

I. INTRODUCTION

Flexible Learning Redefined: A Primer for Adaptive Education

A student's educational journey can take many twists and turns, requiring institutions to be flexible, forward-thinking, and supportive. The University of Baguio (UB) remains committed to lifelong learning as a guiding principle in preparing students for success in a dynamic, global society. At the core of this commitment are programs designed to inspire continuous growth, innovation, and leadership.

UB supports this lifelong learning journey through key initiatives under the IGNITE (Inspiring Growth and Nurturing Innovation for Teaching Excellence) umbrella—for all teaching employees, UBIAN LEADERS (Leaders Embodying Academic success, Diversity, Engagement, and Responsibility in the School and Society program for all students. For faculty development and instructional innovation, IGNITE offers platforms that enhance teaching quality and pedagogical strategies. Meanwhile, under the UBIAN Leaders program, students are empowered through activities that develop resilience, adaptability, and global citizenship.

These efforts are further strengthened by UB's institutional programs:

- UB TRANSCENDS (UB Traverses Research Alliance, Networking, and Sharing as it Celebrates Notable Development and Success), promoting collaborative research and academic excellence.
 - UB SERVES (UB Supports, Engages, Responds, Volunteers, Educates, and Sustains the Community), which nurtures social responsibility and community engagement.
 - BRIDGE (Broadening Reach through International Development and Global Experience), advancing internationalization and cultural exchange.
 - EVOLVE (Empowering Voyage of Learning, Vision, and Exchange), focused on transformative learning and professional development.
 - INSPIRE (Initiative for Networking, Support, Participation, Impact, Recognition, and Engagement), fostering a culture of inclusivity and recognition across all stakeholders.

In pursuit of excellence, UB remains steadfast in delivering balanced and quality education that nurtures academic achievement, social relevance, and ethical values. The university is driven by its mission to empower individuals to thrive as professionals in an interconnected and ever-changing world.

Anchored in its core values of competence, integrity, and service, UB responds to the demands of the Fourth Industrial Revolution (FIRe) and aligns its strategies with key United Nations Sustainable Development Goals (SDGs). As part of its educational transformation, UB adopts forward-looking initiatives such as Open and Distance e- Learning (ODEL) and micro credentialing, recognizing their critical role in promoting lifelong learning, digital fluency, and career readiness.

Flexibility is a cornerstone of this evolving educational model. While flexible learning is not a substitute for traditional face-to-face instruction, it is a valuable complement. This blended learning model enables meaningful engagement through a blend of digital and in-person experiences, tailored to diverse needs and contexts.

In previous academic years, UB successfully implemented a Flexible Learning System, combining online and modular instruction through platforms such as Canvas LMS, supported by tools like Zoom and Google Workspace. These systems allowed for structured coursework—assignments, projects, and assessments—that aligned with course objectives and promoted independent learning, critical thinking, and real-world application.

As UB transitions into the new normal of education, it will continue to offer blended learning opportunities, integrating technological advancements with pedagogically appropriate face-to-face sessions. The university is also actively exploring micro credentials—short, stackable learning modules aligned with industry standards—as a tool to enhance employability and support lifelong skill development.

Looking ahead, the University of Baguio reaffirms its dedication to flexible, inclusive, and high-quality education that adapts to the evolving needs of its students and community. Clear and timely communication of class schedules—whether coursework, online, or on- campus—will support student preparedness and well-being.

Ultimately, the University of Baguio upholds its proud tradition of educational excellence. With a firm focus on lifelong learning, the institution ensures that every student— regardless of modality—has the tools, knowledge, and support to succeed in an increasingly complex and interconnected world.

II. DEFINITION OF TERMS

The following terms are defined according to how they are referred to in this primer.

Blended Learning

Blended learning is a learner-centered approach that integrates complementary face-to-face (synchronous) and online learning (asynchronous) experiences.

Competency

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

Coursework

Refers to a structured set of academic tasks, projects, and assessments assigned to students as part of their educational program. It is composed of activities that are directly aligned with the topics discussed in class, serving as an extension of instruction. The primary purpose of coursework is to evaluate and reinforce students' understanding, allowing instructors to measure the competence and skill acquisition of learners in relation to specific learning outcomes.

These activities may include written assignments, presentations, practical projects, lab reports, or research papers. They are designed to encourage independent learning, critical thinking, and the application of theoretical concepts in practical or real-world contexts. Biggs, J., & Tang, C. (2011)

Consultation Time

It is the time allotted for students to accomplish and submit class activities and other requirements, and consult their respective subject teacher for concerns regarding the course, lectures, and other academic matters, and for teachers to respond to student concerns and queries

Curriculum Review

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

Distance education

A mode of educational delivery whereby the teacher and learner are geographically separated, and instruction is delivered through materials and methods using communication technologies and supported by organizational and administrative structures and arrangements. The delivery medium is typically online but can be by print-based modules or by mobile phone.

(<https://ched.gov.ph/wp-content/uploads/2017/10/PSG.pdf>)

Face-to-face classes

Students meet with the instructor at regularly scheduled times (synchronous learning), primarily in a classroom. Students in face-to-face courses will be expected to be physically present for all or part of the term/semester (will have classroom and day/times).

(<https://www.suu.edu/registrar/onlinehybrid.html>)

Flexible Learning

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

Flexible provision of higher education refers here to a mode of provision that provides learners with guided choice, in a number of domains, achieved through employment of various strategies, including the use of learning and teaching techniques and technologies and the adoption of policies affecting choices for learners.' ('The Effectiveness of Models of Flexible Provision of Higher Education' (2001), DEST, Australian Government) (Department of Education, Employment and Workplace Relations, 2008)

Google Classroom

A free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. This classroom is specifically created for the offline or modular students.

Grooming Standards

is the combination of style and discipline. It is to project an image of the organization's culture and ethics to our esteemed costumers which is our guests. It also enhances the personality of the employee, the character of the organization, and the value of the company.

(<https://hotel-management.binus.ac.id/>)

Grooming Protocols

The formal system of rules in grooming to be followed during synchronous classes

Home-based learning

It provides an opportunity to leverage the use of information-communication technology to enable students to experience an alternative form of teaching and learning. Lesson packages are prepared by faculty members and uploaded online for the students to access from home.

(<http://www.hci.edu.sg/advantage/a-global-academy/home-based-learning>)

Horizontal Articulation

It is the scope and integration of curricular contents from different knowledge domains within a particular grade level (horizontal articulation or balance to develop integration between subjects, disciplines or knowledge domains). (“Vertical and Horizontal Articulation,” n.d.)

Learning Management System (LMS)

It refers to a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training. (“What is Learning Management System (LMS),” n.d.)

Learning Module

It is a tool that provides course materials in a logical, sequential order, guiding students through the content and assessments in the order specified by the instructor. (“Learning Modules,” 2013)
A learning module may be designed for online and offline distant learning.

Online Learning

It is a form of distance education in which a course or program is intentionally designed in advance to be delivered fully online. Faculty use pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment. (“Online Learning for Beginners,” 2016)

Online Learning Platform

It refers to an integrated set of interactive online services that provides teachers, learners, parents, and others involved in education with information, tools, and resources to support and enhance educational delivery and management. (“E- learning Platform Definition,” n.d.)

Google Classroom is the official online learning platform used by the University of Baguio. This is accessible via the students’ Gmail accounts (@s.ubaguio.edu)

Vertical Articulation

It is an organization of contents according to the sequence and continuity of learning within a given knowledge domain or subject over time (Vertical articulation to improve coherence)
 (“Vertical and Horizontal Articulation,” n.d.)

III. FLEXIBLE LEARNING FEATURES

1. **TEACHING-LEARNING DELIVERY MODES** Table 1 presents a comparison of the three learning delivery modes – online, scheduled face-to-face classes, and face-to-face classes – in terms of teaching and learning delivery and assessment. *Table 1. Learning delivery modes*

Learning delivery modes	Teaching and Learning	Assessment
1. Online	Synchronous and Asynchronous online ***This may be adopted during cancellation of face-to-face classes during typhoons, disasters, or calamities, and other public emergencies	Synchronous, Asynchronous
2. Blended Learning	Face-to-face classes and coursework- based learning on a specified schedule	Coursework and face-to-face schedules
3. Face-to-face Class	Simultaneous face-to-face class	Face-to-face

1. ONLINE TEACHING-LEARNING DELIVERY

1. Students should have access to at least an average to strong internet connection and a laptop or desktop computer to do online classes
2. They can access the Learning Management System (LMS) for the uploaded modules, instructions, requirements, consultation, and submission of outputs, as well as download or open learning materials and take assessments.
3. Students are responsible for printing the respective modules, should they deem necessary.
4. Students who missed the online class schedule due to valid reason/s must submit an excuse letter addressed to the concerned teacher with attached supporting documents. Depending on the reason/s declared, supporting documents may include, but are not limited to, a medical certificate from doctors or mental health professionals. These documents will be validated by the concerned teacher. If valid, the student shall be granted access to the video recording of lectures, if available. Submission of missed activities shall also be accommodated by the concerned teacher to be graded in accordance with the policies stated in the UB Student Handbook.

Guidelines for Online Videoconference

(Adopted from the Fordham Preparatory School Distance Learning Plan)

Students should follow these guidelines to ensure a productive, respectful class time through the virtual/distance learning platform.

- **Be punctual.** If teachers choose to hold a synchronous videoconference for class, it will take place during the class period designated. Students should log in to the platform during the class period. They should be prepared with any needed materials and ready to learn. Attendance will be checked during the videoconference.
- **Mute your microphone immediately.** As soon as you log in to the platform, mute your microphone. This will avoid any excess background noise. Release the mute button when it is your turn to speak in the virtual class or once instructed by your teacher.
- **Maintain professionalism.** All participants should wear appropriate clothing. You should set your laptop in a common space in your home (e.g., kitchen, living room, etc.), and not in your bedroom, bathroom, or other inappropriate areas. Names in the conference should be the same names in the class list. Unidentified names like nicknames, phone models, etc. will not be allowed in the videoconference. These accounts will be removed by the teacher.
- **Focus and engage.** It is easy to get distracted on your computer or your mobile phone. Remember that you are attending a class. Keep your video conference platform open and do not navigate other tabs or web pages unless directed by your teacher. Make sure that the teacher is your main screen. If needed, you can pin the teacher to be the main focal point to ensure that you do not get distracted by your peers.
- **Practice courtesy.** Do not interrupt the teacher or a classmate who is speaking. You may type your question in the Chat area, or use the “raise hand” feature if available, and wait until you are allowed to speak. Your teacher will orient the class regarding the guidelines for discussions, recitations, and asking questions during online meetings.
- **Respect.** Seeing yourself on a screen can bring up vulnerabilities. Do not take a screenshot, picture, Snapchat, etc. of your teacher or fellow students. Do not make any unnecessary audio or video recordings.
- **Support one another.** Students should not interfere with their teacher’s instruction and/or their classmates’ learning. Please do all you can to support this process. Remember that each student and the teacher are responsible for effective learning, just as you would be if we were together in school.

Learning Management System (LMS)

1. Google Workspace will be the official platform to be used in conducting online classes.
2. In cases of limited internet connectivity due to certain factors such as weather conditions at students' respective places, the use of Messenger through Facebook (FB) will be used. Telecommunications companies made Facebook Messenger a free application when subscribing to a cellphone load. Faculty members must create Group Chats (GC) or Group Pages (GP) per section and must stay in the GC until the deadline of the completion period.
3. Announcements can be done through the GC or the GP.
4. Students are given an email address in the s.ubaguio.edu domain to facilitate communication with them. Email addresses will be generated by MIS and students will be given a default password. The student's email address facilitates populating classes. The email addresses are active for as long as the student is enrolled in the university. Deactivation of email addresses will be done when a student graduates, transfers, or is no longer enrolled in the university.

First-Time Creation of Student's E-mail Account

1. The creation of student e-mail accounts will be part of the enrollment process. While the ID is being processed at the MIS Department, the creation of the e-mail address will also take place.
2. Every officially enrolled student will be given an e-mail address in the s.ubaguio.edu domain. This e-mail address will be used to communicate with the student. The MIS Department will create the said e-mail address and set the default password.
3. The e-mail address will be taken from the ID number of the student.

ID Number	Email Address
20081234	20081234@s.ubaguio.edu u
20192312	20192312@s.ubaguio.edu u
20171234	20171234@s.ubaguio.edu u

Termination of Student's Email Account

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

Faculty members will be using their e.ubaguio.edu email accounts as login details for the use of the Google Workspace.

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

1. The school secretary collects the preferred usernames from the faculty members and submits the list to MIS during the week before the start of the term.
2. MIS creates the faculty members' e-mail addresses and returns the list with the default passwords to the school secretary.
3. The secretary informs the concerned faculty members.
4. Faculty members are advised to log in to the account with the default password and change it to their preferred password.

Termination of Faculty Member's E-mail Account

A faculty member's e-mail account in the e.ubaguio.edu is terminated once the faculty member resigns or retires from the University.

1. Assigning faculty members handling subjects will be based on the Confirmation of Teaching Loads, as well as using the AMS portal.
2. **Changing of Faculty-in-charge**
In cases where a particular course is transferred from one faculty member to another, the reassignment of such a course should be communicated by the Dean/Secretary to the Faculty-in-charge for the creation of a Google Class.
3. **Dissolved Classes**
In cases where a course is dissolved due to an insufficient number of students, there shall be no Google Class created for such course and section.

Recommended Software and Hardware for Online Learning

The software necessary for delivering online classes is reasonably basic.

SOFTWARE

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

Hardware requirements include the following:

HARDWARE

Laptop or desktop computers	These devices are instrumental in online learning. Though tablets and smartphones may be used for viewing content and video conferencing, these devices are somehow limited in terms of productivity software.
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2. FACE-TO-FACE & COURSEWORK TEACHING-LEARNING DELIVERY

Conduct of Classes

Classes will be conducted following the prescribed schedule.

1. Face-to-face classes (F2F) will be scheduled at least once a week. However, depending on the nature of the course, F2F classes may be scheduled more than once a week if needed. The rest of the schedules will be allotted for coursework schedule/activities. During a coursework schedule, teachers are available at the faculty or consultation room to attend to queries or concerns of students in the particular course.
2. To avoid concerns on punctuality and absenteeism from the students, assignment of face-to-face classes should be on a per-day basis and not per section. This is a recommended F2F and coursework assignment:

HAM						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM				8:00 AM - 10:00 AM PATHFT1 D405 HAM		
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM	11:00 AM - 12:00 PM PRPCOM1 AA13 HAM	11:00 AM - 12:30 PM GETHCS1 AA13 HAM	11:00 AM - 12:00 PM PRPCOM1 AA13 HAM	11:00 AM - 12:30 PM GETHCS1 AA13 HAM	11:00 AM - 12:00 PM PRPCOM1 AA13 HAM	
11:30 AM						
12:00 PM	12:00 PM - 1:00 PM NSTPRO1 AA13 HAM	12:30 PM - 2:00 PM RPHIST1 AA13 HAM	12:00 PM - 1:00 PM NSTPRO1 AA13 HAM	12:30 PM - 2:00 PM RPHIST1 AA13 HAM	12:00 PM - 1:00 PM NSTPRO1 AA13 HAM	
12:30 PM						
1:00 PM	1:00 PM - 2:00 PM ARTAPP1 AA13 HAM		1:00 PM - 2:00 PM ARTAPP1 AA13 HAM		1:00 PM - 2:00 PM ARTAPP1 AA13 HAM	
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM	4:00 PM - 5:00 PM THPCUL1 AA13 HAM		4:00 PM - 5:00 PM THPCUL1 AA13 HAM		4:00 PM - 5:00 PM THPCUL1 AA13 HAM	
4:30 PM						
5:00 PM	5:00 PM - 6:00 PM THMACR1 AA13 HAM		5:00 PM - 6:00 PM THMACR1 AA13 HAM		5:00 PM - 6:00 PM THMACR1 AA13 HAM	
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						

Legend:

- Monday & Tuesday: Face-to-face classes;
- Wednesday / Thursday / Friday: Coursework Schedule

Notes:

- For classes with unique schedules, schools will devise their own face- to-face and coursework schedules to be communicated to students.
- In cases when a teacher is unable to attend to his/her classes due to personal or valid reasons, the concerned faculty must file a leave of absence, and the affected class/es will be attended to by a substitute teacher.
- During typhoons, flooding, weather disturbances, calamities, and other public emergencies, the following guidelines, based on the Joint Memorandum No. 1, s.2025, crafted in observance of CHED Executive Order No. 66, s.2012, CHED Memorandum Order 15, s. 2012, and DepEd Order 22 s 2024 Guidelines on the

Cancellation or Suspension of Classes and Work in Schools in the Event of Disasters and other Natural Calamities:

	HIGHER EDUCATION		WORK
	Automatic Suspension (including teachers)	Discretion	
With Tropical Cyclone Wind Signal (TCWS)	Signal 3 or above National or localized announcement of cancellation or suspension regardless of the TCWS category	Signals 1 and 2 - The Vice President for Administration MAY, upon the recommendation of the OSH Committee if the	The VPA MAY, upon the recommendation of the OSH Com, if
		circumstances warrant, declare the cancellation or suspension regardless of the TCWS category.	the circumstances warrant, cancel or suspend work in ALL or SPECIFIC offices.
Rainfall Warning	Red Rainfall Orange and Yellow – Either the President of the Republic or the City Mayor declared cancellation or suspension of classes	Orange and Yellow - The Vice President for Administration MAY, upon the recommendation of the OSH Committee if the circumstances warrant, declare the cancellation or suspension of classes.	

Flood Warning	Critical Water Level Alarm Water Level – Either the President of the Republic or City Mayor declared cancellation or suspension of classes; Shift to modular distance learning, performance tasks, projects or make up classes based on the learning continuity plans.	Alarm Water Level - The Vice President for Administration MAY, upon the recommendation of the OSH Committee if the circumstances warrant, declare the cancellation or suspension of classes.	
Earthquakes	Intensity 6 and above Intensity 5 and below – Either the President of the Republic or City Mayor declared cancellation or suspension of classes	The Vice President for Administration MAY, upon the recommendation of the OSH Committee if the circumstances warrant, declare the cancellation or suspension of classes	
Evacuation/ Emergency Drill, Fire, Security Threats (e.g. bomb threat, gun threat,	No automatic cancellation or suspension except the affected classes only	The Incident Commander MAY, if the circumstances warrant, declare the cancellation or suspension of classes subsequent	The VPA MAY, upon the recommendation of the Incident
other similar incidents)		to the drill.	Commander, if the circumstances warrant, cancel work after the drill.
Power Outages/ Power Interruption/ Brown Out	No automatic cancellation or suspension	The University President MAY, if the circumstances warrant, cancel or suspend classes in	The University President MAY include the cancellation or suspension of work in

University-wide
Activities

SPECIFIC or ALL
levels.

the cancellation or
suspension of classes.

Other
Emergencies
and Hazards
(not specified in
this JMC)

In cases of province & city-wide scheduled and unscheduled power interruptions, the decision to deviate from the original teaching-learning delivery mode may be shifted to coursework based on the classroom situation or the availability of well- lighted classrooms. However, these changes must be approved by the concerned dean of the class.

1. Faculty members should strictly follow the class schedule.
2. The deans and/or program chairs are required to monitor the classes through the school's monitoring mechanisms or means specified in the school's Policies, Procedures, or Guidelines.

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

1. **Attending the Course Orientation.** Students must attend the course orientation, whether it is in the traditional set-up (if allowed) or online, to be familiarized with the nature of the learning environment for the course.
2. **Reading Course Documents.** The students must take time to read all the necessary documents, such as the course syllabus, modules, assessment tasks, etc., to become familiar with the course outcomes and expectations. This is vital in allowing the students to plan their schedule for the course activities.
3. **Attending Classes.** Just like in the face-to-face set-up, students must attend online classes regularly. In an online course, student attendance is defined as logging in to the [Learning Management System](#) regularly and participating in all academic activities required by the instructor.
4. **Organizing and Managing Time.** Courses that have a significant online component may not provide students with as many reminders of course expectations regarding time as do traditional face-to-face courses. Therefore, the students must be responsible in paying attention to course schedules, requirements, and deadlines.
5. **Student Conduct.** All standards of student conduct outlined in the University of Baguio Student Handbook remain in full effect during the time of distance learning. All students are required to maintain appropriate school behavior at all times in both asynchronous and synchronous distance learning.
6. **Staying in contact.** Interactive communication in online courses must be established, just like how it is in the traditional classroom. Students must utilize

and take advantage of the platforms available in the course to communicate, help facilitate learning, and accomplish tasks.

Dress code / Grooming

Faculty Members will check the grooming of the students during face-to-face classes according to the policies specified in the UB Student Handbook and grooming standards set specifically by the School/Program.

3. USE OF GENERATIVE AI AND LLMs

- Students shall use AI responsibly within the school environment to avoid plagiarism, spreading misinformation, bias, or harmful content.
- Students shall only use AI tools and applications authorized and approved by the school administration on school premises or for school-related activities. Students must adhere to the approved list of AI resources. The use of unauthorized AI tools, software, or hardware on school premises or for school-related activities is strictly forbidden.
- Students shall use AI tools to identify and prevent plagiarism. Students are encouraged to review their work to ensure originality and to detect the difference between paraphrasing and plagiarism.
- Students and educators shall critically evaluate information obtained through AI tools. Verifying the accuracy of AI-generated content and using reliable sources to cross-reference information is essential.
- Students shall produce original work - to this end, they shall make a declaration and provide proper citations for all AI-generated content.
- Students shall disclose the use of AI for data collection and treatment to their respondents.

B. GUIDELINES FOR FACULTY MEMBERS

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

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

- Since efficient and effective communication is essential, assessments and feedback must be promptly given by the faculty member to the students. The faculty member must also identify when and how the students will interact with and contact the instructor.
- The faculty member must strive to adopt and design relevant materials, class activities, and other suitable resources that will assist in establishing a supportive online learning community.
- Clear and well-constructed criteria must be provided by the faculty member to the students, since instruction will be done in an asynchronous format for better participation of the students.
- The faculty member should intervene in student discussions to keep dialogues from stalling or being unnecessarily interrupted.
- Different pedagogical approaches must be utilized by the faculty member to identify the learners' identities. Possible methods include virtual class meetings using video display, reviewing student writing samples from written assignments, routine interaction with the students (through email, phone, or video communication), and group assignments, among others.
- The faculty member is responsible for performing necessary actions that will prompt students to show proper conduct and behavior throughout the course.
- Continuous review and enrichment of the learning modules must be undertaken by the faculty members.

The following requirements should be complied with by the faculty members:

1. Faculty members who will be teaching should have the capability to do online teaching. Appropriate gadgets and strong Internet connectivity are required. However, s/he may be allowed to work from UB during his/her class schedule/s to deliver online teaching in case s/he has Internet connectivity problems.
2. Each faculty member teaching during this term should have an *e.ubaguio.edu* account to access the. The Management Information System (MIS) Department has provided cloud storage for all learning resources that the faculty members will be creating and using.
3. Instructors are required to invite their respective deans and/or program chairs as co-teachers in their online classes (e.g., Google Classroom, Messenger group chats) for monitoring purposes.
4. Instructors are required to submit a monitoring sheet as prescribed in the School's PPG.
5. At the end of the term, instructors are required to submit pertinent documents incorporated in their end-of-term reports (e.g., sample student activities, assessments, portfolios) to the dean.
6. Instead of the usual in-house training, faculty members will be undergoing online-based systematic and intensive training to enhance their aptitude and

capability in facilitating effective, flexible/online/distance learning. Learning sites will be recommended for certification purposes.

7. All faculty members are required to input all students who have incurred a grade of NFE and INC per subject/section in the respective School's Monitoring Sheet. The Dean's office is responsible for creating the Monitoring Sheet, which must be shared with all faculty members in their school. The office staff must update the sheet to incorporate the status and dates of completion. This sheet must be shared with all schools offering the sections for their information and monitoring, as well as with the Admissions and Records Center (ARC) for them to update when the completion form has been received and processed.

Academic Consultation

1. Apart from the asynchronous schedule, students may also seek consultation from their respective subject teachers during the identified consultation schedule.
 2. The Consultation schedule will be announced by the teacher during their synchronous/face-to-face class and shall likewise be posted at the faculty room or the school's respective pages.
 3. Teachers will be available either at the consultation room or virtually to attend to queries or concerns of students at the particular time and schedule for each subject.
 4. Consultation forms/reports shall be completed and submitted as part of the end-of-semester clearance for all faculty members. Sample screenshots of online consultations must be annexed.
- It is the responsibility of the teacher to document their consultations with their students using the prescribed consultation form and take sample screenshots of consultations done online.
 - Deadline for the submission of accomplished consultation forms shall be set by the respective deans' offices.
 - These accomplished academic consultation forms/reports with screenshots must be submitted by the teachers to their respective program chairs, a copy furnished to their deans on or before the set deadline. The program chairs, in turn, shall utilize these reports to prepare the narrative report on academic counselling at the end of the semester.
5. The program chairs and the dean's office monitor from time to time the faculty members in their stated consultation hours. This is one of the bases of the evaluation of the faculty by the program chairs and the dean (New Evaluation Tool of the Faculty by the Program Chair/Dean, part III, number 8) and part of every semester report of the faculty. Moreover, it is part of the New Evaluation Tool of the Faculty by the Students (Part III, number 5).

Remedial Classes

1. Remedial classes are frequently used to stress the fundamentals in a subject. They are valuable in helping students who are having problems with theories/concepts to completely understand the basics of a subject.
2. These may be determined by the teacher or a program (example, Business Administration) after ascertaining the need through various means, like diagnostic tests or results of a periodic examination/ assessment. The request may also come from the students.
3. It must be stressed that enrichment/remedial class/es are different from the make- up classes held because the teacher must finish the syllabus for whatever reason.
4. The teacher, program chair, or the students through their teacher, concerned request for remedial class/es subject to the endorsement of the program chair and approval of the dean. The request should be made at least three (3) working days before the date of the requested remedial.
5. To ensure that the approved remedial classes are well attended, the expected class attendance should be checked vis-à-vis the actual number of students. The reason/s for non-attendance of the expected students should also be looked into for consideration in future remedial classes.
6. The teacher should not be giving graded activities during the remedial class/es.
7. The prescribed forms must be used, filled up, and submitted at least seven (7) working days to the dean's office after the remedial action has been done.

In addition to the policy, no remedial classes shall be scheduled on Sundays or official holidays.

Class Monitoring

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

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

a. STUDENT MONITORING

- Student attendance and tardiness will be checked and monitored by the subject teacher based on the university policy as stipulated in the UB Student handbook.
- Student attendance is required during online, scheduled face-to-face / hyflex, or face-to-face classes

- A student is dropped by the subject teacher after missing the required number of hours as indicated in the UB Student Handbook.
- Dropped student (whether online, scheduled face-to-face / hyflex, or face- to-face class) will be required to process their readmission online.

Procedures on Re-admission of Student Absences or Tardiness

Person Responsible	Process Flow	Output/Form/Record
Instructor	Checks attendance in the class Logs in to the Online Readmission System for students who are absent <i>*NOTE: If the student has 3, 6, or 9 accumulated hours of absences.</i>	Newly created or updated Google Form
	Sends the student to OSA for having accumulated hours of absences.	
OSA Readmission Officer	Checks the Online Readmission System to verify absences/lateness of the student	Accomplished Google Form
	Informs the student to submit valid documentation of absences	Notation from the Excuse Letter
	Receives valid documentation of absences	
	Issues with the readmission slip of the student	
	Sends the student to the class	
	<i>NOTE: The Readmission Officer shall request the student to go to CCSD to seek assistance on the 3rd and on the 6th hour of absence</i>	
Instructor	Receives readmission slip from the student	Notation from the Excuse Letter
	Advises student not to be absent anymore	
	Allows student to attend the class	

b. FACULTY MONITORING

- The payroll office shall monitor the attendance of the faculty members through the university biometrics. However, the Dean's office will monitor the attendance in their respective classes, both face-to-face classes and coursework schedules.

A monitoring logbook, such as but not limited to the following, can be utilized:

MONDAY	MONTH	AUGUST			
	DATE	19			26
	COURSE / SUBJECT - SECTION	COURSEWORK	STUDENT VENUE	FACULTY STATION/SITE (faculty room/onxy/front office/off site - market))	COURSEWORK
8:00 AM	ex. TTRAVL1 HBM	least 5 examples each. Make sure to include the reference book/material you utilized. To be submitted at the end of the period.	UB Library	SIHTM Faculty Room	The class will serve as the service team in the University Function - Tatay's Death Anniversary
8:30 AM					
9:00 AM					
9:30 AM					
10:00 AM	HPSPLY1	Market Research: List at least 10	Offsite: Victoria's Supermarket	Supermarket to accompany the students	
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					

Faculty members who cannot attend to their scheduled coursework and face-to-face classes must file a leave of absence and request a substitute teacher. Rescheduling is strictly prohibited.

Periodical Exam

- Each faculty member SHOULD STRICTLY FOLLOW THE SCHEDULE OF EXAMINATIONS. Any deviations from the foregoing schedule of examinations must have the prior written approval of the Dean concerned.
- The approved schedule must be disseminated a week (at least five working days) to all concerned before its implementation.
- In case of class suspension due to force majeure and of “unforeseen holiday”, the exam day will be on the same day of the following week.
- For class suspension during the final exams, the examination day shall be moved to the following week, same day and time. This is to avoid confusion for the day's schedule. This day shall be considered an examination day.

Learning Plans

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

Instructors must identify power competencies in the subjects they are teaching. They should concentrate on achieving the identified competency/ies. Other details about this can be found in the school programs and activity plan/s.

Learning Activity Schedule

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

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

Class Size

To make a class sustainable, a minimum number of 35 students in both professional and GE courses is required.

For petitioned courses, provisions indicated in the OVPAA-PO-001 / Higher Education Scheduling and OVPAA-PO-002 / Higher Education Loading shall apply.

Assessment of Competency/ies

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

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

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

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

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

Use of Generative AI and Large Language Models (LLMs)

Teachers are expected to actively engage in AI training and mentorship programs, collaborate in selecting appropriate AI-driven lesson planning tools, and integrate AI-related content and real-world applications into their teaching. They shall foster essential skills such as adaptability, creativity, and digital literacy, while promoting ethical AI use and educating students on its limitations. Teachers shall design AI-enhanced learning experiences and innovative assessments that emphasize critical thinking and problem-solving, using clear rubrics and

transparent criteria. They are responsible for providing fair, unbiased feedback, discerning AI-generated student work, and setting clear guidelines on AI use in assessments. Additionally, teachers shall monitor the impact of AI tools on learning outcomes, suggest improvements based on classroom experience, and exercise discretion in restricting or regulating AI use in coursework.

Microcredential Integration

- Microcredentials are short, focused learning experiences that typically culminate in a certification—often issued as a digital badge. These credentials can be shared with employers or showcased on professional platforms like LinkedIn to highlight specific skills or competencies.
- Short courses, similarly, offer targeted learning but require less time than a full degree program. At the University of Baguio (UB), microcredentials and short courses may be integrated into existing subjects, offered as replacements, or added as supplementary learning opportunities. Final decisions are guided by the Curriculum Committee, with consideration for their value in refreshing or updating qualifications, fulfilling professional development requirements, or exploring new skill areas.

c. COMPLAINTS PROCEDURE

- Complaints refer to statements that a situation is unsatisfactory or unacceptable, which includes the quality of a service provided, conduct of faculty and staff, as well as academic matters, which may include computation of grades, classroom management, etc. These may come from students, parents, alumni, and other stakeholders.
 - Complaints made to the University are considered with courtesy, with due regard to confidentiality and without fear of prejudicial treatment.
 - All complaints will be addressed in an equitable, objective, and unbiased manner.
 - For complaints to be processed, the following information must be disclosed. All data generated will be handled in accordance with the provisions indicated in the UB Privacy Manual:
 - Complete name of the complainant
 - Complete details of the complaint (e.g. subject, section, schedule, complete name of the university personnel, office, etc.)
 - Contact information which includes email address and contact number.
- ***While anonymous complaints are treated seriously, however proper investigation may not be conducted if the complainant is unknown.

e. Depending on the area/nature of the complaint, the complainant must strictly follow the identified steps for the complaint to be properly handled/processed. Complaints may be sent to

the proper personnel or office using the official email address, official office social media accounts, such as FB page, or office phone numbers.

- Step 1: Complaints are to be directed to the concerned personnel/office.
- Step 2: If complaints were not addressed, intervention from the direct supervising head is needed.
- Step 3/4: Complaints will be referred to the management or EXECOM if needed.

Responsible office/personnel in handling complaints:

AREA / NATURE / SCOPE OF COMPLAINT	STEP 1	STEP 2	STEP 3	STEP 4
Academic Concerns				
Computation of grades	Concerned subject teacher	If concerns were not addressed, elevate the concern to the concerned program chair of the complainant	Refer the concern to his/her dean if needed.	Dean will refer the concern to the VPAA if needed.
All concerns regarding class standing (scores, assessment tasks, all graded activities)				
Crediting of grades	Concerned the dean's office	Dean's office staff will coordinate with the registrar's office		
Enrollment	Concerned dean's office	Dean's office staff will coordinate with the concerned office		
Program, course and teaching quality	Respective program chair of the complainant	Program chair will refer the concern to the dean, if needed	Dean will refer the concern to the VPAA if needed.	VPAA will refer the concern to the EXECOM if needed
Student services				
General information services	Concerned dean's office	Dean's office personnel will refer the concern to the respective office in charge		
Library and other learning resources	University library head or complainant	Respective program chair of the		

Counseling services, student equity, and welfare	CCSD Director	CCSD Director may refer the concern to the VPAA if needed
Scholarships and school fees	Student accounts office (SAO)	SAO Director may refer the concern to the VP for Finance if needed
Admissions and Records	Admissions and Records Center (ARC)	ARC Director may refer the concern to the VPAA

Conduct of Faculty / Staff

Conduct of Faculty	Concerned Program Chair or Dean of the complaine/ respondent	Dean may refer the concern to the HRMC or VPAA if needed
Conduct of Staff	Direct supervising head of the complaine/ respondent	Head of office may refer the concern to the HRMC or the supervising VP if needed
All other concerns not covered in this Primer	Complaints Handling Officer	To be referred to concerned office upon evaluation of the CHO

- If the student is not satisfied with the outcome, a written request may be forwarded for further review or appeal addressed to the University President.

IV. ACADEMIC PROGRAMS

A. LEARNING MODULES

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

The faculty member is required to utilize the learning module throughout the term. The module should be designed for the approved teaching and learning modality.

B. DELIVERY

Classes in UB will be delivered through the hybrid learning approach, which consists of face-to-face classes (scheduled & coursework), in special cases, such as during class suspensions, an online learning system, and online student support.

C. TEACHING-LEARNING ACTIVITIES (TLA):

- All teaching-learning modes of delivery should be maximized by the teachers, All learners/students should be accounted for in case they are not active in group chats, do not respond to doing a required activity, or do not report to class. Teachers must exhaust all student/learner contact measures so that no learner is left uninformed.
- All activities should be doable in the normal class schedule to avoid backlogs. Teachers should not demand unknowns from the students. Teachers should also concentrate on identified power competencies.
- Teachers should avoid group activities, especially outside class hours, and should encourage independent studying (if feasible) where competencies for the courses shall be met.
- Teachers must make sure that instructions are very clear to students.

D. GRADING, INCLUDING MEASUREMENT AND EVALUATION

The UB official grading system will be adopted and used in both coursework and face-to-face classes. For the regular semester, First Grading, Midterms, and Final Grading periods will be considered. Class records will be checked by the respective program chairs and the dean, which is submitted by the faculty members.

V. NON-ACADEMIC PROGRAMS (SUPPORT SERVICES)

A. Library Services

The University of Baguio Library is open from 08:00 AM – 06:00 PM Monday- Saturday. The following are the library services:

a. Web OPAC

(Online Public Access Catalog) follett.ubaguio.edu - To access available books in the library and links to subscribed and open research databases. For Username and Password, kindly ask the Librarians

1.

b. Book Loan

Book/s for Room-Use or for Overnight.

c. Periodical Routing

New arrival periodicals are routed to faculty members who recommended the periodicals for subscription for a week.

d. Research Databases

Access to electronic information resources (e-books, e-journals, e-zines)

For Username and Password, kindly ask the Librarians

e. Research assistance to academic and research works

Review Related Literature, Reference Citation

f. Selective Dissemination of Information

Material Listings for a particular topic: Books, Periodicals, e-resources

g. Want List Service

Students and faculty members can recommend a book/journal to be integrated into the library collection.

h. Referral Service

Students and faculty members can access other Libraries and Information Centers

i. Wi-Fi Access

All UB Libraries are Wi-Fi access-ready.

j. Internet Area with Computer Terminals

k. Discussion Rooms

For academic group discussion and consultation.

l. Carrels with Book Stand

Students who prefer to study on their own.

m. Faculty Corner

Area for Faculty members to do their academic and research work.

n. Mind Games Corner at the Centennial Library

Students and faculty members can play Chess, Games of the Generals, and Word Scrabble.

o. Library Orientation, Instruction and Talk Series

Reference Citation, Hands-on training to access Research Databases and Retrieval of Information Sources

p. Virtual Reference Service

Refers to an online transaction between the inquirer and the librarian, ending up with the solution to the inquirer's problem.

p1. Ordering and Book Reservation

Library customers can reserve books online and pick up reserved books at the assigned library.

p2. e-Document Delivery Service

Selected book, periodical, and online excerpts emailed in PDF to the library customer.

Email: library@e.ubaguio.edu

Website: <https://sites.google.com/e.ubaguio.edu/ublibrary/home>

Facebook: www.facebook.com/UbaguioLibrary

Instagram: [ubaguiolibrary](https://www.instagram.com/ubaguiolibrary)

YouTube Channel: https://www.youtube.com/channel/UC5m0vCrFE1_nOFAWR-CluDw

B. Medical Clinic

Please be guided by the following UB Medical and Dental Clinic protocols:

- Operating Hours: The UB Medical and Dental Clinic is Open from Mondays to Fridays, 8:00 a.m. – 7:00 p.m., and Saturdays, 8:00 a.m. - 5:00 p.m. to deliver and facilitate health-related services to walk-in clients. Processing of medical certificates for internship or enrolment is from 8:00 a.m. to 11:00 a.m. and 1:00 p.m. - 4:00 p.m. only.
- Face masks required: All individuals must wear a face mask upon entering the Medical Clinic.

- TeleHealth Services: Students and employees who cannot visit their clinic physically may still avail of the TeleHealth Services. However, face-to-face consultation is encouraged to ensure comprehensive care and personalized support whenever possible.
- TeleHealth Services aims to deliver and facilitate health and health-related services, including medical care, patient education, health information services, and self-care via remote technologies.

C. Guidance Services

The Center for Counseling and Student Development (CCSD) is open from 08:00 a.m. - 05:00 p.m., Monday to Saturday, for on-site transactions. Online transactions are also made available to students by appointment if necessary. Students should be in communication with their counselor(s) if they find themselves struggling with academic work or anything else. On-site and online consultation and counseling are offered. To avail of these services, students are required to fill out the Data Privacy Disclosure Form or register online and give their consent in compliance with the Data Privacy Act.

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

Procedures & Guidelines

C.1. Online GMC Processing

1. The student must fully accomplish the online form sent to them in Link form (Some requests are done via ARC, in these instances, reflect the turnover of the requested document to the ARC)

College - <https://forms.gle/j2oBdoP8b3bMbJ6eAor> https://bit.ly/ccsd-college_gmc

- Payment can be made through any of the following:
 - Bank Transfer: the student is to keep a receipt or proof of completed transaction
 - Payment through University Cashier: the student is to keep the receipt as a proof of transaction
- Claiming can be through any of the following:
 - Through Email Address: Students can request it to be sent through their email address indicated in the accomplished form. Claiming of certificate will still be after 2 working days.

Through Personal Transaction: Students can claim their Certificate of Good Moral Character at the CCSD main office when there is regular class and work.

- For Authentication, the student/requesting individual can photocopy the Certificate of Good Moral Character and let the SDF sign it for authentication.
- The link to the form can be found on the following:
Center for Counseling and Student Development Facebook Page and Instagram
 - University of Baguio Colleges Official Facebook Pages (e.g. UB School of Nursing Facebook Page, UB School of Natural Sciences Facebook Page)

C.2. Online Service

Lifted from the American Counseling Association (ACA), 2014 Code of Ethics

- Online Informed Consent (as reflected in the online counseling service request form via Google Forms)

The online informed consent will reflect the following information:

- Gives the credentials, physical location, and contact information of CCSD;
- Identifies the risks and benefits of engaging in the use of the online service (implications for confidentiality);
- Displays the responsibilities of the client who availed of the online service

2. Availment of CCSD online services, the client's responsibilities (student/parent/guardian/etc.)

- Informed consent and disclosure
 - Thoroughly goes over the conditions and information reflected in the e-informed consent form;
- Provides authentic information for the efficient facilitation of the requested service;

b. Maintenance of Confidentiality

- Acknowledges the limitations of maintaining the confidentiality of electronic records and transmissions.

c. Accountability

- Uses the document for the purpose identified.

C.3. Online Referral (for teaching/non-teaching employees)

Lifted from the American Counseling Association (ACA), 2014 Code of Ethics

- Online Referral form (as reflected in the online referral service form via Google Forms)

The online referral form will reflect the following information:

- Gives the credentials, physical location, and contact information of CCSD;
- Identifies the risks and benefits of engaging in the use of online referral service (implications for confidentiality);
- Discusses the possibility of technology failure and alternate methods of service delivery;
- Displays the responsibilities of the stakeholder as the person who refers;
- Identifies anticipated response time;

The online referral form will ask for the following information:

- Full name of the person doing the referral;
- Full name of the student/pupil referred;
- Relationship to the student/pupil referred;
- Department, year level/grade level, section/course of the student/pupil referred;
- Contact information of the student/pupil referred;
- Reason/s for the referral.

2. Conduct of online referral service, the Guidance Counselor or Guidance Associate's responsibilities:

a. Maintenance of confidentiality

- Acknowledges the limitations of maintaining the confidentiality of electronic records and transmissions
- Informs the stakeholder (person who referred) options of receiving feedback (when applicable)

b. Security

- Uses technology-based communications that meet applicable legal requirements;
- takes reasonable precautions to ensure the confidentiality of information transmitted through any electronic means.

c. Client Verification

- Take steps to verify the stakeholders' identity at the onset of the referral process

d. Records and Web Maintenance

- maintains electronic records in accordance with relevant laws and the ethics of confidentiality and the data privacy law;

e. Professional Accountability

- Gives appropriate feedback to the stakeholder who gave the referral (when applicable);
- Reflects the referrals handled in the monthly accomplishment report

3. Availment of Online Referral Service: the stakeholders' responsibilities

a. Informed consent and disclosure

- Thoroughly goes over the conditions and information reflected in the informed consent form;
- Provides authentic information for the efficient facilitation of the service requested;

b. Maintenance of Confidentiality

- Acknowledges the limitations of maintaining the confidentiality of electronic records and transmissions.
- Takes precautions to avoid disclosing confidential information (feedback received) through public social media threads, other electronic links, or conversations with interested or uninterested individuals

VI. COMMUNICATION

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

OFFICE	ADMIN	LOCAL NO.	OFFICE EMAIL ADDRESS
Trunk Line Numbers: (074) 442-4915, 442-3540, 442-4730			
President	Dr Javier Herminio D. Bautista	200 442-3071	presidentsoffice@e.ubaguio.edu

Vice President for Academic Affairs	Dr. Janice Kaylyn K. Lonogan	264 446-9434	vpaa@e.ubaguio.edu
Vice President for Administration	Atty. Rommel P. Ayson	256	vpadmin@e.ubaguio.edu
Vice President for Finance	Dr. Johann Ben A. Bautista	205 442-8749	disbursing@e.ubaguio.edu
School of Business Administration & Accountancy	Dr. John Balanquit	209	sbaa@e.ubaguio.edu carlosbaa@e.ubaguio.edu
School of Criminal Justice & Public Safety	Dr. Charesma Grace K. Lud-ayen	317	scjps@e.ubaguio.edu
School of Dentistry	Dr. Ian Steve C. Bandaay	213	dentistry@e.ubaguio.edu
School of Engineering & Architecture	Ar. Ryan Benaoe	204	sea@e.ubaguio.edu
School of Information Technology	Dr. Ellen Halover	319	sit@e.ubaguio.edu
School of International Hospitality & Tourism	Ms. Jenelyn M. Magpatoc	314 442-2362	sihtm@e.ubaguio.edu

Management

School of Law	Atty. John Ray M. Libiran	318	sol@e.ubaguio.edu
School of Natural Sciences	Ms. Teresa N. Villanueva	218	sns@e.ubaguio.edu

School of Nursing	Ms. Helen D. Alalag	219	son@e.ubaguio.edu
School of Teacher Education & Liberal Arts	Dr. Antonio D. Mangaliag	274	stela@e.ubaguio.edu
Graduate School	Secretary: Ms. Jessa Mae Bustillo	211	ubgradschool@e.ubaguio.edu
UB Laboratory Elementary School	Dr. Julius T. Gat-eb	423-941 6 442-463 2	ubles@e.ubaguio.edu
UB High School	Dr. Violeta F. Apiles	221 423-024 3	seniorhigh@e.ubaguio.edu highschool@e.ubaguio.edu
UB Senior High School		244 423-024 3	
UB Science High School	Dr. Thea P. Suaco	296 423-027 8	sciencehigh@e.ubaguio.edu
Accountant's Office	Mr. Jonald S. Aglosolos	206	accounting@e.ubaguio.edu
Admissions & Records Center	Mr. Medardo Abarientos	259 619-000 3 423-025 9 ext: 231	registrar@e.ubaguio.edu
Athletics Office	Mr. Jonel D. Sakiban	223	athletics@e.ubaguio.edu
Campus Planning & Development	Engr. Bernard Z. Abaya	238 / 222 443-835 6	campusplanning@e.ubaguio.edu

Center for Counseling & Student Development	Ms. Leny O. Estacio	226	ccsw@e.ubaguio.edu
Human Resource Management Center	Ms. Mary Joy B. Limpin	207 619-0002	hrmc@e.ubaguio.edu
Library Extension (RCB Bldg.)	Mr. John Nigel Millare	299 250	library@e.ubaguio.edu
Linkages Office	Ms. Melanie R. Saro	217	linkages@e.ubaguio.edu
Management Information System	Mr. Vaughn A. Martinez	229 ext: 241	mis@e.ubaguio.edu
Medical/Dental Clinic	Dr. Esmeralda M. Gatchallan	267	mdc@e.ubaguio.edu
Office of Student Affairs	Dr. Froilan C. Aspa	235 442-4915 ext: 295	osa@e.ubaguio.edu
Risk Management Office	Engr. Julia A. Flores		rmo@e.ubaguio.edu
Security Office	Mr. Jayton M. Anaen	234	securityoffice@e.ubaguio.edu
Student Accounts Office	Ms. Rowena P. Sungduan	313 442-2867	studentaccounts@e.ubaguio.edu

VII. POLICY ON DATA PRIVACY, INTELLECTUAL PROPERTY RIGHTS AND PLAGIARISM

a. DATA PRIVACY

1.

University of Baguio respects one's right to privacy and commits itself to comply in good faith with the mandates of Republic Act Number 10173 or the Data Privacy Act of 2012 (DPA), its implementing Rules and Regulations, and the pertinent circular of the National Privacy Commission (NPC).

- All personnel data collected from students, employees, and scholars will be processed in accordance with the provisions indicated in the UB Privacy Manual.
- Consent must be sought from all concerned individuals prior to the video recording of virtual activities, both academic (synchronous classes, demo lectures, etc.) and non-academic (webinars).

b. INTELLECTUAL PROPERTY

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

With this, unauthorized distribution of all learning resources prepared by the faculty members, like modules, presentations, recorded demos, and virtual lectures, etc., shall be dealt with in accordance with the sanctions stipulated in the UB Manuals for Teaching and Non-Teaching Personnel.

c. PLAGIARISM

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

Cheating in one's work constitutes an unethical and deceitful practice and must never be committed. Academic honesty is encouraged at all times. Violators shall be dealt with in accordance with the stipulations in the appropriate student, teaching, or non-teaching manual.

VIII. FREQUENTLY ASKED QUESTIONS

1. Where can we find updates about the University and the upcoming school year?

- All updates and announcements are posted on the University's official website (www.ubaguio.edu) and Facebook page (www.facebook.com/ubaguioofficialpage). Each school likewise maintains a Facebook page where updates and information are posted.

2. How can we complete our INCs/NFEs?

- To complete an INC or NFE grade, the student must communicate with the concerned teacher to request the completion activity. Once complied, the teacher will process the completion form electronically in coordination with the respective dean's office secretary. Upon approval by the dean, the signed completion form should be submitted to the Admissions and Records Center. Grade can be viewed on the student portal three to five working days after the same has been submitted to the Admissions and Records Center.

3. How can we get our Registrar records?

- Over-the-counter requests at the Admissions and Records Center are accommodated provided health protocols are strictly followed. Requests for records may also be sent to registrar@e.ubaguio.edu.

4. What platform will be used in the conduct of online-based classes?

- UB will be using Google Workspace (@e.ubaguio.edu) in the conduct of its online- based classes. Other platforms may be utilized for synchronous classes, such as Google Meet or Zoom.

5. How can we pay our school fees?

- Payment can be made through the following options for your convenience:
- Paygate (*The link can be accessed on the student portal. With Paygate, posting could be real-time or up to 1 business day.*)

Payment channels include the following: Bancnet Debit Cards, GCash, BDO Online Payment, BDO Over the Counter, UCPB Online Payment, UCPB Over the Counter, PNB Online Payment, PNB Over the Counter, Security Bank Online Payment, Union Bank Online Payment, Cebuana Over the Counter Payment, MLhuillier Over the Counter Payment, SM Payment, ECPay Over the Counter Payment, TrueMoney Over the Counter Payment, ExpressPay Over the Counter Payment

- UB Cashier's Office

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