)

At least 2 but maximum of 4 of any of the following types: assignments, projects, reports, term papers, case studies, essays, recitation, seatwork’s, quizzes, and other assessments applicable to the course

**2. Pure Laboratory Courses (Computer Applications, Computer Programming, ME Lab, Intro to Engineering, etc.)**

70% - Lab Reports, Individual Lab Performance, Final Project

30% - At least 2 Major Requirements (can be examinations-oral/written/hands-on/practical, and others)

**3. Courses with Combined Lecture and Laboratory (the percent contribution of the total grade in lecture and laboratory should be in proportion to their respective contact hours)**

*Sample: 4 unit course (3units lec-3hrs, 1 unit lab-3hrs) = 50% Lecture, 50% Lab*

50% - Lecture Part (individual weights may vary)

1. Maximum of two (2) major examinations, either written or oral;
2. Semestral projects, or other assessment methods applicable to the course
3. At least 2 but maximum of 4 of any of the following types: assignments, projects, reports, term papers, case studies, essays, recitation, seatworks, quizzes, and other assessments applicable to the course

50% - Laboratory/Studio Part

- Lab Reports, Individual Lab Performance, Final Project, Drawing Plates/Program Codes
- At least 2 Major Requirements (can be examinations-oral/written/hands-on/practical, consultation, and others) (*individual weights may vary. For example: 60%-lab works,30%-practical,10%-consultation* )

#### **4. Comprehensive Examination Courses**

30% - Evaluation Examinations (Number varies depending on the subjects in the board examination)

30% - Quizzes

40% - Mock-board Examination

#### **5. Design Project and Feasibility Study Courses**

30%-Oral presentation (Individual)

40%-Final Manuscript/Output/Digital Prototype (Group)

10%-Peer Evaluation

20%-Class standing (accomplishment, progress report, etc);

- 10%-adviser's grade,
- 10%-instructor's grade

**6. Individual Capstone Design (ARIDFA) Thesis/Research Methods/Design**

50% - Final Manuscript/Output/Design

30% - Oral presentation

20% - Class standing (accomplishment, progress report, etc.)

- 10%-adviser's grade
- 10%-instructor's grade

**7. Research Methods with Proposal Output**

50% - 1 Major Requirement (Research proposal)

- 20%-oral presentation
- 30%-manuscript

50% - Additional Requirements (assignments, Examinations, reports, class participation, seat works, quizzes and attendance) Weights may vary

**8. Field Trips and Seminars**

60% - Major Requirements (Technical/Narrative Reports, Company Evaluation, and others; individual weights may vary)

40% - Additional Requirement (Examinations, quizzes, and others; individual weights may vary)

**9. On-the-Job Training**

60%- Evaluation from the project/task supervisor from the workplace

40% - Evaluation from OJT Coordinator

9.2 In the assessment that requires physical prototype, digital prototyping shall be considered as a valid output. The digital prototyping gives the student the option to tweak their designs without having to start from scratch if something needs to be changed, saving their time and money.

9.3 In the assessment of Field Trips and Seminars the faculty shall consider the following:

- a) Coordination with few selected industries for a possible online presentation of their company's workflow process. Technical report shall be considered as an output provided they passed the Turnitin criteria for evaluation.
  - b) Invite speakers specialized on the given topic to conduct technical seminars.
  - c) Adjust appropriately the number of field trips and seminar required without sacrificing the learning outcomes of the course.
- 9.4 If the assessment requires work in teams, allow them to open Google Docs for collaboration and advising.
- 9.5 If the assessment requires oral presentation of output, the concerned faculty shall do it online using Google Meet.

#### Section 10. Thesis Advising and Defense

- 11.6 Use G-Suite tools and services in managing and facilitating thesis advising and defense for both undergraduate and graduate students.
- 11.7 In online thesis advising, Google calendar shall be used for scheduling meetings while Google docs/Google sheets/Google slides shall be used for monitoring student's work and progress, and Google meet shall used to discuss on real time the student's progress and accomplishments.
- 11.8 Student's grade on thesis should be based on the regular submission of specific deliverables on the specified period. The period of submission of deliverables should be reflected in the Flexible Learning Plan. Students should be informed of these requirements
- 11.9 The concerned college should prepare a Monitoring Form reflecting the periodic submission of partial deliverables of students.
- 11.10 This monitoring formed shall be signed by the student proponents, thesis adviser, and the department chair after submission of partial deliverables.
- 11.11 The student's adviser or the thesis instructor is responsible for securing the signatures of the panellist once the thesis is defended and with

comments complied by the proponents. This rule shall be applied with or without pandemic.

- 11.12 Students should be allowed to use secondary data to validate the proposed design through simulation in lieu of field testing and actual experimentation.
- 11.13 Student's thesis topics that will apply the concept of Design of Experiment shall be considered as an alternative approach to conducting actual experiment.

### Section 11. **Conduct of Internship Program**

- 11.1 In the flexible learning environment, Colleges with internship program as a requirement of the curriculum shall consider the creation of remote and/or independent study options for students in lieu of an in-person internship.
- 11.2 Colleges in coordination with Job Placement Office shall continue to open linkages with industries to propose cooperative education, where technical seminars maybe conducted and will be considered equivalent to the required number of hours of internship.
- 11.3 The students may be deployed in the university offices and will be required to do independent study in line with their area of specialization using student internship template which will be filled up by the supervisors from different offices.
- 11.4 Colleges through in coordination with Job Placement Office together with program OJT Coordinator should open communication with industry for possible micro internship. Micro internship is a short-term project-based assignment which can be than remotely by the students through supervision of designated industry personnel.
- 11.5 Research internship shall be considered as an opportunity for on the job training where students will be deployed virtually or physically, while following strict implementation of health and social distancing protocols in different University Research Centers. Students who are engaged shall be

trained on proposal development, preparation of Information Education and Communication (IEC) materials and conduct of baseline researches.

- 11.6 The concerned OJT Coordinator shall determine those students who will enrol in OJT course and submit the list to Head, Job Placement & OJT Office and/or to Asst. Director On-the-Job Training Office.
- 11.7 The Asst. Director OJT Training Office and/or Head, Job Placement & OJT Office shall distribute the Student Internship Form to the different University offices to determine the project or task to be performed and the required specialization and expertise of student trainee.
- 11.8 The accomplished student internship template shall be collected by the office of . Director OJT Training or Head, Job Placement & OJT in case of extension campuses.
- 11.9 The accomplished student internship template shall be distributed to the respective OJT coordinators for identification of student trainee (program, and number of student required).
- 11.10 Before the deployment, student trainee should submit e-copy of the parent's consent for internship training.
- 11.11 The OJT coordinator shall coordinate with concerned offices to endorse the student trainee and determine the appropriate work arrangement.
- 11.12 The project/task supervisor listed in the Student Internship Form shall be in-charge of the project/task implementation.
- 11.13 While in training, the OJT Coordinator in coordination with the project/task supervisor shall monitor the performance, attitude and quality of work using Training Supervisor Feedback Form.
- 11.14 The project/task supervisor shall evaluate the performance of the student trainee using Student Trainees Performance Appraisal Report Form.
- 11.15 After the training, the student trainee shall submit e-copy of technical narrative report, e-copy of student trainee feedback form, e-copy of certification of completion of training.
- 11.16 In case the task requires presence of the intern in the offices, he/she shall be subject to University Health and Safety Protocols on the Prevention

and Mitigation of Spread of COVID-19 Pandemic mentioned above and the same shall strictly followed. For this purpose offices hosting OJT shall provide ample facility to ensure health and safety of interns.

- 11.17 A limited number of personnel in the workplace at any one time shall be observed, to allow for employees to easily maintain at least six-foot distance from one another at all practicable times.

#### **RULE IV – Administration of Laboratory Courses**

##### **Section 12. General Rules**

- 12.1** Students and faculty should have reliable internet to access and utilize online resource materials such software that are available using cloud – computing technologies. In cases of unavailability of internet access at home, faculty members and students may use university campus internet facility subject to all health and safety protocols and directives.
- 12.2** For courses that would require actual hands-on with real machines, the Colleges shall consider strategic scheduling during laboratory hours to accept limited number of students at a time so as to observe social/physical distancing and opening up the facilities even outside the laboratory hours to accommodate all students. Colleges shall schedule laboratory classes to accommodate a number of students to perform activities with actual physical distance of at least 6 feet from each other but not more than 20 persons in a classroom-size laboratory room at one time.
- 12.3** All students entering the campus for laboratory activities shall observe, or submit for the health and safety protocols such as temperature check at the campus entrance, hand washing and physical distancing. Sanitation and/or disinfection of laboratory workstations, tools, equipment and furnishings shall be done at the end of every session or as frequently as



necessary. Appropriate laboratory PPEs shall be required. Sharing of laboratory PPEs shall not be allowed. In addition to the required laboratory PPE, face-masks, and face shields must be worn at all times in the laboratory. No person shall be allowed access to the laboratory without said pieces of equipment. All persons using the laboratories must bring and use alcohol-based sanitizers to disinfect hands, unless bringing of such sanitizers is hazardous in specific laboratories, or alternatively, frequent hand washing shall be required. Laboratory supervisors, teachers and technicians shall have the responsibility to ensure that these protocols are observed. They shall have the authority to exclude students who do not observe these protocols from the laboratory activities. Notices of laboratory safety and health protocols shall be posted in the laboratory entrance.

**12.4** Flexible Teaching and Learning Plan shall provide reduced number of laboratory activities without sacrificing the learning outcomes. This should be reflected in the syllabus for the course.

**12.5** Lectures and instructions for laboratory activities (i.e., welding, wiring, etc.) may be pre-recorded so as to minimize face to face contact while not sacrificing the quality of the teaching and learning experience. The length of training video must be within 6 minutes to maintain engagement of student and to minimize student bandwidth. Instructions to view the pre-recorded lectures and instructions shall be posted in the Google Classroom for the subject.

**12.6** Available videos and interactive simulations in delivering the course for laboratory shall be utilized. These materials shall be carefully selected to make sure that they contribute to the learning of the students. Proper assessment of learning must be done.

**12.7** The concerned instructor may use demonstration video. He may set up and record his demonstration and capture the conduct of experiments and share it via Google Classroom for students to view anytime or asynchronously. Instructors may also schedule specific time to conduct

the experiment and allow students to view the same real time/ synchronously. In the latter case, the same shall be recorded and made available in his Google Classroom for students to access and view any time.

- 12.8** The concerned instructor may explore YouTube videos about different laboratory experiments and may use hypothetical device and hypothetical data, in lieu of actual experiment so as to avoid face to face interaction. Hypothetical means, it is based on possible ideas or situations rather than actual ones (i.e., dynamometer test, prony brake test, planimeter, bomb calorimeter, deadweight gage tester, flow of fluids, soil mechanics laboratory, etc.)

### Section 13. The Use of Online Interactive Simulation

- 13.1 Physics, Chemistry, Mathematics, Biology & Earth Science Laboratory instructors shall explore and use Phet online interactive simulation.
- 13.2 Engineering and Science course instructors should explore Virtual Labs by MERLOT (Multimedia Educational Resource for Learning and Online Teaching) and adopt virtual labs to engage students in learning through active participation rather than passive observation.
- 13.3 All concerned faculty members must explore and properly use a collection of free, downloadable, interactive computer models of common analytical instruments and techniques.
- 13.4 All virtual laboratories should be properly link to Google Classroom as part of classroom management especially in creating materials and assignments.

### Section 14. The Use of Software and Virtual Instrument for Engineering Courses

- 14.1 In the conduct of Surveying Courses, concerned instructors shall explore and use **Copan Lite Surveying Software**, a functional downloadable

geomatics engineering tool for computing and managing plane land survey coordinates.

- 14.2 Concerned course instructors may also consider SimuSurvey, a virtual surveying instrument for visualizing and simulating surveying scenarios in a computer-generated virtual environment.
- 14.3 Instructors may also explore and use **Electrical Transient Analysis Program (ETAP)** to expose students in a real power system analysis.
- 14.4 In circuits and electronics courses, the instructors shall explore and use LTSpice and MATLAB.
- 14.5 Instructors may consider the use of LabVIEW for virtual instrumentation. LabVIEW offers powerful features that make is easy to connect to a wide variety of hardware and other software.

## **RULE V – Administration of Other Courses that Require Skills Development**

### Section. 15 – Farm Laboratory

- 15.1 The College of Agriculture and Forestry shall utilize the Lagadlarin Farm for the laboratory works of students who are resident of Lobo or are residing in the vicinity of Lobo and have means of convenient transportation to go to and from the farm.
- 15.2 Other students who are not residents of Lobo or not residing in its vicinity or do not have convenient means of transportation to go to and from the farm shall be given other tasks such as backyard gardening or container gardening and other laboratory activities that can be performed at home in order to facilitate their laboratory works.
- 15.3 Monitoring and evaluation tool shall be crafted to evaluate the progress of the students. Provision for social distancing shall always be observed in all activities that requires the presence of the students.

## Section 16. Physical Education

- 16.1 All Physical Education courses shall be taught in a video-taped presentation especially those that require skills among students in dancing and gymnastics.
- 16.2 Instructors shall exercise creativity and resourcefulness in utilizing ready-made online resources, i.e. videos uploaded in YouTube which foster real-life skills demonstration.
- 16.3 In the students' final performance, the students shall be required to execute the skills identified in the course through a video presentation with appropriate PE costume and dynamics. Feedback shall be provided by the concerned PE instructor.
- 16.4 All student activities must be consistent with what the written activity assignments in the Google Classroom.

## Section 17. Related Learning Experience of Student Teachers

- 17.1 Student teachers shall pursue online mode of internship and shall be deployed to teach through virtual and/or online platform in the Integrated School..
- 17.2 A college-initiated orientation shall be conducted. After the orientation, each enrolled students shall be responsible to comply with the student teaching requirements that include a narrative report, journal, student-teacher's feedback form, appraisal report, learning plans and learning tasks (in compliance with IS format and standard.
- 17.3 A student-teacher shall be assigned to an IS cooperating teacher who will provide hands-on training on academic and technical skills required of a

student-teacher. Online communication and coaching between the cooperating teacher and student-teacher is enjoined.

17.4 When instruction shall be done online through Google meet, student teacher shall be given the activity online, and allowed access to and perform his duty as a student-teacher.

17.5 The College shall schedule each student teacher to conduct his/her the final demonstration, which shall be done using online platform. The supervisor-in-charge, cooperating teacher and some invited faculty will serve as critics to evaluate the student's performance.

#### Section 18. Clinical Learning Laboratory

18.1 Nursing faculty shall find teaching strategies that develop students' technical skills within the clinical learning laboratory.

18.2 The College shall consider to utilize skill-specific video placed online to allow students to learn these skills at the same level in comparison to traditional teaching methods.

18.3 If the situation will permit, the College may consider 50% of the RLE hours on alternative learning activities which will appropriately ensure the attainment of the learning outcomes, and the other 50% of the RLE hours may be scheduled in the nursing laboratory when the safety of students and faculty are adequately considered. The return demonstration should be done through appointment basis.

18.4 The College may apply the Methodical Clinical Review form of institutional clinical case study method format which uses alternative case/situations for student to work on using template instead of deriving from actual patient care.

#### Section 19. Hospitality Management Laboratory

19.1 TLE instructors shall provide online lecture and videos integrating actual demonstration following the steps and procedures in cooking, baking,

sewing, and drafting and other similar skills. The concerned instructor may use demonstration video in a similar manner mentioned in Section 12.7.

- 19.2 Assessment of the learning outcomes shall be through demonstration. Before the end of the semester, students shall create a video presentations, documenting performance task on their proper attire and using materials needed. Students shall perform the tasks to demonstrate the skills emphasized in the course.
- 19.3 If the situation will permit and assessment of skills is needed, the concerned course instructor shall schedule the same in accordance with the health and safety protocols mentioned above..
- 19.4 Health protocols while performing hands-on laboratory class shall be strictly implemented in the manner mentioned in Section 12.

#### RULE VI. Intellectual Property Rights on the Use of Downloaded Materials

##### Section 20 – Attribution

- 20.1 Academic integrity must be observed at all time in using downloaded materials in the development of module and other teaching materials. Fair use shall be observed in accordance with the Intellectual Property Code of the Philippines (RA 8293)and its IRR.
- 20.2 Colleges must ensure that faculty members have checked and properly cited all the sources of content of the materials prepared and that the attribution and acknowledgements of third party materials are up to date. This should be monitored by the concerned Department Chair.
- 20.3 When using or reposting MIT OpenCourseWare materials, the faculty members concerned must give proper attribution to the original MIT faculty author(s). Faculty shall utilize the following citation format:

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## RULE VII - Monitoring and Evaluation

### Section 30. Monitoring the Effectiveness of this IRR

- 30.1 The Office of the Vice President for Academic Affairs, Office of Student Affairs and Services, concerned College Deans and Department Chairs shall monitor and gather feedback on the implementation of these guidelines from the students, faculty and other stakeholder. The result of the monitoring and evaluation shall be used to further enhance the effectiveness of this IRR.
- 30.2 The Office of Student Affairs and Services shall develop guidelines that focuses on approaches on how to deliver SAS using flexible modes in order to support all types of students to adjust to flexible learning, with the mission of ensuring no student is left behind during this pandemic.
- 30.3 The Office of Student Affairs and Services shall institutionalize a mechanism to closely monitor the academic performance, mental health,

and psycho-social well-being of students during the implementation of flexible learning.

- 30.4 The monitoring mechanism shall be included in the Flexible Learning Primer that shall be developed and published for dissemination to students and faculty.
- 30.5 The Office of the VPAA shall ensure compliance of all concerned to the implementation of this IRR.

Section 31. In the implementation of these IRR, the University may introduce modifications through the amendment of its provisions as the need arises.

Section 32. This IRR shall take effect immediately upon approval. Any provision hereof that may be in conflict with any existing laws, rules or regulations promulgated by higher authorities shall be deemed inoperative.