



Midway Colleges Inc.

# **ONE MIDWAY PRIMER v.01:**

## **A Learning Continuity Plan in Response to COVID-19**



**Dear Parents and Guardians,**

At the outset, we sincerely thank you for entrusting your child's DRIVEN education to us. Despite the challenges brought by the global pandemic, we were able to continuously navigate this exciting journey towards a new normal in education.

In light of the regulatory and statutory bodies' guidelines following the mandates of the government and in consideration of the results of the survey initiated by the school, we were able to design a clearer picture of how to best proceed with instruction this coming school year.

With this, we are excited to share with you the learning continuity plan for the students of Midway for AY 2020-2021, especially your participation in ensuring that we all traverse this journey as smoothly as possible leaving no student left behind.

Stay safe and healthy.

Together, we will be **more DRIVEN** than ever!

**Sincerely,**

**Midway Colleges, Inc.**

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This is Version 1.0 of Midway's Learning Continuity Plan.

The information in this document is accurate as of 7 July 2020. Should there be updates, Midway Academic department will revise this document. Parents, students, and other stakeholders will be formally notified of the revisions made.

## OVERVIEW

The recent coronavirus disease 2019 (COVID-19) pandemic has brought enormous challenges into the education system. As a response, and to fulfill its mission to provide transformative learning, Midway Colleges, Incorporated (MCi) has explored innovative ways to accommodate its students and other stakeholders while ensuring their health and safety. MCi designed a three-phase learning continuity plan (LCP) which strictly follows the guidelines mandated by the national government. The plan is operationalized into a Flexible Learning Program (Flex-LeaP) which will be implemented in the First Semester of AY 2020-2021.

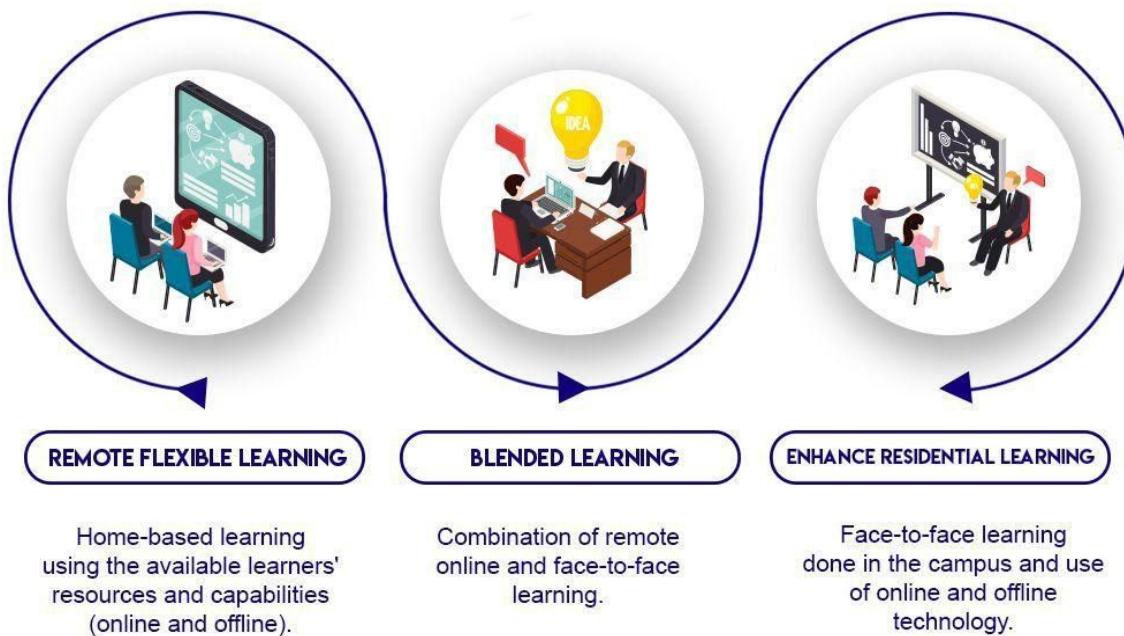
This document provides the principles, policies, and guidelines on the implementation of Flex-LeaP within the context of MCi. This document shall be constantly reviewed and revised to align with the latest guidelines from the government and its relevant agencies.



## MIDWAY'S THREE-PHASE LEARNING CONTINUITY PLAN

Given the uncertainty of the current crisis situation, MCI adapts a three-phase transitional plan to ensure continuity of learning considering the health and safety of its stakeholders, the community quarantine protocols, and minimum health standards mandated by the government.

At MCI, **remote flexible learning (RFL)** is primarily a **remote, home-based learning** modality in which the learners are provided with a variety of choices on **when, where, and how** to learn.



**Figure 1.** Midway Three-Phase LCP Process

## FLEXIBLE LEARNING PROGRAM (Flex- LeaP)

The flexible learning program recognizes the diversity of learners. Therefore, it is anchored on three main principles:

1. **Flexibility** – means that the program caters to the learners' unique learning resources and style.
2. **Inclusivity** – implies that the program strives to ensure that no learner will be left behind.
3. **Ingenuity** – suggests that the program implementation uses creative and innovative approaches and methodologies not solely focused on digital technology.

## COMPONENTS OF LEARNING CONTINUITY PLAN

The development of the flexible learning program is based on four pillars considered to be the essential remote teaching learning subsystems (*UP Open University Executive Course on Remote Teaching and Learning, 2020*) namely:



1. **Course Design** – it involves the *instructional model delivery* and *curriculum instructional design* including media *mix selection for learning materials*.
2. **Teaching and Learning** – it includes the implementation of the instructional model provision of the *learning management system (LMS)*, and assessment of learning
3. **Student Support Services** – it includes academic, administrative, and technical *support for students* with emphasis on home-school partnership.
4. **Organization and Management** – it includes *systems and policies* on teaching load, student and faculty attendance monitoring, and integration of research into program evaluation.

## INSTRUCTIONAL DESIGN

MCI will focus on the **essential program standards (EPS)**. At MCI, EPS are the priority competencies and outcomes intended to be attained at the completion of each subject or course. These are systematically reorganized into **learning packs (LPs)**.

The existing syllabi (college) or learning plans (SHS) will be redesigned into LPs by the assigned faculty following the review and approval process of course development indicated in the Academic manual.

The learning packs, consisting of a **course guide** and a **study learning guide**, may be printed, downloaded from the LMS, saved via flash drive, and/or sent via courier.



The **course guide** is the blueprint or roadmap for the subject or the course to be provided on the first day of class.

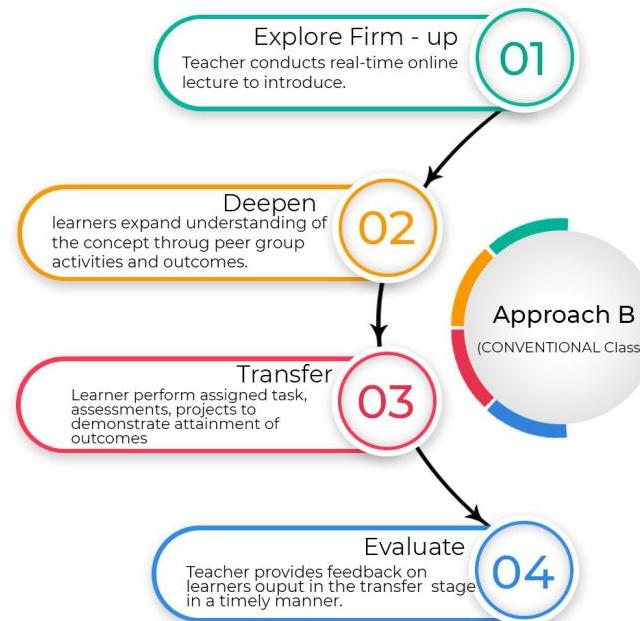
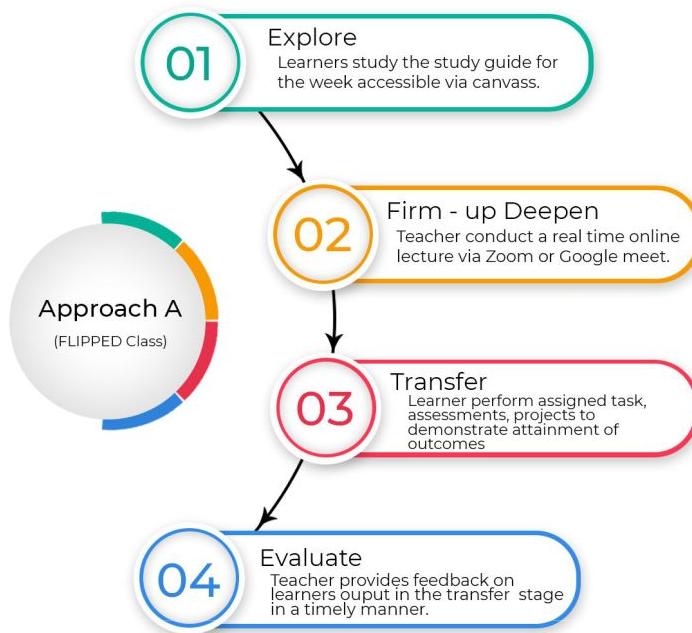
The **study learning guide** is a detailed learning material in modular form, which includes offline and online learning resources such as videos, journals, articles, worksheets, etc., performance tasks, seatwork, and assessments.

## INSTRUCTIONAL MODEL DELIVERY

The learning packs will be delivered via two four-pronged pedagogical approaches.

These approaches can be used methodically by the teachers in the delivery of the course guide. They may be used alternately or appropriately depending on the learning objectives for a certain topic or content. **Therefore, the teachers should not only be limited to one approach for the entire semester.**

In Approach A, the learner does the exploration of the content; the firming-up and deepening is facilitated by the teacher. Pre-recorded videos or lectures may be used by the faculty in this approach. The videos may be original or downloaded from credible sources provided that proper attribution to the source is made.



In Approach B, the teacher facilitates the exploration and firming-up of the content; the deepening is done by the learners themselves.

## IMPLEMENTATION OF THE INSTRUCTIONAL MODEL (LECTURE)



Midway offers instruction in a flexible online environment. This includes **real-time online interaction (synchronous)**, and **self-directed offline learning packs (asynchronous)**.

As a general rule, the majority of the learning pack content should be delivered asynchronously. However, given that some contents are delivered more effectively through live discussion, synchronous mode of delivery will also be employed.

In cases where the learners are unable to attend for valid reasons (poor connectivity, power interruption, emergency, etc.), the faculty must conduct a make-up session via the consultation block schedule.

The faculty may schedule additional synchronous session/s aside from the above mandatory sessions subject to the following conditions:

1. appropriate to the learning outcomes/ learning objectives;
2. scheduled at least two weeks before the actual session;
3. not in conflict with pre-scheduled online sessions for other courses;
4. obtained consensus from the learners;
5. not exceed the required number of screen time of the learners per day (i.e., maximum of two hours) and per semester (maximum of 10 total synchronous sessions)

For every 3-unit course which corresponds to a 3-hour lecture, a maximum of 1 hour should be allotted for live interaction (synchronous) only while the remaining two hours should be allotted for self-paced activities (asynchronous) per week. This may be adjusted for some courses or subjects depending on the academic programs.

## IMPLEMENTATION OF THE INSTRUCTIONAL MODEL (LABORATORY)

The conduct of on-campus laboratory activities is prohibited in Phase 1 as learning will be done remotely. As such, make-up laboratory classes may be rescheduled once community quarantine has been lifted. If permitted by the government, laboratory activities/assessment may be conducted during the final terms for the semester.

However, for laboratory courses which do not require use of equipment based on the intended learning outcomes (ILOs), the faculty may provide **alternative activities** which will enable the demonstration of the ILOs and require program competencies. These may include but not limited to worksheets, live/recoded presentations, case studies, reaction papers, critical essay, videos, etc.

Provided further, that the conduct of those activities will ensure learners' safety and conform to the prevailing community quarantine protocols.

In Phases 2 and 3 where face-to-face interactions are allowed, the on-campus laboratory activities will be conducted at a minimum capacity of students and on a scheduled basis to ensure adherence to necessary health and safety protocols. The schedule will be published by the department heads at least a week before the conduct of the laboratory activities.



## IMPLEMENTATION OF THE INSTRUCTIONAL MODEL (ASSESSMENT)

Assessment is an integral part of the teaching-learning process. Thus, it should be appropriate, carefully planned and aligned with the learning outcomes.

It should also be time-bound. Hence, the faculty should not overwhelm the learners with too many assessments. They should focus on assessing the outcomes leading to the achievement of essential program standards (ESPs). The faculty should also utilize other assessment modalities, depending on the outcomes; those which can be conducted individually, by pair, or by teams.

The faculty is encouraged to use their best discretion considering learning objectives, students' progress, time, and resources. Lastly, feedback on the assessment should be provided in a timely manner.



## ASSESSMENT IN PHASE 1

All assessments, formative or summative, will be conducted online following the principles, guidelines, and policies in Section IV, paragraph B (3) (a).

Proficiency assessment which requires the use of laboratories will be delayed or conducted once community quarantine has been lifted. Alternatively, the faculty may provide other modes of assessment subject to the guidelines, principles, and policies outlined in the laboratory and the assessment sections of this document.

The term exam (at least for the prelim term for college and the 1st Term for SHS) may be conducted using any of the following approaches considering learners' consensus and provided that they are indicated in the course guide upon distribution to the learners:

### **Approach A: Virtual Proctored Term Exam (Synchronous)**

- Paper-and-pencil exam is proctored live via Google Meet or Zoom
- The list of paid students and those with promissory notes from the Finance Department will serve as the basis on who are eligible to take the exam
- Open-notes may be allowed
- Test types should be varied
- The term exam can be answered directly by the students via Microsoft Teams or they can download a copy, print it, answer manually, then send it via Teams
- A make-up examination must be provided to the students who missed the live proctored exam, given he or she has a valid excuse
- 

### **Approach B: Self-paced Term Exam (Asynchronous)**

- The term exam will be uploaded via Microsoft Teams or will be sent to the students via their official Gmail account
- The students must submit the accomplished term exam on or before the last day of the examination week
- Students will be required to indicate the references they used in answering the examination
- In lieu of the typical paper-and-pencil assessment, the faculty may also use other modes of term assessment which reflect students' knowledge, understanding, and proficiency

## ASSESSMENT IN PHASE 2 AND 3

The same principles, guidelines, and policies in the preceding section on assessment shall be observed for the implementation of assessment in blended learning and residential learning.

The sit-down proctored examination as well as the proficiency assessment requiring the use of laboratory facilities will now be conducted following the necessary health protocols with the class capacity for the exam reduced to 50% of the total class size.

Adjustments in the regular term examination schedule and proficiency assessment schedule will be made by the department heads to ensure adherence to the 50% capacity per class.

## GRADING SYSTEM

The institution adopts the zero-based grading system. The grading system is standards- and competency-based consistent with the outcomes-based education (OBE) framework. The components of the grading system are aligned with the program educational objectives and in compliance with the revised policies, standards, and guidelines set by the regulating bodies. The grades for each component shall be expressed in percentile for uniformity of values.

MCI still adopts the current grading system as indicated in the Academic Manual.



## STUDENT PRACTICUM/ WORK IMMERSION

### Senior High School - Work Immersion

1. MCI adopts the DepEd guidelines on the conduct of work immersion considering the latest advisories on community quarantine protocols.
2. The Work Immersion Focal Person will submit an alternative work immersion plan to be conducted on-campus.

### College of Business and CSHRS - On-the-Job-Training (OJT)

1. Following CHED Advisory No. 07 on internship program, MCI will conduct on-the-job training on-campus following the minimum safety and health protocols.
2. The Internship Coordinator will submit an alternative mode of delivery which should be commensurate with the required hours for the completion of the OJT and must be consistent with the minimum safety and health protocols and the latest advisory from CHED/TESDA.

### College of Maritime Education – Onboard Training (OBT)

1. MCI adopts the existing recommendation from the Philippine Association of Maritime Institutions (PAMI) as articulated in the Recommended POST-ECQ Curricular Modifications/Alternative Modes or Flexible Learning Strategies per discipline applicable to a specific category of students



## TEACHERS' AND LEARNERS' EXPECTATION

In ensuring the smooth implementation of the flexible remote instruction, it is imperative that the expectations from the teachers and the learners are outlined. The table below in the next page summarizes expectations, duties, and responsibilities from the teachers and the learners in this new normal.

AREA	TEACHERS' EXPECTATIONS	LEARNERS' EXPECTATIONS
LEARNING PACKS	<ul style="list-style-type: none"> <li>Set realistic, equitable, feasible, and inclusive requirements and course expectations</li> <li>Prepare the learning packs</li> <li>Distribute learning packs (online or on-campus)</li> <li>Update instructional materials, when needed, and inform the learners in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Secure the learning packs once downloaded/received. Read and understand the learning packs</li> <li>Proactively coordinate with the teacher for clarifications about the learning packs</li> <li>Create a timetable for the deadlines indicated in the learning packs</li> </ul>
SYNCHRONOUS MEETINGS	<ul style="list-style-type: none"> <li>Conduct 1<sup>st</sup> day orientation through synchronous class meetings</li> <li>Announce schedule of occasional synchronous class meetings</li> <li>Record the synchronous class meetings (to be accessed by learners who will be unable to attend) and the attendees</li> <li>Conduct consultation sessions regularly following the official schedule provided by the college/unit</li> <li>Dress up professionally</li> <li>Check attendance of students in synchronous sessions for tracking purposes not necessarily for grading</li> </ul>	<ul style="list-style-type: none"> <li>Try to attend synchronous class meetings, especially the first meeting for the course orientation</li> <li>Observe "virtual netiquette" during online sessions including <b>wearing of school uniform</b> (no multitasking, no chatting, etc.)</li> <li>Observe DRIVEN values during online sessions as with face-to-face sessions</li> <li>Follow consultation session schedule</li> <li>Wear the prescribed school uniform during the online sessions. This form part of presenting oneself professionally during virtual meetings.</li> </ul>
ASYNCHRONOUS CLASS MEETINGS	<ul style="list-style-type: none"> <li>Monitor task, project, assignment, and/or assessment submission or completion via LMS</li> <li>Report technical issues on the use of LMS to IT department</li> <li>Coordinate learners' progress with parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Complete assigned tasks, requirements, projects, etc., promptly</li> <li>Notify the teacher and/or IT proactively for technical assistance</li> <li>Observe integrity and excellence in all submissions and academic deliverables</li> </ul>

## LEARNING MANAGEMENT SYSTEM

### Midway Official Website (<https://midwaycolleges.edu.ph/>)

This serves as the main repository of vital information, announcements, advisories, and tools for stakeholders' use. Therefore, this should be checked on a daily basis. Each student will be provided with a dedicated email address which should be solely used for educational purposes.

### Learning Management system (LMS)

It refers to a platform (software) used for communication with parents, students, and teachers. It also aids in planning and monitoring teaching, learning, and students' progress.

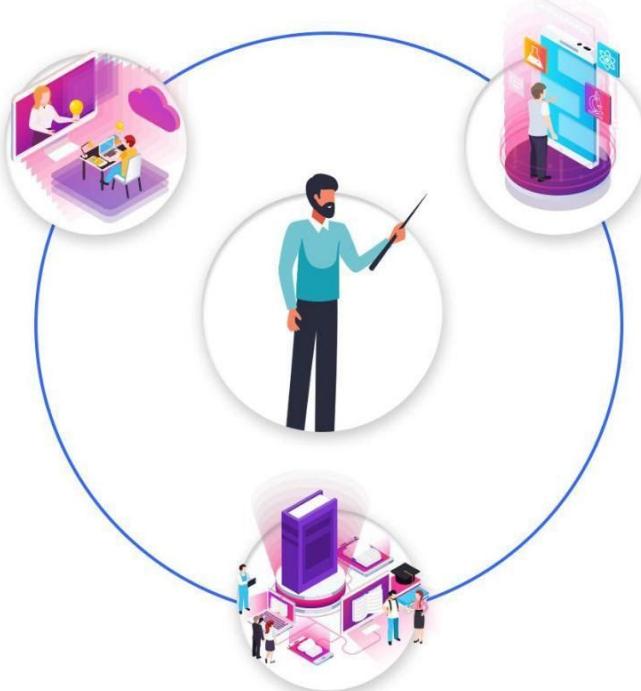
To deliver the flexible remote instruction effectively and efficiently, the following instructional platforms comprising Midway's learning management system (LMS) will be used:

<b>Synchronous</b>	Lecture, presentations, discussions, live assessments	Microsoft Office 365, MS Teams, Messenger
	Teacher- or student-initiated consultation	
<b>Asynchronous</b>	Learning packs, course packs, study guide	Microsoft Office 365, MS Teams, Midway Institutional Email
	Slide presentations, readings (PDFs/Word files), web links	
	Assessments, quizzes, projects, performance-based tasks	
	Recorded lectures, videos,	
	Consultation	
<b>Others</b>	For those who have limited connectivity, the following platforms/modes may be allowed provided that they will be used solely for educational purposes: <ol style="list-style-type: none"><li>1. Instant Messaging via FB messenger</li><li>2. Call conference</li><li>3. Short messaging (SMS or chat)</li></ol>	

## STUDENT SUPPORT SYSTEM

MCI recognizes the importance of the holistic development of its learners. With this, the Office of the Student Affairs spearheads the activities and guidance services to support the mental, emotional, and social well-being of the learners as part of its service. These activities will be conducted during office hours, provided that they will not be in conflict with the learners' class schedule. They may be delivered via video conferencing, call conferencing, text messaging, instant messaging, chat, e-mail, etc. or in some extreme cases, home visitation provided that strict health and quarantine protocols are observed.

As an integral component of the flexible remote instruction, consultation session with the learners will be strengthened further - the connection between the learners and the teachers even with the remote learning set-up



Online resources through PDF files uploaded from the site are uploaded via the LMS. Users can access these online resources through their midway email address only. A notification will be sent to ([library@midwaycolleges.edu.ph](mailto:library@midwaycolleges.edu.ph)) if a user wants to access a content. We will give the user will be provided an access with view only and disabled download and print features to avoid copyright.

Users who request access using personal emails will not be allowed to view contents. Thus, students and faculties are advised to use their midway email when accessing the site.

In cooperation with the Academic Department and Guidance Office, Midway Senior High School provides academic support such as homework supervision and informal learning with academically-challenged learners.

## STUDENT ATTENDANCE MONITORING

Student attendance is defined as **active student participation** in the courses/subjects via the flexible remote learning.

However, student attendance should NOT be the basis for grading. Rather, it should be the basis for intervention to be provided, especially for those students who are unable to attend synchronous sessions and/or comply with the asynchronous requirements due to limited internet connection.

For synchronous sessions, the students must strive to attend the required number of sessions (10 for college and 11 for SHS for every course or subject). In case they are unable to attend, the students must submit an excuse letter to their concerned teachers. Aside from sickness, emergency, and death in the family, the other acceptable reasons are internet connectivity issues and power interruption. Evidence of these occurrences must be submitted by the students to their concerned teachers who will then evaluate the merit of the absence.

In case the student has incurred **at least five inexcusable absences (for college) and six (for SHS)** from the mandatory synchronous sessions, the teacher will conduct a parent conference to assist the student how to cope with the course/subject. If still to no avail, the student may be deemed incomplete for the course and may be given an NYC in which the student has until the end of the semester to complete the missing requirements. This is a more compassionate action in lieu of the policy of the institution on Failure due to Absences given the unprecedented situation.

All courses/subjects shall have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Student submission of an academic assignment;
- Student submission of an exam, quiz, or test;
- Documented participation in an interactive tutorial or computer-assisted instruction;
- A posting by the student showing the student's participation in an online study group, or discussion forum, that is assigned by the instructor;
- An email from the student or other documentation (etc. phone calls, instant messages) showing that the student-initiated contact with a faculty member to ask a question about an academic subject studied in the course
- Other evidence of student-teacher interaction whether in synchronous or asynchronous session

## INTELLECTUAL PROPERTY RIGHTS AND PLAGIARISM

The creation of the learning packs must be anchored on the highest form of integrity and ethical standards on designing instructional materials. Therefore, the course designers primarily the faculty members must ensure that the sources used in developing the learning packs must be properly credited and cited. In-text and proper citation must be adhered to.

The intellectual rights to the learning packs are governed by the terms and conditions set by MCi as stipulated in the faculty contract.

The learning packs and other materials (e.g. slide presentation, videos, etc.) shared via the institutional emails, LMS, and/or other platforms are the intellectual property of the faculty and the school, to the exclusion of others. With these, the faculty and learners (referred to as the “users”) should seek permission from the school before any use other than its intended purpose.

As part of the institution’s proprietary rights, no part of the learning packs and other learning materials made as a result of this undertaking may be copied, photographed, printed, reproduced, shared, transmitted, translated or reduced to any electronic medium or machine-readable form, in whole or part, without prior written consent from the institution. With these, users (faculty and learners alike in particular) should seek permission from the authors or owner of these materials before republishing or sharing them in other platforms.

All learners are likewise expected to produce their output, especially their written work (research, reflection, essays, assessment, etc.) with utmost integrity. They are also required to acknowledge and cite their sources properly. As stipulated in the student manual and academic manual, any form of plagiarism will not be tolerated. Accordingly, any student who is found to have committed such offense will be given a failing mark and will be subject to disciplinary action based on the Code of Conduct in the student manual.



## FREQUENTLY ASKED QUESTIONS

### FREQUENTLY ASKED QUESTIONS



These FAQs were designed to clarify some issues regarding how Midway intends to proceed with implementation of Flex-LeaP within the context of MCi. and the new academic year given the current crisis situation brought about by COVID-19 pandemic.

How will the students get the Learning Packs?	1
How will the flexible learning program be implemented?	1
How will the school prepare the student to adjust to this flexible learning program?	2
What student services are available during this period of flexible learning?	2
Will work immersion, on-the-job training (OJT), and onboard training (OBT) still be implemented?	2
What happens if the students are unable to attend the online session because of unstable or slow internet connection?	2
Do students need to wear uniforms during online meetings?	2
How will the school prepare the student to adjust to this flexible learning program?	3
Will online classes continue even if face-to-face teaching is given approval by the government?	3
Since face-to-face is not allowed yet, what will happen to the courses which require the use of laboratories?	3
Will the grading system change?	3
Will books/workbooks still be required since there are already learning packs?	3

**1. How will the students get the Learning Packs?**

- The learning packs, consisting of a course guide and a study learning guide, may be printed, downloaded from the learning management system (LMS), saved via flash drive, and/or sent via courier.

**2. How will the flexible learning program be implemented?**

- The flexible learning will be conducted using a combination of synchronous (online) and asynchronous (offline) modes.

For synchronous mode, the students will attend mandatory online sessions within the semester. There are 10 mandatory synchronous sessions for college and 12 sessions for SHS to be conducted by the faculty on a definite schedule

For asynchronous mode, the students will complete assigned tasks, projects, activities on their own time. This mode does not necessarily require an internet connection to accomplish.

**3. How will the school prepare the student to adjust to this flexible learning program?**

- There are going to be scheduled student and parent orientation sessions on the online learning platforms and learning management systems.

**4. What student services are available during this period of flexible learning?**

- Support services such as technical support, psycho-emotional and psychosocial support, parent-school partnership support and academic support are available. The Office of the Student Affairs will deliver these services through video conferencing, email, call, chat, and/or text.

**5. Will work immersion, on-the-job training (OJT), and onboard training (OBT) still be implemented?**

- As part of the curriculum, they will be implemented. They will be conducted in compliance with the guidelines set by the regulatory agencies such as DepEd, CHED, TESDA, and MARINA.

**6. What happens if the students are unable to attend the online session because of unstable or slow internet connection?**

- The students should inform their teachers through chat, text, email, or call to arrange for make-up sessions.

Alternatively, teachers will reach out to the students through chat, text, email, or call during their consultation schedule to provide instructions for missed content/activities.

**7. Do students need to wear uniforms during online meetings?**

- Wearing the prescribed school uniform is required only during the online sessions.

**8. How will the school prepare the student to adjust to this flexible learning program?**

- There are going to be scheduled student and parent orientation sessions on the online learning platforms and learning management systems that will be used this school year.

**9. Will online classes continue even if face-to-face teaching is given approval by the government?**

- Yes. Even if clearances are given by the government within the school year, online learning will still be utilized as part of the Phase III program of the school. Face-to-face learning will be done in-campus and use of online and offline technology will be utilized.

**10. Since face-to-face is not allowed yet, what will happen to the courses which require the use of laboratories?**

- The conduct of on-campus laboratory activities is prohibited in Phase I. As such, make-up laboratory classes may be rescheduled once community quarantine has been lifted. If permitted by the government, laboratory activities/assessment may be conducted during the final terms for the semester.

However, for laboratory courses which do not require use of equipment on the intended learning outcomes (ILOs), the faculty may provide alternative activities which will enable the demonstration of the needed competencies. These may include but not limited to worksheets, live/recorded presentations, case studies, reaction papers, critical essay, videos, etc.

**11. Will the grading system change?**

- No. The same grading system will be used.

**12. Will books/workbooks still be required since there are already learning packs?**

- Yes. Some courses/subjects will still use prescribed textbooks as main references for the courses or the subjects. The teacher will discuss this requirement during the course orientation.

## CONTACT US

For your concerns and/or clarifications about this primer, please feel free to reach out to the respective department heads/units using the contact details below:

Department/Concerns	Contact Person/Details
Senior High School	<b>Ms. Citadel Punzal</b> Principal cbpunzal@midwaycolleges.edu.ph
Cruise Ship, Hotel and Restaurant Services	<b>Mr. Jerome A. Abanilla</b> ITSD Chair jaabanilla@midwaycolleges.edu.ph
Maritime Programs	<b>Ms. Maricel Esguerra</b> Academic Coordinator, <i>Marine Transportation</i> msesguerra@midwaycolleges.edu.ph  <b>Ms. Jennilyn Manuzon</b> Academic Coordinator, Marine Engineering jamanuzon@midwaycolleges.edu.ph
(CA, IS, Entrep, BTVTEd)	<b>Mr. Prince Ace L. Cutaran</b> Program Chair - OIC plcutaran@midwaycolleges.edu.ph
Onboard Training (OTO-related concerns)	<b>Mr. Jemmuel C. Roque</b> Director for Student Affairs jcroque@midwaycolleges.edu.ph
Enrollment/Admission	<b>Ms. Anita Cabalce</b> Registrar arcabalce@midwaycolleges.edu.ph
Tuition Fee/Other School Fees	<b>Ms. Rosabella Manglicmot</b> Finance Director - OIC rcmanglicmot@midwaycolleges.edu.ph

We also encourage you to check the official website <https://www.midwaycolleges.edu.ph> and the official Facebook page <https://facebook.com/MCi1993> of the school for the latest updates/announcements. Please feel free to call or send an SMS to the Office of Student Affairs - 09175381779 or Admission Office - 09778364770.