



De La Salle University  
D A S M A R I Ñ A S

COMPILATION:  
Implementing Rules and Regulations (IRRs) related to  
CARE-CENTRED MODEL FOR ONLINE LEARNING

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Implementing Rules and Regulation –

## **QUALIFICATION ON HOME BASED LEARNING**

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### **I. Objective**

The policy aims to identify learners who are qualified for home-based learning.

### **II. Owner**

The Office of the Vice Chancellor for Academics and Research (OVCAR) is responsible for the implementation and monitoring of this policy.

### **III. Scope**

The policy covers learners who are engaged in the printed module home-based learning.

### **IV. Definition of Terms**

1. Conducive learning space – refers to an area at home where a learner can achieve learning at his/her comfort.



2. Home-based Learning – an alternative mode of learning with the use of printed module + USB
3. Printed Modules – refers to a self-paced lesson and learner activities, which contents are similar to what are studied Online and designed and provided by Departments. It may be in black and white or electronic form.

## V. General Policy

Home-Based Learning (HBL), in this context, refers to learning with the use of printed modules which served as an alternative mode for students who have NO MEANS of technology infrastructure.

1. Learner must be officially enrolled in the University;
2. Learner is residing in an area with **NO** internet connection; or
3. Learner has **NO** access to gadgets such as computers, cellphone, laptops, and the like;
4. Learner must be of age, as identified by IATF, to be allowed to go out of home to get the module, submit requirements using any means and/or do consultation at the University or if not within the allowable age, has someone to do these for him or her, and must bear his consent and authorization and signature;
5. Learner must be capable to comprehend facts, figures, and data (information literate);
6. Learner must be willing and committed to take home-based learning;
7. Learner must conform to comply on the following:
  - a. Productivity. Learner must take initiative to get modules done independently;
  - b. Self-discipline. Learner must take responsibility to behave in a particular way on dealing with modules;
  - c. Trustworthiness. Learner must ensure that honesty is observed at all times while engaged into the modules;
  - d. Promptness. Learner must manage time wisely and consciously to be able to comply with deadlines;
  - e. Focus. Learner must refrain from doing other activities other than the module once s/he started with the lesson;
8. Learner must be able to establish a study routine with which parents are heavily involved for guidance and monitoring;



9. Learner must continually observe compliance to the provisions of the Student Handbook.

## **VI. Procedure**

1. The Learner who engages into home-based learning must fill out a conformity form (Appendix A).
2. Learner should be able to get the module on the schedule of its distribution.

## **VII. Related Documents**

1. Conformity Form
2. Any IRR/policy that is in direct relation in the foregoing



Implementing Rules and Regulation –

**TIME MANAGEMENT**

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I. **Objective**

The care-centered model is anchored on an adherence to a strong student support which includes having a well-defined pacing in the delivery of lessons. This is to make sure that students will have the chance to attend to their lessons, enjoy the support services that is available to them and most importantly, spend time with family and friends.

This implementing rules and regulations are established to serve as a guide in the course scheduling, time allotment to learning and engagement together with synchronization of in-campus activities and student support programs.

II. **Owner**

The Office of the Vice-Chancellor for Academics and Research

III. **Scope**

The policy covers the implementing rules and regulations pertaining to time management in the conduct of learning and assignment of subjects to students. The policy covers both regular and tutorial classes for regular / irregular students.

#### IV. Definition of Terms

1. Engagement hours - the number of hours spent by the student using digital technology and/or gadgets as a requirement to his/her completion of the subject. This include hours spent for synchronous and asynchronous learning.
2. Non-engagement hours - refers to the number of hours spent by the student that is distinct from the engagement hours but still related to class work. This includes onsite consultation/laboratory work, selfcare time and completion of summative assessments.
3. Learning hours - the number of hours required by pertinent national or institutional guidelines related to the number of units assigned for each subject. It is also the sum of the engagement and non-engagement hours.
4. Performance standard – Refers to the level of performance of an average student enrolled in a regular or tutorial.
5. Average student – A student who achieves middle of the road grades and can work on his/her own most of the time without too much intervention.

#### V. General Policy

##### A. Learning hours and its distribution

1. The total amount of time spent by a student for the completion of the subject's and competencies or the sum of the engagement and non-engagement hours shall not exceed the total learning hours required for the subject as stipulated in national and institutional guidelines (e.g. a regular three (3) unit course has a total learning hours of fifty-four). The required learning hours for each subject should be strictly followed.

Course based on Assigned units	Total learning hours
3 – unit course	54
2 – unit course	36
1 – unit course	18



2. A subject's total learning hours shall be allotted into the following activities, namely: synchronous activities, asynchronous activities, online summative assessment and self-care. Asynchronous activities are subdivided into individual or group task, enabling assessment and self-paced reading/laboratory activities.

3. The percentage distribution of the time allotted for each of the activities shall be the following: \*

Activity	% allotment	time allotment (hours)
Synchronous activity	17%	4.50
Asynchronous activity	50%	13.50
Individual / group Task	≤25%	6.00
Formative assessment	≤15%	4.00
Self-paced reading	≤10%	3.00
Summative online assessment	11%	3.00
Self-care	11%	3.00
Extra time (distribute either to asynchronous or self-care)	11%	3.00

Equivalent time proportional to a total of 27 hours or 1 term in a 3-unit course. In DLSU-D there are two terms for each semester – Mid Term and Final Term.

\*\*Types of activities under each component given in appendix

4. The distribution of learning hours for subjects/courses with laboratory component may deviate from the formula used in allocating the number of hours. An increase in the synchronous session maybe allowed but subject to the approval of the faculty members teaching the subject.

5. The distribution of learning hours and its activities shall be divided equally into two (2) terms in a given semester: midterm and final term.





6. The standard for estimating time hours for assessment and activities shall be based on what is indicated in the syllabus.

**B. Engagement hours and subject distribution**

7. Total engagement hours of the student shall not exceed six (6) hours per day excluding uniform lunch break.

8. A break of at least fifteen (15) minutes should be given for a synchronous activity of more than one and one-half (1.5) hours.

9. The maximum subjects to be assigned per day to the student should not exceed four (4) subjects.

10. The total number of classes per week given to the student shall be distributed from Monday to Saturday only.

11. The distribution of a student's class schedule shall only be spread up to a maximum of five (5) days except for meritorious cases in which approval, as endorsed by the Department Chair through a letter, by the College Dean is necessary.

12. Engagement hours for synchronous shall only be scheduled between 0830 – 1800 only. This shall also apply to onsite engagements like lab work and scheduled consultation once conditions allow. Note: engagement hours for synchronous during the 1<sup>st</sup> semester of AY20-21 maybe scheduled as early as 0700.

13. Faculty may set deadline for the submission of online assessments and other related requirements beyond 1730 within class days.

**C. Self-care activities**

14. The teacher and the students shall decide when the self-care time shall take place within the term. Please refer to Self-care IRR.

15. No synchronous activities, assessments, deadlines and individual or group activities shall be scheduled during self-care TIME.

**D. Promotion of time management habits**

16. To assist the student in planning his/her activities for the semester, the faculty shall discuss the syllabus and learning schedule of the student on the first meeting.



17. Parent involvement in establishing study routine should be included in the promotion of time management habit.

## **VI. Related Documents**

1. Care-centered Framework
2. IRRs in syllabus, self-paced reading and self-care.



Implementing Rules and Regulation –

**FACULTY LOADING AND SCHEDULING**

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**I. Objective**

This policy is formulated to assist department, college, and university decisions related to the proper allocation of faculty workload, guided by rules, and to maximize the amount of time that the faculty in doing various roles such as teaching, doing research/creative activity, service missions, and other non-teaching activities. The class sizes of both laboratory and lecture shall be specific to the discipline as stated in the policies and standards set in respective PSGs and CMOs.

**II. Owner**

The Chairs and Deans of each department and college and the Office of the University Registrar will be responsible for the planning, monitoring, and implementation of the said policy.

**III. Scope**

The policy covers the procedures and criteria in plotting faculty loading/students schedule during regular semesters, and special terms.



#### IV. Definition of Terms

1. **IFS (Institutional Faculty Schedule)** – refers to teaching and non-teaching activities of faculty members.
2. **PSG (Policies, Standards , and Guidelines)** – framework provided by the Commission on Higher Education for a specific program.
3. **CMO (CHED Memorandum Order)** – a written report issued by the Commission on Higher Education specially for a person or group of people that contains information about a particular matter.
4. **CHED (Commission of Higher Education)** – a government agency attached to the Office of the President for administrative purposes that covers both private and public higher education institutions as well as degree-granting programs in all post-secondary educational institutions.
5. **CH (Consultation Hours)** – hours allotted by faculty member for students' either through a one-on-one conference/meeting or group consultation. This also includes the scheduled consultation of three (3) hours indicated in the learning plan.
6. **IMP (Instructional Materials Preparation)** – hours allotted by faculty members in the development of materials to be used in teaching.
7. **CS (Community Service)** – voluntary work done by faculty members to help people in a particular area.
8. **SC (Service to the Committee)** – hours allotted by faculty members in performing the task as member of the committee in the department and college.
9. **RW (Research Work)** – hours allotted by faculty members in doing research.

#### V. General Policy

##### 1.1 Regular Work Load

- 1.1.1 Faculty members who are engaged in actual teaching shall be given a regular load of thirty-four (34) hours which is broken down as follows: eighteen (18) hours of teaching; ten (10) hours of student consultation, three (3) hours of service to committee (SC) or community service (SC); and



three (3) hours of instructional materials preparation (IMP) or research work (RW). The eighteen (18) units of load which is preferably distributed throughout five (5) days a week is prepared by the department chair in consultation with the faculty and approved by the college dean. The tentative teaching load should be given to the faculty at least two weeks before the start of classes.

- 1.1.2 Faculty members engaged in services in support of the academic programs of the university have a regular load of forty (40) hours of academic services spread throughout five (5) days a week. Workload is prepared by the immediate head in consultation with the faculty and approved by the vice chancellor concerned.

## **1.2 Teaching Overload**

- 1.2.1 A teaching overload not exceeding three (3) units may be given to a faculty member who has obtained at least a Very Satisfactory rating in his/her total performance evaluation and has no student evaluation rating lower than Satisfactory during the previous semester. Moreover, the overload should not be in conflict with other duties, e.g. membership in institutional, collegiate or departmental committees.
- 1.2.2 A teaching overload which should not exceed three (3) units may be given to an interested and qualified service faculty, upon the request of the department concerned and subject to the approval of the faculty's unit head. The actual teaching hours conducted within his forty-hours-a-week schedule shall not merit extra compensation. In this case, workload is comprised of 36 office hours, 3 teaching hours and one hour for consultation. Teaching hours conducted outside of 40 hours shall merit compensation. The said faculty should be given priority over the part-timers in the load assignment.

## **1.3 Teaching Load Distribution and Filling out of IFS**

- 1.3.1 The teaching load given to faculty members should be within their line of specialization.
- 1.3.2 The 18-unit load of full-time faculty members should be spread over five days a week from Monday through Saturday.
- 1.3.3 Faculty members with at least 15 units teaching load may be given two or three subject preparations, especially if they are not enrolled in any graduate program. However, those with 18 units load may be given of not more than 4 subjects preparations.



- 1.3.4 Faculty members who are writing their thesis/dissertation or doing their approved research may be given a single subject preparation and a convenient schedule of classes.
- 1.3.5 In the scheduling of classes, the “no-four-hours-straight” lecture policy should be strictly observed. No faculty should also be given more than six hours of teaching per day.
- 1.3.6 No service to committees, consultation hours, instructional materials preparation, or community service should be scheduled at 0700-0800 and 1700-2000 especially if the faculty does not have classes beyond 1700.
- 1.3.7 The 34-hour residency should be spread over five days a week.
- 1.3.8 One-hour lunch break per day should be reflected in the IFS.
- 1.3.9 The service faculty and part-time faculty members should be considered in assigning teaching loads.
- 1.3.10 Seniority and total performance evaluation should be considered in the distribution of teaching load especially to part-time faculty members.
- 1.3.11 Retired faculty members should be hired on a part-time basis only.

#### **1.4 Teaching Load Distribution during Summer Term/Special Term**

- 1.4.1 Regular faculty members must be given priority in assigning teaching load over probationary and special part-time faculty.
- 1.4.2 Part-time faculty members may be given teaching load during summer depending on the availability of loads.
- 1.4.3 Distribution of load should be in consideration of the following criteria:
  - 1.4.3.1 seniority
  - 1.4.3.2 master’s degree
  - 1.4.3.3 specialization
  - 1.4.3.4 compliance with the submission of grades and other requirements
  - 1.4.3.5 total performance evaluation during the previous semester must be at least Very Satisfactory (VS).
- 1.4.4 Faculty members with teaching load in the graduate school must not be given any teaching load in the undergraduate program.

#### **1.5 Students’ Schedule**

Generally, students’ schedule should not be more than four (4) straight subject and not more than nine (9) hours per day. There should be a 15 minutes allowance before the next subject.



## **1.6 Class Size**

1.6.1 The standard class size is forty (40) students.

## **VI. Related Documents**

1. FACULTY MANUAL 2012



## Implementing Rules and Regulation –

### **SYLLABUS**

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### **PART 1. PURPOSE**

This implementing rules and regulations (IRR) shall be the enacting policy for the Caring for What Matters Course Design Framework for 2020-2021, specifically on the area of Course Syllabus.

### **PART 2. SCOPE**

This policy shall be applicable for all syllabi created for the School Year 2020-2021, including the first semester, second semester, and special term for college, and all terms according to the graduate school calendar, and the degree completion program calendar. It includes undergraduate and graduate school courses.

### **PART 3. OBJECTIVES**

The objectives of this IRR are as follows:

3.1. to rationalize the teaching-learning vision of the Caring for What Matters Course Design Framework for 2020-2021;

3.2. to create a process for planning, developing, enacting, and monitoring the teaching modality which includes pacing, instructor presence, assessment, and support under the scheme of flexible learning;





3.3.to address the need to adapt to the new normal in learning while delivering quality instructional planning based on the recommendations of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU); and

3.4.to inform and guide stakeholders, especially students, parents, guardians, faculty, and administrators in the conduct of distance learning.

#### **PART 4. DEFINITION OF TERMS**

4.1. Assessment Strategies refers to the formative and summative assessments given by teachers and completed by students on a given schedule.

4.2. Asynchronous are activities such as individual tasks, group tasks, formative assessments, and reading tasks.

4.3. Enabling Assessments are tasks per module that students need to complete.

4.4. Learning Outcomes are the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of a completing a course.

4.5. Online Activities are the assessments/tasks that students need to answer, complete, and submit online

4.6. Printed Modules – refers to a self-paced lesson and learner activities designed and provided by Departments. Printed modules may be in black and white or electronic form.

4.7. Teaching-Learning Activities specifically identifies the teaching-learning activities done by both teachers and students on a given schedule.

4.8. Technology Enabler refers to the technology to be used in the online learning platform

4.9. Synchronous are virtual meetings using MS Teams and chat sessions in Schoolbook.

4.10. Summative Assessments covers a minimum of 40 percent and a maximum 60 percent of the total term grade. A total of four written summative assessments are given during the whole term (2 in the Midterm and 2 in the Final Term) or it may be any output-based major task depending on the decision of the department.



## **PART 5. FORMAT**

5.1. The syllabus shall follow the syllabus format of SY 2019-2020 which includes the following important parts:

- 5.1.1 the logo of the University at the right and the logo of the college on the left as part of the heading;
- 5.1.2 the Course Code;
- 5.1.3 the Course Title and Course Type;
- 5.1.4 the Course Credit;
- 5.1.5 the Prerequisites and Co-requisites;
- 5.1.6 the Course Description which explains the course itself and gives the students an overview of the subject;
- 5.1.7 the Course Learning Outcomes which should be at least 5 (2 LOTS- Lower Order Thinking Skills and 3 HOTS - Higher Order Thinking Skills; and 5.1.8 the Learning Plan

5.2. The standard format of the syllabus is found at the end of this policy.

## **PART 6. LEARNING PLAN**

6.1. The Learning Plan includes Learning Outcomes for the Midterm and Final Term; Schedule; Teaching-Learning Activities / Assessment Strategies; Technology Enabler; Online Activities which includes Synchronous, Asynchronous and Summative Assessments; Accumulated Hours; and Equivalent Offline Activities.

6.1.1. Learning Outcomes for the given period must show the relationship of the Topic Learning Outcomes (TLO) and the Course Learning Outcomes identified. Each CLO and TLO must

be coded in the following manner: CLO 1, CLO 2, TLO 1, TLO 2, etc. There must be a separate set of learning outcomes, for both CLO and TLO for the midterm and final term.

6.1.2. Schedule shall replace the duration and week in the previous syllabus format. Specific dates must be identified in each class based on the given schedule. This allows students to prepare for future synchronous activities, especially for those who rely on data or prepaid load in connecting to the internet.

6.1.3. Teaching-Learning Activities / Assessment Strategies specifically identifies the teaching-learning activities and/or assessment strategies on a given schedule.



This part must be aligned with the identified CLO and/or TLO.

6.1.4. Technology Enabler identifies the technology to be used, particularly for the online learning component. Faculty must maximize the utilization of institutional and collegiate-subscribed education technology. The institutional education technology are: Schoolbook, and Microsoft Office 365 (i.e. Teams, Sway, Word, PowerPoint, Excel, Plagscan, and Open Athens).

6.1.5. Online Activities include the synchronous activities, asynchronous activities, and summative assessments as stated in the Caring for What Matters Course Design Framework for 2020-2021.

6.1.5.1. Synchronous Activities are virtual meetings using MS Teams and chat sessions in Schoolbook. The time allotted for synchronous activities must be exactly:

- 1.5 hours during midterm and 1.5 hours during final term for a 1-hour-a-week class
- 3 hours during midterm and 3 hours during final term for a 2-hour-a-week class
- 4.5 hours during midterm and 4.5 hours during final term for a 3-hour-a-week class
- 6 hours during midterm and 6 hours during final term for a 4-hour-a-week class
- 7.5 hours during midterm and 7.5 hours during final term for a 5-hour-a-week class
- 9 hours during midterm and 9 hours during final term for a 6-hour-a-week class

Note: Allocation of time for synchronous meetings for Courses/subjects with laboratory component may vary subject to the approval of the department.

6.1.5.2. Asynchronous Activities are activities such as individual tasks, group tasks, formative assessments, and reading tasks. The table below summarizes the minimum and maximum allotted time for each type of tasks identified under asynchronous activities. Faculty must be mindful of the exact allotted time of the combined asynchronous activities.



Class Hours Per Week	Exact Asynchronous Hours Per Term	Individual/ Group Tasks (Min. Hours)	Enabling Assessments		Self-Paced Reading (Min. Hours)
			Minimum	Maximum	
1 Hour	4.5 Hours	0.75	0.5	1.5	0.75
2 Hours	9 Hours	1.5	1.0	3.0	1.5
3 Hours	13.5 Hours	2.25	1.5	4.5	2.25
4 Hours	18 Hours	3.0	2.0	6.0	3.0
5 Hours	22.5 Hours	3.75	2.5	7.5	3.75
6 Hours	27 Hours	4.5	3.0	9.0	4.5

**Note:** Allocation of time for asynchronous sessions for Courses/subjects with laboratory component may vary subject to the approval of the department.

6.1.5.3. Online Summative Assessments is the replacement for the main task in the previous syllabus. The following guidelines shall be followed for summative assessments:

6.1.5.3.1. Summative assessments must be based on the CLO and TLO for the given term.

6.1.5.3.2. Summative assessments must be based, in part or as a whole, on the formative assessments.

6.1.5.3.3. Summative assessments must be given as a result of passing the formative assessments.

The number of hours allotted for online summative assessments shall be:

- 0.5-1 hour during midterm and .5-1 hour during final term for a 1-hour-a-week class
- 1-2 hours during midterm and 1-2 hours during final term for a 2-hour-a-week class.
- 1.5-3 hours during midterm and 1.5-3 hours during final term for a 3-hour-a-week



class

- 2-4 hours during midterm and 2-4 hours during final term for a 4-hour-a-week class
- 2.5-5 hours during midterm and 2.5-5 hours during final term for a 5-hour-a-week class
- 3-6 hours during midterm and 3-6 hours during final term for a 6-hour-a-week class

**Note:** If maximum number of hours is not consumed, left hours shall be used for self-care/me time.

6.1.6. Onsite Activities must be indicated. Activities that may be included in onsite activities are onsite consultation and laboratory work. However, this is only possible if face-to-face classes is allowed according to government orders. The number of hours allotted for onsite activities shall be:

- 1 hour during midterm and 1 hour during final term for a 1-hour-a-week class
- 2 hours during midterm and 2 hours during final term for a 2-hour-a-week class
- 3 hours during midterm and 3 hours during final term for a 3-hour-a-week class
- 4 hours during midterm and 4 hours during final term for a 4-hour-a-week class
- 5 hours during midterm and 5 hours during final term for a 5-hour-a-week class
- 6 hours during midterm and 6 hours during final term for a 6-hour-a-week class

6.1.7. Equivalent Offline Activities are the printed modules. The offline activities in the printed module must achieve the similar learning outcome. It should also identify learning activities and assessments that are parallel to the online activities.

6.2. A faculty may use other education tools, provided that, it must satisfy the following criteria:

6.2.1. The tool must not have any existing unresolved issues with data privacy. This must be consulted with the Data Privacy Officer of DLSU-D.

6.2.2. The tool must be free.

6.2.3. The faculty cannot require a student to purchase an application that is not approved by the department, college, CILP, and the VCAR.

6.2.4. The tool to be used must not have any similarity to any existing tool that is subscribed by the University



## **PART 7. GRADING SYSTEM**

There will be two terms: Midterm and Final Term. Each term comprises 50 percent of the overall semester grade. The following are the components of each grading system:

7.1. Summative Assessment as well as the enabling assessment cover a minimum of 40 percent and a maximum 60 percent of the total term grade. The sum of the total grades for summative and the enabling assessment shall be 100%. Distribution of grades for summative and enabling assessments may be 50-50, 60-40 or 40-60.

7.2. The distribution of the percentage for enabling and summative assessments shall be a departmental decision.

7.3. Departments may be given the leeway to give either written summative exam or its equivalent, output based, provided that competencies are met, and that students' health and safety are not compromised.

7.4. There will be a total of four summative assessments, two assessments during the Midterm and another 2 during the Final term with a maximum of 50 items per assessment. For programs with board exams, a maximum of 100 items summative exam may be given provided that a guideline on conducting the assessment be made by the concerned department.

7.5. Allotted time to answer the summative assessment shall be within one and a half to three hours.

7.6. The time which will be consumed in answering enabling assessment must be faithful to what has been indicated in the learning plan.

7.7. The number of sets for enabling assessments per module shall not be more than three sets with a minimum of ten points and a maximum of 30 points per set. The allotted time for students to answer enabling assessment shall be within 30 minutes to one hour.

7.8. The total number of modules must be agreed upon by the department and must be ensured that the time which the students will consume to complete shall be within the allotted time stipulated in the syllabus. The number of modules shall depend on the established module mapping of each subject.

7.9. Each module may be given an allotted time of one week to four weeks to be completed hence each term shall have a minimum of two and a maximum of 7 modules.



## **PART 8. COURSE POLICIES AND REQUIREMENTS**

Each department must come-up with a standard course policies and requirements. The following must be indicated in the course policies and requirements section of the syllabus.

8.1. Enrollment in an E-Class. Respective teacher shall check if the students are enrolled in their e-class. This will be based on the class list provided by the Office of the University Registrar. The grades of the students who opted for the printed module must also be enrolled in the online class where their grades will be encoded.

8.2. Communication and Feedback Policy. Every department shall come-up with a policy for both online and offline communication.

8.2.1 Online Synchronous Communication shall happen as indicated in the learning plan section of the syllabus.

8.2.2. Online Asynchronous Communication shall happen when the faculty utilizes at least one of the recommended asynchronous communication. The minimum response time for asynchronous communication is 24 hours, excluding Sundays and holidays. All communication platforms must be explicitly indicated in the syllabus. Below are the recommended asynchronous communication platforms:

8.2.2.1. For concerns shared by all students and must be made public, Forums Tab and News Feed sections of Schoolbook and/or the Chat section of a Team created in Microsoft Teams are available.

8.2.2.2. For private and sensitive concerns, students can directly send message to the professor via Schoolbook or email and/or send direct message at MS Teams.

8.2.2.3. FB messenger and other social media platforms can be used for consultation and urgent announcements and concerns when SB and MS Teams are not available, provided that caution is observed for data security AND AGAINST FAKE ACCOUNTS

8.2.3. Offline Communication for Students who opted for Printed Modules. Text messaging subject to strict confidentiality agreement between the student and the professor maybe used. This mode of communication is exclusive only for the specified type of student.

8.2.4. Other Communication Policies

8.2.4.1. No using of foul, curse, and other bad words, whether in written or verbal.





8.2.4.2. No shouting. No flooding of chat and messages. No selling.

8.3. Attendance Policy for Online/Blended Classes must be explicitly stated and explained. Attendance, especially in synchronous classes, shall not be a basis for receiving a failing grade. It should not comprise any grade in the class standing.

8.3.1. The synchronous meeting must be announced/calendared by the teacher at least 7 calendar days before its schedule (except the first meeting). If the faculty chooses to conduct synchronous meeting during the first week, it shall not be counted in the allotted time for the synchronous meetings scheduled in the syllabus.

8.3.2 The faculty must continue synchronous classes even if there is low number of attendees. Recording and uploading/embedding it in Schoolbook, MS Stream or MS Teams of the synchronous session must be strictly implemented.

8.3.3. All synchronous meetings must be recorded and embedded into a schoolbook page section. It must also be accessed by students at MS Teams and other institutionally subscribed video hosting platform.

8.3.4. The synchronous meeting can only be held at the schedule indicated in the registration form.

8.4. Intellectual Property and Data Privacy Policy in the online and offline classes shall also be governed by the Institutional Intellectual Property Policy as stated in the Student Handbook and other implementing rules and regulations. The following statements must be seen in the course syllabus:

8.4.1. Policy on copyright infringement and plagiarism, and the consequences of violating such policy. A statement must also be included that the faculty performs plagiarism checking.

8.4.2. A clear and explicit statement that discourages the use of software that are illegally obtained.

8.4.3. A statement that encourages the use of original resources or using royalty-free resources. If possible, instead of requiring students to download files, tell them to embed it instead.

8.4.4. Inviting people, that are not part of the class, in synchronous meetings is strictly prohibited, unless approved by the subject teacher. Posing as another person during a synchronous activity is strictly prohibited.





8.4.5. Giving of password to Schoolbook and Office 365 is strictly prohibited. Likewise, accessing Schoolbook and Office 365 account other than the students' personal account is also strictly prohibited. Violating students will be reported to the Student Welfare and Formation Office (SWAFO).

8.5. Other Policies - these policies include

8.5.1. Ethics during synchronous meetings which includes, but not limited to attire, microphone, and video use.

8.5.2. The use of English as medium of communication, except for subjects taught in Filipino like Diskurso.

8.6. Course Requirements that are based on the learning plan and department policies which may include Virtual Field Trip, Online Defense, etc.

8.7. Important updates from the OVCAR must be made known to students at once. Information must be uploaded via Schoolbook for students' easy access. For students who are using modules, the subject-teachers are mandated to inform the students and parents via text message. It is a must during orientation that cellular number of students and their parents be secured by faculty for easy communication.

## **PART 9. REFERENCES**

9.1. References will appear in both the modules (online and printed) and the syllabus. The syllabus will contain minimum of five and maximum of ten references used in the modules. The modules shall contain the complete list of references.

9.2. References must be within the last five (5) years except for canon, theories, and seminal studies.

9.3. References must be a combination of e-books, published researches and articles, and other online resources.

9.4. All references must have an electronic version. If there are none, the Chair must report immediately to the Acquisition Librarian of the Aklatang Emilio Aguinaldo - Information Resource Center. All online resources must be ready before the start of the classes. All references must also be included in the References Section of Schoolbook

9.5. In cases when books are only available in print, any department may coordinate with



the AEA Library for them to provide scanned copies of the chapters needed by students and shall be made available/uploaded at the Schoolbook.

9.6. APA 7th edition shall be used in writing the references for CLAC, CoED, CBA, CEAT, CTHM, and CCJE while CSE shall be used for CSCS

\*The Resources Section of Schoolbook will be renamed into References for this purpose.

## **PART 10. PLANNING AND DEVELOPMENT PROCESS**

### 10.1. Syllabus

1. Planning Level - The subject teachers, led by the subject coordinator, shall meet and design the syllabus. The finished product shall be submitted to the Department Curriculum Coordinator.

2. Department-Level Checking - The Department Curriculum Coordinator, together with the Department Chair evaluates the syllabus vis-a-vis the IRR for Syllabus, PLO and departmental policies. The approved syllabus will be forwarded to the college curriculum coordinator.

3. Collegiate-Level Checking -The Collegiate Curriculum Coordinator, together with the College Dean, evaluates the syllabus vis-a-vis the collegiate and institutional policies, IRR for Syllabus, and ILO. The approved syllabus will be forwarded to the Institutional Curriculum Office. AEA must be given a copy of the syllabus for checking and possible acquisition through the Office of the Dean.

4. Institutional-Level Checking - The Institutional Curriculum Office, together with the Center for Innovative Learning Programs and Monitoring Committee will evaluate the syllabus.



STEPS/PROCESS	OUTPUT/S	PERSON/S IN CHARGE	PERSON/S TO MONITOR
1. MODULE MAPPING	Module Syllabus	The whole department led by the subject area coordinators	Department's Curriculum coordinator Chair
2. Printed Module Writing	Completed printed modules until midterm  Complete outline of the modules and references for the final terms.	Faculty contributor(s)	Department's Curriculum Coordinator Chair Dean
3. Online module making	Modules that must be the same with the printed modules	Faculty Contributors led by the e-learning champion(s)	E-Learning Coordinator Chair Dean
4. Submitting of modules to AEA and other institutional offices	Soft copies of the modules, module maps, and module outline for the final term	Department Chair	Institutional Offices (Curriculum Development Office, QAO, etc.)
5. Printing and reproduction of printed modules	Printed modules	Department secretaries MRO	Subject Area Coordinators

All chairs and department secretaries must have both the hard and soft copies of all the outputs.

10.2. The printed modules shall be the basis in developing the online modules to be uploaded in the Schoolbook. Printed modules must be developed first before the online modules. The learning outcomes, contents of the lesson, and the contextualized assessment in both printed and online modules must be the same to be fair with all students.

10.3. The Qualifications of the E-Learning Coordinator

10.3.1. S/he should be within the top 20 percent highest scorer in Schoolbook



Engagement for at least one semester within the last school year

10.3.2. S/he should have an SB certification of at least Level 4 or at least Level 3 before September 2020.

#### 10.4. Duties and Responsibilities of the E-Learning Coordinator

10.4.1. The e-learning coordinator is to perform the following duties and responsibilities:

10.4.1.1. Checks all online modules uploaded at the Schoolbook by fulltime and part-time faculty of the department based on the approved course syllabus

10.4.1.2. Monitors and reports institutional, collegiate, and department policies in e-learning standards, including but not limited to: syllabus, log-in duration, asynchronous sessions, clearing of unchecked assessments, feedback and communication, deadlines and lifelines, number of attempts, etc.

10.4.1.3. Assists CILP in training the faculty within their respective departments

10.4.1.4. Acts as initial technical support for faculty within the department

10.5. The department with less than 100 teaching units shall not have an e-learning coordinator, hence the department chair shall perform the duties and responsibilities of the e-learning coordinator

10.6. In departments where there are 101 to 239 teaching units, there must be one e-learning coordinator; for departments with 240 to 719 teaching units, there must be two e-learning coordinators; and for departments with 720 teaching units or more, there must be three e-learning coordinators

#### 10.7. Printed Module Coordinator

The subject area coordinator and the chair shall be responsible for the checking and monitoring of all printed modules.

#### 10.8. Assessment of Modules

Both written and online modules shall be evaluated by the students being the end users, to know if the minimum competencies are attained and to gauge how the modules could



be improved. The written and online modules shall be evaluated twice, the first evaluation shall be at the end of the midterm period and the other one at the end of the final term.

## **PART 11. SCHOOLBOOK AND THE SYLLABUS**

The utilization of the Learning Outcomes feature of the Schoolbook could be an option of the department. If the **department opted to use this feature**, the Learning Outcomes shall be configured based on the syllabus.

11.1. Syllabus Tab. The pdf format of the approved syllabus must be uploaded at the Syllabus Tab of Schoolbook.

11.2. Learning Outcomes. All identified course learning outcomes and topic learning outcomes are required to be created in the Schoolbook, under the Learning Outcomes tab. Furthermore:

11.2.1 All lessons must be associated with at least one learning outcome.

11.2.2. All assessments must be associated with at least one learning outcome.

11.2.3. All learning outcomes must be associated with at least one lesson and assessment.

11.3. The Calendar Section of Schoolbook must be used to schedule synchronous meetings.

11.4. All summative assessments must indicate the name summative assessment as part of the assessment name, regardless of the type of assessment.

11.5. Gradebook must be configured to reflect the approved grading system:

11.5.1. The Assessment Categories (Admin > Assessment) must be configured based on the syllabus grading system

11.5.2. If the class is set to Blended or Instructor, the grading period must be set to: Midterm and Finals; If using self-paced mode, the grading system must be set manually.

11.5.3. The Assessment Tab should reflect a total of 100 percent of the overall grade.



11.6. Course Introduction Module is required. It is in this part where the course policies and requirements must be further explained.

11.7. References Tab in the resources tab will be renamed into References. This section must contain the actual copy or link to the resources identified in the course syllabus.

## **PART 12. PRINTED MODULES AND THE SYLLABUS**

12. 1. The printed modules shall have the same learning outcomes, contents of the lesson, and the contextualized assessment.

12.2. The printed module shall at least have the following parts:

12.2.1. Learning Objectives

12.2.2. Content Presentation

12.2.3. Learning Activities

12.2.3.1. Practice Exercises

12.2.4. Assessments

12.2.4.1. Enabling

12.2.4.2. Summative

12.3. The similarities and differences between online activities and the printed modules must be well discussed at the beginning of every written and online module.

12.4. Care and caution are very necessary in answering printed module activities because unlike online activities where several attempts are allowed, printed modules may allow on time submission only.

12. 5. Mode of Pick-up of the Printed Modules shall be arranged

## **PART 13. TRAINING**

A training will follow the schedule which will be provided by the Institutional Faculty Development Committee.



#### **PART 14. SUPPORT**

The support shall be given by the following offices:

14.1. Curriculum Development Office

14.2. Center for Innovative Learning Programs

14.2.1. Creating an e-class template that is compliant to this IRR. The template shall be made public and will be accessible for all faculty who will be creating a new e-class.

14.2.2. Online training on using Learning Outcomes as part of the Schoolbook Learning Path. The video may also be viewed via YouTube and Microsoft Stream.

14.2.3. Recording and uploading the video of the training conducted per college and making it available for repeat view.

14.3. Other Offices

#### **PART 15. OTHERS**

Areas in charged with preparing the schedule of submission of printed modules, teaching learning activities, and all other syllabus-related concerns shall make sure that these important details be sent to every department to be reflected in the syllabi.

#### **PART 16. NON-COMPLIANCE**

If any violation has been committed in any of the following IRR, the faculty shall be constantly reminded by the department chair.



Implementing Rules and Regulation –

**SELF-CARE**

Document No. 05

Revision 01

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**I. RATIONALE**

For the School Year 2020-2021, De La Salle University – Dasmariñas (DLSU-D) shall “embrace a CARE CENTERED MODEL FOR ONLINE LEARNING that will lead to a more inclusive and humanizing learning experience for all learners. The CARE CENTERED MODEL is characterized by a strong student support in terms of pacing, instructor presence, assessment, and technical, academic and administrative support.”

To accomplish this, the University will offer a SELF-CARE/ME TIME (SC/MT) Program. The SC/MT will be composed of three (3) hours per subject per Term for a total of six (6) hours per subject per semester. “During the Self-Care/Me Time, the student has his/her time to maximize. S/He may also choose from the buffet of support services that the University offers online. S/he can also opt for an alone time.”

This Implementing Rules and Regulations (IRR) are crafted for the proper implementation of the program.

**II. OBJECTIVES**

1. This IRR aims to inform and guide the DLSU-D community regarding the SELF CARE Program for students this coming AY 2020-2021;
2. And, to serve as guide for the proper management of the Self-Care Program: information and promotion, partnership and networking, proposal, evaluation, approval, trafficking, monitoring, and assessment of the Self Care Activities.





### III. OWNER

Office of the Vice-Chancellor for Academics and Research

### IV. GENERAL GUIDELINES

#### 1. **TITLE/NAME OF THE PROGRAM:** SELF CARE PROGRAM OF THE CARING FOR WHAT MATTERS COURSE DESIGN

#### 2. **DEFINITION OF TERMS**

**2.1. Self-Care** - in light of DLSU-D's care-centered model for online learning, is the individual's response to nurture, rejuvenate and nourish their total well-being, by freely using practical and therapeutic techniques, on line or on site, so as to establish their connections in the present situation and to various life's challenges, in view of inclusive and humanizing learning experience.

**2.2. The Program** – refers to the Self Care Program.

**2.3. Self-care Activity (SCA)**–refers to activities that are based on the various domains of self-care that are identified in this document, supportive of providing an inclusive and humanize learning experience to the students. This will be done according to the need as deemed necessary by the student.

**2.4. Domains of Self Care** – refers to the specific aspects of growth and change as viewed in the light of human development (<https://www.verywellfamily.com/definition-of-domain-3288323>; accessed on 6/19/2020 6:48 a.m.). The seven self-care domains in this document are:

2.4.1. **Physical**– refers to taking care of one's body as basic component of self-care. It involves activities that engage the movement of the body, health, nutrition, proper hygiene, rest. Example activities are basic yoga, dancing, Zumba and other physical exercises. Also includes other activities that enhance nutrition such as preparing creative nutritious meal, etc.

2.4.2. **Mental** - refers to a range of strategies for mental relaxation and well-balanced intelligence that will help a person develop inferential and logical skills to enable him/her make sound decisions. This type of self- care includes doing something one enjoys at the same time, nourishes and challenges one's mind to expand knowledge. Examples are learning new skills, learning a new language,



reading a book, watching documentaries, mindfulness practice, burning one's favorite scented candle, yoga, listening to soothing music, walking barefoot on the grass and being outside in nature, etc.

- 2.4.3. **Emotional/Psychological**— pertains to becoming more in tune with one's emotions, becoming more aware of triggers and thinking patterns. It involves learning new things, applying consequential thinking, engaging intrinsic motivation, practicing mindfulness and creativity. It also involves emotional literacy, navigating emotions, increasing empathy, managing stress effectively and developing compassion for self and others. Activities included here are journaling, reading, creating art, watching clean humorous materials, mindfulness practice and meditation.
- 2.4.4. **Spiritual** - refers to strengthening one's connection to Divine Providence, finding life's meaning, having strong faith and communion with the Almighty One that will provide an individual a sense of purpose in life. Examples of activities are meditation, praying, scripture reading and reflection, listening to inspirational music, various inspirational talks and testimonies in life, spending time in nature and attending virtual spiritual activities(including masses and devotional practices), talking with the spiritual formator, volunteering in church activities or lending support to a cause, praying the rosary, joining spiritual enrichment groups.
- 2.4.5. **Social**— involves having a supportive group and network of relationships who one can trust and turn to when needed. As humans are by nature social beings, connection is important to all in whatever works for anyone. Activities like spending time with loved ones, reconnecting with old friends, striking up a conversation with someone are some of the example social activities.
- 2.4.6. **Environmental** – involves one's relationship with his/her physical environment that refers to having an organized, well maintained and clutter- free school, work, business and home environment, clean clothes, transport and other personal things. It also involves minimizing waste and monitoring technology time, and being aware and caring of the environment. Example of activities are de-cluttering one's room, locker and school desk, creating and maintaining technology use schedule, riding a bike, planting and tending one's garden, recycling, etc.
- 2.4.7. **Financial** - refers to the ability of the person to accept his/her financial capacity, coming up with some coping mechanisms to deal with financial constraints and establish goals that will meet his financial needs. Activities include financial literacy, setting goals in spending and budgeting, talking with others style of budgeting, sticking to one's budget, saving and loaning money wisely, etc.



**Note:** Examples attributed to Self - Care Onsite Activities must only be done when conditions allow.

**2.5. Partners** – refers to the sectors, offices, groups, individuals that/who are co-implementers of the various activities under the Program;

**2.6. Calendar of SCA** – contains the schedule of all approved SCAs.

**2.7. Domain** – refers to the different aspects or areas of human development, of which SCAs will be based upon.

### **3. SCOPE**

**3.1. CLIENTELE** – The Program shall directly serve the Students of DLSU-D.

**3.2. AUTHORITY:** The Self Care Committee (SCC) is the lead committee in the management of The Program. The SCC shall be under the direct supervision of the Office of the Vice Chancellor for Academics and Research.

### **3.3. DUTIES AND RESPOSIBILITIES**

- 3.3.1. The SCC will be in-charge of managing all on-line activities related to the Program.
- 3.3.2. Plans the general direction of the Program as regards to content, modalities, platforms, timeframes, themes, etc.
- 3.3.3. Coordinates with Partners regarding the setting up of activities pertinent to the Program.
- 3.3.4. Establishes protocols and mechanisms supportive of the implementation of the Program subject to the approval of the Academic Council.
- 3.3.5. Conducts regular meetings to ensure the smooth implementation of the Program.
- 3.3.6. Regulates the implementation of SCAs by maintaining a **Calendar of SCA**.
- 3.3.7. Establishes a systematic way of monitoring and evaluating The Program.
- 3.3.8. Creates marketing and promotional activities that will encourage full participation of students to the Program.
- 3.3.9. Maintains database of SCA and other details pertinent to the Program;
- 3.3.10. Provides timely reports about the implementation of the program, including its usage, effectiveness and applicability.

### **3.4. COMPOSITION**

- 3.4.1.1. Office of the Vice Chancellor for Academic and Research – Ex Officio Chair



- 3.4.1.2. Marketing Communications Office – Ex Officio Member
- 3.4.1.3. Student Wellness Center (SWC)
- 3.4.1.4. Campus Ministry Office (CMO)/University Lasallian Family Office (ULFO)/LCDC (\*to choose one office only)
- 3.4.1.5. Department of Center for Applied Psychology (DCAP)
- 3.4.1.6. Faculty Association (FA)
- 3.4.1.7. Parents' Organization of La Salle Cavite (POLCA)
- 3.4.1.8. DLSUD Alumni Association (DLSUDAA)
- 3.4.1.9. University Student Government (USG)
- 3.4.1.10. Center for Innovative Learning Program (CILP)/ Information Technology Center (ITC)
- 3.4.1.11. Office of Students Services – Student Development and Activities Office (SDAO)

Note: The members should delegate permanent representatives to the Committee. The Committee may consult other offices, organizations or individuals which may have expertise related to the proposed SCAs.

**3.5. EFFECTIVITY**– The Program shall be effective on AY 2020-2021. At the end of the said academic year, evaluation shall be undertaken to help determine the next phase of the Program.

#### **4. THE SELF CARE PROGRAM**

**4.1.** The SCAs will be categorized according to the following:

- 4.1.1. Number of participants: individual, team, group
- 4.1.2. Schedule (one day, monthly, semestral)
- 4.1.3. Domains

#### **4.2. MINIMUM CRITERIA OF SCA**

- 4.2.1. An SCA should be self-paced, uplifting, rejuvenating. It should be for learning, recreational and entertainment purposes. It should meet health and safety standards (no extreme physical activity).
- 4.2.2. An SCA activity shall run within 15 minutes to three hours only per session.
- 4.2.3. The activity should be based on the seven domains of self care identified in this document.
- 4.2.4. It should be readily accessible through the various online platforms approved by the University or can be performed by students on home based modular mode.
- 4.2.5. Fund raising, and other means of collecting monetary and in kind resources through the SCAs will not be allowed.



#### **4.3. APPROVAL OF SCA**

- 4.3.1. All Partners shall accomplish a Self Care Activity Form (Annex A) and submit the same to the SSC.
- 4.3.2. All proposed SCA shall be submitted to the SSC on or before 15<sup>th</sup> of the Month for review and approval. SCC will begin to accept proposals on or before August 15, 2020.
- 4.3.3. All proposed SCAs shall be reviewed and deliberated by the concerned members of the SCC, based on their fields of expertise. As it may be deemed necessary, the SSC member/s can make recommendations on the proposed SCA.
- 4.3.4. Once approved, the proponent shall be responsible in the promotion and implementation of the SCA, using available and acceptable platforms.
- 4.3.5. The concerned proponent of SCA shall provide feedback to the SSC (Annex B Self Care Activity Evaluation Form) regarding the usage and evaluation of students.
- 4.3.6. An organization, sector or group may implement up to maximum of three SCAs on a given time period as approved by the SCC.

#### **4.4. STUDENTS' USE OF SCA**

- 4.4.1. The students are expected to maximize the three hours (per subject, per term) allotted for self-care or me-time, by accessing any of the SCAs, at their convenient time.
- 4.4.2. For online activities, the students are required to practice proper netiquette at all times
- 4.4.3. In availing the SCAs, the students are requested to also accomplish the evaluation in each activity they will avail of.
- 4.4.4. All information that may be generated from such will be used for monitoring and evaluation purposes only and will be treated by outmost confidentiality by the SCC.

#### **4.5. FACULTY'S GUIDANCE**

- 4.5.1. The Faculty are enjoined to have an active role in promoting the Program to students.
- 4.5.2. The Faculty are to encourage the students to avail the SCAs for a maximum of three hours only per grading period.
- 4.5.3. The Faculty are highly encouraged to give incentives to the students who have accessed the SCAs, provided that they adhere to University policies.



**4.6. PLATFORM.** The Program shall use the NEO LMS, School book as the main platforms of its implementation. Likewise, the SCC may also consider DLSU-D Webpage as support management system for the SCAs. Furthermore, all partners are encouraged to use all other available online platforms that conform to the University's standards and policies.

For the Modular home based SCC, it shall be indicated in a separate list.

**4.7. MONITORING.** The SCC shall conduct monthly meetings to monitor the implementation of the Program. A progress report, containing actions to be taken, shall be generated and to be submitted to the OVCAR and/or concerned office/s.

**4.8. EVALUATION.** The SSC shall come up with a bi-annual evaluation of the Program. Pertinent to this, the SWC shall prescribe an Evaluation tool per SCA (Annex B). Based on the evaluation, necessary actions to strengthen the Program shall be implemented in accordance to existing policies and capability of the University.

**4.9. GRIEVANCES.** The SSC will follow all University protocols and guidelines pertinent to addressing any grievance or valid concerns that may arise in the implementation of the program.

## **V. RELATED POLICIES AND DOCUMENTS**

1. Care-Centered Model for Online Learning
2. Privacy Clause (with reference to evaluation forms and accessing of students); may use as reference, CILP or ITC related policies on this; ethical standards on online usage.
3. Updated OSS Guidelines on Student Activities.
4. IRR on Syllabus regarding when to conduct self-care and who decides the schedule for self-care.



Implementing Rules and Regulation –

**SELF-PACED LEARNING**

Document No. 06

Revision 01

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Effectivity: First Semester AY 2020-2021

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**I. Objectives**

In pursuit of a technology driven, and care centered teaching-learning experience, these rules shall pursue the following objectives:

1. create a flexible, reflective, and collaborative online space that will help unleash the students' Animo - innate talents, skills, and compassion for others;
2. ensure a quality online learning modality;
3. guide all teachers/facilitators in the conduct of a self-paced learning using the University's learning management system; and
4. guide all enrolled students in the self-paced learning to be self-reliant and responsible learners for the completion of the course.

**II. Owner**

The Office of the Vice Chancellor for Academics and Research (OVCAR) is responsible for the implementation and monitoring of this policy.

**III. Scope**

These rules are created to prescribe the procedures and guidelines for the implementation of the self-paced reading as part of the asynchronous activities of the class. It is found on page 3 of the Course Framework and identified as "provisions for self-paced learning".





#### IV. Definition of Terms

1. **Self-paced reading** – a self-paced activity, part of asynchronous online learning, that follows a flexible schedule. At least the midterm part of the course materials available as soon as the course starts. The instructor will give at the beginning of the class reading materials which the students can read at their own pace. Students shall complete lessons and assessments until the end of the current term.
2. **Schoolbook** – the official learning management system of the University where the self-paced learning shall be created and administered.
3. **Learning Outcomes** - Learning outcomes describe the measurable skills, abilities, knowledge, or values that students should be able to show as a result of completing a course.
4. **Gradebook** - a convenient way to see all the grades of all the students in the class. It also provides access to statistics such as the number of excused and past due assessments, the min/max/average grades, and a graph of the results.
5. **Faculty-directed activity** - The instructor directs the class and interacts with the students throughout the semester guiding, providing feedback, monitoring, just as an in-class activity.
6. **Syllabus** - an outline of the topic in a course of study or teaching.

#### V. General Policies

1. In line with the Care-Centered Model for Online Learning, the following policies shall guide these rules:
  - 1.1 **Modality.** Self-paced reading shall be done via the Schoolbook as its official learning management system, complemented by the features of Microsoft Office 365 like Teams plus other program-specific educational tools of the colleges. (1.0 DLSU-D Course Design Framework for 2020-2021)
  - 1.2 **Instructor-presence.** The instructor is equipped with basic Schoolbook training and is considered capable of conducting a self-paced course. They assume an active role in its delivery. (1.2 DLSU-D Course Design Framework for 2020-2021)
  - 1.3 **Student performance.** The students shall show self-discipline, diligence, and commitment to meet the minimum standards set in an online environment. (2.0 DLSU-D Course Design Framework for 2020-2021)
  - 1.4 **Parents involvement.** Parents shall play an important role in communication and feedback for the success of the self-paced reading for students.





1.5 **Administrative support.** - The admin shall provide technical, academic and non-academic support to faculty for the efficient and effective carrying out of self-paced learning.

## 2. **Nature of Self-Paced Activity**

All self-paced shall be administered solely on Schoolbook, as the school's official virtual learning environment.

2.1 **Course Lesson template** – Lessons shall follow this template

2.1.1 Section 1: Learning Outcomes

2.1.2 Section 2: Content Presentation (Course material)

2.1.3 Section 3: Learning Activities

2.1.4 Section 4: Assessments (one or more sections)

2.2 **Learning outcomes** – Instructors shall write the intended learning outcomes as prescribed in the syllabus.

2.3 **Course Presentation (Course material)** – Lesson contents shall be interactive with any or combination of the following but not limited to; video lectures, web resources, PPT, lecture in pdf file, e-books and images. This shall also include learning activities such practice exercises with answers. Instructors shall provide reading material/s which is an indispensable guide for students in preparing for their final assessment.

2.4 **Learning Activities** – These are variety of activities in a form of practice exercises, formative assessments, examples, etc. that help students improve their learning.

2.5 **Assessments** – Assessments shall lead students from the lower levels of Bloom's Taxonomy of Learning Domains (remember and understand) to higher levels (apply and analyze), and the highest levels (evaluate and create). Instructors shall utilize varied assessment types, e.g. quiz, discussion, debate, team, etc.

## 3. **Communication and Feedback**

3.1 **Presence of Instructors**---It is critical that instructors are present even in the self-paced activity. Students should have a sense that their instructors are ready to engage in the course. The following are ways to ensure the presence and availability of instructors to their online students.

3.2 **Communication**---The instructor must provide the students with at least two (2) methods of communication for the course, such as through the Schoolbook (message inbox, chat room, class newsfeed, forums), MS Teams, school email, other social media platforms etc. The instructor may provide a phone number where the students can reach him/her, if needed.



3.2.1. All communication from students (email or Schoolbook messages) shall be answered by the faculty. The minimum response time for asynchronous communication is 24 hours, excluding Sundays and holidays. The instructor must use the scheduled CH stipulated in the IFS for responding to students. They must ensure that all students are able to communicate with them.

3.3 **Feedback---**Answering promptly student's queries is critical to the success of the students in self-paced learning.

3.3.1 **On Assessments.** Some feedbacks are automated on quiz assessments such as multiple choice and true/false items. Other feedback is more thorough and detailed on assessments like essay, discussion, drop box, etc. and includes explaining to your students what the student has done well and why, what you marked wrong, why it is wrong, and how to improve for the future.

3.3.2 **On Self-paced Reading.** The student shall read the materials in the Schoolbook. They can consult the instructor about the materials that they have already read if they want to know more about the topic or clarify some concerns and issues.

3.3.3 The instructor shall provide timely feedback and guides the students to the lesson at hand.

#### 4. **Participation in Self-Care Learning**

4.1 **Learning Strategy---**Our learning strategy in a self-paced learning shall be tripartite: instructors, parents and students.

4.2 **Flexibility of Instructors---** The activities and responsibilities of an instructor involved in a self-paced reading program change because less time is spent in making presentations and more time is devoted to addressing learners in group sessions, consulting with individuals, and managing the learning environment.

4.3 **Student---**The self-reliance and personal responsibility required of learners by a self-paced reading program may carry over as habits to other educational activities, job responsibilities, and personal behavior.

4.4 **Parent** – Parents must take an active role in the education of their children.

#### 5. **Orientation**

5.1 **Period of Orientation---**An orientation shall be given to students during the first meeting of classes. They shall be oriented on the formal demands of self-paced learning by the faculty.



**5.2 Student orientation---**Students shall be provided proper counselling before they start their self-paced activities. It is important that they understand the need to distribute adequate time and attention to their studies. Other orientation programs include ICT-literacy programs, e.g. Schoolbook and Office 365 use, library online services, etc.

## **VI. Related Documents**

3. Any IRR/policy that is in direct relation in the foregoing



Implementing Rules and Regulation –

## **DEADLINES AND LIFELINES**

Document No. 07

Revision 01

Classification: IRR on Course Design

Effectivity: First Semester AY 2020-2021

Number of Pages: 4

Approved: OVCAR

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### **I. Objective**

This policy is established to properly implement the considerations given to students pertaining to deadlines of assessments and resubmission of activities prior to final grading.

### **II. Owner**

The Course Design Committee.

### **III. Scope**

The policy covers the consideration given to students who do not meet deadlines set for submission of assessments, what type of assessments should be given extension of deadlines and the type of assessments that can be resubmitted before final grades are encoded.

### **IV. Definition of Terms**

1. **Assessments** – activities given by faculty members to measure student performance
2. **Attempts** – number of times a faculty allows students to take his/her assessments. This should be at least 3 times especially for online assessments.



3. **Deadlines** – due dates for submission of assessments
4. **Excuse** – valid reason of student for not being able to submit within the deadline (based on student handbook, medical reasons, proven internet connection problems, etc.)
5. **Hard Deadline** – deadlines that have stricter schedules, late submission would be subject to approval of faculty and with valid excuse
6. **Soft Deadline** – deadlines that can be adjusted, or to which students maybe allowed for late submission
7. **Lifelines** – considerations given to students who cannot meet deadlines or extra credit points that may be given when submission is on time or earlier.
8. **Resubmission** – refers to the one time-attempt given on top of set number of attempts on summative assessments (major exam, output)

#### **V. General Policy**

4. All assessment due dates should be within the specified term.
5. Faculty should determine which among assessments should be given soft deadlines and hard deadlines and must communicate these to students.
  - 2.1 Soft deadlines are intended for enabling assessments. Schedules of submission should be within 1 to 2 weeks only.
  - 2.2 Hard deadlines are intended for summative assessments that are done online such as long quiz and major exam. This should have a strict deadline of a maximum of one week.
  - 2.3 Research outputs or assessments that require data gathering or several group discussions can be given 1 to 2 months of completion within the semester, or maybe longer as deemed necessary by the faculty.
  - 2.4 Final Output, as replacement to summative assessment, must be discussed within the first two weeks upon opening of classes. It can be broken down into two components submitted at the end of the two terms or as one output submitted during the end of the final term.
6. In the event a student cannot comply with the deadlines:



3.1 For enabling assessment- students are given a one to three days to complete the online assessments subject to the approval of the faculty. For offline assessment, the students shall be given maximum of 3 days to complete and submit the assessment subject to the approval of the faculty.

3.2 For summative assessments, student shall be given 1 attempt to complete the online summative assessment.

3.3 For research outputs and final output, the student must notify the concerned faculty at least 3 days before the due date via email, text message, etc. of his/her inability to submit. A valid written excuse with supporting document (medical certificate, screenshots of encountered internet-related issues, etc.) and/or a documentation showing that the work is at least 75% finished must be presented. The student should also inform the faculty the earliest time he/she could turn in the assessment up to a maximum of 1-week extension. For other valid reasons where students cannot meet the one-week extension, student and faculty must agree on the submission date which must be before the deadline of submission of grades.

7. On resubmission for some assessments:

4.1 For quizzes – a faculty may set at least 3 attempts depending on what he/she deems appropriate.

8. In the event a student has not met the minimum passing grade of 60% for the course but obtained a grade of 55% or higher, a one-time comprehensive removal exam may be given on a date specified by the faculty, where a student can only get a final grade of 1.00 for passing the exam and 0.00 if not. However, for programs with retention policies and/or subjects requiring a passing grade higher than 60%, the department must decide whether to implement this or not.

## **VI. Procedure**

### **9. Faculty**

1.1 Must discuss the given policies to students during their orientation.

1.2 Using the Schoolbook features, faculty must get the profile of the students such as: working/full time student, contact number of students and parents/guardian, and FB account.

1.3 Must provide varied means of communication details that personal preference will allow (contact number, email, messenger, etc.)



- 1.4 Must explain the importance of setting deadlines and having proper time management to students.
- 1.5 Decide on valid excuses and not encourage habitual late submissions.
- 1.6 Give reminders to students about submission deadlines.
- 1.7 Manage cases of students with very minimal to zero submission and without communication to faculty by following the IRR on connecting with students
- 1.8 Provide feedback (affirmation, mistakes in activities, areas of improvement) on submitted work of students.

#### **10. Student**

- 1.1 Practice time management and must learn how to prioritize what activities must be done.
- 1.2 Communicate to faculty concerned if he/she cannot comply with the submission.
- 1.3 Prepare a documentation of problems that arise preventing him/her to submit assessments on time.
- 1.4 Communicate immediately to faculty issues and concerns regarding the assessments given.

### **VII. Related Documents**

1. Student Handbook (Section 4.6 – 4.9)
2. IRR ON CONNECTING WITH STUDENTS
3. IRR ON SYLLABUS



Implementing Rules and Regulation –

**CONNECTING WITH STUDENTS**

Document No. 08

Revision: na

Classification: IRR on Course Design

Effectivity: First Semester AY 2020-2021

Number of Pages: 5

Approved: OVCAR

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**I     Objective**

To provide care-centered and coordinated avenues of reaching out to students in times of challenges and uncertainty. This is to ensure that they will flourish in an online learning environment that is reflective, collaborative, flexible, and compassionate and likewise to be able to facilitate to the fullest their optimum behavioral and mental health, emotional well-being, and academic success amidst the prevailing condition.

**II.    Owner**

Office of the Vice Chancellor for Academics and Research in close coordination with Student Wellness Center and Psychology Department/Center for Applied Psychology.

**III.   Scope**

This document covers the basic principles, procedures, and mechanisms in connecting with our students that include active and flexible instructor presence, consultations, conferences, advising, interviews, counseling/psychotherapy, referral, other psycho-educative and supportive activities and interventions. These can be facilitated by key professionals or units directly and indirectly involved in the over-all teaching-learning process such as teachers/facilitators and counselors/psychologists, respectively.





#### IV. Definition of Terms

1. **Care-centered**- characterized by a strong student support that responds to their specific needs and promotes their mental health and well-being; with a latitude to accommodate other learning modality based on reasonable guidelines.
2. **Coordinated** - means the idea of providing a well-integrated and multi-tiered support services by key academic stakeholders (parents, students, teachers, administrators, counselors/psychologist and other key personnel) to students as they navigate through the challenges and opportunities of online learning.
3. **Instructor presence** - characterized by teachers assuming active role and exercising flexibility in their virtual and onsite interactions and feedback-giving with their students.
4. **Consultation/advising** - the activity engaged in by the individual when his/her expertise is requested by another party or organization, usually to enable the latter to assist another- a third party or an organization.
5. **Psycho-educative/supportive services** - comprise the preventive components of the program which facilitate students' personal empowerment and holistic development; promote college success through academic adjustment and achievement, prevention activities, information generation and sharing, advocacy as well as wellness, life skills, and interests and enhancement.
6. **Interviews** - an integral part of the basic services of Student Wellness Center. It aims to provide a venue where counselors can meet students on a one-on-one interview session, whether initial or routine interview.
7. **Conferences**- are services adjunct to counseling services for students which involves parent-counselor, faculty-counselor, staff-counselor, admin-counselor,
8. **Counselor**- peer support, facilitator-counselor conferences.
9. **Referral**- action taken by the persons within the needs-counselor assistance. In a school setting/distance learning mode, teachers, administrators, parents, and other students may refer a specific student for counseling or other needed services.
10. **Counseling/Psychotherapy**- the responsive or intervention component of the Student Wellness Center designed to meet the immediate personal, social, emotional, physical, psychological needs and concerns of individual students. Such needs may require counseling/therapy, crisis intervention and related services.
11. **A clinical case**- identified as distinct, infrequent, and deviation from the average which constitutes psychological conflict that may affect functions of daily life, risk to self or other people, socially and culturally unacceptable behavior.



## V. General Policy

1. This IRR on the thrust of “Connecting with Students” is relegated to all stakeholders but primarily to teaching faculty, key administrators, and counseling and psychology professionals in the Student Wellness Center(SWC), in coordination with the Psychology Department/Center for Applied Psychology(DCAP). The implementation process requires a collaborative and supportive efforts from parents, students, and other support personnel.
2. The faculty members are considered front liners since they have direct and regular engagement with the students. Based on the Course Design Framework, they take active role through the following:
  - 2.1 synchronous interactions online, where, especially at the start of a new course, they set the tone, establish a connection, provide encouragement and respect, show open stance to students, and maintain an aura of professionalism.
  - 2.2 promptness in giving feedback
  - 2.3 clarity of the communications
  - 2.4 continuous and open dialogue with students via attendance to students’ queries, emails, chat, and other means like landline and cellphones calls/texts, snail mails.
3. Faculty members shall concretize flexibility through provision for deadlines with lifelines; giving option to resubmit assignments prior to final grading; allowing for self-paced learning; and, as needed, exhausting all means to connect with students, even involving parents or relatives of parents.
4. With the active collaboration of parents who are by themselves front liners given their constant and immediate access to their teens, faculty members and all others involved in the learning process are encouraged to be reflective, proactive, and compassionate during these extra-ordinary times. There is a need to go the extra mile with students/teens needing special care and attention. It must be noted that referring students to, or seeking help from counseling or psychology professionals in the SWC or DCAP in relation to any student’s concern, shall be done only when a faculty member has already exhausted all possible means ( i.e. has addressed at his/her level the expressed or observed concerns of student/s via available means like consultation/conference through online, cellphones, or even face-to-face encounter, when conditions allow either with student/s and/or parents).It is expected that ethical standards, guidelines, and policies are duly observed by all stakeholders in the course of connecting and extending support to students/teens.



5. Although the implementation, while the university is on a distance learning mode is predominantly virtual, this does not discount the possibility of face-to-face engagements should the situation warrant it.
6. The delivery of specialized online services like psychotherapeutic intervention/clinical counseling shall be directed to specific population within the university whose concern is identified as distinct, infrequent, and deviation from the average; and comprises psychological conflicts that affect functions of daily life and put risk to self or others. While on distance learning mode, these services shall be governed by existing and special ethical guidelines in the provision of e-counseling/tele-therapy.

## **VI. Procedures**

1. Anybody who needs to avail of online support services are directed to access the DLSU-D Distance Learning Mode page, particularly the section on the Primers and Guideline for Online Tools.
2. Under the Primers and Guidelines for Online Tools, click the links to Guidelines for the Use of SWC Online Support and Online Mental Health and Well-being Support Service of the Psychology Department's Center for Applied Psychology.
3. The said two links above shall lead to more specific procedures in availing any of the components or services identified in this document.
4. Aside from the first three, anybody in need, may also go through other key channels/units: Dean's Offices, Associate Deans, Office of Student Services, POLCA, Student Councils, and other responsible officials in the university. These offices shall then facilitate the necessary referral to offices or professionals concerned.

## **III. Related Document**

- a. Treatment Plan Format
- b. Testing Consent Form;
- c. Referral Form;
- d. Informed Consent for Counseling;
- e. Code of Ethics for Registered and Licensed Guidance Counselors in the Philippines
- f. Code of Ethics for Philippine Psychologists

[https://www.pap.org.ph/sites/default/files/code\\_of\\_ethics\\_pdf.pdf](https://www.pap.org.ph/sites/default/files/code_of_ethics_pdf.pdf);

<https://www.apa.org/practice/guidelines/telepsychology>;



- g. Ethical Issues in Providing Online Psychotherapeutic Interventions <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1761841/>;
- h. Guideline for Counseling and Psychotherapy;
- i. Protocols in the management of students with mental health issues and concerns;
- j. List of Psychiatrists in Manila & Cavite;
- k. List of Psychology Clinics in Cavite and Manila.



Implementing Rules and Regulation –

## **HBL- FACULTY AND STUDENTS RESPONSIBILITIES**

Document No. 09

Revision 01

Classification: IRR on Course Design

Effectivity: First Semester AY 2020-2021

Number of Pages: 4

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### **I. Objective**

The policy aims to identify the responsibilities of faculty members and learners in printed module delivery.

### **II. Owner**

The Office of the Vice Chancellor for Academics and Research (OVCAR) is responsible for the implementation and monitoring of this policy.

### **III. Scope**

The policy covers the responsibilities of the faculty and learners' in the delivery and accomplishment of printed modules.

### **IV. Definition of Terms**

1. **Home-based Learning** – an alternative mode of learning with the use of printed module and/or electronic copy stored in USB.
2. **Learner** – refers to DLSU-D students who are enrolled and are qualified to avail the printed module learning modality.



3. **Printed Modules** – refers to a self-paced lesson and learner activities designed and provided by Departments. Printed modules may be in black and white or electronic form.

## V. General Policy

### 1. Faculty Responsibility

- 1.1 Preparation of Module - Faculty members are required to create the prescribed module for his/her course/subject. However, the chair of the department must see to it that the modules subject for preparation is well distributed among the faculty members of the department.

Qualification of Faculty assigned in the preparation of module:

- 1.1.1 assigned to teach the subject
- 1.1.2 must have taught the subjects for at least 2 semesters – for GE Or institutional subjects.
- 1.1.3 with specialization in the assigned subject/s

Modules must be:

1. Aligned with the syllabus,
2. Components of a module can take a variety of forms as long as they are aligned to the learning competencies set in the syllabus and all materials are provided for free.
3. At least covers the first 3 weeks part of the semester, the remaining part of the module, for Midterm Period must be completed and submitted two weeks after opening of class and for the Final period, must be completed and submitted one week the Midterm Examination.

### 1. 2 Distribution of Modules -

- 1.2.1 The faculty, in cooperation with the Department's E-Learning Committee and Department Chair, shall provide a copy of the printed module to the *Assigned Office* (to be announced) for distribution to learners.
- 1.2.2 Faculty will submit, for distribution, printed modules thrice in a semester, at the most. For Midterm period, two days before the distribution as scheduled by the *ASSIGNED OFFICE* and two weeks after the opening of the class. For Final Period, a week before the midterm exam.



- 1.2.3 Modules will include enabling assessments, but the answer key will be put on hold.
- 1.2.4 Summative Assessment will not be included in the printed module and shall be distributed separately. Schedule of distribution shall be announced by the *assigned office* in coordination with the faculty.

### 1.3 Communication

The faculty shall ensure consistency on:

- 1.3.1 Secure contact information of learners and parents/guardians such as mobile and land-line phone number, and other possible communication tools.
- 1.3.2 Maintaining open communication line with the learners.
  - 1.3.2.1 Limitations on communication should be strictly observed, such as during Sundays and Holidays.
- 1.3.3 Monitoring learner performance and submission of requirements and assessments.
- 1.3.4 Providing feedback regarding requirements and assessments regularly as prescribed in the syllabus. Feedback regarding enabling and summative assessments shall be forwarded to the learners within 3 weeks after submission by the learner.

- 1.4 Faculty are required to implement IRR for Self-Care.

## 2. Learner Responsibilities

- 1.1 Learner shall secure copy of printed modules. They have 3 options to secure such copies
  - 1.1.1 Printed
  - 1.1.2 E-copy (USB)
  - 1.1.3 E-copy (USB) and printed copy (assessment part)
- 1.2 Learner shall ensure, with diligence and honesty, accomplishment of tasks provided in the printed module.
- 1.3 Learner shall constantly have open communication line, such as mobile and land-line phones, to be used in consultations, and/or feedback. Should there be a change in learner's contact information, learner is obliged to inform his/her professor.
- 1.4 Learner (or by parents, guardians or representative) shall submit all answered assessments, enabling and summative, and other requirements in the University. The place of submission shall be at the Ugnayang La Salle (ULS) and collected by an assigned office. The dates of submission of



assessments will be scheduled and announced by the assigned office. All other policies regarding this matter shall be referred to in the IRR-Course Design for Deadlines and Lifelines.

1.5 Behavioral

1.5.1 Observe punctuality at all times.

1.5.2 Respect should always be observed in dealing with professors

1.5.3 honesty shall be always considered in performing tasks assessments.

**VI. Related Documents**

1. Any IRR/policy that is in direct relation in the foregoing





Implementing Rules and Regulation –

**DLSUD COPYRIGHT GUIDELINES ON MODULE MAKING**

Document No. 10

Revision: na

Classification: IRR on Course Design

Effectivity: First Semester AY 2020-2021

Number of Pages: 4

Approved: OVCAR

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**I. Rationale**

DLSU-D, in response to the global pandemic COVID19 and in pursuit of its mandate to provide quality education to its students, has implemented a CARE-based education which is partly to be delivered in the form of modules. Such Lasallian, values-based modules will facilitate the delivery of high quality lessons and provide a venue where both the faculty and student enriches the exchange of ideas and knowledge; and make learning truly a unique Lasallian educational experience.

**VI. Definition of Terms**

1. Modules- refer to a method in the delivery of education to students which may or may not involve the use of learning materials; they are crafted to provide a complete educational experience to students.
2. E-books- refer to the soft copy or e-version of a printed book which can be downloaded in its virtual form via gadgets e.g. a tablet, laptop or computer.
3. Copyright- refers to the right vested in an individual for entitlements based on his/her creations.
4. Fair Use- is a defence against copyright infringement but burden of proof is on the user.



### **III. Module-Making Process**

1. Each department is mandated to craft modules for both general and major subjects assigned to them. In this regard, faculty members are required to attend module-related seminars to address this objective.
2. The faculty member assigned to teach the subject is primarily responsible for crafting the module for such subject. If there are 2 or more faculty members teaching the same subject, all of them shall collaborate and contribute to the production of such module.
3. After such module is crafted by the concerned faculty member/s, it shall be submitted to the faculty chair who will evaluate the competence of such module. The chair may form a module quality committee to assist him in this regard.
4. Then the chair will forward the evaluated module to the College Dean who together with the chair and a faculty expert on the subject, make a final evaluation and will recommend the module for its use in instruction.
5. It will then be forwarded to the appropriate institutional committee for approval.
6. Such module will then be available to faculty members assigned to teach such subjects.

### **IV. Copyright Ownership**

1. Republic Act 8293 or the Intellectual Property Law of the Philippines provides the following provision:

*178.3. In the case of work created by an author during and in the course of his employment, the copyright shall belong to:*

*(a) The employee, if the creation of the object of copyright is not a part of his regular duties even if the employee uses the time, facilities, and materials of the employer.*

*(b) The employer, if the work is the result of the performance of his regularly-assigned duties, unless there is an agreement, express or implied, to the contrary.*

Thus, copyright ownership of the modules belong to the university as these modules were created by faculty members in performance of their regularly-assigned duties e.g. Use these modules as part of their tools in teaching their subjects during the pandemic.



Likewise, “in the course of the employment” means that the faculty members did the modules because they are employees of the university and it is a requirement for their continued employment. (King vs. SA)

2. Likewise, the IP Policy of the University provides that copyright belongs to the university if:

*8.2.1. it is a university-funded work or provided through the university;*

Thus, the university has indeed, indirectly funded the making of these modules as it is part of the regular duties of the faculty to teach and included in the IFS as making of instructional materials. Likewise, module delivery will be provided by the university through the Schoolbook.

Another IP Provision of the University IP Policy also provides that copyright belongs to the university if:

*8.2.2. the facilities and resources used during the conduct of the work are owned by the university;*

Thus, use of resources of the university such as e-services and materials of the institutional library also strengthens the university claim to the copyright of such modules.

3. While generally, copyright belongs to its creator at the moment of creation, such module-making falls under the exceptions under the IP Law and thus, in this regard, the copyright does not belong to the faculty who made the module but to the university.

## **V. Use of Copyright**

1. The university, as copyright owner of the modules, reserves the right to provide or not, incentives to the faculty in relation to module-making.
2. E/ Textbook authors (faculty members) who are the copyright owners of modules culled from their textbooks, may negotiate (licensing, assignment or fair use) with the university as to the usage of their works.



## **VI. Revenue Sharing**

1. The modules made by the faculty will be used strictly as part of instruction and thus, revenues will inure solely to the university.
2. If a module will be commercialized or utilized outside university premises or used outside its intended purpose, the faculty member/s who crafted the module will receive 20% of the revenues.
3. Likewise, if another private entity collates the modules into a learning material, the university and the faculty concerned will be compensated.
4. University-based entities such as organizations, offices, etc. may also be charged a minimal fee which will inure to the benefit of the faculty, if such module will be used in their respective domains.

## **VII. Support Resources**

1. E-books- modules may be supported by learning materials such as e-books authored by DLSUD faculty. The royalty from the selling price of such e-books will inure solely to the benefit of the faculty concerned subject to the percentage which goes to the faculty development fund of the department of the authors as contained in the DLSUD Textbook Guidelines.
2. Other matters pertaining to e-books shall also be governed by provisions in the DLSUD Textbook Guidelines in a suppletory manner.
3. Learning Materials- other learning materials of similar nature as e-books shall likewise be governed by the DLSUD Textbook guidelines.
4. Copyright of the e-books belongs to the authors, publishers or both; depending on their agreement embodied in a contract between them.
5. Likewise, copyright of the modules culled from e/textbooks belong to the faculty-author because of previous copyright in their previous forms as books.



De La Salle University  
D A S M A R I Ñ A S

## APPENDICES



Appendix A

Conformity Form

I, \_\_\_\_\_, \_\_\_\_\_, stated that:  
(Name of Student) (Course/Year/Section)

1. I was informed by De La Salle University-Dasmariñas that the scheme of learning for the first semester SY 2020-2021 is a combination of online and scheduled onsite campus meetings for student consultation and laboratory work;
2. I know that the onsite campus meeting will only happen once the present condition (quarantine period) allows;
3. I have limitations for online learning, thus I chose to engage in the printed module home-based learning as my alternative;
4. I understand that I have to conform with the following:
  - a. Take initiative to get lessons done independently;
  - b. Take responsibility to behave in a particular way on dealing with lessons;
  - c. Ensure that honesty is observed at all times while engaged into the lessons;
  - d. Manage time wisely and consciously be able to comply with deadlines;
  - e. Refrain from doing other activities other than the module once the lesson started;
5. I will continually comply with the applicable provisions of the Student Handbook.
6. I also give my consent for the office to conduct verification regarding the information pertinent to my application.
7. Finally, I fully understand that misrepresentation or false information, after due process is observed, shall result in outright and automatic disqualification from the program.

CONFORME:

\_\_\_\_\_  
(Signature over Printed Name)  
Student

\_\_\_\_\_  
(Signature over Printed Name)  
Guardian



## Appendix B

### Learning Activities

Table 1. Examples of learning activities

Activities	Examples
Synchronous Activity	Chats, video conferencing, live streaming
Asynchronous activity	
Individual/group task	Forum or discussion board, wiki, group presentation, vlogs, blogs
Enabling assessment	Discussed under assessment IRR
self-paced reading	Discussed under self-paced IRR
summative assessment	Discussed under assessment IRR
self-care activities	Discussed self-care IRR



Appendix C

Self-Care Activity Form

<b>OFFICE OF THE VICE CHANCELLOR FOR ACADEMICS AND RESEARCH SELF CARE PROGRAM SELF CARE ACTIVITY FORM</b>	
<b>TITLE OF ACTIVITY</b>	<b>PROPONENT AND CONTACT DETAILS</b>
<b>TARGET PARTICIPANTS</b>	<b>DURATION OF ACTIVITY</b> a. # of hours to be accomplished b. Time frame of availability on the online platform (e.g. whole sem)
<b>OBJECTIVE/S</b>	
<b>DESCRIPTION OF ACTIVITY</b> <b>I. Rationale</b> <b>II. Objective</b> <b>III. Presentation of Content</b> (details such as themes, methodology, target participant, budget, promotional strategy, etc). <b>IV. Attachments</b> (such as AVP, Profile of resource persons, link, photos, etc) <b>V. Approval note</b> from organization/group/individual owners of supporting materials used in the SCA.	
<b>(to be filled up by Self Care Committee)</b> <b>REMARKS:</b> (if approved, recommendations, data of approval, approving member, etc)	










Appendix D

SELF-CARE FEEDBACK FORM

Student No. \_\_\_\_\_ Age \_\_\_\_\_ Gender \_\_\_\_\_ High School (Grade Level) \_\_\_\_\_

College: \_\_\_\_\_ Program \_\_\_\_\_ Year and Section \_\_\_\_\_ No. of units enrolled \_\_\_\_\_

Instructions: Your feedback will provide us baseline data for the enhancement of self-care activities: Please provide check mark as represents your response to every items below for the space provided. Thanks for your time.

Questions	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 
The activities respond to my immediate need to take a break on my work and studies.					
The activities provide me opportunities to take care of myself holistically.					
The activities give relief to stress.					
The activities help me observe and maintain study-life balance.					
The activities are fun, doable and something I would like to do repeatedly.					
The activities are user friendly, easy to access at anytime					

**Comments and Suggestions:**



## **IRR UPDATE 001**

**Released date: August 5, 2020**

### **1. Assessment**

The attempt should be set to a minimum of three

### **2. Asynchronous session**

The 3-hour onsite consultation/lab work can be converted to asynchronous or self-care.

### **3. Grading system**

Class participation is not part of the grading system.

### **4. Module preparation**

1. Teachers are only required during the Special Term to produce at least the first three weeks of the module plus the outline for the rest of the subject.
2. Students have three options
  1. Printed
  2. E-copy
  3. E-copy and printed copy (assessment part)
3. The distribution, receipt, and printing shall be centralized.
4. Components of a module can take a variety of forms (upon the initiative of the faculty) as long as they are aligned to the learning competencies set in the syllabus and all materials are provided for free.

### **5. Students concerns**

1. Scholarship Office will determine who qualifies for Home Based-Modular (HBM) (Offline) mode
2. Students, upon extreme cases, can shift from online to HBM but need to finish the midterm. Approval shall come from the faculty concerned, chair of the faculty, and the OUR.

### **6. Synchronous session**

1. Synchronous time will happen during the scheduled time.
2. Additional synchronous can be done during group consultation for students who would like to avail of it.
3. For the Graduate School (GS)
  1. Increase in synchronous time is allowed
  2. Each GS shall come up with policies and guidelines for conducting online classes based on the needs of its students



1. Beyond 25 percent synchronous, no module is required
2. Less than 25 percent synchronous, module is required

## **7. Terms**

1. The committee agrees to adopt the LEARNING OUTCOMES instead of LEARNING OBJECTIVES.
2. FORMATIVE ASSESSMENT shall be changed to ENABLING ASSESSMENT

## **8. Textbooks/Lab manuals**

1. Primary/Major sources/references will be indicated instead of textbooks.
2. Lecture and laboratory subjects can have one syllabus clearly stipulating in the course description the differences between the two subjects. Laboratory manuals for laboratory subjects can be used. Departments that are offering lecture and laboratory subjects are given the leeway to decide on how they will reconcile problems and issues related to the syllabus and module union.
3. Generally, all faculty should have as a major source, e-copies that are readily available in the library. In the absence of such,
  - The university, through its acquisition librarian, shall seek consent from the publisher if the source can be reproduced for the free use of its students, given the extraordinary times
  - If publisher is apprehensive, acquisition librarian shall negotiate for a lower price given that the copy will be made available via e-copies
  - If the first two will not work, the purchase of the primary sources shall be made optional for students. In this scenario, alternative links and sources must be provided by the teacher.

## **9. Others**

1. Deadline for the accomplishment of SB paths is extended
  1. Level 4 – before the first semester begins
  2. Level 5 – before the first semester ends
2. CH for teachers can be as early as 7am and as late as 7 pm



### IRR UPDATES NO. 002

Released date: August 19, 2020

1. Minimum requirements to provide direction for students and guidance for teachers
  1. Syllabus
  2. Module mapping
  3. First three weeks for modules plus outline
  4. Modules can be formed through various forms (including recycled materials) as long as the outcomes/objectives are clearly outlined, contents are clear, activities are available, and assessments are aligned with the outcomes
2. Adjusted deadlines
  1. August 21, 2020 – submission of syllabus to chairs
  2. September 4, 2020 – submission of module (at least first 3 weeks) to chairs
3. Synchronous meeting may be allowed during the first week of meeting as agreed upon by the department.
4. Self-care time must be identified as 3 hours in the syllabus. The schedule shall be determined during class time as agreed by teachers and students.
5. As an option, instead of specific dates, week number maybe showed/written to avoid confusion in the module map when holidays fall on class days.

### IRR UPDATES NO. 003

Released date: August 26, 2020

1. Synchronous sessions may commence even if the attendees is less than 50%, recording of the synchronous session shall be strictly observed.
2. There are two assessments during the Midterm and another 2 during the Final term with a maximum **50 items** per assessment. Points for the summative assessment is decided by the faculty.
3. The content and graded assessment must be the same in the online and offline modules, however for online classes - activities, learning materials may deviate.
4. Learning Outcomes feature of the SB **is not required** to be used.



## **WORKING COMMITTEES**

### **1. IRR on Qualification for HBL**

Mr. Epitacio B. Mendiola – Committee Head

Members:

Ms. Linda Lou G. Palomino

Ms. Josephine L. Cruz

Ms. Normalyn R. Pantino

Mr. John Neil V. Manguerra

Ms. Rosemarie Y. Ganaden

### **2. IRR on Time Management**

Mr. Marlon Pareja – Committee Head

Members:

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Engr. Wilfredo Aguinaldo

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### **3. IRR on Scheduling and Loading**

Dr. Paulino H. Gatpandan – Committee Head

Members:

Engr. Ma. Estrella Natalie B. Pineda

Dr. Airill Mercurio

Mr. James Patricio

Dr. Rubie Causaren

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### **4. IRR on Syllabus**

Dr. Evelyn Obo, Syllabus Related Area Head

Mr. Paul Anthony Notorio, Syllabus Related Area Head

Dr. Domingo Reblora Jr., Syllabus Related Area Head

Members:

Mr. Jerome Buhay

Ms. Mae Baron



Mr. Eptacio Mendiola Jr.  
Ms. Marvy Gomez

Mr. Bernard Esternon

### **5. IRR on Self Care**

Members

Ms. Demetria Panganiban  
Mr. Ronante M. Angeles  
Dr. Jennifer T. Arroyo  
Mr. Arkanghel Lopez  
Ms. Rio Ramos-Mazo

Ms. Agnes Berosa-Gibas  
Mr. Marvin N. Lepardo  
Ms. Maris Edwena H. Caguioa  
Ms. Ethel Cacayuran  
Ms. Maria Gracia Olorga

### **6. IRR on Self-Paced Learning**

Mr. Roland Lorenzo Ruben, Team Leader

Members:

Mr. Edwin Bunag  
Ms. Wennie Jomoad

Mr. Bernard Esternon  
Mr. Jason Real

### **7. IRR Committee on Deadlines with Lifelines**

Members:

Faculty:

Ms. Eden Cabrera, CPA  
Ms. Ma. Luisa Cuaresma  
Engr. Alice Descallar  
Engr. Fred Glorioso Hicaro  
Dr. Ma. Theresa Christine Valdez

Students:

Ms. Elizabeth Bañaga  
Mr. Jeru Amistoso Gaitera  
Mr. Darren Maristela  
Mr. Una Janus Sibayan

### **8. IRR on Connecting with Students**

Members:

Ms. Glessie A. Cantada, RGC  
Evangeline C. Ruga, PhD, RPsy  
Ms. Elizabeth N. Bañaga

Ms. Guidance Counselor, CLAC  
Mr. Jeffrey A. Lubang  
Mr. Jasper T. Leyson



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### **9. Committee for HBL- Faculty and Student Responsibilities**

Mr. Jerome L. Buhay – Committee Head

Members:

Ms. Relyn S. Antenor-Cruz

Dr. Jose Alejandro Tenorio

Mr. Epitacio B. Mendiola

Mr. Domingo Q. Reblora Jr.

### **10. DLSU-D Copyright Guidelines for Module Making**

Dr. Jose Aims R. Rocina – DLSU-D IPO



**MEMORANDUM**

**June 1, 2020**

I pray that our collective experience this second semester and shared desire for better learning will help prepare us for SY 2020-2021.

This coming school year, we will be embracing a CARE-CENTRED MODEL FOR ONLINE LEARNING that will lead to a more inclusive and humanizing learning experience for all learners. The course design framework is a product of inputs coming from several consultations (from student, faculty, and parent representatives) that were consolidated and deliberated upon by the Admin A&R management committee. It also attempts to respond to the results of the End-of-the class survey which was participated in by 3000 students.

This is a combination of online and scheduled onsite campus meetings for student consultation and laboratory work (once conditions allow), with provisions for home-based modular learning, as alternatives for students who do not have any means of online connection. This is in line with the flexible learning mode that the Commission on Higher Education highlights in its advisory.

Classes will begin on September 14 for college (including the graduate school) and August 24 for high school (junior and senior high), while the school year will open on August 1 to provide more time to equip us, as we breathe life to this model for online learning. The class opening was a middle ground from surveys coming from the college student sector which preferred September and the parent sector which opted for October, when asked what month they feel they would be ready to start SY 2020-2021. For the HS, it followed the DepEd advisory regarding opening.

Between now and the opening of classes, we will be calling on the different sectors to help us develop the policies, guidelines, and programs that will allow us to create a better and care-driven learning environment for all.

Drawing primarily from the experiences of our students, we would like to focus on key areas where care needs to be strongly manifested: course pacing, instructor presence (including interaction and feedback), assessment, and technical, academic, and administrative support.

Simultaneously and interrelatedly, we will be holding institutional capacity building measures and module development activities.

We have practically three months (June, July, and August) to breathe life to all these plans. Admittedly, we would heavily rely on our community spirit to allow us to turn the challenges that we will encounter along the way into great opportunities for DLSU-D.

As you wait for specific information, may I suggest that we focus on the grades of our students, review the recorded webinars recently held, and envision ourselves enjoying our new learning paradigm? Attached is the DLSU-D Course Design Framework for 2020-2021 – CARING FOR WHAT MATTERS, for your reference.

Thank you for your attention.





## CARING FOR WHAT MATTERS DLSU-D Course Design Framework for 2020-2021<sup>1</sup>

### Teaching-Learning Vision

Faithful to its Vision-Mission<sup>i</sup> of becoming a meaningful resource for Church and Nation, De La Salle University-Dasmariñas advocates a technology driven and care centered teaching-learning experience aimed at challenging students to understand the world and authentically respond to its needs. This is achieved by creating a flexible, reflective, and collaborative space, whether online or onsite, that will help unleash the students' Animo - innate talents, skills, and compassion for others - and develop the attributes<sup>ii</sup> that the University envisions its graduates to exhibit.

### 1.0 Modality

DLSU-D shall embrace a CARE-CENTRED MODEL FOR ONLINE LEARNING<sup>iii</sup> that will lead to a more inclusive and humanizing learning experience for all learners.

This is a combination of online and scheduled onsite<sup>2</sup> campus meetings for student consultation and laboratory work, with provisions for home-based modular learning, as alternative<sup>3</sup> for students who do not have any means of online connection. This is in line with the flexible learning mode that the Commission on Higher Education highlights in its advisory.<sup>iv</sup>

In the case of DLSU-D, it subscribes to NEO LMS, locally known as Schoolbook as its official learning management system, complemented by the features of Microsoft Office 365 like Teams, plus other program-specific educational tools of the colleges.

The CARE-CENTERED MODEL is characterized by a strong student support in terms of pacing, instructor presence (including interaction and feedback), assessment, and technical, academic, and administrative support.

#### 1.1 Pacing<sup>v</sup>

The classes shall follow a schedule to assure students of needed time to attend to their lessons. A time management policy<sup>4</sup> shall be put in place to make sure that the students will have the chance to attend to their lessons, enjoy the support services that will be made available for them, and most importantly, spend time with family and friends.

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<sup>1</sup> The implementation of the framework shall be evaluated through a multi sectoral monitoring team and commissioned research projects. The observations of the multisectoral monitoring team shall be taken up as a regular monthly item in the A&R management committee meeting; while the research projects are seen to be completed at the end of the school year as a major planning data for the following school year.

<sup>2</sup> Once conditions allow

<sup>3</sup> Target date of release of the Implementing Rules and Regulations (IRR), identifying qualified students, is on or before July 10, 2020.

<sup>4</sup> Target date of release of the IRR is on or before July 10, 2020.



The schedule will follow the normal scheduling system<sup>5</sup> with each class completing a session equivalent to 54 hours, divided into 27 hours each which is composed of the following<sup>6</sup>:

Activities <sup>7</sup>	Period
- synchronous activities (e.g. chats, video conferencing, live streaming)	4.5 hours (accumulated or one time)
- asynchronous activities (13.5 hours) <ul style="list-style-type: none"> <li>individual or group tasks (e.g. forum/discussion board, wiki, group presentation, vlogs, blogs, etc.)</li> <li>formative assessments</li> <li>self-paced reading</li> </ul>	13.5 hours  <i>minimum of 2.25 hours</i>          <i>minimum of 1.5 hours and maximum of 4.5 hours</i>          <i>minimum of 2.25 hours</i>
- onsite activities (consultation/laboratory work)	3 hours
- online summative assessment	minimum of 1.5 hours and maximum of 3 hours
- self-care/me-time <sup>8</sup>	3 hours

*NOTE: During the self-care/me time, the student has his or her time to maximize. He may also choose from the buffet of support services that the University offers online. He or she can also opt for an alone time.*

### 1.2 Instructor presence<sup>9</sup> (including interaction and feedback)<sup>vi</sup>

The Instructor should assume an **active role**, online and onsite. This is manifested in the following:

- synchronous interactions<sup>vii</sup>, especially at the start of a new online course, where the instructor can set a positive atmosphere, establish a connection, provide a tone of encouragement and respect, and share a bit of him or herself with students while maintaining an aura of professionalism.

<sup>5</sup> Target date of release of the IRR, integrating the loading of faculty, is on or before July 10, 2020.

<sup>6</sup> DLSU-D HS has its own counterpart as found in its ANIMO strategy for learning.

<sup>7</sup> Target date of release of the IRR, together with the syllabus format, is on or before July 10, 2020.

<sup>8</sup> Target date of release of the IRR is on or before July 10, 2020.

<sup>9</sup> Training programs shall be released in a separate document.



- promptness in giving feedback
- clarity of the communications
- continuous and open dialogue with students via attendance to students queries, emails, chat, etc.

The instructor needs to be **flexible**. This is can be seen through the following:

- provision for deadlines with lifelines<sup>10</sup> and the option to resubmit assignments prior to final grading
- Provision for self-paced learning<sup>11</sup>
- Exhausting all means to connect with students, even involving parent or relatives of parents, if necessary<sup>12</sup>

The instructor needs to be **prepared to elevate the learning** of students towards his or her maximum potential. Proper training<sup>viii</sup> should be set for the following:

- affective/emotional element of online learning
- timely communication with learners, and personalized feedback
- monitoring of student performance to improve teaching methodology and delivery of lessons
- management of questions (e.g. through FAQs)
- preparation of online modules
- quality interaction: teacher-student, student-student, student-content, student-interface
- facilitating active engagements in causes related to Church and Nation-building

The instructor needs to be prepared for scheduled onsite consultations and laboratory work<sup>13</sup>.

NOTE: The University's computer facilities shall be open for the use of the instructors. A strict schedule system shall be implemented in observance of physical distancing and other safety precautionary measures.<sup>14</sup>

### 1.3 Assessment<sup>15</sup>

There will be two kinds of assessment – formative and summative

**Formative assessments** are evidence that students engage and participate. These may come in the form of their participations in discussion forums or accomplishing exercises and tests, etc. that are primarily meant to bring them to

<sup>10</sup> Target date of release of the IRR is on or before July 10, 2020.

<sup>11</sup> Target date of release of the IRR is on or before July 10, 2020.

<sup>12</sup> Target date of release of the IRR, mindful of the ethics that must be observed, is on or before on July 10, 2020

<sup>13</sup> Target date of release of the IRR is on or before July 10, 2020.

<sup>14</sup> Target date of release of the IRR is on or before July 10, 2020.

<sup>15</sup> Target date of release of the IRR is on or before July 10, 2020.



reflect on their abilities either as a group or individually, as far as the lessons are concerned.

The following are their characteristics:

1. Asynchronous
2. Scored but with minimum weight
3. Short
4. Limited attempts
5. Gateway (completing one before going to the other)

**Summative assessments** are opportunities for learners to apply their knowledge and skills and identify where they lack understanding. They come in the form of case studies, proposals, or creative outputs, etc.

The following are their characteristics:

1. Scored
2. Generally, output-based (but mindful of the preparations for licensure exams)
3. Limited attempts
4. Individual or group work
5. With component for peer assessment
6. Interconnected (summative assessments)
7. Option for onsite assessment, if conditions allow
8. Not required to be departmental
9. Should it entail large scale outputs that will consume more time, summative assessment must be broken down into mini outputs through-out the semester as part of the asynchronous activities

Computation of final grade shall be as follows:

Mid TERM (1/2)	Final TERM (1/2)
Summative assessment: 40 to 60% Class standing: 60 to 40%	Summative assessment: 40 to 60% Class standing: 60 to 40%
FINAL GRADE = 100%	

*Note: Class standing covers asynchronous and synchronous activities as detailed in the item on pacing.*

### **1.4 Technical, academic, and non-academic support<sup>ix16</sup>**

The following fall under technical, academic, and administrative support:

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<sup>16</sup> Support programs shall be released in a separate document.



1. Gadget loan to address equity and access<sup>17</sup>
2. Guidance in using Learning Management System and other technological tools
3. Strategies for independent learning in a virtual environment
4. Advisory centers and retention task force where students can go for help (e.g. sharing sessions, peer coaching/mentoring programs, online resources including 24/7 access to session recordings) outside their class time
5. Team of dedicated technicians, involved in step-by-step instruction and trouble shooting
6. Creation of new support partnerships (between students and parents; between students and industry/ students from other HEIs)
7. Health and safety protocol inside the classrooms and inside the campus

## 2.0 Student

The DLSU-D student is expected to release the Animo from within and use his or her innate skills, talents, and compassion for others, to further understand and respond to the needs of society.

To achieve this, the University has identified attributes that students are envisioned to genuinely exhibit after graduation, whether in the virtual or physical world.

Additionally, the student, to thrive in an online environment must demonstrate the following<sup>18</sup>:

1. Proper netiquette
2. Knowledge of the learning management system
3. Self-discipline, diligence, and commitment to meet the minimum standards set
  - a. Active participation 4-6 days a week
  - b. Time management skills to complete the tasks
  - c. Collaboration with others
4. Self-awareness to monitor and evaluate progress and experiences
5. Create new knowledge in response to the needs of the Church and Nation
6. Effective communication skills
7. Tact and initiative to speak up, if concerns arise

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<sup>17</sup> In coordination with the Office of the Vice Chancellor for Mission, External Affairs, and Advancement.

<sup>18</sup> Orientation programs shall be released in a separate document.



### 3.0 End Notes

<sup>i</sup> <https://www.dlsud.edu.ph/aboutDLSUD/visionMission.htm>

<sup>ii</sup> DLSU-D Institutional Learning Outcomes 2017-2018

DLSU-D Graduate Attributes	Descriptors
1. God-centered	<ul style="list-style-type: none"> <li>a) Creates an environment where the experience of God is lived and shared</li> <li>b) Practices honesty, fairness, truth and integrity in all aspects of life (personal and professional lives)</li> <li>c) Observes and maintains ethical standards in dealing with the different stakeholders</li> <li>d) Integrates Christian perspectives and values in all undertakings</li> <li>e) Manifests humility and respect in relating with other people</li> </ul>
2. Patriotic	<ul style="list-style-type: none"> <li>a) Manifests a deep sense of nationalism by integrating history, arts, and culture in their daily lives</li> <li>b) Participates responsibly and collaboratively in the discussion and resolution of issues within local, national, and international contexts</li> <li>c) Engages actively in political, social, economic, and cultural transformation for nation building</li> <li>d) Brings pride and honor to the community and the country Patronizes locally produced products and promotes them globally</li> </ul>
3. Socially Responsive	<ul style="list-style-type: none"> <li>a) Demonstrates concern and compassion for the plight of the vulnerable and marginalized sectors of society by participating meaningfully in the process of social transformation</li> <li>b) Engages in ecological advocacies as responsible stewards of God's creation</li> <li>c) Continuously works in solidarity with people and institutions to effect liberating action</li> <li>d) Brings forth awareness and deeper understanding of social realities Manifests spirit of volunteerism through social actions that improve communities</li> </ul>
4. Globally Competitive	<ul style="list-style-type: none"> <li>a) Takes progressive responsibility for own learning and development</li> <li>b) Promotes critical and creative thinking, self-knowledge and self-mastery</li> </ul>



	c) Is committed to rise above mediocrity d) Shows dedication, commitment and love for work to attain exceptional results e) Exhibits innovativeness and creativity in various contexts
5. Professionally Competent	a) Possesses leadership qualities of <b>Competence, Honesty, Accountability, Responsibility and Transparency (CHART)</b> b) Effectively communicates in various forms of media c) Strives to be at the top of their chosen fields d) Effectively works and collaborates in a multi-disciplinary team e) Adapts to changes in the workplace, local society and global community

iii Designing with care: Towards a care-centered model for online learning design. DOI 10.1108/IJILT-10-2019-0098  
<https://www.emerald.com/insight/2056-4880.htm>

Connecting theory and practice: Reviewing six learning theories to inform online instruction.  
<https://www.emerald.com/insight/2046-9012.htm>

iv CHED COVID-19 Advisory no. 7, May 24, 2020

v Online Learning Is Not Flat: An Analysis of Online Learning That Promotes Interactivity

Research in Learning Technology 2016, 24: 29366 - <http://dx.doi.org/10.3402/rlt.v24.29366>

Supporting students to succeed in open and distance learning in the Open University of Sri Lanka and Universitas Terbuka Indonesia. [www.emeraldinsight.com/2414-6994.htm](http://www.emeraldinsight.com/2414-6994.htm)

vi University Faculty's Perspectives on the Roles of E-Instructors and Their Online Instruction Practice

Research in Learning Technology 2018, 26: 2047 - <http://dx.doi.org/10.25304/rlt.v26.2047>

Assessment of the online instructor. Academy of Educational Leadership Journal, Volume 15, Special Issue, 2011

Investigating critical success factors in online learning environments in higher education systems in the Caribbean. Information technology for development 2018, vol. 24, no. 3, 582–611  
<https://doi.org/10.1080/02681102.2018.1476831>

The experience of international postgraduate students on a distance-learning programme. DOI:  
10.1080/01587919.2018.1520038 10.9743/jeo.2017.14.2.3

Online learning for social justice and inclusion: The role of technological tools in graduate student learning.  
[www.emeraldinsight.com/2056-4880.htm](http://www.emeraldinsight.com/2056-4880.htm)

vii Assessing Quality Dimensions and Elements of Online Learning Enacted in a Higher Education Setting

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at George Mason University



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Assessment of the online instructor. Irene S. C. Parietti, Felician College David M. Turi, Felician College. Academy of Educational Leadership Journal, Volume 15, Special Issue, 2011

viii Blended Learning for Quality Higher Education: Selected Case Studies on Implementation from Asia-Pacific. ISBN: 978-92-9223-564-2 (print version) ISBN: 978-92-9223-565-9 (electronic version)

ix Supporting students to succeed in open and distance learning in the Open University of Sri Lanka and Universitas Terbuka Indonesia. [www.emeraldinsight.com/2414-6994.htm](http://www.emeraldinsight.com/2414-6994.htm)

An investigation of the variables that predict teacher e-learning acceptance by Juliette Attis, Liberty University Blended Learning for Quality Higher Education: Selected Case Studies on Implementation from Asia-Pacific. ISBN: 978-92-9223-564-2 (print version) ISBN: 978-92-9223-565-9 (electronic version)