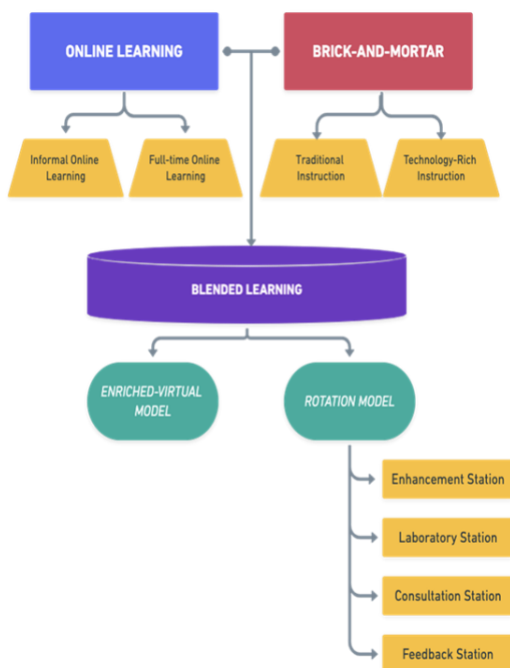




Guidelines on the Conduct of Home-Based Alternative Learning Modalities (HBALMs) AY 2021-2022

Introduction:

The diagram below is the over-all educational model that the Dr. Mariano Que College of Pharmacy shall adopt when face-to-face teaching becomes possible. The certification from CHED, following the provisions and guidelines from DOH, and IATF will govern the implementation of the blended learning or hybrid education for academic year 2021 – 2022. Classes for all year levels will be on a virtual platform where the primary delivery of content and instruction is online. Students enrolled in the program must have guaranteed online access so they can participate fully in the enriched virtual world that may include online discussions, chat rooms, synchronous lectures, and examinations.



Originally proposed in A.Y. 2020 – 2021, the hybrid education and the use of digital tools as the principal hubs of learning will still be used to successfully implement blended education should the College be allowed for limited face-to-face engagements. In this model, students will have face-to-face engagement whilst maintaining social distancing. We will be using the rotation model so we can limit the number of students in each station when they come to school. Rotations will include enhancement station for 10-15 students aimed at addressing the gaps during the on-line learning. Here students can receive further instruction or didactic lectures. In the meantime a portion of the class (10-15 students) will be at the laboratory station performing actual hands-on experiment. The consultation station will address individual needs of students or a group of up to 5 students who have common interests or problems. This may include health and wellness advising or activities. The feedback station is where 10 to 15 students may give feedback on the course work through an assessment instrument and also ask for clarification and/or further discussion of certain topics (see Guidelines on the Conduct of Home-Based Alternative Learning Modalities (HBALMs) for AY 2020 - 2021) .

In line with the granting of certification for limited face-to-face classes, the Dr. Mariano Que College of Pharmacy joined the DLSMHSI academic colleges in applying for authorization to conduct limited face-to-face classes. Appropriate retrofitting measures were done in preparation for the LGU and CHED visits and we assured that we are very much ready to implement limited face-to-face classes in the college. The visits happened last July 14, 2021 by the Local Government Unit of Dasmariñas Cavite, and July 26, 2021 by CHED IV-A representatives. While the latest visit of CHED grants DLSMHSI approval of the limited face-to-face classes for the applied programs, Pharmacy will not be included in the certificate to be released soon. An addendum of the policies and guidelines on the conduct of limited face-to-face classes for Pharmacy schools must first be included in the current JMC which should be drafted by the Technical Committee on Pharmacy Education of CHED.

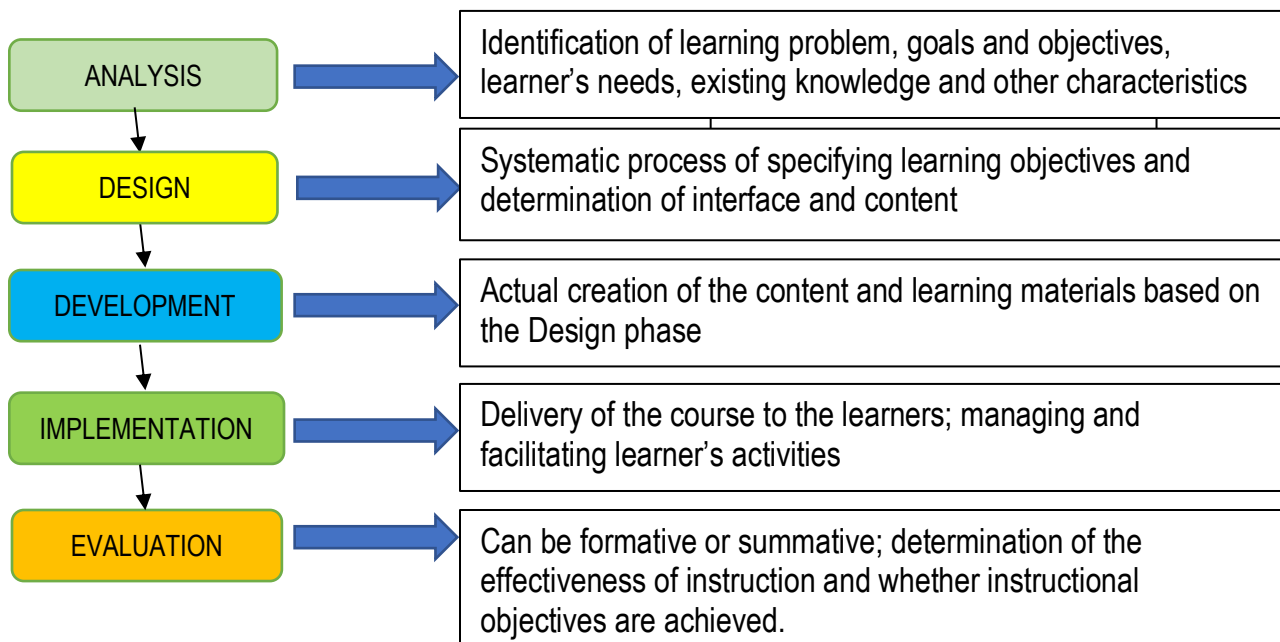




While we wait for the final inclusion of the BS Pharmacy program in the CHED certification for the gradual return to face-to-face engagements, the College will continue its delivery of instruction using the ADDIE Instructional Design Model through synchronous and asynchronous sessions and activities.

A. Rationale

The College of Pharmacy adopted the ADDIE Instructional Design Model in the implementation of HBALMs. In this model, 5 important stages namely *Analysis, Design, Development, Implementation, and Evaluation* are considered in the delivery of instruction. This model was chosen since a good instructional design should always begin with the analysis of the learners and their needs and clear descriptions of goals and objectives and should end with an evaluation in order to determine effectiveness of the instruction. A detailed description of the ADDIE Model is given below:



REFERENCE: PNU (2013). A Reviewer for the Licensure Examination for Teachers (Professional Education

B. General Guidelines in the Implementation of Home-Based Alternative Learning Modalities:

I. Conduct of Lecture Classes:

1. The lecture classes of pre-professional and professional courses will be delivered through synchronous and asynchronous mode using the Institutional Learning Management System, Blackboard OpenLMS and video conferencing applications.
2. Synchronous sessions will be conducted using a video conferencing application recognized by the institution (e.g. Zoom, Cisco Webex, Microsoft Teams)





3. Asynchronous learning delivery will be implemented at least once per term (3 per semester) for each course to lessen the general feeling of exhaustion as a result of the physical and mental toll of constant video-conferencing.
4. Asynchronous activities may include, but are not limited to, the following:
 - a. Reading assignments
 - b. Pre-lecture videos or modules
 - c. Self-paced online learning material
 - d. Learning activity sheets
 - e. Enrichment activities
 - f. Virtual simulations
5. To ensure quality and adherence to the principles of instruction, all online teaching plans per course and modules for self-study will undergo validation prior to student use. These materials should be made available to the students prior to the start of the semester. A sample format for the online module is given below:

Description	Content
Module Title:	
Lesson Title:	
Intended Learning Outcomes:	
Description of the Lesson:	
Targets/Objectives:	
Lesson Proper:	<i>Activity:</i>
	<i>Analysis:</i>
	<i>Abstraction:</i>
	<i>Application:</i>

6. Depending on the nature and desired learning outcomes per course, faculty members may utilize any or a combination of the following teaching methodologies and strategies declared in the Creative Learning Plan of the college. These should address the desired learning objectives per topic. Expected outputs and assessment tools to be employed for each course should be aligned to the teaching methodologies applied based on the principle of constructive alignment.

Teaching Strategies	Activities	Expected Outputs	Assessment
Classroom flipping	<ul style="list-style-type: none"> ● Assignment of readings and instructional materials ● Real time on-line discussion with back and forth engagement regarding the lesson 	<ul style="list-style-type: none"> ● Participation in an online group with recorded feedbacks or transcripts of the discussion 	<ul style="list-style-type: none"> ● On-line quiz per lesson ● Feedback ● Portfolio assessment (Working portfolio)





	<ul style="list-style-type: none"> Teacher will employ scaffolding to bridge the gap in knowledge and learning of the students 		
Mind mapping	<ul style="list-style-type: none"> Students are asked to create mind maps to better understand the learning materials Sharing of the student's mind maps to classmates to integrate related ideas and concepts that can be used as aid for studying 	<ul style="list-style-type: none"> Student's individual mind maps Sharing sessions with a study group 	<ul style="list-style-type: none"> On-line quiz Portfolio assessment (Working portfolio) Peer evaluation
Self-learning	<ul style="list-style-type: none"> The students are asked to research on a special topic of interest out of the materials discussed and make an in-depth assessment The students will discuss in an on-line group (students with same interests), this topic of common interest. The students will accomplish KWLS chart (What I Know, What I Want to Know, What I Learned, and What I Still Want to Learn) 	<ul style="list-style-type: none"> Reflective journal KWLS Chart Chunking the data tabulation (Important Terms, Important Concepts, Important generalization, Insights Learned) 	<ul style="list-style-type: none"> Graded Journal Graded chunking the data tabulation On-line quiz
"Chunk the lesson"	<ul style="list-style-type: none"> Presentation of information in chunks, like a 10 or 15-minute presentation that can be done by making a video or You tube presentations for students 	<ul style="list-style-type: none"> Video presentation or multimedia presentation 	<ul style="list-style-type: none"> Quality and completeness of presentation
Collaborative Teaching	<ul style="list-style-type: none"> Can be done through on-line guided discussions, discussion forums, collaborative work activities and on-line peer tutoring 	<ul style="list-style-type: none"> Reflective journal Group Presentation 	<ul style="list-style-type: none"> On-line quiz Graded Reflective journal Graded group presentation based on a rubric

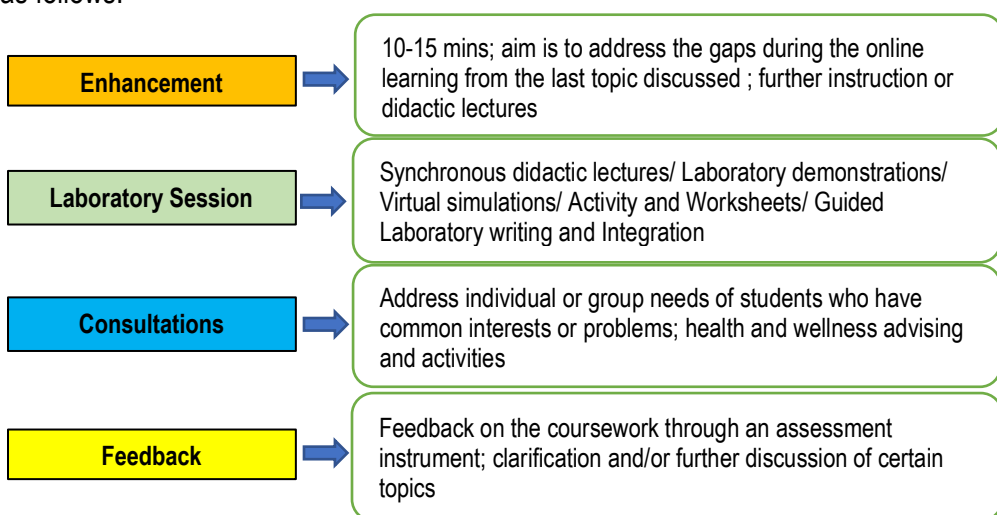
*For a sample of a learning plan using specific teaching strategies and employing the ADDIE model of instructional design, kindly see appendix A.

II. Conduct of Laboratory Classes:





1. The laboratory classes will follow the type of delivery and schedule of their respective lecture components with synchronous and asynchronous components for first-year to third-year students.
2. Laboratory activities are carried out individually or in groups depending on the objectives and learning outcomes of the courses
3. As reflected in the Creative Learning Plans, the laboratory session will follow the rotation model of blended learning wherein students will be divided into 4 stations namely *enhancement station, laboratory session, consultation session, and feedback station*. The HBALM of laboratory classes can be implemented by adopting the same rotation model as follows:



4. Following the schedule of classes, the total hours of synchronous and asynchronous teaching must be equal to the total number of hours to be delivered in the semester.
 - a. For a 1-unit laboratory class, a total of 54 hours is needed to be delivered in the semester.
 - b. For a 2-unit laboratory class, a total of 108 hours is needed to be delivered in the semester.
5. Just like in the lecture part, learning materials to be used in the laboratory as part of the alternative modalities should undergo validation and should be made available to the students before the start of the semester. The sample format for the online module suggested for lecture may also be used for laboratory alternative activities.
6. The synchronous sessions of the laboratory course can adopt these suggested strategies depending on applicability (see table below):





Teaching Strategies	Activities	Expected Outputs	Assessment
<p>Dry Laboratory Station</p> <p><i>Students are provided with laboratory procedures</i></p>	<p>An on-line module can be prepared highlighting the following contents:</p> <ul style="list-style-type: none"> • Discussion of the principle involved in the experiment • Reasons for important steps in the procedure • Precautions during conduct of experiment • Analyzing previously obtained data and discussion on the results of the experiment 	<ul style="list-style-type: none"> • Post lab report or an on-line module 	<ul style="list-style-type: none"> • On-line quiz per lesson • Laboratory report portfolio
<p>Wet Laboratory Station</p> <p><i>Students are shown videos of actual laboratory performances of experiments</i></p>	<ul style="list-style-type: none"> • Demonstration using videos for actual wet laboratory procedures • Reasons for important steps in the procedure • Precautions during conduct of experiment • Analyzing obtained data and discussion on the results of the experiment 	<ul style="list-style-type: none"> • Post lab report • Feedback forms 	<ul style="list-style-type: none"> • On-line quiz

- One to two experiments will be assigned per week depending on the number of units of the laboratory and the learning objectives for a specific session.
- Limited face-to-face instruction will be conducted for the third-year students enrolled in PH-PHR 328 (Pharmacy Research and Thesis Writing) in the second semester. Only students with research topics covering pharmaceutical sciences will be allowed to work in the College laboratory for the completion of their research implementation. Policies and guidelines for students will be based on the current safety protocols by the IATF, the Provincial Government of Cavite, the Institution, and the College Guidelines for the Conduct of Thesis Research Projects for the Second Semester of Academic Year 2021 - 2022. The College was given permission by the LGU, CHED and IATF to conduct limited face to face engagements specific for thesis implementation when and if needed.





III. Policies on the Submission of Requirements, Setting of Deadlines, Conduct of Assessments and Giving of Grades:

1. Students should be informed of the deadline of requirements, intended activities and assessments to be employed at least one week before the submission date or during the orientation session for the requirements or activities.
2. Submission of online requirements should be made only through the Blackboard OpenLMS or Institutional Google Drives.
3. To facilitate learning and diagnose learning needs immediately, formative evaluations can be given during the course of instruction. Summative evaluations in the form of term examinations are required to be given as prescribed and scheduled by the institution.
4. Term grades must be encoded in the School Automate, except for courses which may require cumulative acquisition of grades from preceptors such as in the case of the Supervised Pharmacy Practice Experience. The academic department chairs will be responsible for closely monitoring the faculty members in their respective departments. To ensure timely feedback of performance of students, evaluations are communicated after term exams.
5. Specific guidelines on the conduct of online classes, such as attendance, examinations, and virtual proctoring for students and faculty members are established (See Appendix B) and disseminated to the students by the academic department chair through a year-level general assembly.

IV. Consultation and Mentoring Engagements:

1. For the online laboratory session, consultation and mentoring can be done when the students are doing the online module and accomplishing their laboratory activities/reports. The faculty members may opt to put a discussion board on the online platform intended for some clarifications from the students. Online real-time consultations can also be scheduled between the teacher and student during the feedback sessions or upon request for appointment.
2. For the rotational laboratory session (when face-to-face engagement is allowed), consultation and mentoring can be done during the enhancement and feedback session.
3. For the whole semester, each faculty will still maintain the required number of consultation hours over and above those online (synchronous or asynchronous) engagements included in their contact time per subject. The required number of consultation hours will be reflected in their OVCA Form 102A (Individual Faculty Schedule). The Academic Department Chairs will monitor the availability of the faculty during their consultation hours.
4. Consultations or mentoring engagements done beyond the declared consultation hours of faculty members must be fully documented with appointment forms and will be monitored by the Office of the Vice Dean.





DE LA SALLE MEDICAL AND HEALTH SCIENCES INSTITUTE

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ACADEMICS
DR. MARIANO QUE
COLLEGE OF PHARMACY

For the faculty of the College of Pharmacy:

Louie Fernand D. Legaspi, RPh, MHSS
Dean

Endorsed:

Juanito O. Cabanias, LPT, PhD
Vice Chancellor

Prepared: *Reeva Ann L. Sumulong, Alicia P. Catabay, Sigfredo B. Mata, and Louie Fernand Legaspi, August 2021*





Appendix A
SAMPLE LEARNING PLAN EMPLOYING ADDIE MODEL AND SELECTED TEACHING STRATEGIES:

TOPIC	TEACHING STRATEGIES	ANALYZE	DESIGN	DEVELOP	IMPLEMENT	EVALUATE ASYNCHRONOUS OR SYNCHRONOUS
Nervous System	<p>"Chunk" the lessons</p> <p>Mind Mapping</p>	<p>This topic will discuss the various components of the nervous tissue to help the students understand its structural and functional properties and how they are classified.</p> <p>This topic will also give emphasis in understanding the structure and function of the central and peripheral nervous system and how they communicate with and regulate most of the body tissues.</p> <p>This lesson is intended to last for a minimum of two weeks.</p> <p>The students will be assigned to watch a short video (15mins) on the divisions of the Nervous System and their basic function.</p> <p>Students are also instructed to complete an online quiz to test/assess their knowledge on the topic and identify learning gap.</p>	<p>An Online Learning Module will be uploaded in the <i>Blackboard OpenLMS</i>.</p> <p>The objective of the online learning module is to guide the students in studying.</p> <p>At the end of the module, the students are expected to:</p> <ul style="list-style-type: none"> Describe the organization and functions of the nervous system Demonstrate understanding of the normal and abnormal functions of the nervous system. Describe the mechanism of disease, and identifying treatment and management of disease. <p>The students are assigned to precisely define terminologies used in the module in order to prevent confusion.</p> <p>Guide questions will be given and students are required to gather information.</p> <p>The students are asked to make a summary of The Nervous System using Mind Map. The students are instructed to upload this in the discussion section created in the <i>Blackboard OpenLMS</i></p> <p>Suggested readings/references that the students may use are also included in the module.</p>	<p>Based on the inputs of the students in the Mind Map, a picture or a question is uploaded in the <i>Blackboard OpenLMS</i> to start a discussion forum among the students.</p> <p>The faculty member will:</p> <ul style="list-style-type: none"> Prepare for the abstraction based on the input from students in the discussion platform. Evaluate all the student input. Plan the main teaching points for the lesson in order to close the learning gap identified in the analyze phase. 	<p>Online face-to-face (synchronous) discussion.</p> <p>The focus of the discussion will be based on the result of the evaluation of the faculty in the develop phase.</p> <p>Clarifications and polishing of learnings.</p> <p>Question and answer</p>	<p>Case Study</p> <ul style="list-style-type: none"> Students will be given a case study and will be asked to answer related questions to test their understanding of the topic. <p>Online Quiz</p> <ul style="list-style-type: none"> Students will be given an online quiz to test their knowledge of the information gained.





Appendix B

GUIDELINES ON THE CONDUCT OF ONLINE CLASSES

Definition of Terms

(Excerpt from CIETI-2021-003: Online Learning Definition of Terms)

- **Asynchronous Learning** – a form of instruction where students' learning happens at their own pace and schedule. In the delivery of asynchronous instruction, the digital and online learning that could be employed include pre-recorded video lessons, modules, workbooks, and other learning tasks that students complete independently. Other forms of interactions in asynchronous may include email exchanges between teachers, online discussion boards, and course management systems that organize instructional materials and correspondence, among many different possible variations.
- **Blended Learning** – also called hybrid learning and mixed-mode learning; a practice of applying both online and in-person learning experiences when teaching students. It is a formal education in which classroom and online learning complement each other.
- **Distance Learning** – a separation of learner and teacher throughout the length of the learning process with the use of technical media, such as print, audio, video, or computer technology, which facilitate remote two-way communications between the learners and teachers.
- **Learning Management System (LMS)** – a platform that holds course contents and materials, delivers activities, holds online discussions and administration in one online system. It allows the teachers to manage classes and track their students' progress, highlighting areas of strength and weakness for ongoing performance improvement. It combines the essential tools of electronic communication, content presentation, and class management in a single web environment.
- **Online Discussion** – the most interactive part of distance learning. It is where the teacher delivers the course content in real-time, or synchronous mode, to the learners. In an online discussion, the learners can also directly interact with the teachers and with other learners, and express and share their opinion in real time environment.
- **Online Learning** – a type of learning which engages learners and facilitates their learning through the Internet. Different electronic tools are used to create and deliver learning materials through online learning environment. It facilitates collaboration, interaction, and communication with teachers, other students, and content experts anywhere and anytime through the use of the Internet. A wide range of technologies supports these opportunities, including, but not limited to, text, video, audio, and multimedia presentations that may take place synchronously or asynchronously.
- **Synchronous Learning** – a form of education where teaching and learning occur at the same time, but not in the same place (i.e., in remote location). The term is most commonly applied to various televisual, digital, and online learning in which the students learn from teachers and peers in real-time, but not in-person or face-to-face. Examples of synchronous learning modalities include video conferences, interactive webinars, chat-based online discussions, and lectures which are broadcast at the same time.





Attendance in Classes

1. The students are considered officially enrolled in a subject if their names appear on the official list of enrolled students from the Registrar. They are also automatically enrolled in the integrated learning management system of the Institute, iLS. Cloud, specifically, the Blackboard Open LMS.
 - a. If the students are not automatically enrolled in their courses in the Blackboard Open LMS, they should email their concern to their subject teacher and/or faculty class adviser. This must be done within the first week of classes to avoid pile up of class activities.
 - b. The students are responsible for regularly checking their enrollment in the courses in the Blackboard Open LMS. These must match all the subjects that they enrolled in the program.
 - c. Inability to join synchronous online classes, participate in online activities, or submit requirements resulting from failure to check their enrollment in Blackboard Open LMS is considered an unexcused absence.
 - d. Class hours lost by late registration and late enrollment in their Blackboard Open LMS courses are considered as absences.

2. In **synchronous classes**,
 - a. Attendance in synchronous classes is based on the students' actual presence in the chosen online meeting platform of the subject teacher. The students should log in to the Attendance activity module to record their attendance. The faculty-in-charge or subject teacher may also check the attendance by other means.
 - b. **The maximum allowable number of absences (excused or unexcused) of a student per semester is 20% of the total number of synchronous class hours.** The students shall automatically be failed if they incur absences more than the allowable percentage of synchronous class hours.
 - c. **Excuse slips should be emailed to the subject teacher not later than five (5) working days after the incurred absence.** Otherwise, such absence will be considered unexcused.
 - d. In case of scheduled power interruption, the students should immediately notify their subject teacher and request to be excused from attending the synchronous class. They must submit an excuse slip together with a notification from their locality's electric distribution utility (company).
 - e. In case of intermittent disconnection of Internet before or during the class, the students should immediately report their problem to the subject teacher. They must gather sufficient evidence (e.g., screenshot of the examination page, an advisory posted in the Internet service provider's webpage/social media, Internet speed test, etc.) with timestamp to present to their subject teacher. This must be sent via email together with their excuse slip and the details of their absence.
 - f. Upon the discretion of the subject teacher, absences may be excused when they are incurred due to any of the following:
 - i. Student medical emergencies
 - ii. Bereavement or death in the family
 - iii. Special/official appointments
 - iv. Scheduled power interruption
 - v. Instability of Internet connection
 - g. The students will not be admitted and be considered absent if they log in to the synchronous meeting room after more than 50% of the synchronous class hours has lapsed, or they have not entered the waiting room at any point during the synchronous session.
 - h. The students who log in to the synchronous meeting room after the first 25% up to 50% of the synchronous class hours will be admitted in class, but they will be marked late. (For example, in a 2-





hour synchronous class, students are marked late when they enter the meeting after 30 minutes up to 1 hour of the class.) Three (3) marks of tardiness will be considered as one absence.

- i. At least 50% of the synchronous session must be attended by the student.
 - j. Absence and tardiness must be communicated with the faculty member and adequate proof should be provided for documentation.
 - k. The synchronous class is considered cancelled when the meeting room is not opened by the faculty member after 25% of the class hours has lapsed unless prior communication has been made. The class representative should inform the Academic Department Chair about the failure of the subject teacher to log in within the prescribed waiting period.
 - l. Faculty members opening the synchronous session within the prescribed waiting period may mark “absent” students who leave earlier than the prescribed time.
 - m. Regardless of the reason for absence, the students shall be responsible for all missed requirements of the course.
3. In **asynchronous lessons**,
- a. The students shall not be required to log in to the Attendance activity module. However, they may be required by the faculty-in-charge or subject teacher to submit outputs not later than the end of the class period.
 - b. The students are responsible for regularly checking their Blackboard OpenLMS courses for uploaded activities. They shall also be responsible for monitoring the deadlines of these activities.
 - c. The students are encouraged to consult with the subject teacher during this asynchronous lesson. They may do so through the teacher’s institutional email accounts, Blackboard OpenLMS Messages, or a pre-arranged online meeting.
 - d. Upon the discretion of the subject teacher, the deadline for submission of outputs, or completion of requirements may be set with some flexibility to provide the students sufficient time in accomplishing these tasks.
 - e. The students who fail to accomplish the asynchronous activities due to student medical emergencies, bereavement or death in the family, special/official appointments, scheduled power interruption, or unstable Internet connection must immediately inform their subject teachers. Upon the discretion of their subject teachers, they may be given a special assignment or an extension in the deadline for submission.

Specific Guidelines on the Conduct of Synchronous Classes

1. In the conduct of synchronous classes, the students are required to have at least one device with a functioning microphone and video camera. This may be a mobile phone, tablet, laptop, or desktop computer.
2. The students will be required to turn on their video camera for the duration of the synchronous class.
 - a. Use of a virtual background is allowed. However, this must NOT contain text and/or images, which are considered distracting, obscene, offensive, discriminatory, hateful, racist, insulting, sexist, bullying, harassment, libelous, defamatory, and derogatory, or is otherwise unlawful or not acceptable to the DLSMHSI community. Use of images that belong to this list is a **Major Offense (Gross Misconduct)** as specified in **Article XIX Section 11** of the Institutional Student Handbook for the Academic Year (A.Y.) 2020–2023.
 - b. When the students prefer NOT to use a virtual background, they must ensure that there are no distracting items or obscenity within the field of view of the camera. Otherwise, they will be removed from the meeting immediately.
3. The students are requested to find a quiet place from where they will virtually join the remote meeting. They will be asked to mute themselves at the start of the class and for the entire duration of the session, except





during recitation. To avoid overlapping of audio during recitation, the students are encouraged to use the Raise Hand button in the online meeting platform and wait to be acknowledged before unmuting their microphone.

4. Pre-recorded video lectures may be provided to the students through the Blackboard OpenLMS. The students are encouraged to view the recording before attending the synchronous classes on their available time.
5. The recording of the lesson will be given only to the students who signified having Internet connectivity issues, provided that they have presented the appropriate proofs (with timestamp), such as a screenshot of the examination page, an advisory posted in the Internet service provider's webpage/social media, Internet speed test, etc.

Dress Code and Grooming During Synchronous Classes

(Adapted from The Student Affairs memorandum dated September 30, 2020)

1. The students are expected to be smartly dressed and well-groomed while attending synchronous classes. If the students' attire is considered distracting, provocative, suggestive, or offensive, the faculty member may issue an electronic Violation Slip. Habitual offenses due to inappropriate dress code and grooming are subject to sanctions stated in the Institutional Student Handbook A.Y. 2020–2023.
2. Wearing of makeup among the female students is allowed for as long as it is modestly put on and leaves the natural feature of the students' face.
3. Hairstyles and haircuts must fall within the range of neat to up-do. Unnatural hair coloring is strictly prohibited.
4. Exposing body tattoos and piercing in areas other than the ears (for female students) is not allowed.
5. The recommended **upper garment** during synchronous classes includes the following (in order of preference):
 - a. School uniform (if available);
 - b. La Salle shirts;
 - c. DLSMHSI college shirts (whose design has the approval of The Student Affairs and the Institutional Communications Office), or sanctioned National Service Training Program (NSTP) shirts;
 - d. Collared shirts or buttoned-down shirts with sleeves and appropriate undergarments (for thin, or semi-transparent shirts);
 - e. Plain, sleeved shirts (round-neck, V-neck, turtleneck, cowl neck, etc.) with appropriate undergarments (for thin, or semi-transparent shirts). (When the shirts have print, this must NOT contain text and/or images, which are considered distracting, obscene, offensive, discriminatory, hateful, racist, insulting, sexist, bullying, harassment, libelous, defamatory, and derogatory, or is otherwise unlawful or not acceptable to the DLSMHSI community.);
 - f. Turtle-neck shirts, cowbells, and cashmeres; and
 - g. (Optional) Jackets, cardigans, cable knits, shawls, or cashmeres
6. The following upper garments are NOT allowed (adapted from the **DLSMHSI Dress Code** as specified in the Institutional Student Handbook A.Y. 2020–2023):
 - a. Sleeveless shirts or blouses (unless worn with an overlying blazer or jacket);
 - b. Blouses and dresses that reveal or expose the breasts, navel, and/or undergarments;
 - c. Mid-riffs, backless, and hanging blouses that expose the abdomen and/or lower back;
 - d. Body-fit shirts, blouses, or dresses;
 - e. Hats, caps, hoodies, and similar head-worn items that obscure the face;





- f. Shades or sunglasses; and
 - g. Face masks and/or tinted face shields (unless the student is in a public area where wearing of this is mandatory)
7. Where necessary, i.e., demonstration exercises in which the students may be required to stand up and present their full body or their lower body, the following **lower garments** are recommended to be worn:
- a. School uniform, i.e., white pants (if available)
 - b. Trousers and long/short pants (either loose or tight) spanning waist-to-knee level or waist-to-ankle level; and
 - c. Open-toed slippers, leather or rubber shoes
8. Where necessary, i.e., demonstration exercises in which the students may be required to stand up and present their full body or their lower body, the following lower garments are NOT allowed:
- a. Miniskirts that expose more than one third of the thigh;
 - b. Ripped jeans, particularly those exposing sensitive body parts; and
 - c. Leggings or tight pants without appropriate undergarments

GUIDELINES ON THE CONDUCT OF ONLINE EXAMINATIONS

General Guidelines for the Faculty Members

1. The examinations that are conducted in the College can either be (a) virtually (or remotely) proctored or (b) programmed. In either conduct of the examination, the questions are recommended to be encoded in the iLS.Cloud (Blackboard Open LMS), or any other online quiz as the faculty member sees fit.
 - a. The choice of the conduct of the examination and the quiz platform should be communicated with the Academic Department Chair and approved at least two (2) week before the schedule of examination.
 - b. The faculty member may choose to conduct a mixture of virtually proctored and programmed examination for the entire semester.
 - c. The faculty member should communicate with the students the mechanisms to ask questions or clarifications during the examination. Only concerns addressed through the Messages of the Blackboard OpenLMS, and the Chat of the online meeting platform shall be entertained. There shall be an open line of communication between the teachers and the students to immediately address concerns in the examination.
2. For **virtually proctored examinations**,
 - a. The faculty-in-charge of the subject/course must ensure that the students have already submitted their **Consent Form** for virtual proctoring.
 - b. The virtual proctoring may be conducted through any of the following applications: Zoom Web Conference, Google Meet, or Cisco Webex. The faculty-in-charge or the subject teacher needs to communicate the application that will be used to the examination proctors and the students at least one (1) day before the schedule of the examination.
 - c. At least three (3) faculty members are recommended to proctor a class/section. A ratio of 1:15 proctor-to-students should be maintained to ensure a well-monitored proctoring of the examination.
 - d. The faculty-in-charge or the subject teacher should have the following settings for the online examination:
 - i. **Timing:** 2.5 hours (2 hours of actual examination, and 30 minutes of preparation including checking of attendance, audio-video equipment, and physical environment of the students)





- ii. **Navigation Method:** Free Navigation and one question per page
 - iii. **Question Behavior:** Shuffle within questions
 - iv. **Review Options:** Uncheck all
 - v. **Number of Attempts:** 1
- e. At least one week before the schedule of the examination, the faculty-in-charge or the subject teacher should remind the students to prepare ONLY two (2) devices/gadgets with functioning microphone and video camera. One will be used to answer the online examination (**primary device**), and the other will be used for the virtual proctoring (**secondary device**). In addition, students need to be reminded that they are not allowed to have an additional screen (extended monitor) during the examination.
- f. The students who fail to join the meeting 30 minutes before the schedule of the examination will not be allowed to take the examination due to their inability to have the necessary checks in the preparation period. They need to present a viable excuse letter with necessary proof in order for the faculty-in-charge or the subject teacher to consider a special examination. However, this is not guaranteed, and it is subject to the discretion of the faculty-in-charge or the subject teacher. The students will also be required to pay the necessary special examination fees if they are permitted.
- g. If the students are not allowed to take a special examination, they automatically get a score of 0.00%.
3. For **programmed examinations**,
- a. The faculty-in-charge or the subject teachers should ensure to synchronously monitor the conduct of examination.
 - b. The attendance of the students shall be checked within the first 20 minutes of the examination.
 - c. The faculty-in-charge should have the following settings for the online examination:
 - i. **Timing:** 1.5 hrs to 2 hrs depending on the course. It is recommended that 1.5 hours are allotted in term examinations of lecture-only courses, and 2 hours in those having both lecture and laboratory parts. (Laboratory examinations, however, are advised to be given on the last meeting prior to the term examination week.) Final examinations are conducted for 2 hours.
 - ii. **Navigation Method:** Sequential and one question per page
 - iii. **Question Behavior:** Shuffle within questions
 - iv. **Review Options:** Uncheck all
 - v. **Number of Attempts:** 1

Virtual Proctoring Instructions for the Proctor

1. Before the examination,
 - a. The proctor shall start the online meeting platform for virtual proctoring at least 30 minutes before the start of the examination.
 - b. Upon entering, they shall remind the students in the Waiting Room to rename themselves with the following format: **(Year and Section) (Surname) (First Name and Middle Initials)**. For example: **PHAR 1-1 Sumulong RAL**. Otherwise, they may do so once they are let in the meeting.
 - c. The proctor shall remind the students to log in their **Attendance** for the examination during the first 15 minutes of the preparation period.
 - d. During the preparation period, the proctor shall ensure that the following requirements are satisfied by the students:
 - i. The microphone and camera for both their gadgets are functioning.
 - ii. Their working space or environment is well-lit.
 - iii. Their working space is free from distractions and noise.





- iv. There is a 360-degree view of their working space.
 - e. The proctor shall remind the students to **unmute** the microphone in their primary device. They may ask the students to test the audio coming from their microphone during the preparation period. This must remain unmuted for the duration of the preparation period, and the entire examination. The microphone of the secondary device must be muted to avoid audio feedback.
 - f. The proctor shall check if the video camera of the secondary device shows their working space, and a clear view of the computer screen (primary device). The primary device must provide a clear view of their face, and the secondary device must visibly show their computer screen (primary device). The position of the devices may be asked to be adjusted to conform with the requirements. Additionally, the screen brightness may also be requested to be adjusted, if necessary. Lastly, the screen of the primary device should **ONLY** display the examination page. Unless otherwise stated (or required in the examination), no other tabs, windows, or applications are allowed to be opened during the entire duration of the examination.
 - g. After the audio and video check, the proctor may provide additional instructions.
 - h. The proctor shall inform the students that when they are done with the examination, they must post "Finished" in the Chat of the online meeting platform. This must be posted for everyone in the session, and not only to the proctor. The proctor shall also inform the students that they are only allowed to leave the session after they are acknowledged and permitted to do so.
 - i. The proctor shall permit the students to do the following activities: review notes, get snacks and refreshments, go to the comfort room, and prepare scratch papers. However, in the last 5 minutes of this period, they must show a clear working space and their blank scratch papers to the screen for final check. **(Note:** The students are no longer allowed to go to the comfort room during the whole duration of the examination. If they feel the urge to use the comfort room, they need to immediately submit the examination and they will not be allowed to resume or continue afterwards.
2. During the examination,
- a. The proctors shall regularly check their Chat to monitor questions or clarifications from the students. They should also communicate with the faculty-in-charge or subject teacher regarding students' concerns in the examination.
 - b. The proctor shall start the recording after checking the audio and video of the students, and their working space. The recording of the virtual proctoring shall be kept for not more than two (2) weeks after the encoding of grades, or until allowed by the College Discipline Committee. The recording is kept to review the conduct of the examination in the event of a suspected misconduct.
 - c. The proctor shall inform the students of the start of the examination. The examination shall begin automatically as scheduled.
 - d. The proctor shall immediately call the attention of the student if their screen has turned black, or the primary device is muted. The status of the student's examination must be checked as soon as this happens.
 - e. The proctor shall be attentive for any suspicious behaviors and sounds during the entire duration of the examination. Any suspicious activities of the students are called out during the examination. These also need to be reported to the faculty-in-charge or subject teacher, and if necessary, an investigation may be initiated through the College Discipline Committee.
 - f. In the event of disconnection during the examination, the proctor shall take note of the time when the student leaves the online meeting room. Moreover, the proctor shall report this to the faculty-in-charge to check the student's status of the examination.
 - g. The proctor shall regularly remind the students of the remaining time to finish the examination.





- h. The proctor may allow the students to eat and drink during the examination; provided, their food and drinks have been prepared and checked before the start of the examination.
3. When a student finishes ahead of time and has signified it by posting "Finished" in the Chat, the proctor shall check the status of the examination in Blackboard OpenLMS before permitting the student to leave the session.
4. At least 5 minutes before the end of the examination, the proctor shall remind the students that the examination will automatically close on schedule, and unfinished examinations will be submitted accordingly.
5. The proctor shall allow the students to leave the session after the examination closes. The students do not have to post "Finished" in the Chat.

Virtual Proctoring Guidelines for the Students

1. The students need to have submitted the Consent Form for virtual proctoring at least one (1) week before the Preliminary Term Examination of the course/subject.
2. The students shall ONLY have two (2) devices/gadgets with functioning microphone and video camera. One will be used to answer the online examination (primary device), and the other will be used for the virtual proctoring (secondary device). The primary device may be a laptop or a desktop computer. An additional screen (extended monitor) is NOT allowed during the examination.
3. Before the examination,
 - a. The students shall enter the online meeting platform for virtual proctoring 30 minutes before the start of the examination.
 - i. Those who fail to join the meeting 30 minutes before the schedule of the examination will not be allowed to take the examination due to their inability to have the necessary checks in the preparation period.
 - ii. They need to present a viable excuse letter with necessary proof in order for the faculty-in-charge or the subject teacher to consider a special examination. However, this is not guaranteed, and it is subject to the discretion of the faculty-in-charge or the subject teacher.
 - iii. The students will also be required to pay the necessary special examination fees if they are permitted.
 - iv. If the students are not allowed to take a special examination, they automatically get a score of 0.00%.
 - b. Upon entering, they shall rename themselves with the following format: **(Year and Section) (Surname) (First Name and Middle Initials)**. For example: **PHAR 1-1 Sumulong RAL**.
 - c. The students shall accomplish the **Attendance** for the examination during the first 15 minutes of the preparation period.
 - d. During the preparation period, the student shall ensure the following:
 - i. The microphone and camera for both gadgets are functioning.
 - ii. The working space or environment is well-lit.
 - iii. The working space is free from distractions and noise.
 - iv. There is a 360-degree view of the working space.
 - v. When using a laptop, it must be plugged in and not on battery power.
 - vi. In the Power and Sleep setting of the laptop/desktop computer, the Screen and Sleep Modes are set to:
 - **Screen:** When plugged in, turn off after: Never.
 - **Sleep:** When plugged in, PC goes to sleep after: Never.
 - e. The students must **unmute** the microphone in their primary device. They may be asked to test the audio coming from their microphone during the preparation period. This must remain unmuted for the duration





- of the preparation period, and the entire examination. The microphone of the secondary device must be muted to avoid audio feedback.
- f. The students must make sure that the video camera of the secondary device shows their working space, and a clear view of the computer screen (primary device).
 - g. The students must ensure that the primary device provides a clear view of their face, and the secondary device visibly shows their computer screen (primary device).
 - h. The screen of the primary device should ONLY display the examination page. Unless otherwise stated (or required in the examination), no other tabs, windows, or applications are allowed to be opened during the entire duration of the examination.
 - i. After the audio and video check, additional instructions may be provided by the proctor.
 - j. During the preparation period, the students are still allowed to do the following activities: review notes, get snacks and refreshments, go to the comfort room, and prepare scratch papers. However, in the last 5 minutes of this period, they must show a clear working space and their blank scratch papers to the screen for final check. (**Note:** The students are no longer allowed to go to the comfort room during the whole duration of the examination. If they feel the urge to use the comfort room, they need to immediately submit the examination and they will not be allowed to resume or continue afterwards.
4. During the examination,
- a. The students need to stay within the field of view of the primary device's video camera.
 - b. The students must ensure that the secondary device has a visible view of the screen showing the examination page. They are not allowed to open new tabs, windows, or applications unless otherwise stated or required in the examination.
 - c. The students shall keep their attention to the examination page (screen of the primary device). Any suspicious behaviors during the examination shall be called out, and if necessary, these shall be investigated accordingly.
 - d. The students are allowed to eat and drink during the examination; provided, their food and drinks have been prepared and checked before the start of the examination.
5. When the students finish before the scheduled end of the examination, they must post "Finished" in the Chat of the online meeting platform. This must be posted for everyone in the session, and not only to the proctor. The students shall wait for the acknowledgment coming from the proctor before leaving the session.
6. The students do not have to post "Finished" in the Chat when they finish the examination on time, or when the examination automatically closes. They may leave the session immediately.

Missed Examinations and Internet Disconnection During Examinations

1. If on any occasion the students will not be able to take the examination due to unforeseeable circumstances (e.g., illness and other medical conditions that will limit their ability to take the online examination), they will be excused. They will be allowed to take a special examination in place of the missed examination.
 - a. An accomplished excuse slip with necessary document/s (proof/s) should be emailed to the subject teacher not later than five (5) working days after the incurred absence. Otherwise, such absence will be considered unexcused, and no special examination will be given. The students will automatically get a score of 0.00% in the examination.
 - b. After receiving an approval of their special examination through email, the students must accomplish a request to take a special examination and pay the necessary fee at the Cashier. This form and the receipt





must be emailed to the subject teacher before they are given the special examination. Strictly, NO APPROVED AND PAID REQUEST FORM, NO EXAM.

- c. Special examinations shall follow the same procedures and guidelines as the missed regular examination, unless otherwise decided by the subject teacher and approved by the Academic Department Chair.
 - d. The students can be excused only ONCE, except on meritorious cases. If they miss a second examination (excused or unexcused), they will automatically get a score of 0.00% in that examination.
2. In case of disconnection during the examination, the students must try to reconnect and immediately report the event to the proctor (in virtually proctored examination), and/or the subject teacher (in programmed examination). They must gather sufficient evidence (e.g., screenshot of the examination page, an advisory posted in the Internet service provider's webpage/social media, Internet speed test, etc.) with timestamp to present to the proctor and/or their subject teacher.
- a. In a virtually proctored examination, they will no longer be permitted to continue with the examination if they are able to reconnect. They need to request for a special examination and furnish sufficient evidence of their failure to finish the examination. After evaluation of their merit, they may be allowed to take a special examination, and they will be given an entirely different examination. The completed items in the examination will not be considered.
 - b. In a programmed examination, they may be allowed to continue with the examination if they are able to reconnect. However, they will not be given extra time to compensate for the lost time. If they are unable to reconnect, they may request for a special examination. The same rules as above shall apply.
3. The examination is automatically postponed when classes are suspended due to inclement weather conditions. Official announcements of the cancellation of classes (and hence, examinations) shall emanate from the Vice Chancellor for Academics, the City Mayor of Dasmariñas, or the Governor of the Province of Cavite. The examination may be rescheduled to the nearest regular class hours, or a suitable time as advised by the Registrar, or the Dean of the College.

Guidelines on Giving Examination Feedback

1. The faculty-in-charge or the subject teacher should provide the results and feedback on the examination within seven (7) days after the schedule of the examination.
2. A rationale is encouraged to be conducted on the meeting immediately after the examination week, or after the release of examination results.
3. Questions and clarifications will only be entertained within the day of the feedback on the examination results.

Cheating in any form is strictly prohibited. Any student caught cheating will be given a grade of 0.00% for the examination, and an academic suspension for 20 days to one (1) semester.

