

E- STUDENT HANDBOOK

Universidad de Sta Isabel

2021 Revised Edition



INTRODUCTION

“It was the best of times, it was the worst of times.” This famous opening line from Charles Dickens’ novel, *A Tale of Two Cities* depicts the double-edged impact of the COVID 19 in everyone’s life. Troubling times may have taken its toll on the lives of people and disrupted the normal course of things; nevertheless, moments of crisis could yield remarkable outcomes.

At Universidad de Sta. Isabel, we commit to transform difficulties brought about by the pandemic into opportunities and take on the challenge to deliver educational innovations at its best in the new normal setting, as we strive to nurture students to become competent future professionals imbued with Vincentian values. Founded on Christian social teachings, USI promotes a process of contextualization in developing all sectors of the school community, with a preferential love for persons in poverty situations; a missionary concern for the integrity of creation and the empowerment of people.

The present challenges that we are facing this Academic Year 2021-2022 have prompted the school to respond to the need of providing a flexible, yet relevant and sustainable learning engagement to our students.

This primer is designed to guide the USI community in discovering ways to adapt to the new normal by using various modalities tailored to the students and teachers’ capacity, hence promoting an empowered learning process. The goal of flexible learning is not to replace the authentic learning experience in the classroom, rather, provide quality instruction in varied forms in a learner-friendly atmosphere.

We put PREMIUM on the health and safety concerns of the students and personnel, hence, the tagline **USI USI! U are Safe Inside USI!** In USI, we will take your safety to the next level putting to the fore your overall well-being and holistic development. We will ensure your safety today, as we invest on your security for tomorrow.



Definition of Key Terms

The following are the terms that will be used to better understand the delivery of the flexible learning approach in the USI- Higher Education Department (HED):

1. **FLEXIBLE LEARNING** addresses the students' educational necessities such as “place, pace, process, and products of learning” through systematized “programs, courses and learning interventions”. It entails certain modes of delivery such as face-to-face/in-person learning, out-of-classroom modes, or a combination of these modes, with the use of technology (digital and non-digital), which paves the way for an “inclusive and accessible education” especially in crises when traditional learning is impracticable (CHED, Guidelines on the Implementation of Flexible Learning, 2020).
2. **LEARNING MANAGEMENT SYSTEM (LMS)** refers to the system which includes a set of tools and apps for teaching and learning like the G-Suite Education system, which will be utilized by the USI-HED.
3. **COURSE DEVELOPMENT** refers to the reshaping and alignment of learning outcomes, learning activities, and assessment that are essential in forming students' learning experiences.
4. **COURSE DELIVERY** refers to the modalities that will give students access to continued education with versatility for independent, interactive, and collaborative learning.
5. **ONLINE MODALITIES** consist of learning through digital resources. In the USI-HED context, online modalities refer to the delivery of learning using the combination of (1) synchronous and asynchronous and (2) pure asynchronous sessions.
6. **OFFLINE MODALITIES** in the USI context refers to using learning packets or printed modules with paper worksheets.

7. **SYNCHRONOUS+ASYNCHRONOUS** — a combi-mode of delivery used in the USI-HED context, which aims to accommodate Level 1 students who have reliable means to the online mode of learning. In this mode, students attend to both real-time online classes and online self-paced learning activities.
8. **PURE ASYNCHRONOUS** – A delivery mode used in the USI-HED context, which aims to accommodate Level 2 students who have limited or unreliable means to the online way of learning. In this mode, students do not attend to real-time online classes but focuses on online self-paced learning activities.
9. **LEVELS 1, 2, and 3** — refers to the stratified classification of students identified during the enrolment, which aims to determine students' accessibility and preference in the different online and offline modalities offered by the institution.
10. **MODIFIED FACE TO FACE DELIVERY** refers to a learning modality where the students and the teacher are both physically present in the classroom in an alternating schedule.
11. **LIMITED FACE-TO-FACE CLASSES** pertains to restricting the number of students attending face-to-face classes in-campus on any given day based on a degree program or course enrolled in.
12. **ALTERNATING SCHEDULE** refers to students' switching schedules during the modified face-to-face delivery. (See Table C for the detailed application of the alternating schedule)
13. **HOME-BASED SCHEDULE** refers to students' schedules where online or offline tasks are accomplished in their respective homes during the implementation of the modified face to face delivery.
14. **FACE TO FACE LEARNING** students are physically present in one room/facility at the same time. (reference: JMC 2021-001, DOH & CHED)



USI College of Health Sciences was conferred the Certificate of Authority (COA) by the Commission on Higher Education CHED Region V to open limited face-to-face classes for four semesters, starting the first semester SY 2021-22. Courses allowed are Nursing, Medical Technology, and Physical Therapy.



FLEXIBLE LEARNING IN THE USI-HED CONTEXT

The Higher Education Program in USI recognizes that the current COVID 19 crises bring uncertainty in different circumstances, especially in the education context. As such, USI-HED programs provide a flexible mode of delivery for students to continue their education. The flexible delivery modes acknowledge that students are currently located in various learning contexts; hence, the program offerings in USI-HED have reshaped its content and delivery by making online and offline modalities accessible to all the students of the department.

The Learning Modalities for the Liberal Arts and Business Programs (CASTEDSWHSM and CBE)

TEACHER'S TASKS

STUDENT'S TASKS

SYNCHRONOUS + ASYNCHRONOUS

Provides online modules.

Conducts once a week synchronous session with students.

Gives a time frame for the completion and submission of outputs.

Checks and returns outputs online.

Conducts feedbacking and consultation through the synchronous session (Google Classroom).

Works on self-instructional/ self-paced modules online.

Attends the synchronous session based on the schedule.

Submits the required outputs online based on the schedule

Consults with teachers during the synchronous session or anytime when in the asynchronous mode.

TEACHER'S TASKS

STUDENT'S TASKS

PURE ASYNCHRONOUS

Provides online modules, recorded lectures, and laboratory demonstrations to students.

Conducts a once every term synchronous session with students.

Gives a time frame for the completion and submission of outputs.

Checks and returns outputs.

Conducts feed backing and consultation online (Google Classroom).

Works on the self-instructional/ self-paced modules online.

Attends the once every term synchronous session.

Submits the required outputs online based on the time frame.

Consults with teachers online when in the asynchronous mode.

MODULAR

This applies to students:

1. With devices but no internet connections.
2. Who cannot submit outputs online.

Provides electronic copies of learning modules for students' printing.

Gives time frame for the completion and submission of outputs.

Checks and returns hard copies of outputs.

Gives feedback to students through text messaging/messenger.

Prints electronic copies of modules accessed in the google classroom.

Works on the self-instructional/self-paced printed offline modules.

Submits required outputs at the departments at the end of every term.

Consults teachers through text messaging/messenger.

Note: Offline Modality is not applicable to the laboratory, research subjects, and practicum.

HOW WILL I KNOW IF AM QUALIFIED FOR A LEVEL 1 OR SYNCHRONOUS + ASYNCHRONOUS MODE?



- I have the devices and reliable/stable internet

HOW WILL I KNOW IF AM QUALIFIED FOR COMBINED SYNCHRONOUS AND ASYNCHRONOUS (LEVEL 1) MODE?



- I can participate in synchronous classroom sessions (online classes).
- I can complete the course online:
 - 1) real-time
 - 2) self-paced

HOW WILL I KNOW IF AM QUALIFIED FOR A PURE ASYNCHRONOUS (LEVEL 2) MODE?



- I have the devices needed, but with unreliable/unstable internet connectivity.
- I can complete the course online at my own pace.

HOW WILL I KNOW IF AM QUALIFIED FOR A MODULAR (LEVEL 3) MODE?



- I neither have a device/s but with poor internet onnectivity.
- I cannot submit outputs online.

How will I be graded?

Grading System:	
Written works/outputs [End of Learning Assessments (ELA'S)]	60%
Performance Task or Major Exam	40%

College of Health Sciences

ONLINE SYNCHRONOUS

+

ASYNCHRONOUS

PURE ASYNCHRONOUS

ONLINE MODULES/SOFT COPY OF LEARNING PACKETS

HOW WILL I KNOW IF AM QUALIFIED FOR COMBINED SYNCHRONOUS AND ASYNCHRONOUS (LEVEL 1) MODE?



- I have the devices and reliable/stable internet
- I can participate in synchronous classroom sessions (online classes).
- I can complete the course online:
 - 1) real-time
 - 2) self-paced

HOW WILL I KNOW IF AM QUALIFIED FOR A PURE ASYNCHRONOUS (LEVEL 2) MODE?



- I have the devices needed, but with unreliable/unstable internet connectivity.
- I can complete the course online at my own pace.

HOW WILL I KNOW IF AM QUALIFIED FOR A MODULAR (LEVEL 3) MODE?



- I have the devices needed, but with unreliable/unstable internet connectivity, but I cannot submit outputs online
- I can print downloadable modules and submit printed modules at the end of every term.

OFFICIAL APPS AND TOOLS FOR MODES OF DELIVERY

These software applications or learning tools shall be applied across programs as core of the university’s Learning Management System.

TOOLS and FUNCTIONS



MAIN LEARNING MANAGEMENT SYSTEM

Google Applications



Google Classroom

ONLINE CLASS

Google Classroom with all its features like Google Meet



COMMUNICATION

Google Classroom/ e-mail/text and chat

HARDWARE AND INTERNET REQUIREMENTS (ONLINE)

LEVEL 1

SYNCHRONOUS + ASYNCHRONOUS

MODES OF DELIVERY

- Strong internet connection
- Google Classroom
- Online/Offline
- Assessment/evaluation/exam
- Submission of digital portfolios on real time
- Online academic advising



REQUISITES

Laptop/tablet/desktop/cellphones capable of:

- Processing google classroom
- Streaming videos or taking photos and videos
- Recording of audio or basic video editing
- Basic photo editing
- Word processing
- Presenting slides
- Accessing the web/email
- Accessing apps (Drive, Chat, and Meet)
- Screen Sharing
- Annotating PDF
- Connecting with internet wifi/LAN/data



MBPS

5 to 10 mbps per session/45 minutes' straight session or higher mbps for other online activities

SUGGESTED GADGETS/DEVICE SPECS FOR QUALITY RECEPTION

- Tablet (Android Tablet/Smartphone with a processor speed of at least 1.2-2.2 GHZ or higher)
- Laptop (Windows laptop Intel Core i3 -i9 Processor or equivalent processor speed for non-intel based laptop. Chromebook (anybrand with Intel/Celeron/Pentium/Core i3 processor or higher). Macbook (Macbook Air 13" | 2019-2020 Model|, Macbook Pro 13" | 2019-2020 or higher model



LEVEL 2

ASYNCHRONOUS

MANNER OF DELIVERY

- Online modules that can be accessed anytime
- Pick-up and drop-off centers for the acquisition of modules
- Work on self-instructional/self-paced modules online

REQUISITES

Laptop/tablet/desktop/cellphones capable of:

- Processing google classroom
- Streaming videos or taking photos and videos
- Recording of audio or basic video editing
- Basic photo editing
- Word processing
- Presenting slides
- Accessing the web/email
- Accessing apps (Drive, Chat, and Meet)
- Screen Sharing
- Annotating PDF
- Connecting with internet wifi/LAN/data

MBPS

10 mbps depending on the modules/videos to be downloaded.

Learning Management System (School) from PAPSCU TOOLKIT

Items	50-60 pax	60-70	70-80	80-90	90-100
Basic without profile management	25Mbps	25-50Mbps	50-100Mbps	100Mbps above	100Mbps above
Basic with profile management	25Mbps	25-50Mbps	50-100Mbps	100Mbps Above	100Mbps above

Note: Internet speed requirement depends on activity. Internet speeds are greatly needed when devices are in preparation for school use (e.g. download/update of iOS and apps, registration to MDM, file sharing)

Communication

Items	Per Person	10 - 30 pax	30 - 40 pax	40 - 50 pax
Sending and receiving emails (considering emails with large attachments)	.5 - 3Mbps	3 - 5 Mbps	5 - 10 Mbps	10 - 20Mbps
Using chat apps (per message sent and received)	.5 - 3Mbps	3 - 5 Mbps	5 - 10 Mbps	5 - 10 Mbps
Video Conference Call (1 hour)	Minimum: .600kbps Recommended: 1.5Mbps	5 - 10 Mbps	5 - 10 Mbps	20 Mbps - 25 Mbps

Parent Requirement Perspective

	Standard bandwidth requirement for daily school activities
1-2 Children	3mbps
3-4 Children	3mbps - above
5-6 Children	5mbps - above
7-8 Children	10mbps above
9-10 Children	15mbps - above



Teacher/Student Requirement Perspective

Items	Instructional Materials						Communication			Browsing		
	Text only documents	Text with images	Text with videos	Videos	Audio clip	Slide presentation	Email	Chat Apps	Video Conference	Browsing	Audio streaming	Video streaming
.5Mbps	achievable	achievable	achievable	achievable	achievable	achievable	achievable	achievable	Standard quality	At standard loading time	Low - standard quality	Low - standard quality
3Mbps	At best	At best	At best	At best	At best	At best	achievable	At best	Standard - better quality	At reasonable loading time	Standard - better quality	Standard - better quality
6Mbps	At best	At best	At best	At best	At best	At best	At best	At best	At Good quality	At Good loading time	At Good quality	At Good quality
10Mbps	At best	At best	At best	At best	At best	At best	At best	At best	At Best Quality	At best Loading time	At Best Quality	At Best Quality
18Mbps	At best	At best	At best	At best	At best	At best	At best	At best	At Best Quality	At best Loading time	At Best Quality	At Best Quality

Achievable - task can be done at standard speed
At best - task can be done with great upload/download speed

Limited Face-to-face Learning

A. Description of the Mode of Learning

What about the possibility of a face-to-face (in person) learning?

Only those from **College of Health Sciences (MT, PT, and Nursing)** will be allowed as long as they have complied with the requirements below:

HOW WILL I KNOW IF I AM QUALIFIED FOR ONLINE + FACE TO FACE LEARNING?



I have the devices needed but with unreliable/unstable internet connectivity.

I can complete the coursework online during my home-based schedules.

HOW WILL I KNOW IF I AM QUALIFIED FOR MODULAR + FACE TO FACE LEARNING?



I neither have a device/s nor internet connectivity.

I have a device/s but no internet.

I can complete coursework through modules during my home-based schedules.

HOW WILL I KNOW IF I AM QUALIFIED FOR FACE-TO-FACE CLASSES?

(For College of Health Sciences students only)

Officially enrolled, Nursing, Med Tech, and PT students for the 1st Semester SY 2021-2022.

20 years old above, with written/signed informed consent from parent/guardian.



Enrolled in Philhealth Insurance with updated payments or parents with updated Philhealth Insurance (if below 21 years old)

Physically/mentally fit as validated by the school physician.

With RT-PCR test result done 2 days prior to face-to-face.

Must have completed two doses of Covid Vaccine.

B. Features of the Mode of Learning

TEACHER'S TASKS	STUDENT'S TASKS
HOW WILL THE MODIFIED ONLINE + LIMITED FACE TO FACE LEARNING WORK?	
Provides online modules. Conducts face-to-face sessions with students based on the assigned schedule. Checks and returns outputs online.	Works on self-instructional/ self-paced modules online during home-based schedules. Attends the face-to-face session based on the alternating class schedule. Submits the required outputs online during the home-based schedule.

TEACHER'S TASKS

STUDENT'S TASKS

HOW WILL THE MODULAR + FACE-TO-FACE LEARNING WORK?

Provides online modules.

Conducts face-to-face sessions with students based on the assigned schedule.

Checks and returns printed copies of outputs.

Works on the self-instructional/self-paced online modules during home-based schedules.

Attends the face-to-face session based on the alternating class schedule.

Submits the printed copies of required outputs personally during the face-to-face sessions.

HOW WILL THE ONLINE MODULAR + FACE-TO-FACE LEARNING WORK? (FOR CHS STUDENTS ONLY)

Sends soft copy of learning packets to students.

Conducts face-to-face session with students based on the assigned schedule.

Checks and returns printed copies of outputs.

Prints learning packets sent by the teacher.

Works on the self-instructional/self-paced online modules during home-based schedules.

Attends face-to-face session based on the alternating class schedule.

Submits the required outputs online during their home-based schedule.



C. Grading System

HOW WILL I BE GRADED?

ONLINE + FACE TO FACE LEARNING and Modular + Face to Face Learning

Student's Basis of Attendance:

Attendance of face-to-face schedules and submitted outputs.

Grading System:

Class Standing	40%
(written works/quizzes, attendance, class participation)	
Performance Task	30%
Written Exams	30%

Arrangements for Alternating Face-to-face Sessions:

*Teachers divide the class into two groups for the alternating schedule
(1-20 first group. 21-40 second group. Basis: Class list)

*Teachers will inform the students through the USI portal regarding the
grouping of the alternating schedule of the face-to-face sessions.

POLICIES ON LABORATORY CLASSES

GENERAL GUIDELINES:

1. Wearing of face mask/face shield or both, is a basic requirement in all laboratory undertakings.
2. Physical distancing of each person must be followed at all times with at least two-meter distance.
3. Laboratory gown/clothing and gloves must be worn only inside the laboratory.
4. Students with flu-like signs and symptoms or with a body temperature of 37.5 C or higher will not be allowed to enter the laboratory to join the class. They will be referred to the clinic for evaluation and necessary medical intervention or advice.
5. The teacher should check the students' temperature every hour on the duration of their class schedule.
6. Disinfection of shoes must be done before entering the laboratory.
7. Proper hand washing and disinfection with soap and water or alcohol with 70% solution should be done as a conscious effort and developed as a habit.
8. Unnecessary touching of the mouth, ears and nose should be avoided.
9. Hair must be kept clean and tidy. Male students must maintain short and clean hair.
10. Wearing of jewelry or unnecessary accessories which are potential carriers of contaminants are not allowed.



Bachelor of Science in Hospitality Management (BSHM)

Laboratory Classes (*For Return Demo Only*)

BEFORE THE CLASS

1. The teacher will orient the class of the procedures before the conduct of his/her classes to avoid the risk of infection.
2. The teacher must provide the students the complete module containing the recipes, ingredients, reservation of tools and equipment forms and other laboratory requirements.
3. To lessen the exposure of the students outside of the classroom, the teacher may coordinate with delivery services for purchase of the ingredients and other materials needed in the laboratory classes.
4. In the absence of delivery partners, students must inform the teacher of the establishments from where they would purchase the ingredients. Students are also highly encouraged to buy the ingredients prior to the laboratory class schedule. After which, the student-in-charge must immediately take a bath upon arrival in their home or boarding house to avoid potential contracting of the virus.
5. The teacher must orient the students of health and safety protocols in the conduct of laboratory classes during their first meeting.
6. The teacher must follow the schedule for the laboratory classes as approved by the Program Chairperson and the Dean. He/she must inform the students a week before the schedule of any changes or other concerns in the conduct of classes.
7. For any changes in the schedule or cancellation of classes that may occur, the teacher must seek approval from the Chairperson and Dean.
8. The students must be clear of any of the following symptoms of illness within 24 hours prior to the laboratory session:
 - × FEVER
 - × COUGH AND COLDS
 - × BREATHING DIFFICULTIES
 - × SORE THROAT
 - × MUSCLE/JOINT PAINS
 - × LOSS OF SENSE OF TASTE/SMELL

** If suffering from any of the symptoms mentioned, the student must inform either the teacher or the class mayor a day before his/her scheduled class so that necessary interventions may be arranged.*

- The student is expected to disclose his/her health status and update all his/her teachers.
 - If any of the above mentioned signs/symptoms is present, the student should not attend in all of his/her classes.
9. Surfaces such as, but not limited to working tables, ovens, burners, door knobs, handles, tools and equipment and other high traffic touch surfaces must be wiped with proper disinfectants before the start of every laboratory class.

DURING LABORATORY CLASSES

The teacher will review the procedures in all his/her classes to avoid the risk of infection and allot at least 5 to 10 minutes to orient the students of protocols that must be observed during the conduct of the laboratory class. The following measures must be observed by both the teacher and the students during the session:

1. The students must be in complete chef's uniform (clean chef jacket, black pants, apron, kitchen clogs or black flat shoes with ankle high black socks, cap and with kitchen towels).
2. Students must bring their own kitchen towels and tasting spoons. Borrowing of kitchen towels and spoons is highly discouraged to eliminate possibilities of contamination.
3. The teacher must turn-on the exhaust duct and the air conditioning unit so as to apply negative pressure in the laboratories.
4. A laboratory class will consist only of eight students observing two-meter distance in all working areas with one teacher for each class only.
5. The instructor is encouraged to limit his/her laboratory class into individual food preparation, cooking and plating procedures only. Tasting of dishes should adhere to safety standards and protocols.
6. The instructor must maintain at least two-meter distance from the students during class sessions.
7. Students who have to attend to personal necessities/matters outside of the laboratory must sanitize their hands with alcohol upon re-entry to the room.
8. Instructors and students must practice proper hand hygiene procedures with the use of soap and water. If soap and water are not available, alcohol-based hand sanitizer or alcohol that contains at least 70% solution can be used.
9. Face towels and handkerchiefs of the students must be kept in their pockets before and after every use and not placed in the working areas or in any publicly shared surfaces.
10. At a minimum, hand hygiene should be performed at the following times:
 - a. before the start and at the end of the class
 - b. before and after meals and snacks
11. Students must bring their own manual, pen and other school stuff to be used in class. Borrowing or exchanging of materials is highly discouraged.
12. Upon submission of deliverables, the teacher should observe proper upkeep of his/her pens and papers. Each class must have a separate folder to contain the submitted deliverables.
13. For extra precaution, teachers and students should wipe their working areas, tables, door knobs, light & fan switches with appropriate disinfectants as protection to the next laboratory users.

AFTER LABORATORY

1. The teacher must ensure that students have properly disposed of their trash or have segregated them accordingly.
2. Students are expected to continuously observe prescribed physical distancing even beyond their laboratory classes.

**Going into public places after class for not urgent and unimportant concerns are highly discouraged, instead, students are advised to go straight home to eliminate the risk of infection.*

College of Health Sciences (CHS) with Laboratory Subjects

1. CHS subjects with Laboratory:
 - a. The following are General Education (GenEd) subjects with laboratory classes:
 - SCI 112 - Microbiology and Parasitology
 - SCI 108—Biochemistry
 - SCI 111—Human Anatomy and Physiology
 - NCM 105N—Nutrition and Diet Therapy (*not open this semester*)
 - SCI 002A—Human Anatomy and Physiology with Pathophysiology
 - SCI - Inorganic and Organic Chemistry
 - MATH 005 – Biostatistics with Epidemiology
2. Professional Subjects

For Medical Technology (MedTEch)

- MT 001 – Principles of Medical Laboratory Science Practice 1
- MT 002 – Health Information System for Medical Laboratory Science
- MT 005—Biochemistry for Med Lab Science
- MT 009 – Clinical Parasitology
- MT 012—Clinical Chemistry
- MT 013—Chemical Bacteriology
- MT 014 – Analysis of Urine and Body Fluids
- MT 015—Hematology
- MT 016 – Histopathologic and Cytologic Techniques
- MT 017—Intro to Med Lab Science Research
- MT 020 – Immunohematology
- MT 021 – Immunology and Serology
- MT 022 – Molecular Biology and Diagnostics

For Physical Therapy (PT)

- PT 04—Applied Anatomy and Physiology
- PT 09—Principles of PT Evaluation

- PT 20—Neurologic PT
 - PT 22—Geriatric PT
3. General Education and Professional subjects with laboratory will be conducted after completing the theoretical aspects of the topics stipulated. All faculty handling subjects with the laboratory will deliver the theoretical aspects from August 9 to October 2020. Laboratory activities/procedures requiring hands-on or face-to-face sessions will be conducted from October until the end of the first semester when the situation or condition permits following the guidelines and advisories from the CHED, IATF, and LGUs, respectively.
 4. The face-to-face laboratory sessions will be limited to 10-20 students only per session. Students and faculty should strictly follow health and safety protocols while in the laboratory such as social distancing, wearing of masks, and frequent hand washing.
 5. Some laboratory activities which may not require face-to-face or hands-on sessions or procedures and can be delivered through online synchronous or asynchronous modality may be integrated into the theory part of the session. A faculty handling the subjects has the discretion on what laboratory topics/procedures to include in the online sessions.

Nursing Subjects with Related Learning Experience (RLE)/Skills Laboratory

1. Subjects with RLE/Skills Laboratory are as follows:

BSN 1

NCM 101 – Fundamentals of Nursing
NCM 101N – Health Assessment

BSN 2

NCM 104N – CHN 1 Career of Individual & Family
NCM 107N – Care of Mother, Child and Adolescent
NCM 109N – Care of Mother, Child at Risk

BSN 3

NCM 112N – Care of Clients with Problems in Oxygenation, Fluids & Electrolytes, Inflammation, Infectious, Immunologic Response, CA
NCM 113N – CHN
NCM 114N – Care of Older Adult
NCM 116N – Care of Clients with Problem in Nutrition, Git, Metabolism Endocrine, Perception and Coordination
NCM 117N – Care of Clients with Maladaptive Patterns of Behavior

BSN 4

BSN 4 subjects with RLE/Skills Laboratory
NCM 118N – Nursing Care of Clients with Life-Threatening conditions, Acutely



III/Multi-Organ Problems, High Acuity and Emergency Situations (Acute and Chronic)

NCM 119N – Nursing Leadership and Management

NC101 0 Advance Clinical Nursing

LEVEL 4

NCM 122N – Intensive Nursing Practicum

2. The Professional Nursing Subjects with RLE/Skills laboratory will be conducted on an end-to-end basis. This means that the theoretical concepts will be completed first within the specified period. The Skills laboratory, which will not require hands-on or face-to-face sessions, can be integrated into the online synchronous/asynchronous sessions. Skills Lab which was not completed last Academic year 2020 – 2021 (1st and 2nd Semester) will be conducted this August 16, 2021.
3. The Skills lab/RLE, which requires face-to-face sessions, will be scheduled from August 16, 2021 until the end of the semester. (This complies with CHED COVID Advisory #7, which states that “HEI’s using significant face-to-face or in-person mode can open earlier than August 2021.)
4. The Skills lab will be conducted at the Nursing Proficiency Center (NPC) of the College of Nursing. It will be limited to 10-20 students per session only, with one to four (4) clinical instructors (CIs) facilitating the skills lab.
 - a. Only forty (40) students will be assigned to report to school for four days to maintain physical distancing.
 - b. Face masks should be worn at all times. Air conditioning units should not be turned on, instead, windows and doors should be left open.
 - c. Students should use face shield while the CIs should use face mask. Both are expected to sanitize their hands every so often.

PRACTICUM AND INTERNSHIP

College of Business and Entrepreneurship – Plans of Practicum AY 2021-2022

This pandemic will bring changes on the delivery of practicum in enabling our students to apply and appreciate the relevance of classroom learning experience of the actual work settings.

In the BS Business Administration program, students are required to earn 300 hours as per indicated in BSBA CHED’s Policies, Standards, and Guidelines. Due to restrictions to deploy students to partner establishments/company, the BSBA internship or practicum will be done virtual.

The BSBA Program has three (3) majors: Marketing Management, Financial



Management, and Human Resource Management. To gain the needed exposure and application of their learning, instead of physically reporting to offices or establishments, VIRTUAL INTERNSHIP will be one of their options. Partnering with companies offering VIRTUAL INTERNSHIP Program in lieu of the face-to-face internship/practicum is highly considered. Other option is working with the Business Plan Implementation I and II of BS Entrepreneurship students where BSBA interns will be in assistance to ensure efficiency in the initial implementation of their business operation.

BS Entrepreneurship Program

Their practicum is under Business Plan Implementation with the duration of two semesters. Student's produce will be made available utilizing the digital platform available for free. Also, those currently engaged in legal and personal business may also be considered. This will all be monitored through meeting with students using Google Meet with their updates. Submission of required documents will be done online.

BS Hospitality Management

Six hundred hours of practicum will need to be rendered. Initial plan of offering students the following for consideration: Service provider that has online/virtual practicum program and partnering with Department of Tourism Accredited hotels who has the permit to allow practicum students to be deployed. A parent consent and compliance to strict health protocols are requirements to undergo the practicum.

COLLEGE OF ARTS, SCIENCES, TEACHER EDUCATION, SOCIAL WORK, HUMAN SERVICES, AND MUSIC

Modified internship/practicum/field study experience

BA Communication

The BA Communication internship course exposes students to the most critical and fundamental component of career-focused degree program that is designed to provide online hands-on experience in a real-world setting, even during this pandemic. As such, the college's BA Communication program established the Alternative Activities for Students' Internship, which will allow students to develop the necessary skills, knowledge, and problem-solving abilities to function effectively in their chosen fields after graduation.

BA Psychology

The BA Psychology practicum provides undergraduate students with applied experiences in human services, research, and related fields. Even in these new normal times, the Psychology practicum continues to provide students with a meaningful connection between their formal coursework and applied professional experiences via online activities.



BS Social Work

Field instruction (FI) is a required component of the Bachelor of Social Work (BSSW) curriculum. It requires student affiliates to spend a minimum of 1,000 supervised hours, in accordance with the requirements of RA 4373. The FI has supervised fieldwork in a social welfare institution and a rural or urban community, with appropriate documentation of the placement experience. This pandemic will be conducted online or virtually, for which a Virtual Instruction Manual has been developed in collaboration with other DC Schools offering Social work programs. Throughout the COVID-19 pandemic, the various ministries managed and administered by the Daughters of Charity of Louise de Marillac Philippine mission serve as agency placements for each student affiliate in order to form and develop their professional selves under the supervision of experienced social workers.

Teacher Education (BEED, BSED)

The experiential learning of Teacher Education (TED) Program for 4th year students consist of Field Study I (3 units) and II (3 units) and Teaching Internship (6 units). FS I focuses on observations of teaching-learning in actual school environment while FS II on participation in teaching assistantship; Teaching internship immerses the students in a one-semester full-time teaching in basic education schools under the tutelage of a cooperating teacher using the clinical approach. Due to the COVID-19 pandemic, the USI-TED experiential learning will be carried out virtually in collaboration with the university's basic education department as TED's laboratory school as well as with the SEAMEO Educators Exchange and Development (SEED) virtual mobility program.

AGREEMENTS ON PARENTS - STUDENTS - TEACHERS ENGAGEMENT

The success of the various learning modalities is dependent on the sound environment of the students both at home or at school. This can be obtained if there is a clear understanding of roles among parents, teachers and students and what are required of them.

Obligations of the family through parents/guardians

Provision of:

- gadgets needed for the delivery of lessons and/or submission of outputs and requirements.
- reliable internet access capable of complementing online sessions/downloading of files.
- study area conducive for learning at home.
- necessary aid for the submission of activities through pick-up centers or other means as arranged with the teacher.



- periodical payments of fees.

Also, under their guidance, parents/guardians are expected to:

- assist in ensuring that exclusive study hours and undisturbed online sessions of the students are maximized.
- help in closely monitoring the students' progress and attendance during online sessions

Responsibilities of the Students

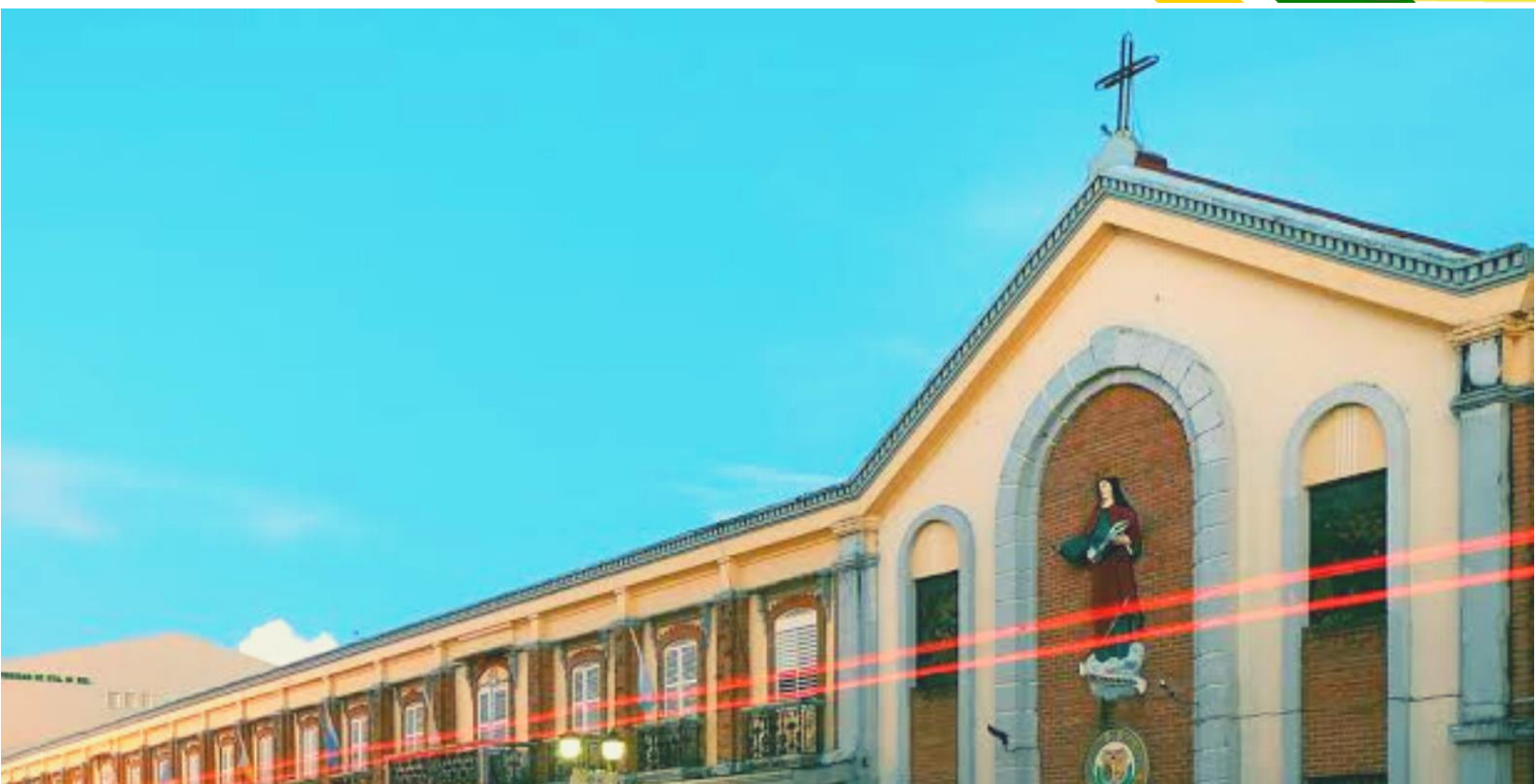
- Attend classes according to their schedules.
- Wear their USI uniform during online/face-to-face classes.
- Make-up classes, in case of absence in a particular online meeting as the teacher would not provide special sessions for lessons missed.
- Submit required output/activities promptly.
- Take all forms of online assessments, e.g. examinations and evaluations as scheduled.
- Maintain contact with the teacher to ensure personalized, effective, efficient, and prompt mentoring and feed backing.

Responsibilities of the Faculty

- Conducts online sessions at a designated time/schedule.
- Wears the USI uniform during online/face-to-face classes.
- Informs the Dean and the students in the event that he/she cannot conduct the online class because of poor/loss of internet connection, power interruption, etc.
- Checks the attendance of the students.



- Schedules make-up sessions in case of missed online classes.
- Prepares materials for learning.
- Designs modules for the delivery of lessons with activities and assessment tools.
- Provides feedback to students.
- Maintains contact with student to ensure personalized, effective, efficient, and prompt mentoring and feed backing.



USI FLEXIBLE STUDENT DEVELOPMENT AND SERVICE MODALITIES

STUDENT DEVELOPMENT, SERVICES, AND LINKAGES

ADAPTING AND
INNOVATING WITH
THE "NEW NORMAL"



INTRODUCTION

Welcome back to Universidad de Sta. Isabel!

Recent developments have been very challenging for our local community, our country and the global community as a result of the COVID-19 pandemic. We are living in a time of unprecedented uncertainty and fluidity. There is much going on with caring for our own families, social distancing and living very differently than what we are used to. With investments in technology and online learning, the academic year is resuming with all classes online this August 2021. The USI journey of discovery and self-improvement that occurs in our classrooms will now continue in the online learning environment. We will all persevere and our goal is to successfully complete the school year. To us, what makes USI special are our students, faculty, and staff who are all committed to supporting our community in its quest for Vincentian Excellence. Now more than ever, our community needs to support each other. While we are working remotely, The Student Development, Services, and Linkages (SDSL) Office is committed to continuing to provide the students with access to student welfare and student affairs services. The SDSL PLANS are anchored on the Guidelines on Implementation of Flexible Delivery of Student Affairs and Services during the pandemic which was subjected to a nationwide consultation last July 7, 2020. It is an interim document to supplement the continuous implementation of CMO #9 Series of 2013 which is entitled Enhanced Policies and Guidelines for Students Affairs and Services. All the plans are likewise in accord with DOH, DOLE, and IATF provisions.

The issuance of a Primer for Student Affairs and Services (SAS) for publication in the online portal and other social media accounts resonate USI's commitment to give its best for the holistic development of the students despite the limit of personal social interaction. The SDSL family looks forward to welcoming you back on campus when this pandemic is over. Until then, we wish only the best for your welfare and continued success!

Virginia C. Reyes, Ph.D.

VP, Student Development, Services, and Linkages

Definition of Key Terms

1. FLEXIBLE LEARNING – refers to the “design and delivery of programs, courses, and learning interventions that address learners’ 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.”



2. STUDENT AFFAIRS AND SERVICES (SAS) – refer to services and programs in higher education institutions that compliments and support academic experiences of students to attain holistic student development. These services include student welfare, student development, and institutional programs and services.



3. STUDENT WELFARE SERVICES – refer to basic services and programs needed to ensure and promote the well-being of students.

4. STUDENT DEVELOPMENT SERVICES – refer to the services and programs intentionally designed by the HEI to provide opportunities for student formation and discipline in the context of the 21st century.



OBJECTIVES

This set of guidelines aims to ensure that SAS shall be delivered continuously in the ‘new normal’ with the following goals:



Safeguard proper balance between rights of educational institution and student rights;



Enhance the quality of SAS among HEIs;



Ensure the welfare and holistic development of the students; and



Warrant a systems approach to student affairs and services.


¹ CHED Memo 8 S. 2021 Guidelines on the Implementation of Flexible Learning (2020)

² Draft CHED Guidelines on the Implementation of Flexible Learning (2020)

SDSL Paradigm for Student On/ Off-Campus Student Development Safety / Security and Psychosocial Management



Adhering to this model, the Student Development, Services, and Linkages (SDSL) Office is implementing programs in unison with all its units, under the term Formation and Development. These are Guidance and Counseling, Arts and Performing Arts Group, Discipline and Formation, Student Government, Admission and Placement, and Scholarship. All these units support students who are experiencing psychosocial challenges. They aid the students to achieve psychosocial competence and overall well-being. Through this program, we are helping our students to obtain “HGR”: **Healthy relationships**, **Grit** to be persistent in the academic course and to be **Resilient** in times of adversity as learners under this new normal.

A green hexagon with the text "Guidance and Counseling" inside it.

Guidance and Counseling

This unit will take the forefront in addressing overall wellbeing of students especially on the issue of mental wellness towards the achievement of HGR.

Guidance and Counseling Services

Guidance and Counseling Services - a set of services using an integrated approach to the development of well-functioning individuals primarily by helping them to utilize their potentials to the fullest;

Counseling - individual and/or group intervention designed to facilitate positive change in student behavior, feelings, and attitudes.

Appraisal - gathering information about students through the use of psychological tests and non-psychometric devices;

Follow-up - a systematic monitoring to determine the effectiveness of guidance activities, in general, and placement in particular;

Referral - refers to coordination with multi-disciplinary team of specialists to ensure special needs of students are met.

Higher Education Institutions (HEIs) shall provide services to ensure psycho-social and mental well-being of the students during the pandemic such as, but not limited to, Remote Psychological First Aid, Tele-Counseling, and Tele-Mental Health. HEIs shall administer a student needs assessment tool to determine the appropriate interventions to be provided to students (CHED MEMO 8 s2021).

For **Counseling Services, you may reach us through our facebook page USI Guidance, Counseling and Testing Center, or through our e-mail address at usigctc@usi.edu.ph. You may also request an appointment with your respective guidance counselor by filling-out our google form at <https://tinyurl.com/y3yn5oqu>. You may also call at 0919 063 7845 or visit our office on the second floor of St. Francis Regis Clet Bldg.*

A red hexagon with the text "Scholarship" inside it.

Scholarship

Scholarships and Financial Assistance (SFA)- refer to the management, generation and/or allocation of funds for scholarship and financial aid to deserving students. There shall be online application and submission of documents (no home visitation). Application documents shall be made available online for easy download (CHED MEMO 8 s2021).

A purple hexagon with the text "Admission and Placement" inside.

Admission and Placement

Career and Job Placement Services refer to the assistance provided to students in making informed educational and occupational exploration and career planning. Conduct virtual career fairs, with clearance from DOLE. May form partnerships with career fair organizers such as DOLE, jobs180, Kalibr, and LinkedIn. Conduct webinars on personality development, resume writing, etc. Provide links (e.g. DOLE links) on resources for job application, opportunities, and legal considerations (e.g. labor rights) (CHED MEMO 8 s2021).

A yellow hexagon with the text "Discipline and Formation" inside.

Discipline and Formation

This This unit adopts a preventive approach through positive and transformative interventions in the formation of students. The main goal is to complement the academic and Vincentian formation of Center for Christian Vincentian Formation (CCVF) through behavioral modification. This program establishes integrated networks that support students from their academic world to their respective homes.

Hence, family and school partnership is part of the main ingredients in the success of this program. This unit works closely with other units from academic to non-academic sectors to achieve its end. Among others, the unit spearheads virtual orientation, and seminars highlighting positive reinforcement of behaviors to produce resilient and well-mannered individuals. Provides an online student discipline process (Students Desk) managed by a committee that will handle student complaints (grievances) following standard protocols (CHED MEMO 8 S 2021).

*For **HED Discipline and Formation**, you may reach us at the Student Affairs Office on the second floor of Ferini (formerly long-tables) or through calling us at 0947 253 4538.

A blue hexagon with the text "Student Government" inside.

Student Government

This unit, through the HED Central Student Government, captures the on and off-campus life of students. Student government officers collaborate and work directly with SDSL units in drawing out relevant programs towards the same goal of achieving the wellbeing of students. Part of the CHED MEMO 8 S 2021 on flexible delivery on SAS provides that student organizations may conduct online activities but must be reported in advance to SAS for proper monitoring and guidance. HEI shall provide online platforms or virtual meeting rooms to student organizations for their student activities. Further, organize webinars on leadership training and provide online resources on or links to leadership. Provide students a list of online seminars-workshops and

conferences. Furthermore, allow students to participate as official representatives in online seminars-workshops, conferences, etc.

*For **HED Student Organization**, you may reach us at csghed@ubox.usi.edu.ph or visit CSG page or office/ Student Affairs Office at the second floor of Ferini Hall (formerly long tables).



This unit is a vehicle for our students to express themselves artistically through music and arts. Living a life with zest, grounded with social responsibility, music and arts, through the Teatro de Sta. Luisa and Vincentian Performing Arts Company, will take their performances to the next level using digital platforms. A gateway to conquer the world stage due to the internet superhighway. According to CHED MEMO 8 S 2021 on flexible delivery on SAS activities in this unit are designed to provide opportunities to develop and enhance talents, abilities and values for appreciation, promotion and conservation of national culture and multi-cultural heritage. During the pandemic, conduct of these programs may help in the mental well-being of students.

Paradigm for Clinic, Emergency Cases, Safety and Security Services:



In these times of challenges, we meet head-on with the various concerns other than academics and formation, which are also equally relevant to the life of the students and personnel. Thus, through the spirit of collaboration and partnership, we are placing some student services units under the umbrella of University Disaster Risk Reduction and Management Council. This structure is created with an end in mind that the ICS or Incident Command System in the university will be facilitated rapidly. Since we are in the middle of a pandemic, everything arises as incident/s concerning health and safety. Hence, regular services routine and operation under the SDSL units are still in place.

Health Services - refer to the provision of primary health care and wellness program. Send materials and primer on health and safety protocols via courier. Provide tele-and-online medical consultations, digital format of forms and prescriptions. Conduct webinars on health and wellness (CHED DRAFT MEMO).

*For **Emergency hotline pertaining to health**, you may reach us through our facebook page USI Health Services Unit or through our e-mail address at hsu@usi.edu.ph. You may also call at SMART: 09386357133, or GLOBE: 09152051501.



Safety and Security Services - refer to the provision of a safe and secure environment and that of the members of the academic community. Printed materials on safety and security to reduce disaster risk reduction be provided to students via courier. Activate the school DRRM to be ready to respond in case of disasters. Provide online materials on safety and security during disaster. Conduct webinars on safety and security during disaster (CHED MEMO 8 S2021).

Food Services - refer to the assurance of available, adequate, safe and healthful food within the campus and immediate vicinity in accordance with the food, safety and sanitation guidelines of the Department of Health (CHED MEMO 8 S2021). Teachers shall be our partners in any eventualities or rising concerns, which are within the ambit of SDSL.

Teachers shall be our partners in any eventualities or rising concerns, which are within the ambit of SDSL.

General Support Services is a partner department to provide us the needed support for manpower and facilities, keeping the safety of the general public.

Administration will provide the needed support for the implementation of all programs and projects.

To make these services readily available even for students outside the campus, we are adhering to the online and electronic platform. Hence, *google forms*, call and text messaging will be utilized for this purpose.



CHED MEMO 8 S 2021 FLEXIBLE DELIVERY OF SAS

Considering the scenarios provided above, the major basis in determining the delivery of SAS is the community quarantine status or category of the localities of the HEIs and the corresponding regulations or restrictions in the conduct of face-to-face classes. Face-to-face delivery of SAS is obviously not allowed under ECQ and MECQ, so is blended delivery since it is a combination of face-to-face and online, as defined in Section 6.1.

Community Quarantine Status	Conduct of Face-to-Face Classes	Face-to-Face (F2F)	Blended (F2F and Online)	Online	Offline
ECQ	Suspended		x	✓	✓
MECQ	Suspended	x	x	✓	✓
GCQ	Limited	✓	✓	✓	✓
MGCQ	Limited	✓	✓	✓	✓

Thus, SAS Continuity Plan of HEIs shall emphasize the strategies for online and offline scenarios. Below are the minimum strategies that all HEIs have to implement for AY 2021-2022. HEIs may build on these to come up with their own strategies.



MODALITIES FOR SDSL

FLEXIBLE APPROACH SHALL BE ADOPTED TO MEET THE STUDENTS/CLIENTS IN WHATEVER SITUATION THEY ARE INTO, WHENEVER THEY FEEL THE NEED FOR HELP AND WHEREVER THEY ARE.

To make ourselves reachable with our clients we are adopting the various online/ electronic platform like *google classroom*, *facebook* chat, text messaging, and offline communication through face to face dialogue and modular activities.

DISCIPLINE AND FORMATION's Standard Operation Procedures

FILING OF COMPLAINTS (ALL LEVELS)

1. Accomplish the google form at:
<https://forms.gle/QHYgG695JPzkwMrQ6>
2. Email your concern at
usi.studentaffairs.edu.ph@gmail.com
3. Use the follow-up form or call /send text message to SA Office if no action taken after.

FOLLOW-UP OF DOCUMENTS FROM HED STUDENT ORGANIZATIONS

1. Accomplish the google form at:
<https://forms.gle/SXMbX7d8ihaNbXs59>
2. Email your concern/s at
usi.studentaffairs.edu.ph@gmail.com
3. For organizations, inquire from the CSG Officers if after 2 days no action was taken by the SA Office from submission.
4. If submitted was a complaint or request for cctv footage, call /send text message to SA Office if no action taken after 3 days from submission of request.

ISSUANCE OF THE CERTIFICATE OF GOOD MORAL CHARACTER FOR COLLEGE STUDENTS

01

Accomplish the google form at

<https://forms.gle/5xdH6Hxibt3t538J8>



02

Pay Php 50.00 through:

a. Onsite: at the **USI Cashier**
or through

b. **Bank transactions**

Account name:

Universidad de Sta. Isabel de Naga, Inc

CHINABANK Acct. No.

2620840910

BPI Acct. No.

8863- 1173-65

BDO Acct. No.

001890048990



**Bank transactions can made through paymaya/gcash/
and USI as the account name.*

03

**Soft copy of the Good Moral Character
(GMC) requested will be issued through
the email address you provided.**

ID AND GOOD MORAL CERTIFICATE AUTHENTICATION FOR COLLEGE STUDENTS

STEPS:

1. Photocopy (1 copy) your GMC or if it is your ID, it must be a back to back copy.
2. Show the original document that will be authenticated with your present matriculation form to Sir Randy Iniego.
3. Have the photocopy be stamp with the USI dry seal at the USI cashier.

SIGNING OF CLEARANCE FOR COLLEGE

STEPS:

1. Send a text message to **09472534538** with the ff info:
 - a. Full name/yr and section/yr graduated (For graduates)
 - b. Purpose of clearance
 - c. Yes/No previous disciplinary record
2. Present the reply to the info desk in-charge in the Student Affairs Office, whether your cleared or not.
3. If cleared, have your clearance stamp with SA stamp signature.

Discipline and Formation

Self-discipline plays a significant role in ensuring students' success in the pursuit of knowledge and Vincentian formation. As a Vincentian institution, the value of simplicity is discerned with various spectrums of character such as truthfulness, decency and integrity. Hence, students while enrolled in USI and after graduation are expected to manifest these characteristics in the exercise of their rights and in meeting obligations as global citizens.

The Formation Officer has the overall jurisdiction of all offenses committed by the student, and thus may investigate, file a complaint and/or elevate the case to the Student Discipline Committee. However, academic related offenses or acts committed during academic encounters may be acted upon by the Students and Welfare Committee (SWC) of the department in which the students belong.

Clean disciplinary record ensures the student a continuous enjoyment of privileges the school offers. In view of this, the student must be acquainted with the University's disciplinary framework, policies, rules and regulations embodied in the E- Student handbook.

This university adheres to restorative and positive discipline in each approach to students' disciplinary formation. We believe that students entangled with disciplinary policies and other state ordinances can still be reformed provided they will comply with the formation program that this university will impose. However, there are offenses that are considered "grave" that this university reserves the right to impose the highest penalty of dismissal or exclusion depending on the gravity of the offense.

While students are attending virtual classes and are limited face to face, there are offenses and policies that are relevant to this new normal that need to be imposed without reservations. However, it doesn't mean that common crimes under the Philippine laws cannot be considered. Hence, all acts, misdemeanors and offenses that are considered crimes this institution reserves the right to acquire jurisdiction of the act/s committed and impose corresponding administrative interventions, with due regard to the rules of due process.

This E-Handbook governs all students in any of the following circumstances:

- Anytime within the school campus
- Anytime within the school vicinity
- At all school functions and school related activities outside the campus
- Anytime when the offender has committed an act categorized as less grave to grave offense under the municipal laws and other special laws of the Philippines.
- Anytime when the misconduct involves or affects a student's status, or the good name of the school (Manual of Regulations for Private Higher Education)



POLICY GUIDELINES AND FORMATION

Offenses against of honesty

LEVEL 1

These are acts that connote a misguided sense of truthfulness or deficiency in understanding on the consequences of propagating falsehood.

- Spreading wrong pieces of information or stories in any medium that undermined the integrity of another person/legal entity or student organization.
- False statement in written or verbal to manipulate any school policy or classroom discipline.
- Collection of contributions from peers and classmates for a certain unknown school project or activities.
- False assertion of personal circumstances when inquired by any USI office as part of school function.
- Perjury or giving false statements involving light offenses.
- Solicitation for financial/material support without the knowledge and consent of any school official under the guise of school activity with an amount of five hundred pesos and below

Formative Intervention

- Redirection / values modification
- Letter of explanation
- Peer mediation
- Transformative activities in exchange of the temporary interruption of right to participate in academic /social and/or non-academic activities
- Student, parents/guardians conference
- Student contract
- Letter of apology to the aggrieved party
- Participation in an informal counseling session related to the misdemeanor

If the offender is habitual and the present deficiency is of the same name or nature with the offense enumerated in this category, it shall be automatically classified as the next higher level.

Category 2

In addition to category 1, these acts do not only connote deficiency in understanding on the consequences of propagating falsehood, they also show the person's considerable degree of misdirected values in committing the offense.

- Misrepresentation or fraudulent act that does not directly prejudice the integrity of the University on any of the following acts:
 - a. Misrepresenting the school's identity in a beauty contest and the like
 - b. Misrepresenting the university in seminars, conferences, and contests carrying the identity of the school without the knowledge and consent of any school official.
- Solicitation for financial/material support without the knowledge and consent of any school official under the guise of school activity with an amount of more than five

hundred pesos.

- Falsification of official school documents and forgery of signatures of school officials or persons in authority.
- Perjury or giving false statements involving grave offenses.
- Cheating in whatever means and method in quizzes and periodical exams or its equivalent undertaking.
- All forms of **plagiarism** as part of academic compliance or article to be published
- Spreading rumors that resulted in other offenses or have caused disturbance of other people's wellbeing.
- Use of falsified school records for enrollment in USI or for the benefit of grants.
- Serious false accusation that defames /blackens the reputation of a natural or juridical person and /or caused confusion to a certain policy
- Estafa involving considerable amount
- Production of false evidence /statement as part of the complaint/allegation or reply to it or for the benefit of a grant

Other offenses covered by ordinances or laws of the land which gravity fall in this category

Formative Intervention

- Transformative activities in lieu of academic or non-academic school activities from 10 to 20 days
- Tri-circular Program
- Restoration or reparation of what has been damaged
- Temporary disqualification or forfeiture from any school grants /awards (depending on the degree of mischievousness)
- Suspension within the range of 5 to 20 days depending on the with facts and circumstances surrounding the commission of the act
- Probationary status
- Non-readmission, if the offense committed is surrounded with facts and circumstances that disturbs sensibilities of people in the community and/or scandalizes the community at large, especially the students.
- Other administrative actions/ undertakings that the committee on discipline deemed it fit and proper to be imposed under the principle of restorative justice.

Acts that endangers safety and security

These acts not only connote deficiency in understanding on the importance of keeping the campus safe and secured, but also manifesting intent to violate the rules with malice.

- Initiating altercation with the guard/s
- Surreptitiously or by force letting a non-USI personality without obtaining proper clearance.
- Carrying deadly weapons or explosive material/s upon entering or while in the campus.
- Carrying cigarettes, suspicious objects without clearance from the guard.
- Carrying illegal substances, pornographic and subversive materials upon entering or while inside the campus.
- Carrying liquor or any intoxicating drinks upon entering or while inside the campus without proper clearance from the guard or department as part of academic requirements/ or theater play.

- Drinking alcoholic beverages and/or drunkenness in any school interventions activity/ on-the-job training/ related learning experience/ internship.
- Theft or any form of larceny
- Robbery
- Vandalism or destruction of property/misuse or abuse of USI property
- Smoking marijuana or taking other illegal substances
- Found positive in highly pernicious illegal substances twice or frequently despite due interventions.
- Hacking or illegally accessing electronic files of USI or of USI personnel
- Tampering school records related to academic standing, accountability or marital status

Formative Intervention

- Non-readmission, if the offense committed is surrounded with facts and circumstances that disturbs sensibilities of people in the community and/or scandalizes the community at large, especially the students.
- Preventive suspension with days as determined by the Discipline Committee with Tri-Circular Program/ Transformative activities
- Suspension from attending/participating academic or non-academic school activities from five to thirty days or as determined by the Committee on Discipline with Tri-Circular Program
- Restoration or reparation of what has been damaged with reasonable payment.
- Probationary status
- Other penalties/undertaking that the Committee on Discipline deemed it fit and proper to be imposed under the principle of restorative justice.

Acts that violates person's honor and dignity: Level 1 (light offenses) committed against any member of USI community

These acts do not only connote deficiency in understanding of the consequences of one act but possess a disposition to besmirch another person/ the institution in words and/in action.

- Coercion
- Threat/s to commit harm
- Spreading rumors/lies against a person or the institution, through virtual and non-virtual
- Gossiping
- Name calling as a form of bullying with physical presence or through virtual platform
- Slight physical injury
- Any form of disrespect in words and deeds while attending classes face to face or virtual
- Smoking in a USI uniform.
- Utterance of vulgar language and expressions while attending classes face to face or virtual

Formative Interventions

- Reprimand
- Letter of explanation
- Suspension in attending/participating academic or non-academic school activities from

10 to 20 days

- Tri-circular Program

Other penalties/undertaking that the committee on discipline deemed fit and proper to be imposed under the principle of restorative justice.

Acts that violates person's honor and dignity: Level 2 (grave offenses) committed against any member of USI community

These acts do not only connote possession of erroneous conscience and propensity to commit harm, but also an intent to violate the rules.

- Any acts that violate the safe space act.
- Slander while attending classes face to face or virtual
- Libel
- Cyber bullying to that caused serious harm to the victim
- Threat/s to commit serious harm
- Inciting or aiding someone to commit offense or immoral acts
- Aiding/inciting someone to commit an offense or suicide
- Causing pregnancy
- Immoral acts such as entering an illicit affair
- Pre-marital sex
- Sexual coercion
- Physical assault / unjust vexation
- Any act punishable by the Anti-Hazing Law
- Any act punishable by Anti-Photo and Video Voyeurism Act.
- Causing physical and moral harm as a form of serious bullying
- Causing commotion resulting to terror and physical harm
- Rumble/tumultuous defray
- Inflicting serious physical injury
- Acts of lasciviousness, lewdness, commission of any other indecent acts
- Direct assault against a person in authority like teacher, administrator, co-academic staff, and member of the maintenance and security force while inside the campus or while engage in his duty resulting to less serious to serious physical injuries and/or embarrassment.
- Causing alarm and scandal like nudity, profanity and public confessions or exposé. Using vulgar acts and/or language and any act causing terror and trauma like committing act of suicide, brandishing of deadly weapon, false public alarm causing panic and chaos, in any platform
- All forms of bullying directed to students and teachers or school administers /personnel that affects the general well-being of the victim

Formative Interventions

- Non-readmission, if the offense committed is surrounded with facts and circumstances that disturbs sensibilities of people in the community and/or scandalizes the community at large, especially the students.
- Preventive suspension with as determined by the Discipline Committee with Transformative Interventions

- Suspension from attending/participating academic or non-academic school activities from Twenty to Thirty days or as determined by the Committee on Discipline with Transformative Interventions
- Restoration or reparation of what has been damaged with reasonable payment.
- Probationary status.
- Indefinite suspension if the intervention requires clinical practitioners.
- Other penalties/undertaking that the Committee on Discipline deemed it fit and proper to be imposed under the principle of restorative justice.

Offenses against religious sensitivities and decency

- Possession of synthetic and herbal contraceptives with an end to promote on and/or with intent to use the same.
- Students who hold on to their heretical erroneous beliefs contrary to Catholic teachings/ (continuously participating/conforming or abetting heretical practices from the other sect, or organizations.
- Putting in contempt any religious dogma or teachings and practices while in class or religious rites.
- Discrediting in public any denomination to embarrass any member of such denomination.

These acts manifest a person's twisted conscience or lack of understanding of the moral and spiritual aspects of religious practices.

Formative Intervention

- Reprimand
- Letter of explanation
- Suspension in attending/participating academic or non-academic school activities from 10 to 20 days
- Tri-circular Program
- Other penalties/undertaking that the committee on discipline deemed it fit and proper to be imposed under the principle of restorative justice.

Composition of the Committee on Student Discipline

- I. VP for Student Development and Services-Chairperson
- II. Formation Officer
- III. Dean of the student/s involved in the case
- IV. Student Welfare Officer
- V. Committee Secretary who is non-voting member appointed by the Committee

Functions of the Student Discipline Committee

1. The Committee shall promulgate its own rules or procedures for the speedy disposition of the case.
2. Hearing is non-litigious, but should be fact finding, and clarificatory in nature which can be done either on open or closed doors as may be determined by the Committee.
3. The Committee in any stage of the proceeding has the power on the following:
 - a. Issue subpoena
 - b. Exclude any person from the hearing

- c. Issue preliminary/minor decisions
- d. Call the complainant, witnesses, and respondents for further questioning.
- e. Entertain amicable settlement or compromise from both parties, after serious deliberation and investigation that no force, threat, duress or undue influence was committed by either party, or that settlement and compromise is sought freely and voluntarily, without prejudice to the right of the school to file the appropriate complaint.

Dean's Prerogatives and Faculty's Responsibilities on Disciplinary Matters

All light offenses committed in relation to academic activities are cognizable by the concerned College Dean, who may summarily resolve the case thereof. If the act can be classified as grave, such violation must be reported to the Prefect of Discipline. If the Dean concerned wants to take upon himself/herself the responsibility of resolving the case and the imposition of interventions, he/she must coordinate with the Prefect of Discipline for the determination of the gravity of the offense and imposition of interventions and a copy of the resolution of the case must be submitted to Discipline Office for record purposes.

Any faculty member who has a personal knowledge of the offense committed must immediately report the offense to the Dean and/or the Office of the Student Affairs.

All offenses not included in the foregoing enumerations shall be classified by the Student Discipline Committee based on the established rules and norms of morality and fundamental policies, municipal and special laws of the land. The Committee shall likewise determine the corresponding interventions thereof.

Complaint and Grievances

In all offenses mentioned, the Student Discipline Committee may conduct a formal hearing upon the formal complaint in writing by the off ended party through the Prefect of Discipline or upon the elevation of the case by the Prefect of Discipline after determining the gravity of the offense committed. The right to due process is respected which shall include the right to be informed in writing of the complaint filed against the student and the opportunity to defend himself/herself against the accusation/s before the constituted body. The respondent student/s shall be allowed to be represented by any member of the College Faculty of his/her choice.

Procedure in resolving complaints and cases:

1. Complaints may be filed by any of the following:
 - a. Offended party
 - b. Dean of the offended party
 - c. Any person having direct knowledge of the commission of the offense
2. All complaints shall be filed to the concerned College Dean or directly to the Prefect of Discipline immediately after the violation is committed, discovered or made known to the proper authority. Verbal complaints shall be placed in the Student Discipline Summary of Records authenticated or signed by the complainant.



3. For Safe Space Act and/or Sexual Harassment related cases, complaints may be filed either directly to the Prefect of Discipline or through an intermediary like parents, relative, guidance counselor; teacher or any USI personnel at the choice of the victim where his/her trust and confidence can be reposed.
4. Complaints and reply to the complaints maybe lodge in person or **through virtual welfare desk found in the Facebook or send email to usi.studentaffairs.edu.ph**
5. In cases where there is no complainant but there is a rising offense or the offense committed has reached the knowledge of the Student Affairs, the Prefect shall investigate the matter and shall call any student for questioning.
6. The Prefect of Discipline summons/notifies the student concerned to inform him/her of the complaint and ask him/her to answer in writing within three academic days. Failure to answer within the prescribed period without valid reason such right shall before forfeited. Thus, the case can be summarily resolved.
7. If there is any confession or admission from the respondent during the preliminary investigation, the Prefect of Discipline may summarily resolve the case and may recommend interventions to be approved by the Chairperson of the Discipline Committee if the case is serious in nature.
8. The Prefect of Discipline makes a preliminary determination as to the gravity of the violation or acts complained of, as stipulated in the rules and regulations of the University. Light offenses may be resolved by the Prefect of Discipline or by the Dean concerned summarily or without hearing provided a copy of the resolution is submitted to the Prefect of the Discipline.
9. For major offenses, a formal charge or complaint shall be filed by the Prefect of Discipline to the Discipline Committee. The respondents shall be notified in writing of the complaint against him/her and shall be furnished with a copy thereof together with the supporting documents, immediately after the complaint is filed.
10. The respondents must answer in writing under oath, with affidavits from his/her witnesses and other evidence within three academic days from the receipt of the complaint or charge, shall file the same with the Chairperson of the Discipline Committee.
11. The complainant and the respondent/s shall be notified by the Prefect of Discipline in writing at least three (3) academic days before the hearing of the case
12. The Prefect of Discipline or Discipline Officer with the approval of the Chairperson of the Discipline Committee may at any stage of the investigation or while the case is pending may place any involved party in preventive suspension.
13. The Chairperson with the recommendation of the Prefect of Discipline or upon investigation may hold the release of any transfer credentials of the person/s involved in the complaint or until the interventions have been completely complied.
14. The scheduled proceeding shall be undertaken even in the absence of the either party who failed to present a reasonable excuse as determined by the Committee.
15. The scheduled proceeding shall be undertaken even in the absence of the either party who

failed to present a reasonable excuse as determined by the Committee.

16. During the hearing, the witness may be required to give testimony under oath. Respondents may have counsel from any of the members of the College Faculty of his/her choice. A private counsel may be allowed only as an observer during the hearing and only if the corresponding penalty to the alleged violation is dismissal or non-readmission.

17. The Committee shall render a decision within seven (7) academic days from the date of the last hearing. It must be done in writing stating the facts and the provisions of the Student Handbook to which the decision is based signed by all the members who participated in the decision – making.

18. The decision of the Committee may be appealed to the University President within three (3) academic days from its promulgation. The decision of the University President is final

19. In case of exclusion the Committee on Discipline shall refer the case to the Commission on Higher Education for execution.

RELEVANT LAWS AND POLICIES

GENDER RIGHTS AND ISSUES

Student/s who belongs to the LGBTQIA group shall have the same rights and privileges like the rest of the student population. Gender orientation shall not be the reason for their denial to pursue academic and non-academic dreams and ambition. Any discriminatory provisions, policies and guidelines found in the university shall be struck down as a violation of their rights, hence can be considered as not written or agreed upon.

However, hearing shall be made to determine the extent of its discriminatory character and/or any derogatory act/s was committed that is attached to it. Appropriate action/intervention shall be taken to correct such policies or derogatory acts.

All discriminatory and/or derogatory acts shall be classified as offense against honor as written in the student handbook and shall be dealt with accordingly by the administration.

On the other hand, if a member of LGBTQIA is found to have committed an offense, the same policies, rights and procedures shall be afforded to him/her like the rest of the students. Other than the issue of minority, the Office of the Student Affairs shall assess or as endorsed by the Guidance Office that family/faculty assistance is needed in every stage of the proceedings.

Sexual acts /expression which is considered by the catholic dogma as immoral shall be dealt with accordingly as written in the student handbook. However, such act can be considered as an independent offense and at the same time an aggravating circumstance if another offense is found to have been committed during and immediately after such an immoral act.

Types of Plagiarism

There are different types of plagiarism and all are serious violations of academic honesty. We have defined the most common types below and have provided links to examples:

Direct Plagiarism

Direct plagiarism is the word-for-word transcription of a section of someone else's work, without attribution and without quotation marks. The deliberate plagiarism of someone else's work is unethical, academically dishonest, and grounds for disciplinary actions, including expulsion.

Self-Plagiarism

Self-plagiarism occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from **all** professors involved. For example, it would be unacceptable to incorporate part of a term paper you wrote in high school into a paper assigned in a college course. Self-plagiarism also applies to submitting the same piece of work for assignments in different classes without previous permission from **both** professors.

Mosaic Plagiarism

Mosaic Plagiarism occurs when a student borrows phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original. Sometimes called "patch writing," this kind of paraphrasing, **whether intentional or not**, is academically dishonest and punishable – even if you footnote your source.

Accidental Plagiarism

Accidental plagiarism occurs when a person neglects to cite their sources, or misquotes their sources, or unintentionally paraphrases a source by using similar words, groups of words, and/or sentence structure without attribution. Students must learn how to cite their sources and to take careful and accurate notes when doing research. Lack of intent does not absolve the student of responsibility for plagiarism. Cases of accidental plagiarism are taken as seriously as any other plagiarism and are subject to the same range of consequences as other types of plagiarism.

Source: The Common Types of Plagiarism | Bowdoin College

REPUBLIC ACT NO. 10627 Cyberbullying

Acts of Bullying. – For purposes of this Act, "bullying" shall refer to any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

- a. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
- b. Any act that causes damage to a victim's psyche and/or emotional well-being;

c. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body; and

d. Cyber-bullying or any bullying done through the use of technology or any electronic means.

GENDER-BASED STREETS AND PUBLIC SPACES SEXUAL HARASSMENT

Republic Act 11313: Safe Spaces Act

Sec. 4. *Gender-Based Streets and Public Spaces Sexual Harassment.* – The crimes of gender-based streets and public spaces sexual harassment are committed through any unwanted and uninvited sexual actions or remarks against any person regardless of the motive for committing such action or remarks.

Gender-based streets and public spaces sexual harassment includes catcalling, wolf-whistling, unwanted invitations, misogynistic, transphobic, homophobic and sexist slurs, persistent uninvited comments or gestures on a person's appearance, relentless requests for personal details, statement of sexual comments and suggestions, public masturbation or flashing of private parts, groping, or any advances, whether verbal or physical, that is unwanted and has threatened one's sense of personal space and physical safety, and committed in public spaces such as alleys, roads, sidewalks and parks. Acts constitutive of gender-based streets and public spaces sexual harassment are those performed in buildings, schools, churches, restaurants, malls, public washrooms, bars, internet shops, public markets, transportation terminals or public utility vehicles.

ARTICLE II

GENDER-BASED ONLINE SEXUAL HARASSMENT

Sec. 12. *Gender-Based Online Sexual Harassment.* – Gender-based online sexual harassment includes acts that use information and communications technology in terrorizing and intimidating victims through physical, psychological, and emotional threats, unwanted sexual misogynistic, transphobic, homophobic and sexist remarks and comments online whether publicly or through direct and private messages, invasion of victim's privacy through cyberstalking and incessant messaging, uploading and sharing without the consent of the victim, any form of media that contains photos, voice, or video with sexual content, any unauthorized recording and sharing of any of the victim's photos, videos, or any information online, impersonating identities of victims online or posting lies about victims to harm their reputation, or filing false abuse reports to online platforms to silence victims.

Sec. 14. *Penalties for Gender-Based Online Sexual Harassment.* – The penalty of prison correctional in its medium period or a fine of not less than One hundred thousand pesos (P100,000.00) but not more than Five hundred thousand pesos (P500,000.00), or both, at the discretion of the court shall be imposed upon any person found responsible for any gender-based online sexual harassment.

ARTICLE IV

GENDER-BASED SEXUAL HARASSMENT IN THE WORKPLACE

Sec. 16. *Gender-Based Sexual Harassment in the Workplace.* – The crime of gender-based sexual harassment in the workplace includes the following:

(a) An act or series of acts involving any unwelcome sexual advances, requests or demand for sexual favors or any act of sexual nature, whether done verbally, physically or through the use of technology such as text messaging or electronic mail or through any other forms of information and communication systems, that has or could have a detrimental effect on the conditions of an individual's employment or education, job performance or opportunities;

(b) A conduct of sexual nature and other conduct-based on sex affecting the dignity of a person, which is unwelcome, unreasonable, and offensive to the recipient, whether done verbally, physically or through the use of technology such as text messaging or electronic mail or through any other forms of information and communication systems;

(c) A conduct that is unwelcome and pervasive and creates an intimidating, hostile or humiliating environment for the recipient: Provided, That the crime of gender-based sexual harassment may also be committed between peers and those committed to a superior officer by a subordinate, or to a teacher by a student, or to a trainer by a trainee; and

(d) Information and communication system refers to a system for generating, sending, receiving, storing or otherwise processing electronic data messages or electronic documents and includes the computer system or other similar devices by or in which data are recorded or stored and any procedure related to the recording or storage of electronic data messages or electronic documents.

ARTICLE V

GENDER-BASED SEXUAL HARASSMENT IN EDUCATION AND TRAINING INSTITUTIONS

Sec.21. *Gender Based Sexual Harassment in Educational and Training Institutions.* —All schools, whether public or private, shall designate an officer-in-charge to receive complaints regarding violations of this Act, and shall ensure that the victims are provided with a gender-sensitive environment that is both respectful to the victims' needs and conducive to truth-telling.

Every school must adopt and publish grievance procedures to facilitate the filing of complaints by students and faculty members. Even if an individual does not want to file a complaint or does not request that the school take any action on behalf of a student or faculty member and school authorities have knowledge or reasonably know about a possible or impending act of gender-based sexual harassment or sexual violence, the school should promptly investigate to determine the veracity of such information or knowledge and the circumstances under which the act of gender-based sexual harassment or sexual violence were committed, and take appropriate steps to resolve the situation. If a school knows or reasonably should know about acts of gender-based sexual harassment or sexual violence being committed that creates a hostile environment, the school must take immediate action to eliminate the same acts, prevent their recurrence, and address their effects.

Once a perpetrator is found responsible, the educational institution may reserve the right to strip the diploma from the perpetrator or issue an expulsion order.

The Committee on Decorum and Investigation (CODI) of all educational institutions shall address gender-based sexual harassment and online sexual harassment in accordance with the rules and procedures contained in their CODI manual.

Republic Act 7877: Anti-Sexual Harassment Act of 1995
AN ACT DECLARING SEXUAL HARASSMENT UNLAWFUL IN THE EMPLOYMENT, EDUCATION
OR TRAINING ENVIRONMENT, AND FOR OTHER PURPOSES.

SECTION 3. Work, Education or Training -Related, Sexual Harassment Defined. – Work, education or training-related sexual harassment is committed by an employer, employee, manager, supervisor, agent of the employer, teacher, instructor, professor, coach, trainor, or any other person who, having authority, influence or moral ascendancy over another in a work or training or education environment, demands, requests or otherwise requires any sexual favor from the other, regardless of whether the demand, request or requirement for submission is accepted by the object of said Act.

- (a) In a work-related or employment environment, sexual harassment is committed when:
- (1) The sexual favor is made as a condition in the hiring or in the employment, re-employment or continued employment of said individual, or in granting said individual favorable compensation, terms of conditions, promotions, or privileges; or the refusal to grant the sexual favor results in limiting, segregating or classifying the employee which in any way would discriminate, deprive or diminish employment opportunities or otherwise adversely affect said employee;
 - (2) The above acts would impair the employee's rights or privileges under existing labor laws; or
 - (3) The above acts would result in an intimidating, hostile, or offensive environment for the employee.
- (b) In an education or training environment, sexual harassment is committed:
- (1) Against one who is under the care, custody or supervision of the offender;
 - (2) Against one whose education, training, apprenticeship or tutorship is entrusted to the offender;
 - (3) When the sexual favor is made a condition to the giving of a passing grade, or the granting of honors and scholarships, or the payment of a stipend, allowance or other benefits, privileges, or consideration; or
 - (4) When the sexual advances result in an intimidating, hostile or offensive environment for the student, trainee or apprentice.

Any person who directs or induces another to commit any act of sexual harassment as herein defined, or who cooperates in the commission thereof by another without which it would not have been committed, shall also be held liable under this Act.

General Policies on Admissions

Step 1: Upon inquiry with the program/course offerings and scholarships, the complete list of requirements shall be given and explained by the Admission Officer or staff. Also, University Admission Examination (UAE) form and schedule shall be given.

- **Step 1.1:** Referral to the Student Affairs Office for student-applicants with body piercing and/or tattoo.



Step 2: Prior to the scheduled UAE, accomplish the UAE form and present a copy of report card for career advising at the Admissions Office.

Step 3: Proceed to the Accounting Office to pay the UAE fee.

PRE-KINDER - P 100; KINDER 2 – P 120

GRADES 1 to 5 - P 150

GRADES 6 to 10 - P120

SHS - P 100

HED - P 120 *for BSN, BSMT & BSPT*

P 100 for other courses

Graduate School - P 120

Step 4: On the scheduled day of the University Admissions Examination, proceed to the University Testing Center and present the accomplished UAE form with the UAE official receipt and take the Admissions Examination. Also, Psychological survey questionnaire will be given.

Step 5: After five (5) working days, the student-applicant will be requested to come back to the Admissions Office for the interpretation of the UAE results and interview. A congratulatory letter indicating in which program/courses the student-applicant qualifies will be given. Also, a copy of the UAE result and requirements to be submitted and procedure of enrollment shall be provided.

- **Step 5.1:** After the interview, the admission officer may refer the student-applicant to the department/college where he/she intends to enroll or on a case to case basis. (for student-applicants who did not meet the qualifying level set by the department/college in the UAE result).
- **STEP 5.2:** Return the referral slip to the Admissions Office.

STEP 6: Present admission requirements to secure the recommendation for enrollment.

FOREIGN STUDENTS INFO GUIDE

1. The Foreign Student Applicant shall be interviewed and oriented regarding the requirements needed for enrollment.
2. Acceptance and Enrollment of International Students
3. The Foreign Student Applicant shall present the needed requirements to the Admissions Office.
 - a. Once the Foreign Student Applicant was able to complete the needed requirements, he/she may proceed with the enrollment process.
 - b. If the requirements for enrollment are not yet complete, the applicant's enrollment will be put on hold.
 - c. The Foreign Student Applicant must prepare a promissory letter stating when he/she will be able to complete the necessary requirements and must be signed by the Admissions Office Coordinator and the University Registrar. If the

requirements are not completed, the application will be terminated.

4. The School BID Liaison Officer shall orient the Foreign Student Applicant regarding the requirements, fees, and schedule of VISA conversion and conditions.
 - a. Once the conditions are violated, his/her application will be terminated.
5. The VISA of the Foreign Student Applicant shall be converted to Student VISA.
6. Filing of List of International Students

Standard Operating Procedures (SOP) for Online Individual and Small Group Counseling and Other Services

The Guidance Counseling and Testing Center (GCTC) of the Universidad de Sta. Isabel is dedicated and committed to uphold the growth and human development of the students. Primarily, it aims to lessen or eliminate the psychological barriers or obstacles that interfere with students' optimum performance in school and their development as persons.

During this time of the Covid-19 pandemic, the GCTC will continue to earnestly deliver its services to its stakeholders (students, parents of students, teachers, and administration) in the best possible ways, considering online platforms and facilities. The **four delivery systems of the GCTC Comprehensive and Developmental Program** are:

1. GUIDANCE CLASS

- The guidance curriculum is taught in structured modules in a class, with planned lessons for small or classroom-sized groups of students. The lessons are planned sequentially according to the developmental nature of the students.
- The framework of the guidance class is Emotional Intelligence and the learning and practice of its core competencies and skills: self-awareness; emotional mastery; social awareness (empathy); and social/relationship mastery
- For this school year, the Guidance class will be conducted twice a week.



2. RESPONSIVE SERVICES

- Individual counseling
- Small group counseling
- Consultation with teachers and parents
- Talks to address common and developmental needs of students or current relevant topics



3. RESPONSIVE SERVICES

- Individual counseling
- Small group counseling
- Consultation with teachers and parents
- Talks to address common and developmental needs of students or current relevant topics
- Responsible behaviors
- Goal-setting
- Decision-making, particularly in choosing a career
- Support from other
- Professionals and experts
- Support from school administrators



General Information for Individual Counseling

Individual counseling hours are from 8:00 am to 5:00 pm, with lunch break from 12nn to 1:00pm from Monday to Friday, and 8:00am to 12:00 nn on Saturdays.

1. Individual counseling and consultation will be available via telephone and video chat.
2. Students who would be referred for individual counseling by teachers, parents, school administrators or personnel will be contacted (after a referral is made) by the counselor assigned to the student's grade/year level for initial rapport-building. Subsequent counseling sessions will proceed as agreed upon and scheduled by the counselor and the student, and terminated jointly by the said parties.
3. Students are most welcome to make a self-referral. In this case, the student will contact the counselor assigned to his/her grade/year level via telephone or through private messaging. The contact numbers of all counselors will be posted on the GCTC Facebook page.
4. Counseling and other GCTC services will adhere strictly to the confidentiality principle. Counseling sessions will proceed only after the student has given a written consent.
5. The counseling session will be recorded for purposes of documentation and recordkeeping. The document will be placed in the student's folder, which will be kept in locked cabinets in the office of the respective counselors. The student records can only be accessed by the counselor in charge of the student and the Coordinator of GCTC.



Specific procedures for Individual Counseling

- 1. After the initial rapport-building, fill up the Intake Interview Form which will be sent to you through email. As soon as you finish filling it out, send it back to your counselor as soon as possible. Send also a preferred schedule for your session.
- 2. The counselor will confirm the session with you if your preferred time is a free time for her/his counseling schedule. If not, the counselor will offer a schedule or a couple of schedules for you. Send a message which of the offered time slots is convenient for you.
- 3. If a confirmed schedule cannot be followed for some urgent reasons, please inform the counselor at least a day before your confirmed schedule. Please do not cancel a confirmed schedule on the hour itself. Moreover, it would be very disrespectful if you just ignore or let go of a confirmed schedule.
- 4. All communications regarding schedules of counseling session (telephone- or video counseling) will be sent to you via email or messenger.
- 5. For urgent cases and/or crisis counseling, please call the GCTC office immediately through landline numbers loc. numbers: 2137 for BED, and 2138 for HED. Or, you can also call GCTC mobile numbers 0919 063 7845(Smart)/0916 539 4913(Globe), or reach them through their facebook page: USI Guidance, Counseling and Testing Center. A counselor will be available to attend to your needs ASAP.
- 6. For emergency cases on Saturday afternoons, Sundays, and holidays, please contact the following psychiatrists: Dr. Edessa Laguidao, MD Dr. Romano, MD

For talks, webinars, small group counseling- GCTC will make the announcement of the topic and procedures for joining via FB page USI Guidance, Counseling and Testing Center at least one week before the event.

HEALTH SERVICES UNIT (HEALTH & WELLNESS)

The University maintains a well- equipped clinic administered by license medical, dental, and allied professionals. It provides primary medical, dental and nursing care and health education to all students, employees, and administrator. The University provides specifically different services and health programs.

CLINIC HOURS:

MONDAY TO FRIDAY	8:00AM- 12:00NN 1:00PM- 5:00PM
SATURDAY	8:00AM- 12:00NN

SERVICES OFFERED:

- 1. Health Promotion and Disease Prevention
- 2. Annual Medical and Dental Examination
- 3. Daily Medical and Dental Consultation



- Students can also avail health consultation services thru TELEHEALTH system:

- Phone calls – SMART: 09386357133; GLOBE: 09152051501
- Online mode via email
- Facebook Page- USI-Health Services Unit

4. Emergency and First Aid Treatment

5. Referral of severe cases for further management

HEALTH PROGRAMS:

COVID-19 SURVEILLANCE: Monitoring of Confirmed/ Suspected cases

Daily follow- up of identified confirmed or suspected case thru phone calls/ texts, email/ Facebook.

B PROTECTED: Hepatitis B Vaccination

Schedule: Every Saturday (8:00AM- 12:00NN)

Requirements: Medical Health Record and Laboratory Results (CBC, Urinalysis, Chest X-ray, Hepatitis - B Screening

HEALTHY ENVIRONMENT, HEALTHY LIFE:

Misting and Fogging and Water analysis

- Misting and Fogging Schedule - Every September of each year
- Water Analysis - Every August of each year

****Health Webinars/ On-site Seminar/ IEC Distribution/ Posters will be done for the following programs.***

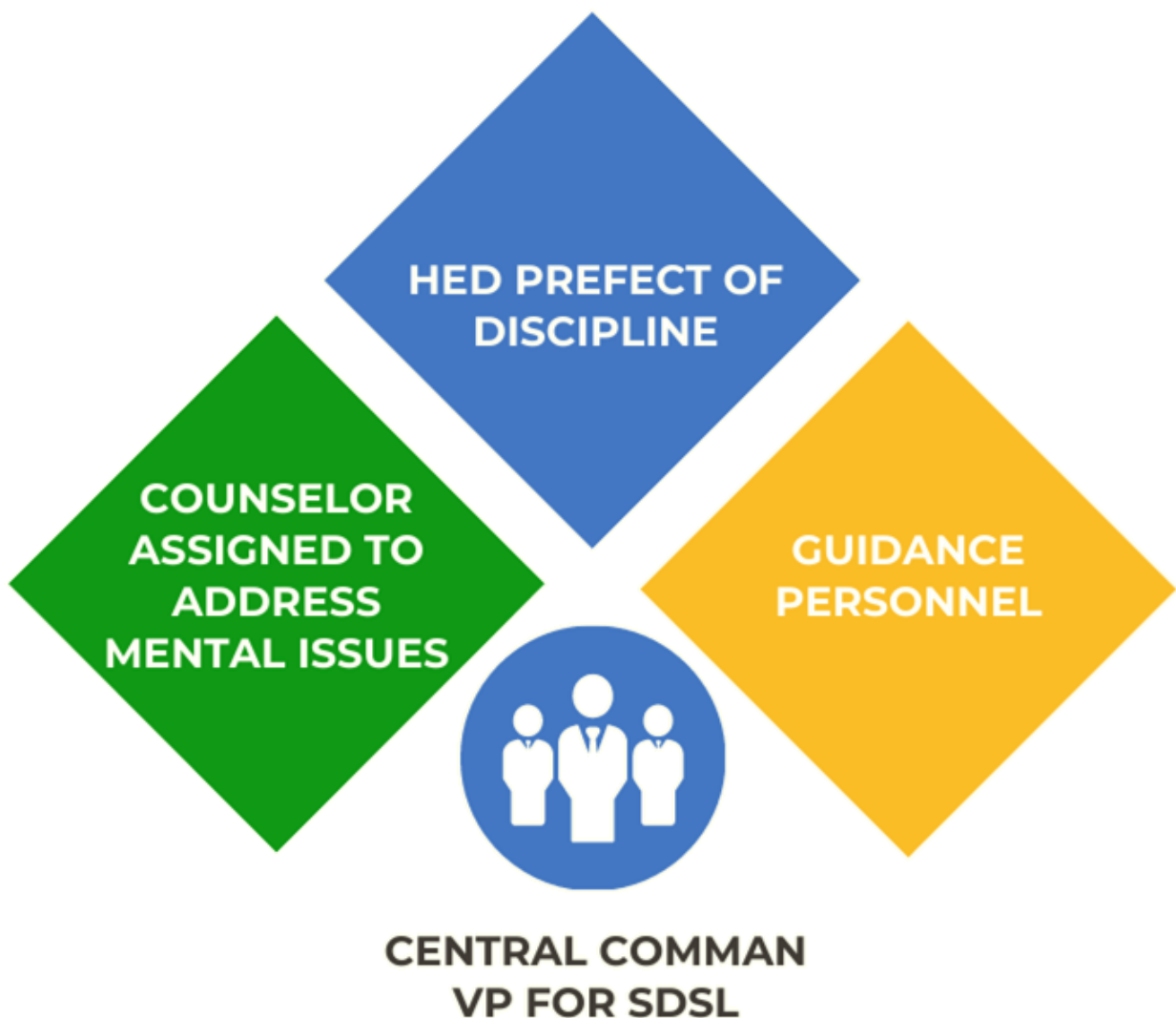
- ✓ **HEALTH EDUCATION:** Thinking for a change
- ✓ **STAY HEALTHY, STAY AT HOME:** Students' Health and Wellness on Home-based Learning during COVID-19 Pandemic
- ✓ **STAY HEALTHY, STAY AT HOME:** Employees' Health and Wellness during COVID-19 Pandemic
- ✓ **CHOOSE TO REFUSE:** Anti-illegal Drugs Campaign
- ✓ **ONE HEALTH:** Infection Prevention
- ✓ **BETTER VISION FOR THE BRIGHTER FUTURE:** Sight Saving Program
- ✓ **IT'S OKAY TO NOT BE OKAY:** Mental Health Program
- ✓ **BREASTFEEDING TSEK:** Tama, Sapat at EKsklusibo

VIRTUAL HELP DESK

VIRTUAL HELP DESK is conceptualized by SDSL to centralize all concerns that will be pitched to USI from its internal and external clients in relation to the flexible learning and services.

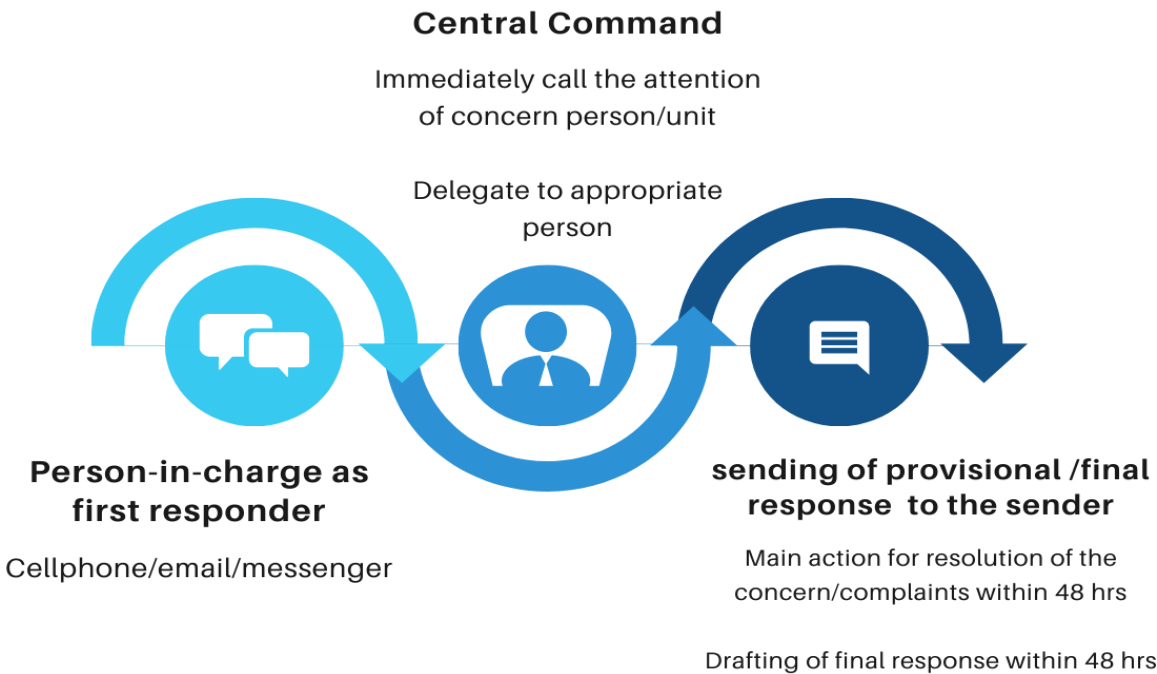
This help desk shall utilize accessible online user-friendly communication tools for easy access and maneuverability. This will be managed and controlled by a task force team coming from various units of SDSL, hence this is headed by the VP for Student Development, Services, and Linkages who is also the Incident Commander of the UDRRM for unitary and simplification of communication protocols and response.

This is open only during office hours except when there are emerging concerns that need to be responded with urgency like life and death situations. Hence this structure and protocols:



PROTOCOLS

1. There are dedicated communications lines through cellphone number, email add and messenger to accept complaints/concerns, the following:
Email add: vpsdsl_inquiry@usi.edu.ph
2. There are persons in-charge to monitor the dedicated open lines which will be rotation per week per line/platform.
3. The person in-charge who received the concerns/complaints shall flag them as red for urgent, blue as raising emergency and green as potential emergency or raising concern. However, if the query is a minor and can be readily addressed by the one in-charge, the same will be addressed at his/her own level at once, provided it is with certainty and no other potential concern/s can arise out of such issue or response.
4. If the concerns/complaints are within the color-coded label and cannot be addressed by the person-in-charge, such concerns/complaints shall be channeled to the central command for further action. The central command shall take action by: (a) immediately calling the attention of the concerned person/office subject of the concern/complaint; (b) delegate such concern/complaints to the appropriate person either from the member of the virtual help team or to any USI personnel who can best address color coded concerns.
5. The USI Virtual Help Desk (USI: VHD) has 48 hours to address, take action and send responses to the sender of complaints and concerns.
6. Any member of the USI: VHD can take into cognizance any complaints/concerns if she/he is in the midst of the emergency, or has personal knowledge or within the ambit of his/her function.
7. The USI: VHD through its central command can take any legal action/lawful means needed to urgently respond to the rising emergency/concerns.
8. The concerns/complaints shall only be stamped as close and resolve when the central command, with its majority members, attest to its resolution.





To **contact us at USI** and connect to the concerned departments or units, please call at 205-07-27 or 205-07-29

And in order to reach certain departments/units of our school, you may refer to these local numbers:

- For Guidance and Counseling Services, you may call us through loc. numbers: 2138 for HED.
- For Food concerns and even subscribing to our food menu you may call us at loc. no. 2134.
- For concerns at the Admission office you may call us at loc. no. 2124.
- To contact our SA Coordinator for HED through loc. no. 2142; SA secretary at 2143. You may also call the SDSL office through our staff at loc. no. 2133 or to Dr. Reyes at 2132.



*God allows us to give rise to the practice of two beautiful virtues: **perseverance**, which leads us to attain the goal, and **constancy**, which helps us to overcome difficulties.* – St. Vincent de Paul



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