



Republic of the Philippines
DON HONORIO VENTURA STATE UNIVERSITY
Bacolor, Pampanga

**Policy Interventions Adopted for the Conduct of Instruction
at DHVSU in the New Normal**

“When you stop learning you stop growing.”

— Kenneth H. Blanchard

I. RATIONALE

The present situation dictates the need to strategize so that learning may flourish still. As of August 10, 2020, DOH statistics shows that there are 136,638 confirmed COVID cases in the Philippines. This is gravely affecting the plans and projects of several learning institutions in preparation for the start of the School Year. Institutions are directed to adopt alternative modality in instruction and to tailor fit operations in response to safety protocols against the Covid-19 virus. In doing so, reexamination of institutional policies is thereby deemed necessary to fully operate and to continuously provide education to all learners in the New Normal scheme.

Education is no doubt essential to human development which will influence progress in both local and national settings. This perspective reinforces the need to revisit existing policies and guidelines for instruction and general operations of different Higher Education Institutions. In the attempt to contextualize strategies to carry on the deliverables of every institution; it is as well vital to put in mind that the lives and well-being of teachers, learners, and other stakeholders would be the top priority.

With this presented scenario, the Don Honorio Ventura State University uncovers policies and guidelines significant in attaining Educational goals in the New Normal.

II. POLICY INTERVENTIONS

The following are intervention policies focused on instruction and aimed at mitigating the adverse effect of Covid-19 Pandemic in the Academe:

1. Teaching and Learning

- Recalibration of the curricula which includes the upgrading/enhancement of the course syllabus/ outline

Recalibration of the curricula was done through enhancement/revision of syllabi focusing on the most relevant competencies that the learners need to acquire. There will be provisions for both face to face and online modalities. Learners will be categorized and shall learn from one of the following approaches: a.) *Place-based/Modular Approach*; b.) *Asynchronous*; and, c.) *Synchronous*.

The Modular Approach involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like learner’s materials,

textbooks, activity sheets, study guides and other study materials (DepEd, 2020).

In the Synchronous Approach, communication and learning occur on real-time through online class discussion, video conference, phone conversation (EdTech.Org, 2019).

Meanwhile, in the Asynchronous Approach, communication and learning does not happen on real time such as online discussion board, email thread and texting (EdTech.Org, 2019).

- Conducted a massive survey on student preparedness for online instruction which will be used as reference for preparation of instructional modalities and strategies
- Integration of *Flexible Learning* which include more alternative education modalities in the teaching-learning process through various online platforms and limited or no face-to-face instruction which includes modular instruction. The *Commission on Higher Education Office of Programs and Standards Development* defines Flexible Learning as “the design and delivery of programs, courses, and learning interventions that address learner’s unique needs in terms of place, pace, process, and products of learning. It involves the use of digital and non-digital technology, and covers both face-to-face/in-person learning and out-of-classroom learning modes of delivery or a combination of modes of delivery. It ensures the continuity of inclusive and accessible education when the use of traditional modes of teaching is not feasible, as in the occurrence of national emergencies.”

A survey on the level of readiness of both students and teachers was conducted to address the feasibility of Flexible Learning. In the survey the salient findings are addressed by the stated intervention with the following specificities:

Modular instruction will be the modality for the 1.5 % of student respondents with no gadgets, 5.3% with no internet access, and 21.9 % with weak to no signal. This is consistent with the previously stated intervention on curricular recalibration as teachers prepare modules for the said student category.

Various online platforms will as well be utilized to cater the needs of those students with intermittent connectivity or those who are basically dependent on mobile data which earned 50.4% of the total responses in the conducted survey.

- Organize a scheme on how to reach out to students who are uncertain to enroll as well as those who decided not to enroll for the semester.

There were a few students in the survey results who have **issues on continuing schooling for the semester**. Fifty-two or 0.4% of the respondents have no intention of enrolling at least for the coming semester and 7.7% were uncertain in enrolling. The said scheme is intended to deal with possible assistance that maybe extended to lessen or possibly alleviate discontinuance of schooling of a few students with such intentions.

- Digital/ virtual monitoring of students’ performance by instructors
- Evaluation of quality of teaching and learning using competency-based assessment

- Adjusting/ revision of the grading system which will be fitted for lecture and laboratory and like.
- Digital/ virtual monitoring of instructors' performance by immediate supervisors
- Drafting of Netiquette for Teachers and students

*(To guarantee that there will be **no student left behind** in the educational shift to the new normal, the academic policies were presented to the University Student Council to further reinforce the viability of all intended instructional modalities. Suggestions and shared information of the from the USC on student readiness concerns were appropriately addressed. Findings in a separate survey conducted by USC with the assistance of the different colleges were also considered.)*

2. General operations

- Delaying of the opening of classes to ensure the safety of the stakeholders
- Acquisition/Procurement of a Learning Management System for quality online instruction
- Consider the full implementation of RA 10929, the Free Internet Access in Public Places Act, which mandates that public basic education institutions, state universities and colleges (SUCs), and Tesda technology institutions to have free Wi-fi access.

This may eventually resolve the concerns on students with intermittent to no accession and make possibilities on their shift to online platforms.

- Strengthen Parent- Teacher collaboration to ensure that learning is achieved in varied instructional modalities
- Coordination to LGUs for possible paperless transactions and requirement submissions of learners who will be on modular instruction.
- Constant monitoring of facilities and resources needed for ensuring safety of all stakeholders.
- Realignment of resources to assist in the feasibility of accessible quality education

This will possibly address the provision of assistance to teachers with concerns on gadgets and connectivity. Though the number maybe minimal as reflected in the survey, that is 2 or 0.4 % with no gadgets and 5 or 1.1% with no internet connection; it is still prudent to note that assistance to teachers with such predicament be confronted.

- Consider the need for School-Based Public Health Interventions and Reorganization
- Strengthen Mental Health Support for Students, Teachers, and support staff

III. PROTOCOLS/GUIDELINES

To establish a smooth shift to the new normal, the university drafted procedures and standard in sync to the present set up.

ACADEMIC AND NETIQUETTE GUIDELINES FOR TEACHERS

Instructions for the Dean and Program Chair

1. The Dean shall secure the official lists of students per course (subject) from the Registrar's Office containing the contact details of the students, *viz*, complete address, contact number, e-mail address, etc.
2. The Program Chairperson shall organize the official listing per class and distribute among faculty members assigned in the program.
3. The Dean/Program Chairperson shall assign an adviser to every class.

Instructions for Instructors/Professors

1. The Instructor/ Professor communicates with the students per class via electronic mail (e-mail) a week before the start of the semester, specifically:

1.1 for the survey regarding internet connectivity.

This is to classify the students. Some of the data may include the following (consent for data privacy must be included in the survey)

Name

Home Address

Email Address

Contact Number

Course, Year and Section

What type of technology do you use?

- Desktop PC
- Laptop
- iPad
- Android Tablet
- Smart Phone
- None
- Others, please specify _____

Do you have Internet access? ___ Yes ___ No

What kind of Internet connection do you have at home? (Check all that applies)

- Mobile Data
- Wireless Connection (land-based or satellite)
- Fiber optic
- Others, please specify _____

Are you able to access and/or use your device to do schoolwork?

- I cannot use my device at home
- Limited access for 1-2 hours
- Average access for 3-4 hours
- Unlimited access

Describe your connection speed for online learning

- None
- Slow
- Moderate. Enough to get online, check in and comfortably browse the net
- Fast. Enough to smoothly stream videos, quickly download large files, etc.
- Lightning speed. Fastest possible connection for all sorts of projects.

Note: the survey is intended for enrolled students to settle issues on students' capacity

1.2 schedule of the orientation per class on the first week of the semester (Choose a specific date for each class) based on the course syllabus emphasizing the

1.2.1 netiquette rules for students which may include the following but not limited to the following:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using the vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone’s ability to read or write.
- Share tips with other students on how to easily navigate the net concerning their subjects.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Minority opinions have to be respected.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

1.2.2 requirements of the subjects where the deadline of submission is preferably until 5:00 PM (*a. never bombard students with a lot of activities, just give what is essential; b. give more authentic activities than mere online quizzes from time to time; c. for board programs, stick to the competencies needed in the licensure exam needed in each subject; d. a long exam can be given before the end of the semester*)

1.2.3 time frame when it comes to online sessions and other activities

1.2.4 ample time for students to answer the activities assigned to them

1.2.5 online schedule (e.g. 8:00am-5:00pm only) and consultation hours as well where students can message or call you to ask questions and clarify their activities

1.2.6 set objectives for the course (work directly on the set objectives)

1.2.7 rubric for any activity that you will assign so that they would know the basis of how they will be graded

2. Class advisers shall organize the schedule of online sessions to avoid an overlap. The following template may be considered:

Course, Year and Section: _____

Class Adviser: _____

Time	Name of Instructor/ Professor				
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30- 8:30					
8:30 – 9:30					
9:30 – 10:30					
10:30 – 11:30					
1:00 – 2:00					
2:00 – 3:00					
3:00 – 4:00					
4:00 – 5:00					

3. Instructors/Professors must be guided with the following netiquette rules for academicians, to wit,

- Be sure to use appropriate professional language.

- Be sure to wear appropriate attire, preferable the school uniform, or shirts with collar (for men), or business blouses/tops (for women).
- Be careful to use proper grammar and spelling.
- Be brief and precise in the “subject” line.
- Be honest and truthful.
- Be respectful of copyrights.
- Be sure to use an appropriate signature line.
- Be responsive to requests in a timely fashion.
- Be cautious about when to click “reply to all.”
- Be thoughtful to not use all caps or all lower case.
- Be respectful to not flame.
- Be considerate to not multi-post, cross-post, off-topic post, or hijack a discussion thread.
- Be careful to not forward inappropriate jokes, cartoons, photos, chain letters, spam, etc.

Source: Ronald Alan Berk from Johns Hopkins University, United States

4. The Instructors/Professors shall sign the following data protection agreement:

Data Protection Agreement

I have read the Academic and Netiquette Guidelines for Teachers and express my willingness to abide by these guidelines. By signing this Agreement, I acknowledge and agree that all information provided will be used only for scholastic purposes. With consent from the students, transfer and utilization of information to other units/offices within the university maybe allowed if it is necessary or desirable to process transactions relative to the student’s educational dealings.

This Clause applies to information held, used or disclosed in any medium.

Signed this _____ day of _____ at Don Honorio Ventura State University, Bacolor, Pampanga.

Noted by:

Teacher’s Signature over Printed Name

Dean

*Mr. Jayson Magat, MPA, LIB
Data Privacy Officer*

ACADEMIC AND NETIQUETTE GUIDELINES FOR STUDENTS

I. Internet Connectivity Survey

The student waits for an advice from his/her instructor a week before the start of the semester. The advice may be communicated via text messages or through social media platforms. The advice shall include participation to a survey regarding internet connectivity. This is to classify the students. Some of the data

may include the following (consent for data privacy shall be included in the survey):

Name
Home Address
Email Address
Contact Number
Course, Year and Section

What type of technology do you use?

- Desktop PC
- Laptop
- iPad
- Android Tablet
- Smart Phone
- None
- Others, Please specify _____

Do you have Internet access? ___ Yes ___ No

What kind of Internet connection do you have at home? (Check all that applies)

- Mobile Data
- Wireless Connection (land-based or satellite)
- Fiber optic
- Others, Please specify _____

Are you able to access and/or use your device to do schoolwork?

- I cannot use my device at home
- Limited access for 1-2 hours
- Average access for 3-4 hours
- Unlimited access

Describe your connection speed for online learning

- None
- Slow
- Moderate. Enough to get online, check in and comfortably browse the net
- Fast. Enough to smoothly stream videos, quickly download large files, etc.
- Lightning speed. Fastest possible connection for all sorts of projects.

II. Class Orientation

An orientation per class shall be scheduled on the first week of the semester. The instructor shall specify the schedule and communicates this to the student via text messages or through social media platforms. The student is required to attend these orientations where the following items shall be discussed:

- a. course syllabus;
- b. set objectives for the course;
- c. netiquette rules for students;
- d. requirements of the subjects and the deadlines of submission;
- e. rubric for any activity that the instructor will assign so that the students would know the basis of how they will be graded;
- f. time frame when it comes to online sessions and other activities; and,

- g. online schedule (e.g. 8:00am-5:00pm only) and consultation hours as well where students can message or call the instructor to ask questions and clarify their activities.

III. Netiquette Rules for Students

The student must be guided with the following netiquette rules for online classes, to wit:

- a. When joining an online class, log in using your personal Google account. Ensure that you provide your real name and avoid using alias/es.
- b. Be punctual in attending your online classes.
- c. Be sure to wear appropriate attire, preferable the school uniform (for old students), or white shirts with collar (for male freshmen), or white business blouses/tops (for female students).
- d. Due to data privacy restrictions, do not record the online sessions unless permission is granted by the instructor.
- e. Be sure to use appropriate language. Be respectful. Do not use offensive language. Present ideas appropriately.
- f. Do not capitalize all letters since this suggests shouting. Be thoughtful also to not use all lower case.
- g. Be careful to use proper grammar and spelling.
- h. Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- i. Avoid using the vernacular and/or slang language. This could possibly lead to misinterpretation.
- j. Never make fun of someone's ability to read or write.
- k. Share tips with fellow students on how to easily navigate the net concerning their subjects.
- l. Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- m. Think and edit before you push the "Send" button.
- n. Do not hesitate to ask questions. Raise your hand and wait to be recognized by the instructor.
- o. Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?
- p. Be honest and truthful.
- q. Be respectful of copyrights.
- r. Be cautious about when to click "reply to all."
- s. Be brief and precise in the "subject" line.
- t. Be considerate to not multi-post, cross-post, off-topic post, or hijack a discussion thread.
- u. Be careful to not forward inappropriate jokes, cartoons, photos, chain letters, spam, etc.
- v. Read carefully and completely all the instructions and materials given by your instructor.
- w. Participate actively in your group projects. Work on your own contribution. Avoid freeloading.

Sources:

"Netiquette: Make it Part of Your Syllabus by Alma Mintu-Wimsatt" (Texas A & M University), Courtney Kernek (Texas A & M University), Hector R. Lozada (Selton Hall University)

Ronald Alan Berk, Johns Hopkins University, United States

"Netiquette for Online Learning," Ateneo de Manila University

IV. Data Privacy Consent

The student signs the succeeding Data Privacy Consent form:

Data Privacy Consent

I have read the Academic and Netiquette Guidelines for Students and express my willingness to abide by these guidelines. I likewise give my consent for the Don Honorio Ventura State University to collect, record, organize, update or modify, retrieve, consult, use, consolidate, block, erase, destruct or dispose my personal data as part of my information.

I hereby affirm my right to be informed, object to processing, access and rectify, suspect or withdraw my personal data, and be indemnified in case of damages pursuant to the provisions of the Republic Act No. 10173 of the Philippines, Data Privacy Act of 2012 and its corresponding Implementing Rules and Regulations.

I hereby authorize Don Honorio Ventura State University through its authorized Personal Information Controllers (PICs) and Personal Information Processors (PIPs) to provide/issue/release/share my personal data to the requesting party in accordance to the specifications, terms and conditions expressly stated in the attached request as approved.

Finally, nothing in this consent shall be construed that I am releasing, waiving, or discharging my rights granted by Republic Act No 10173 or any other laws.

Signed this _____ day of _____ at Don Honorio Ventura State University, Bacolor, Pampanga.

Noted by:

Student's Signature over Printed Name

Instructor

*Mr. Jayson Magat, MPA, LIB
Data Privacy Officer*

GRADING SYSTEM PROPOSED GRADING SYSTEM FOR ACADEMIC YEAR 2020-2021

RATIONALE

Higher Education Institutions continuously search for ways and means to enhance and recalibrate the curricula to make them fit to the ever-changing demands of time. In line with the changes brought by the new normal, policies in the HEIs should be revisited in order to make them relevant. One important policy which should be addressed/ revisited is the grading system.

As the university embraces the adoption of **Flexible Learning**, assessment of student's performance is expected to be more **Competency-Based**. The professor/instructor is expected cater to the different student categories considering the various modalities.

Submission of course work shall be agreed upon by instructors and students based on the learning platform to be utilized. Asynchronous task will be specific, creative and flexible while synchronous tasks shall be considerate and mindful of the challenges that the students may encounter in the online learning platform.

Students must be aware on how they will be assessed/ graded as to expected tasks and outputs. There will be is a certain percentage allocated for each component/criterion t i.e. class standing, outputs/projects, major exams and attendance.

Requirements will be based on the nature of the course/ subject as well as the learning platform/ modality to be adapted. Each is considered distinct based on the program in which a course/ subject is under.

A student who fails to comply with the major requirements in any subject shall be given a grade of INC (Incomplete). Getting either a conditional or incomplete grade or both, a student is given two successive semesters or the next collegiate year to remove or complete such grade, if not, the grade automatically becomes 5.0. To take a removal examination or completion of grade, student shall accomplish properly the necessary form from the Registrar's Office.

For graduating students, requesting tutorial or special class in order to comply with the prescribed number of units / hours in a particular subject shall request from the Registrar in written, approval to enroll said subject. Upon approval and enrollment of said subject, professional fee of the respective professor should be paid.

The professor/instructor computes and records each student's performance and renders the report. The report submitted to the Registrar's Office is final. Any additional project, research work, completion or removal examination that may be required of a student to help him improve his grade, must be submitted before the final grade is submitted by the professor/ instructor to the said office.

After the submission of student's Final Average at the Registrar's Office, professors/instructors, in any manner, are no longer responsible of the students' grades. Students claiming or requesting for a Transcript of Records, a grade missing, diploma, and Certificate of Proficiency, should directly inquire or apply for such issuance at the Registrar's Office.

There are three (3) proposed grading systems in the university. These are intended for academic/lecture, major with laboratory, and shop courses/ subjects.

GRADING SYSTEM FOR ACADEMIC/ LECTURE COURSES/ SUBJECTS

The competency-based assessment grading system for academic /lecture courses/ subjects shall be adopted in the various disciplines such Education, Business Administration, Social Sciences, etc. The Grading System is composed of the four (4) criteria based on the standards of the university. The components and computation are as follow.

Criteria	Purely Online	Blended	Offline/ Modular
Projects	40 %	45%	50%
Class Standing	30%	35%	30%
Major Examination	20%	10%	10%
Character /Attendance	10%	10%	10%
Total	100%	100%	100%

Computation of student's Midterm Grades (MTG) and Final Term Grades (FTG):

$$\text{MTG/FTG} = \text{P} + \text{CS} + \text{ME} + \text{C}$$

Computation of student's Final Average:

$$\frac{\text{Midterm Grade} + \text{Final Grade}}{2} = \text{Final Average}$$

Note: After the submission of student's Final Average at the Registrar's Office, Professors/instructors, in any manner, are no longer responsible of the students' grades. Students claiming or requesting for a Transcript of Records, a grade missing, diploma, and Certificate of Proficiency, should directly inquire or apply for such issuance at the Registrar's Office.

GRADING SYSTEM FOR MAJOR COURSES/ SUBJECTS WITH LABORATORY

The competency-based assessment grading system for major subject with hands-on/laboratory is centered on the unified program outcomes set by the Commission on Higher Education on Engineering Courses, Information and Communication Technology Courses, Science Courses and Hospitality Management Courses. The Grading System is applied in three (3) separate modalities: 1. Purely Online, 2. Blended and 3. Offline. Each modality has its own grading benchmarks but the underlying processes on how to implement it will still be founded on the university grading system standards. The professor of the subject may select criterion from the SLAC table that may be applicable in grading the performance of the students.

Subject Learning Assessment Criteria (SLAC)

Criterion	Description	Assessment Method	Graded Item	Period
Knowledge (K)	Applying knowledge and understanding of essential facts, concepts, principles and theories in the field of Information Technology, Computer Science and Information System.	Interactive Discussion Recitation Quiz	Class Standing <ul style="list-style-type: none"> ▪ Participation ▪ Test / Quiz / Seatwork 	Lecture / Lab
Practical Skills (PS)	Implementing programming knowledge and skills in analyzing, modeling, designing, developing and evaluating effective computing solutions.	Demo with Questioning Hands-On Activities Quiz	Class Standing <ul style="list-style-type: none"> ▪ Participation ▪ Test / Quiz / Seatwork ▪ Machine Activity ▪ Assignment 	Lecture / Lab
Communication Skills (CS)	Communicate in spoken and written form in order to convey information, problems and	Interactive Discussion Recitation	Class Standing <ul style="list-style-type: none"> ▪ Participation 	Lecture / Lab

	solutions to the problems effectively.			
<i>Critical Thinking & Problem Solving (CTPS)</i>	Analyze the appropriate techniques in the field of programming language to solve problems using analytical skills and critical thinking.	Interactive Discussion Recitation Hands-On Activities Machine Problems	Class Standing <ul style="list-style-type: none"> ▪ Participation ▪ Test / Quiz / Seatwork ▪ Program Assignment ▪ Machine Problems ▪ Research Activity 	Lecture / Lab
<i>Team Work & Collaboration (TWC)</i>	Demonstrate teamwork skills, interpersonal and social effectively and confidently.	Demo with Questioning Interactive Discussion Group Work Project	Class Standing <ul style="list-style-type: none"> ▪ Participation ▪ Work Presentation ▪ Project ▪ Research 	Lecture / Lab
<i>Life Learning (LL)</i>	Using the skills and principles of lifelong learning in academic and career development.	Student's Self - Assessment Student's Peer Review	Class Standing <ul style="list-style-type: none"> ▪ Participation Character <ul style="list-style-type: none"> ▪ Behavior 	Lecture / Lab
<i>Moral, Professional & Ethics (MPE)</i>	Adopt values, attitudes and responsibilities in a professional manner from the aspect of social, ethics and humanity.	Human Behavior Monitoring Peer Evaluation	Character <ul style="list-style-type: none"> ▪ Behavior Class Standing <ul style="list-style-type: none"> ▪ Participation 	Lecture / Lab
<i>Leadership Skills (LS)</i>	Effectively carry out the responsibilities of leadership	Performance Evaluation Peer Evaluation	Character <ul style="list-style-type: none"> ▪ Behavior Class Standing <ul style="list-style-type: none"> ▪ Participation) 	Lecture / Lab

Computation of student's Midterm Grades (MTG) and Final Term Grades (FTG):

$$\text{MTG/FTG} = C + CS + PT + ME$$

Computation of student's Final Average:

$$\frac{\text{Midterm Grade} + \text{Final Grade}}{2} = \text{Final Average}$$

2

Note: After the submission of student's Final Average at the Registrar's Office, Professors/instructors, in any manner, are no longer responsible of the students' grades. Students claiming or requesting for a Transcript of Records, a grade missing, diploma, and Certificate of Proficiency, should directly inquire or apply for such issuance at the Registrar's Office.

CRITERIA	PURELY ONLINE	BLENDED	OFFLINE
CHARACTER (C)	10 %	10 %	10 %
Attendance	10 %	5 %	N/A
Punctuality	N/A	5 %	10 %
CLASS STANDING (CS)	20 %	20 %	30 %
Quizzes	5 %	5 %	N/A
Activities	5 %	10 %	30 %
Recitation	10 %	5 %	N/A
LABORATORY (LAB)	40 %	40 %	40 %
Experiments / Demonstrations / Simulations / Plates / Machine Problems	40 %	40 %	40 %
MAJOR EXAM (ME)	30 %	30 %	20 %
TOTAL (Period Grade)	100 %	100 %	100 %

Description:

Attendance	Number of times that a student attended in the class on time or not.
Punctuality	Submissions of requirements on time
Quizzes	A test of knowledge typically has 10 – 15 questions with format like fill in blanks, true or false or short answer on a specific topic of the subject.
Activities	A task that requires considerable amount of effort usually done in the course of the subject or inside the classroom like seat works and the like.
Recitation	An involvement in classroom discussion to assess the one's intellectual ability that allows personalized interaction and interactive learning opportunities.
Experiments / Demonstrations / Simulations / Plates / Machine Problems	May depend on the need of the subject matter. This is usually an assessment of actual performing of a task required on the topic that has been discussed.
Major Exam	An evaluation of knowledge on the topics discussed within the period of time.

FINAL GRADE = MIDTERM (50%) + FINALS (50%)

GRADING SYSTEM FOR SHOP COURSES/ SUBJECTS

The competency-based assessment grading system for shop courses/ subjects shall be adopted in the Industrial Technology, Technical and Vocational Education programs. The Grading System is composed of the four (4) criteria based on the standards of the university. The components and computation are as follow.

CRITERIA	PURELY ONLINE	BLENDED	OFFLINE
CHARACTER (C)	10%	10%	10%
Attendance	5%	5%	N/A
Punctuality	5%	5%	10%
CLASS STANDING (CS)	15%	15%	15%
Short Quizzes	5%	5%	5%
Activities	5%	5%	10%
Recitation	5%	5%	N/A
PERFORMANCE TEST (PT)	50%	50%	50%
Demonstration of Competencies (basic, common and core)	50%	50%	50%
MAJOR EXAM (ME)	25%	25%	25%
TOTAL (Period Grade)	100%	100%	100%

Computation of student's Midterm Grades (MTG) and Final Term Grades (FTG):

$$\text{MTG/FTG} = \text{C} + \text{CS} + \text{PT} + \text{ME}$$

Computation of student's Final Average:

$$\frac{\text{Midterm Grade} + \text{Final Grade}}{2} = \text{Final Average}$$

Note: After the submission of student's Final Average at the Registrar's Office, Professors/instructors, in any manner, are no longer responsible of the students' grades. Students claiming or requesting for a Transcript of Records, a grade missing, diploma, and Certificate of Proficiency, should directly inquire or apply for such issuance at the Registrar's Office.

SUBJECT WITH PRE-REQUITES

No student can enroll a subject unless he/she passes its pre- requisite/ pre-requisites. A subject enrolled and attended without passing its pre-requisite will be considered null and void.

GRADING EVALUATION

Grade	Percentage Grade	General Classification
1.00	100	Excellent
1.05	99	Excellent
1.10	98	Superior
1.15	97	Superior
1.20	96	Superior
1.25	95	Superior
1.30	94	Superior
1.35	93	Superior
1.40	92	Very Good
1.45	91	Very Good
1.50	90	Very Good
1.60	89	Very Good
1.70	88	Very Good
1.80	87	Very Good
1.90	86	Very Good
2.00	85	Very Good
2.10	84	Good
2.20	83	Good
2.30	82	Good
2.40	81	Good
2.50	80	Good
2.60	79	Fair
2.70	78	Fair
2.80	77	Fair
2.90	76	Fair
3.00	75	Pass
5.00	74 and below	Fail
INC	Incomplete	
DRP	Dropped	