



SCHOOL OF ACCOUNTANCY AND BUSINESS
DEPARTMENT OF BUSINESS AND OFFICE ADMINISTRATION AND ENTREPRENEURSHIP

COURSE SYLLABUS

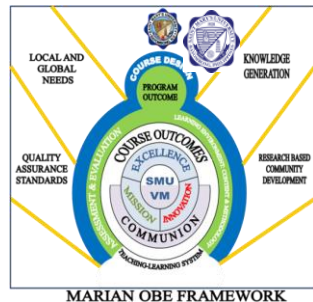
Course Number	Course Descriptive Title	Semester/ Term	A.Y.	Credit Unit/s			Time Allotment Per Week		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
BusRes 2	Business Research 2	2nd Semester	AY 2023-2024	3	0	3	3	0	3

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	School of Accountancy and Business Vision-Mission
<p>Saint Mary's University is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to the integral formation of persons exemplifying excellence, innovation, and passion for Christ's Mission. We dedicate ourselves to:</p> <ol style="list-style-type: none">Joyfully witnessing to Christ mission;Responsibly taking the lead and participating in community building;Relentlessly manifesting academic, personal and professional excellence;Conscientiously strengthening communion; andSteadfastly nurturing creativity and physical prowess.	<p>Graduates of CICM institutions including Saint Mary's University are expected to have the following attributes:</p> <ul style="list-style-type: none">life-faith integrated persons;compassionate missionaries;globally enterprising leaders;socially engaged professionals andethically committed stewards.	<p>Vision: The School of Accountancy and Business is envisioned as a globally competitive learning center in accountancy and business that fosters productivity through nurturing personal and professional growth. It aims to provide a learning environment that fully prepares its students for careers as accountants, business professionals and entrepreneurs who will serve as catalysts in the sustainable development of local, national and international academic, professional and business communities.</p> <p>Mission: We dedicate ourselves to foster a learning environment that enables members of our community to develop the knowledge, experience, capabilities, and values needed for lifetime learning consistent with the vision-mission of the University, produce professional accountants and business leaders adequately prepared in the practice of their profession supportive of national development goals and standards of global excellence, and assist in the integral formation of the whole person who will contribute to the total development and sustainability of the community in a lifelong pursuit of truth.</p>

II. Institutional Outcomes-Based Education Framework

At Saint Mary's University, outcomes-based education (OBE) focuses and organizes its discipline-based learning activities around what are essential for all learners to know, value and be able to do and achieve these at the desired competency level. The OBE framework of SMU is visually represented by images that would resemble an inner human figure being nurtured by its likeness. The learner-centeredness of Marian OBE is highlighted by the institutional outcomes derived from the vision-mission that define the core values of **Mission** and **Excellence** and through the core strategies of **Innovation** and **Communion**. The framework sets the attributes of the ideal Marian graduates based on the SMU vision - mission as part of institutional goals or program educational outcomes that emphasize lifelong learning (what are expected of Marian graduates about five years after graduation), and using these as bases for developing specific program outcomes (what are expected of Marian students upon graduation). The various curricular program outcomes are the sets of competencies (related knowledge, skills and attributes) that all learners are expected to demonstrate. These desired outcomes are translated to what the students learn in specific courses. SMU ensures that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment with the necessary supportive teaching-learning environment. The outcomes are anchored on the typology-based expectations of a university towards research to contribute to nation-building through knowledge generation and to community development. At the same time, the various elements are governed by standards for quality assurance and continuous improvement and by the goal of addressing local, as well as global needs.



III. Approval and Revision History

	Name	Designation	Signature	Date		Name	Designation	Signature	Date
Last updated by	Mrs. Angela C. Garra	Faculty			Verified by	Dr. Regina D. Ramel, CPA	Academic Dean		
Reviewed by	Dr. Loreta V. Garlitos	Dep't Head			Approved by	Dr. Moises Asuncion	VP Academic Affairs		

IV. Program Educational Outcomes (for BSBA-Marketing Management)

Excellence (PE)

1. articulate and discuss the latest developments in marketing management;
2. apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations;
3. apply information and communication technology (ICT) skills as required by the business environment; and
4. manage a strategic business unit for economic sustainability.

Innovation (PI)

1. perform the basic functions of management such as planning, organizing, staffing, directing and controlling;
2. select the proper decision-making tools to critically, analytically and creatively solve problems and drive results;
3. plan and implement business related activities;
4. analyze the business environment for strategic direction;
5. prepare operational plans;
6. innovate business ideas based on emerging industry;
7. conduct business research; and
8. contribute to the generation of new knowledge by participating in various research and development projects

Communion (PC)

1. effectively communicate orally and in writing using both English and Filipino;
2. work effectively and independently in multi-disciplinary and multi-cultural teams;
3. express oneself clearly and communicate effectively with stakeholders both in oral and written forms;
4. work effectively with other stakeholders and manage conflict in the workplace; and
5. demonstrate corporate citizenship and social responsibility.

Passion for Christ's Mission (PM)

1. act in recognition of professional, social and ethical responsibility;
2. preserve and promote "Filipino historical and cultural heritage" (based on RA 7722);
3. exercise high personal moral and ethical standards; and
4. practice Marian Virtues professionally and personally, manifesting the CICM Charism.

V. Program Outcomes, Performance Indicators and Measurement System (refer to the OBE Handbook for BSBA-Marketing Management)

VI. Curriculum Justification and Curriculum Map (refer to the OBE Handbook for BSBA-Marketing Management)

VII. Course Prerequisite Map (refer to the OBE Handbook for BSBA-Marketing Management)

VIII. Course Description

This course is the continuation of Business Research 1 (Business Research Proposal). Course topics generally include how to write results and discussion, conclusions and recommendations, preliminary parts and appendices, and how to write the Mini IMRAD(publishable format). It also teaches students how to present and defend a research paper and how to revise it.

- IX. Applicable United Nations Sustainability Development Goals (UN SDGs)**
- A. SDG 4 – Quality Education. This course directly contributes to improving the quality of education by teaching students essential research skills, critical thinking, and academic writing. It empowers students to produce publishable work, enhancing their academic and professional development.
 - B. SDG 9 – Industry, Innovation and Infrastructure. By guiding students in conducting and presenting research, the course fosters innovation and supports the development of knowledge that can contribute to industry and infrastructure improvements.
Research outputs may address real-world problems and propose innovative solutions.
 - C. SDG 17 – Partnerships for the Goals. The research process often involves collaboration—between students, faculty, and sometimes external stakeholders—which aligns with the goal of strengthening partnerships to achieve sustainable development. Presenting and defending research encourages dialogue and knowledge-sharing.

X. Alignment Matrix of Program Outcomes, Course Outcomes and Course Learning Outcomes

Course Outcomes	Course Learning Outcomes		Program Outcomes																				
		PM1	PM2	PM3	PM 4	PC1	PC2	PC3	PC4	PC5	PE1	PE2	PE3	PE4	PI1	PI2	PI3	PI4	PI5	PI6	PI7	PI8	
C01: process and analyze data	CLO1: process and analyze data																						
C02: discuss how to write the results and discussion	CLO 2: write chapter 3- Results and Discussion																						
C03: discuss how to write conclusions and recommendation	CLO 3: write Chapter 4- Conclusions and Recommendations																						
C04: discuss how to write the preliminary parts	CLO 4: write Preliminary Parts																						
C05: discuss how to present and defend a research	CLO 5: present and defend a research																						
C06: discuss how to prepare the minutes of final defense	CLO 6: prepare minutes of final defense and revise manuscript																						
C07: discuss how to write the Mini IMRAD	CLO 7: write the Mini IMRAD																						

XI. Course Learning Plan and Timeframe

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	Course Orientation <ol style="list-style-type: none"> University Prayer University Vision-Mission School Vision-Mission Course Description Course Prerequisite Map Course Outcomes Course Requirements and Grading System Class Policies 	Week 1: 1.5 hours	Lecture-discussion on the nature of the course		
CLO1: process and analyze data	LESSON 1: Preliminary Data Processing and Data Analysis <ul style="list-style-type: none"> Preliminary Data Processing and Data Analysis Data Analysis (Descriptive) Data Analysis (inferential) 	Weeks 1-3: 7.5 hours	<ul style="list-style-type: none"> Lecture-discussion and Socialized Recitation Collaborative Learning Group Activity Student Presentation 	Abandao, B. (2024) Zikmund, W., D'Alessandro, S., Lowe, B., Winzar & Babin, B.J. (2017).	<ul style="list-style-type: none"> Seatwork Data Set Data Analyzed
CLO2 : write chapter 3- Results and Discussion	LESSON 2: How to Write Chapter 3- Results and Discussion	Weeks 4 -5: 6 hours	<ul style="list-style-type: none"> Lecture- Discussion and Socialized Recitation Group Activity Assignment 	SMU Undergraduate Research Writing Guide, Format and Style Manual 2017 edition	<ul style="list-style-type: none"> Seatwork Chapter 3
PRELIMINARY EXAMINATION		Week 6: 2 hours			
CLO 3: write Chapter 4- Conclusions and Recommendations	LESSON 3: How to Write Chapter 4- Conclusions and Recommendations	Week 7-8: 6 hours	<ul style="list-style-type: none"> Lecture- Discussion and Socialized Recitation Individual Activity Group Activity 	SMU Undergraduate Research Writing Guide, Format and Style Manual 2017 edition	<ul style="list-style-type: none"> Seatwork Chapter 4 Assignment

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
	Preparation for Final Defense	Week 9-11 9 hours	<ul style="list-style-type: none"> • Consultation • Preparation of Requirements for Final Defense 		<ul style="list-style-type: none"> • Full Paper • Documents for Final Defense
MIDTERM EXAMINATION		Week 12: 2 hours			
CLO 4: present and defend the research conducted	Final Defense	Week 13- 14 6 hours	<ul style="list-style-type: none"> • Group Activity • Final Defense 		<ul style="list-style-type: none"> • Final Defense
CLO 5: prepare consolidation of recommendations/ minutes of final defense CLO 6: revise research	Preparation of Minutes of Final Defense Revision of Research	Week 15 3 hours	<ul style="list-style-type: none"> • Consultation • Lecture- Discussion • Group Activity • Assignment 	SMU Undergraduate Research Writing Guide, Format and Style Manual 2017 edition	<ul style="list-style-type: none"> • Consolidation of recommendation s/Minutes of Final Defense • Revised Paper
	Signing of Consolidation of Recommendations Final Data Analysis Final Plagiarism/ Similarity Checking	Week 16 3 hours	<ul style="list-style-type: none"> • Consultation • Group Activity • Assignment 	SMU Undergraduate Research Writing Guide, Format and Style Manual 2017 edition	<ul style="list-style-type: none"> • Signed Consolidation of Recommendations • Signed Data Analysis Clearance • Signed Plagiarism Clearance
CLO 7: write the shortened version of the IMRAD	Lesson 4: How to Write the Shortened Version of the IMRAD Language Editing Securing of Ethics Clearance	Week 17 6 hours	<ul style="list-style-type: none"> • Lectures • Group Activity • Assignment 	SMU Undergraduate Research Writing Guide, Format and Style Manual 2017 edition	Shortened Version of the IMRAD
	Preparation of the Paper for the Binding (2 hardbound copies) CD Burning (3 copies) Uploading of the full paper and shortened version to the gdrive(MS Word Format and PDF Format)	Week 18: 3 hours	<ul style="list-style-type: none"> • Consultation • Group Activity • Assignment 	SMU Undergraduate Research Writing Guide, Format and Style Manual 2017 edition	Hardbound copies CDs Uploads in the Gdrive

Course Learning Outcome	Topic/s	Week No. and Time Allotment	Methodology	Resources (References and Materials)	Assessment
FINAL EXAMINATION- FINAL DEFENSE		Week 18 (2 hours)			

XI. Required Readings [incl. textbook, print or electronic]

	CALL NO.	Bibliographic citation
Textbook(s) [at least one, must be latest edition, with publication year within the last five years, with 3-5 copies in the ULRC collection]		Undergraduate Research Writing Guide, Format and Style Manual 2017 edition Abantao, Baniline Jone V. (2024). Marketing Research. Rex Bookstore
Other Required Readings [at least one, maybe an article or chapter, other than those in the textbook, that students are required to read and which will be the coverage of an assessment]		

XII. Suggested Readings and References

	CALL NO.	Bibliographic citation
		Francisco, et.al (2022). <i>Practical research 1 qualitative research</i> . (Revised ed.).
		Tiwari, P. (2019). <i>Methods and practices of marketing research</i> . Horizon Press.
References	BUS/COM 658.072 F663m 2016	Flores, M.F. (2016). <i>Methods of research in business education</i> . Manila: Unlimited Books Library Services & Publishing
	BUS/COM 001.42 B862p 2016	Bueno, D.C. (2016). <i>Practical qualitative research writing</i> . Quezon City: Great Books Trading
	BUS/COM 658.403 4 P37q 2016	Penacilla, I.C. (2016). <i>Qualitative Business management techniques: operations research for college students in management service</i> . Quezon City: C&E Publishing
	BUS/COM 658.83 R54u 2016	Roberton N. (2016). <i>User-friendly marketing research</i> . Manila: Rex Book Store
	BUS/COM 658.83 H127e 2017	Hair. J.F., Jr., Celsi, M.W., Ortinav, D.J. & Bush, R.P. (2017). <i>Essentials of marketing research. fourth edition</i> . New York, N.Y.: Mc Graw-Hill Education.
	BUS/COM 658.007 23 L51C 2017	Lee, B., & Saundres, M.N.K. (2017). <i>Conducting case study research for business and management students</i> . Los Angeles: SAGE.

	BUS/COM 658.83 Z64m 2017	Zikmund, W., D'Alessandro, S., Lowe, B., Winzar & Babin, B.J. (2017). Marketing research . Australia: Cengage Learning
Supplementary Materials	BUS/COM 658.8 H976b 2014	Huh, M. D. (2014). Business marketing management B2B Europe, Middle East & Africa edition . Australia: Cengage Learning
	BUS/COM (F) 658 M311p 2014	Marketing management . (2013). UAE: 3G Elearning
Non-print Resources and Online Educational Resources		http://ulrc.smu.edu.ph Gale Databases: http:// Infotract.galegroup.com/itweb/phcicm
Non-print Journals		Academy of Accounting and Financial Studies Journal
		Business and Economic Horizons
		Entrepreneurship: Theory and Practice
		European Journal of Marketing
		Financial Management
		International Journal of Entrepreneurship
		Journal of the Academy of Marketing Science
		Marketing Intelligence & Planning
		Marketing Science
		Skyline Business Journal
Professional Journals		
		Accounting and Business Research Journal. International Edition
		Journal of Accounting, Auditing & Finance. International Edition
		Journal of Business & Economic Statistics. International Edition
		Journal of Hospitality and Marketing Management. International Edition
		Strategic Finance
		Atul Gupta, Jason C. McDaniel and S. Kanthi Herath Quality management in service firms: sustaining structures of total quality service School of Business and Economics, Lynchburg College, Lynchburg, Virginia, USA . Article in Journal of Service Theory and Practice · August 2005
		Erna Andajani, Understanding Customer Experience Management in Retailing, Procedia - Social and Behavioral Sciences, Volume 211, 2015,
Faculty Research/es		Adalem, E., Garra, A., Palina, J.O., & Villanueva, H. (2019). Conditions and Marketing Challenges of Organic Agricultural Product Traders in Nueva Vizcaya
		Garra, A., Martin, N. M. B. J., Palina, J. O., and Villanueva, H. (2016). Fortifying the University's Enrollment Management Through Brand Equity Assessment
		Gonzales, C., Baliton, J., Galicia, Q.N. Tolentino, Z. (2023). In the Eye of the Beholder: Senior High School Learners' Perception of an HEI's Brand Equity

Online References	The 17 Sustainable Development Goals (SDGs), THE 17 GOALS Sustainable Development
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**SCHOOL OF ACCOUNTANCY AND BUSINESS
(SAB) Research Agenda**

Core Themes	Sub Themes	Specific Themes /Topics
Accountancy and management accounting	-Curriculum and Instructional Material Development	- Establishment of Quality Indicators for Teaching and Learning
		- Impact of ICT Driven Curriculums and Learning Modalities for Student Learning and Academic Performance
		- Determination of Quality, Efficiency and Effectiveness of Accountancy Programs
		- Inputs of Industry on the Efficiency and Effectiveness of Accountancy Graduates
	-Faculty Development	- International Competitiveness of Filipino Accountancy Educators
		- ICT Readiness of Accountancy Faculty
	-Student Development	- Global Competitiveness of Filipino Accountancy Graduates
		- Selective Admission and Retention Policy and Outcome -Based Assessment System
	-Administration and Finance	- National Core Competencies for Accountancy Graduates and Performance Standards for Accountancy Institutions as Basis for National Accreditation, Validation and Certification
	-Revenue Recognition	- Implications on Profit and Tax Reporting of Revenue Recognition for Real Estate Developers, Telecommunications Industry, Wellness Companies, HMOS
	-Leases	- Impact of Abandoning the Corridor Approach on Recognition of Past Service Cost
	-Small and Medium entities (IFRS for SMEs)	- Review of Practices Adopted by SME Agribusinesses in Measurement of Biological Assets
	-Operating Segments	- Disclosure Requirements of Companies, How Much Disclosure Is Enough?
	-Biological Assets	- Practices at Arriving at Fair Value Measurement
		- Review of the Practices Adopted by Agribusinesses in Measurement of Biological Assets
	-IAS 16, IAS 38	- Impact on the Financial Leverage: Comparison Between the Cost Model and Revaluation Model.
	-Revaluation Model	-
	-Cooperative Accounting	-
	-Philippine Public Sector Accounting Standards	-
	-Disclosure Practices on Highly Judgmental Accounts	-

Core Themes	Sub Themes	Specific Themes /Topics
	-Business Partnering	- How to Improve the Roles of Management Accountant In Adding Value to Various Stakeholders of Businesses.
		- Assessment of the Role of the Management Accountant
	-Performance Measurement	- Are Balance Scorecards Still Relevant? How Do We Modify Existing Performance Measurement Tools to Be Reflective Of Current Operational Challenges?
		- Innovating Financial Models to Aid Management Decision Making
	-Organizational Development	- Assessment of Organizational Development of SMES Affecting Transition and Growth
	-Internal Audit	- Non-Assurance Services Preferred by Small and Medium Enterprises
		- Common Audit Findings of Internal Auditors in Financial Audit
		- Common Audit Findings of Internal Auditors on Operational Audit
		- Common Findings of Internal Auditors on Compliance Audit
		- Internal Audit Practices of Small and Medium Enterprises
		- Internal Audit Practices of Cooperatives
		- Ethical Climates among Internal Auditors
		- Whistle Blowing Tendencies and Predictors among Internal Auditors
	-External Audit	- Auditor's Attitude Towards Auditing Highly Judgmental Accounts
		- Auditor's Attitude Towards Setting Audit Materiality
		- Readiness of Academicians to Perform QAR
		- Level of Professional Skepticism Among Auditors
		- Common Audit Findings of External Auditors
		- Whistleblowing Tendencies and Predictors among External Auditors
	-Government Audit	- Efficacy of Internal Services in the Government (LGUS, GHAS, GOCCS)
		- Perceived Value of Commission on Audit as External Auditor of the Government
Financial Management	- Banking And Financial Institutions	- Electronic Banking - Bank Compliance - Bank Service Quality
	- Investment and Portfolio Management	- Investment Awareness of the Community - Investment Awareness of Bank Clients - Investment Packages for Retirees - Insurance Awareness - Investment Experiences
	- Cooperative Management	- Cooperative Management Practices - Cooperative Service Quality - Cooperative's Compliance to Standards
	- Financial services	- Consumer Financing - Enterprise Financing - Insurance Savings Mobilization

Core Themes	Sub Themes	Specific Themes /Topics
		<ul style="list-style-type: none"> - Digital Financial Services - Digital Transformation of Microenterprises
Marketing management	- Consumer behavior	<ul style="list-style-type: none"> - Market Segmentation, Targeting and Positioning - Customer Satisfaction - Customer Loyalty - Consumer Preference and Attitude - Consumer Rights and Responsibilities Awareness and Practices - Means of Consumer Advocacy -
	- Product management	<ul style="list-style-type: none"> - New Product Development - Packaging and Labelling Practices - Profiling of Indigenous or Local Products - Brand Value Proposition
	- Services marketing	<ul style="list-style-type: none"> - Customer Relationship Management - Customer Retention - Complaint-Handling Techniques - Service Marketing Practices - Service Quality
	- Pricing strategies	- Pricing Strategies of Business Establishments
	- New market development	<ul style="list-style-type: none"> - Market Development and Assistance - Market Segmentation (Profile) -
	- Promotion	<ul style="list-style-type: none"> - Direct Marketing (CRM) - Effectiveness of Integrated Marketing Communication With Respect to Consumer - Professional Salesmanship and Sales Management - Public Relations/Advocacy Marketing - Social Media Marketing - Influencer Marketing - Vlogging - Word-of-Mouth Effectiveness
	- Retail management	<ul style="list-style-type: none"> - Retail Store Management - Retail Management Strategies - Effect of Retail Management on Customers Buying Decision - Impact of Impulse Buying on Retail Market

Core Themes	Sub Themes	Specific Themes /Topics
		<ul style="list-style-type: none"> -Factors Influencing Customer Choice of Store Selection -Challenges in the Retail Supply Chain
	- Distribution management	<ul style="list-style-type: none"> -Supply Chain Management/Logistics Management -Distribution Innovation -Distribution Channel Model -Influence Of Third-Party Logistics Providers on the Physical Distribution of Manufactured Goods -Evaluating the Benefits of Omnichannel Retail -Impact of Marketing Actions on Environmental and Social Performance -Factors Affecting Customers' Satisfaction With E-Commerce of Business
	Relationship Marketing	-Relationship marketing practices
	Accountability/Advocacy Marketing	<ul style="list-style-type: none"> - Customer Feedback Metrics for Marketing Accountability - The Impact of CSR on Brand Sales
	Environmental Marketing	<ul style="list-style-type: none"> - Consumer Awareness and Perception Towards Green Marketing
	Value-Added	<ul style="list-style-type: none"> - A Study of Marketing Value-Added Products - The Impact of Marketing on Firm Productivity - Value-Added Processing of Underutilized Fruits - Value- Added Chain of a New Product - Zero Waste Practices
		-
Office Administration	- Customer Relations	- Customer Relations Practices
	- Office Procedures	<ul style="list-style-type: none"> - Office Procedures Practices - Legal And Medical Office Procedures
	- Internet Research	- Competencies on Online Research
	- Stenography	- Competencies on Stenography
	- Modern Technology Competency	<ul style="list-style-type: none"> - Levels of Computer Knowledge and Skills - Virtual Office Management - Digitalization - Office Technology Skills Preferred by Employers in Some Selected Business Organizations
	- Skill Competencies	- Office Skill Competences Needed by Secretaries for Effective Job Performance
	- Professional ethics	- Professional Ethics Required to Administrative Assistants in a Changing Office Environment

Core Themes	Sub Themes	Specific Themes /Topics
	- Relevance to Employment Status	- Office Administration Program: Graduates' Employment and Curriculum Relevance
	- Skills Proficiency and Marketability	- Skills Proficiency and Marketability of BS Office Administration
Entrepreneurship	- Managing An Enterprise	- Managing a Service Enterprise - Managing a Manufacturing Business - Programs and Policies on Enterprise Development - Business Continuity Planning - Business Models - Best Business Practices
Hospitality Management	- Innovation Management	- Innovative Practices
	- Viability Of Idea Evaluation	- Feasibility Studies
	- Social Entrepreneurship	- Development Of Social Enterprise Models
	- Risk Management As Applied To Safety, Security, And Sanitation	- Compliance of Establishments on Safety, Hygiene, Sanitation, and Other Standards - Food and Nutrition Security - Food Sustainability, Organic and GMO Food Products - Assessment of the Food Safety Practices - Crisis Innovation
	- Quality Service Management	- Service Quality Assessment - Service Innovation - Accreditations And Certification to Quality Assurance System - Supply Chain/Value Chain Related Issues
	- Food And Beverage Preparation	- Food Styling and Design - Food Quality and Safety - Food Fortification - Improvement of Food Shelf-Life - Product Acceptability for Food & Beverages
	- Lodging And Front Office Operations	- Operations Management Practices - Best Practices on Hospitality & Tourism Management Operations - Technology Driven Hospitality Service Providers
	- Culinary	- Development of Natural Products and Value- Added Products - Feasibility of Developing a New Food Product/ Healthy Food Utilizing Local Resources - Product Processing and Product Development From Various Crops
	- Food and Beverages Service Operations	- Operations of Food and Beverages Service Establishments

Core Themes	Sub Themes	Specific Themes /Topics
	- Hospitality Marketing	- Hospitality Marketing Strategies - E-Marketing or Digital Marketing
Tourism	- Tourism Marketing	- Efficiency and Effectiveness of Social Media as a Communication Channel for Sustainable Tourism Marketing and Promotions
	- Quality Service Management In Tourism	- Quality Service Management in Tourism - Emerging Skills and Competencies Across Tourism & Hospitality Sectors
	- Tour And Travel Management	- Tour and Travel Management Practices - Tour Packaging and Pricing
	- Recreational And Leisure Management	- Recreational and Leisure Management Practices - Safety and Security Issues
	- Sustainable Tourism	- Innovations Of Hospitality/Tourism and Sustainability - Promoting Sustainable Tourism Development - Tourism Impact Studies - Promoting Sustainable Tourism Development
	- Tourism Policy Planning And Development	- Ensuring the Safety and Security of Tourists through Mandatory Accreditation of Accommodation Establishments - Tourism Product Development - Creating Synergies and Partnerships Across Tourism Sectors
	- Tour Guiding	- Virtual Tour Guiding
	- Operations Management in Tourism Hospitality Industry	- Operations Management Practices in Tourism Hospitality Industry - Risk Management in Tourism and Hospitality - Crisis Innovation - Tourism Resiliency
	- Transportation Management	- Tourist Transportation Management - New Emerging Tourism
	- Ecotourism, Sports Tourism, Cultural Tourism, Rural Tourism, Religious Tourism, Educational Tourism, Agri-Tourism, Heritage Tourism	- -Tourism Vlogging - -Community-Based Ecotourism Project - -Promotion of Livelihood and Ecotourism for Sustainable Watershed Management - Risk Management in Tourism and Hospitality - Crisis Innovation - Tourism Resiliency - Green Practices in Tourism and Hospitality Organizations
General	Business Education Program Curricular Studies	- Competencies Of Students: Basis for Curriculum Revisit - OJT Program Evaluation - Legal Office Management

Core Themes	Sub Themes	Specific Themes /Topics
		<ul style="list-style-type: none"> - Career Preferences of Students - Relevance/Impact of The Academe - Marketing Of Curricular Programs - Practices Of Schools Offering Business Administration Programs - Best Curricular Practices - Effectiveness Of Skills Assessment - Determinants Of Employability of SMU Graduates - Effectiveness Of Simulations - Stories Of Successful Bachelor Of Science In Management Accounting Graduates Of Saint Mary's University - Research Competencies And Attitudes
	Policy-Oriented Studies	<ul style="list-style-type: none"> - Cost And Benefit Analysis of Business/ Accountancy Programs - Business Incubators - Relevance And Effectiveness of Open Universities - Selective Admission and Retention Policy, And Student - Performance-Based Assessment System for Adoption By HEIS - Needs Assessment of Indigenous People In Nueva Vizcaya - Needs Assessment of Micro, Small, And Medium Enterprises (MSMES) In Nueva Vizcaya - Socio-Economic Studies On Production And Marketing Efficiencies
	Research on Quality and Standards	<ul style="list-style-type: none"> - Impact Of Community Extension Program - International Partnership Performance - Work And Travel Abroad Program (WAT)
	Manpower Demand and Supply Studies	<ul style="list-style-type: none"> - Study On the Manpower Situation in Key Development Areas (I.E. Agriculture, Manufacturing and Trading) - Study On the International Competitiveness of A Marian Business Professional - Work Values of Young Professionals - Training Needs of Faculty: Basis for Professional Development Program
	Strategic Management	<ul style="list-style-type: none"> - Supply Chain/Value Chain Related Issues - Competitive Strategy

References

Ambisyon Natin 2040. <http://2040.neda.gov.ph/about-ambisyon-natin-2040/> Department of Trade and Industry: https://www.dti.gov.ph/regions/?gclid=CjwKCAjwg5uZBhATEiwAhhRLHrzgTibIMVproKfAgl_wgm5_DHE1XWxDu9Grqe7accHjysIWwmOakRoCNdcQAvD_BwE

Department of Science and Technology. <https://www.dost.gov.ph/phocadownload/Downloads/Journals/Approved%20Harmonized%20National%20RD%20Agenda%20%202017-2022.pdf>

Department of Tourism Research Agenda. <http://www.tourism.gov.ph/microsite/tourismresearchgrant/>

National Higher Education Research Agenda-2 NHERA 2 2009-2018 <https://ched.gov.ph/wp-content/uploads/2017/11/NHERA-2.pdf>

National Research Agenda of the Philippine Accountancy Profession (PICPA- Philippine Institute of Certified Public Accountants)

School of Accountancy and Business Research Agenda

SMU's 13 – Point Agenda for AY 2021 – 2026

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&as_ylo=2022&q=value-added+in++marketing&btnG=

**Revised by: SAB Research Council
August 2022**

III. Course Requirements and Analytic Rubrics for Assessment

A. Course Requirements

Course Requirements	Weight	Grade Contribution
<i>Class Standing 1</i>		
1. Assignment, Seatwork, and Exercises	50%	
2. Class Participation/ Recitation	10%	
3. Individual or Groupworks	40%	
Total CS1	100%	25%
<i>Class Standing 2</i>		
1. Quizzes	50%	
2. Oral presentations (Final Defense)	50%	
Total CS2	100%	25%
<i>Term Examination</i>	100%	50%
Total Term Grade		100%

FINAL GRADE

Instructor(40%)	Adviser(30%)	Panel of Evalautors(30%)

b. Analytic Rubrics

Title of the Study: _____

ADVISER'S CRITERIA FOR EVALUATING RESEARCHERS

CRITERIA	POINTS	NAMES OF STUDENT RESEARCHERS				
INDIVIDUAL CRITERIA		x	x	x	x	x
Consultation attendance	15					
Participation during consultation period, ability to answer questions raised by adviser, and ability to ask questions for clarification	15					
Knowledge on the research topic	20					
GROUP CRITERIA	x	x	x	x	x	x
Regularity of consultation	20					
Proper integration of adviser's corrections, recommendations, and suggestions	30					
TOTAL	100					

Evaluated By: _ (Note: To be submitted to the Research Instructor's FB Messenger Account or email: angelagarra28@gmail.com)_____
Name and Signature of Adviser

**FINAL DEFENSE EVALUATION CRITERIA
FOR BASIC, PURE, AND APPLIED RESEARCH**

CRITERIA	POINTS	
I. ORIGINALITY (20points)		
1. The topic is relatively new and/or has not been studied before.	10	
2. It offers a relatively complex and creative approach to the topic.	10	
II. RELEVANCE (20 pts.)		
1. It expands the frontier of knowledge in the field studied.	10	
2. It has practical usefulness and applicability, e.g., it provides solutions for existing problems and difficulties in the school, community and society; it improves quality of life; it provides basis for making decisions, policies and actions.	10	
III. QUALITY (40 points.)		
1. Scientific and Technical Merits:		
1.1. The research problem and hypotheses are properly stated; terms are operational defined.	10	
1.2. The research design (i.e., research method, sampling, instruments, data gathering procedure, and treatment of data) is appropriate.	10	
1.3. The data are properly analyzed and interpreted; findings, conclusions, and recommendations are properly formulated.	10	
2. Form and Style. The research report observes proper form and style (e.g., documentation of sources, presentation of tables and illustrations, etc.)	10	
IV. PUBLIC PRESENTATION (20 points.)		
1. The researcher demonstrates mastery of the study and ability to present it systematically, clearly, and comprehensively.	10	
2. The researcher demonstrates ability to comprehend and answer questions from the panel members.	10	
TOTAL	100	

XIV. Grading System

Transmutation: 60% score=75 grade (for General Education and CFE courses); 65% score=75 grade (for professional/major subjects); 70=75% (for review/integration courses)

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
100	Highest possible grade	100	100	100	100
99		98 - 99	99	99	99
98		97	97 - 98	98	98
97		95 - 96	96	96 - 97	97
96		94	94 - 95	95	96
95		92 - 93	93	94	95
94		90 - 91	92	93	94
93		89	90 - 91	92	93
92		87 - 88	89	90 - 91	92
91		86	87 - 88	89	91
90		84 - 85	86	88	90
89		82 - 83	85	87	89
88		81	83 - 84	86	88
87		79 - 80	82	84 - 85	87
86		78	80 - 81	83	86
85		76 - 77	79	82	85
84		74 - 75	78	81	84
83		73	76 - 77	80	83
82		71 - 72	75	78 - 79	82
81	Lowest passing grade for academic scholars, dean's listers and Latin honors	70	73 - 74	77	81
80		68 - 69	72	76	80
79		66 - 67	71	75	79
78		65	69 - 70	74	78
77		63 - 64	68	72 - 73	77
76		62	66 - 67	71	76
75	Lowest passing grade	60 - 61	65	70	75
74		58 - 59	64	69	74
73		57	62 - 63	68	73
72		55 - 56	61	66 - 67	72
71		54	59 - 60	65	71
70	Lowest grade reported in the grading sheet	52 - 53	58	64	70
69		50 - 51	57	63	69
68		49	55 - 56	62	68
67		47 - 48	54	60 - 61	67
66		46 -	52 - 53	59	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	0 - 51	0 - 58	65

Grading Policy in the Administrative and Employment Manual for Academic Personnel (2015)

Course Requirements	First Term	Second Term	Third Term
Class Standing during the Term	50%	50%	25%
Quizzes			
Assignment/Projects/Exercises/Seatwork			
Recitation			
Other Sources of Performance			
Long Term Examination	50%	50%	25%
First Term Grade			25%
Second Term Grade			25%

XV. Class Policies

1. ATTENDANCE REQUIREMENTS

- Saint Mary's University observes regular attendance and punctuality as important obligations of students. Every student then **must come to the class regularly** with zero or minimal number of absences and tardiness from the first day of the school calendar.
- Only those who are **officially enrolled** in the code of this subject will be considered as "students" of the subject. Classes missed because of late enrollment shall be considered as absences.
- A student who has been absent even for only one class period shall not be allowed to re-enter the class without an **admission slip duly signed by the Associate Dean of Student Affairs and Services for Men/Women**. The **"NO ADMISSION, NO ENTRY" Policy** must be strictly observed.
- A student who was late, i.e., enter the classroom after the bell rang, shall also not be allowed to re-enter on next session unless an admission slip is presented.
- Three counts of tardiness will be considered one absence.
- A student is held responsible for lectures, classroom discussions, graded activities and assignments missed due to absences.
- A student who missed a quiz due to an unexcused absence will NOT be given credit for the quiz. When excused, a student will be given another set of quiz items parallel to the missed quiz, or will depend on the agreement with the instructor.
- A student is given first and second "warning" before he/she is "dropped" from the class. The number of hours of incurred absences corresponding to a 3-unit subject is shown in the table below.

1 st Report (Warning)	2 nd Report (Warning)	3 rd Report (Dropping)
4.5 hrs.	9 hrs.	12 hrs.

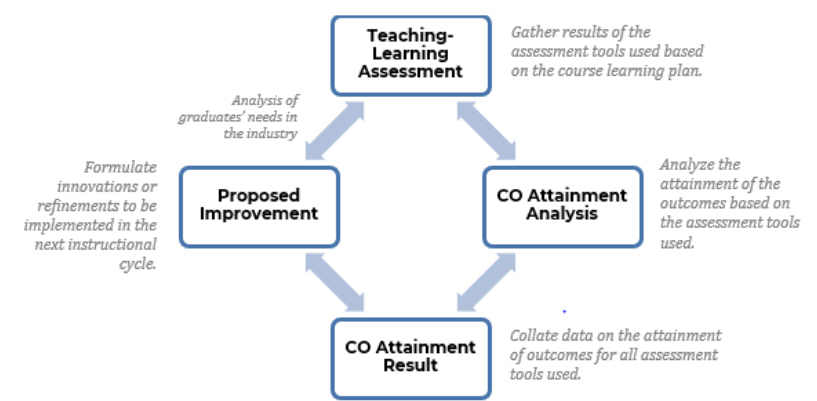
2. ACADEMIC REQUIREMENTS

- Every student must attend classes regularly and participate in class discussions, individual works and group activities.
- Every student will be given equal opportunities to develop himself/herself to the maximum by complying strictly with the academic requirements of the course.
- Every student must complete all the academic requirements (except major examinations) such as special problems, problem sets and research outputs on or before the deadline. Students who pass requirements beyond the set deadline will be given demerits.
- Every student is encouraged to take a major examination on the scheduled date. During major examinations, students must present their test permits for their scores to be credited. Otherwise, an INC mark will appear as their grade.
- A special examination may be given only with the written permission of the Academic Dean, and for special cases, the Vice President for Academic Affairs.
- Special examinations are granted with full credit for circumstances beyond the control of the student such as sickness (with medical certificates), accidents and death of an immediate family member.
- No student may be granted exemption from any examination.
- Every student in a group activity will be assessed by the instructor and peers based on certain levels of performances in the cooperative learning activity rubric

- All students must strictly follow the university policies on the conduct of students inside the school as stated in the **Undergraduate Student Handbook**.

4. Consultation hours (at least three hours per week) will be scheduled depending of the instructor’s teaching load and schedule. No consultation will be entertained beyond office hours and during weekends, unless emergency and the teacher started the conversation. As much as possible, a polite message prompt must be sent by the student to schedule a consultation to let the instructor prepare. The message prompt must include the following:
- a) Start with a greeting. “Good Morning/Afternoon, Ma'am/ Sir” ...
 - b) Introduce yourself (Complete Name, Program, Code and Descriptive Title)
 - c) State the purpose of your message.
 - d) Ask for clarifications (if any).
 - e) End the conversation with gratitude.

XVI. Continuous Quality Improvement



**COURSE ASSESSMENT
AND EVALUATION
SYSTEM**

The course shall undergo assessment and evaluation for continuous quality improvement. To improve its course outcomes, the Department Head shall gather assessment results based on the assessment activities implemented, especially the major examinations and performance-based assessments. From these, the course outcomes shall be analyzed if these were attained vis-à-vis the assessment results. The attainment result shall be collated for all courses in the Business Education programs, which shall serve as a basis to formulate innovations and refinements for the next instructional cycle. At the same time, existing graduates’ needs will be surfaced to further refine the course outcomes.

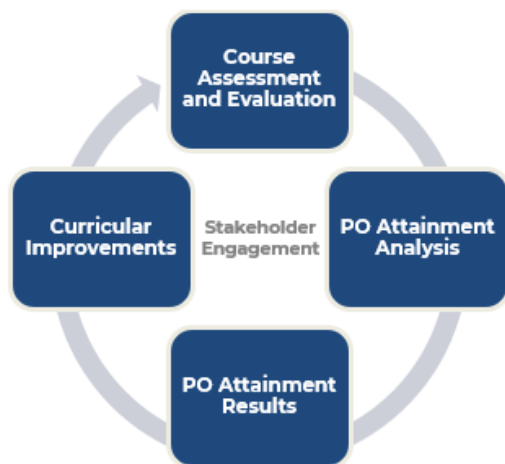


Figure 4. Continuous Quality Improvement of Syllabi

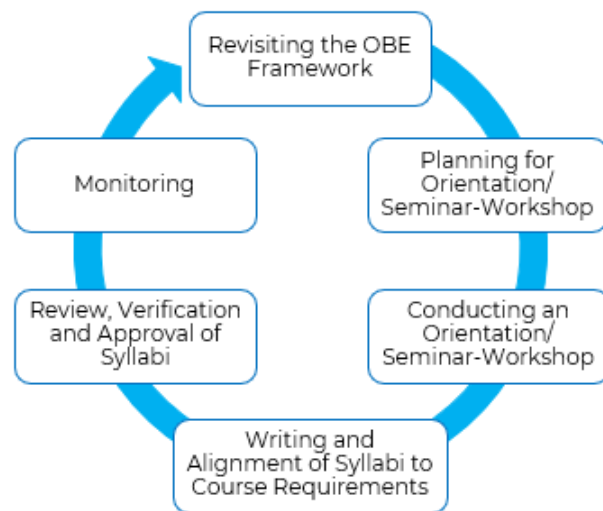


Figure 3. Continuous Quality Improvement of Program Outcomes

PROGRAM ASSESSMENT AND EVALUATION SYSTEM

From the course assessment and evaluation system, the next step is to assess and evaluate the program based on the program outcomes (PO). The process is similar with the previous cycle, only that now, the focus is on the POs and the overall program itself, where more stakeholders will be involved. **Stakeholder engagement** shall become a core process for this system. Stakeholders include the students, instructors, administrators, alumni, parents, employers, and other industry partners.

To facilitate this process, the **Program Outcomes, Assessment, and Evaluation Matrices** will be used for the review of the key courses. The stakeholders will review the key courses and analyze and collate assessment data and evaluate based on standards if the POs were attained, partially attained, or not. From these, curricular improvements (changes or revisions) shall be forwarded to increase the quality of the attainment of outcomes through the course contents, teaching methodologies, and assessments used.

PROCESS OF IMPROVING THE SYLLABUS

In improving the syllabi, a continuous cycle will be followed. At the beginning of the cycle is the revisiting of the OBE framework, which shall give directions on the culture, policies, and practices for an outcomes-based education anchored to the vision-mission, objectives, and core values of the university, and CICM graduate attributes. From this and the results of other needs assessments, planning for an orientation or seminar-workshop for syllabi development will follow. The plan shall be conducted through any means and platforms, possibly including other instructional supports such as seminar-workshops on teaching methodologies and assessment methods. Through these activities, faculty members will improve their syllabi, keeping in mind constructive alignment and the course requirements based on OBE manuals and policies, standards, and guidelines of programs as stipulated in the various CHED Memorandum Orders.

Once completed, each syllabus will be reviewed by the department head or by a senior faculty member, the dean, who will verify also, and the Vice President for Academic Affairs, who will give the final approval. Then, its implementation will be monitored through classroom observations and checking of assessment tools, among others.



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COURSE SYLLABUS

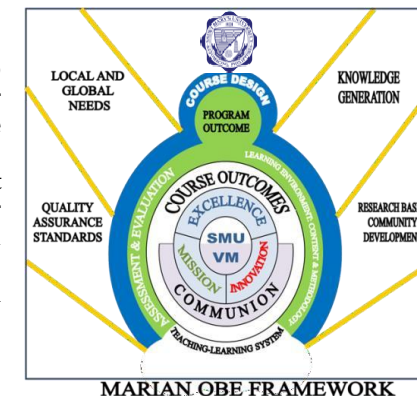
Course Number	Course Descriptive Title	Semester/ Term	A.Y.	Credit Unit/s			Time Allotment Per Semester/MYT		
				Lecture	Laboratory	Total	Lecture	Laboratory	Total
CAP102	Capstone Project 2	First Semester		3	0	3	54	0	54

I. University and School Vision-Mission and Graduate Attributes

University Vision-Mission	Graduate Attributes	School Vision-Mission
<p>Saint Mary's University is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to the integral formation of persons exemplifying excellence, innovation and passion for Christ's Mission. We dedicate ourselves to:</p> <ol style="list-style-type: none">1. Joyfully witnessing to Christ mission;2. Responsibly taking the lead and participating in community building;3. Relentlessly manifesting academic, personal and professional excellence;4. Conscientiously strengthening communion; and5. Steadfastly nurturing creativity and physical prowess.	<p>Graduates of CICM institutions including Saint Mary's University are expected to have the following attributes:</p> <ul style="list-style-type: none">• life-faith integrated persons;• compassionate missionaries;• globally enterprising leaders;• socially engaged professionals and• ethically committed stewards.	<p>The School of Engineering, Architecture and Information Technology is envisioned as a leading institution in providing education and training for the formation of excellent, innovative and globally competitive prime movers in the fields of engineering, architecture, computer technology and information science. It aims to develop professionals who are in constant communion with others, imbued with the values of honesty, integrity and passion for Christ's mission. It strives to produce professionals in harnessing natural resources, building utilities and improvements for the sustainable growth and development of man's institutions, culture and civilization</p>

II. Institutional Outcomes-Based Education Framework

At Saint Mary's University, outcomes-based education (OBE) focuses and organizes its discipline-based learning activities around what are essential for all learners to know, value and be able to do and achieve these at the desired competency level. The OBE framework of SMU is visually represented by images that would resemble an inner human figure being nurtured by its likeness. The learner-centeredness of Marian OBE is highlighted by the institutional outcomes derived from the vision-mission that define the core values of **Mission** and **Excellence** and through the core strategies of **Innovation** and **Communion**. The framework sets the attributes of the ideal Marian graduates based on the SMU vision - mission as part of institutional goals or program educational outcomes that emphasize lifelong learning (what are expected of Marian graduates about five years after graduation), and using these as bases for developing specific program outcomes (what are expected of Marian students upon graduation). The various curricular program outcomes are the sets of competencies (related knowledge, skills and attributes) that all learners are expected to demonstrate. These desired outcomes are translated to what the students learn in specific courses. SMU ensures that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment with the necessary supportive teaching-learning environment. The outcomes are anchored on the typology-based expectations of a university towards research to contribute to nation-building through knowledge generation and to community development. At the same time, the various elements are governed by standards for quality assurance and continuous improvement and by the goal of addressing local, as well as, global needs.



III. Approval and Revision History

	Name	Designation	Signature	Date		Name	Designation	Signature	Date
Last updated by	MS. ROCEL AUDREY J. BATARA	Faculty Member			Verified by	ENGR. CARINA S. MALLILLIN	OIC, Office of the Dean		
Reviewed by	MR. ROGIE B. TABORDA	Dept. Head			Approved by	DR. MOISES ALEXANDER T. ASUNCION	VP Academic Affairs		

IV. **Program Educational Objectives** (refer to the Outcomes Based Educational Manual for Information Technology Program page 7)

V. **Program Outcomes, Performances Indicators and Measurement System** (refer to the Outcomes Based Educational Manual for Information Technology Program page 8 & 18)

VI. **Curriculum Justification and Curriculum Map** (refer to the Outcomes Based Educational Manual for Information Technology Program page 27-28)

VII. **Course Prerequisite Map** (refer to the Outcomes Based Educational Manual for Information Technology Program page 29)

VIII. **Course Description**

Capstone Project 2 is the continuation and culmination of the Capstone Project sequence, designed to integrate the skills, competencies, and knowledge gained from the student's major IT courses. In this course, students will finalize their capstone projects by completing Chapters 3 and 4 of their research paper, which includes the results, discussions, summary, and recommendations. The course emphasizes the practical implementation of the project, requiring students to build, test, and refine their system based on feedback from end-users.

Students are expected to apply their technical expertise in constructing functional systems and implementing solutions to real-world problems. The course culminates with the formal defense of their capstone project in front of a panel, followed by the incorporation of panel feedback into the final version of their project. Through this process, students will demonstrate their ability to deliver innovative and functional IT solutions while preparing comprehensive project documentation.

IX. **Alignment Matrix of Program Outcomes, Course Outcomes and Course Learning Outcomes**

Domain Code	Program Outcomes (PO) (Bachelor of Science in Information Technology)	Course Outcomes (CO) (Course: Capstone 2)	Course Learning Outcomes (CLO)
PO10	Apply knowledge of computing science and mathematics appropriate to the discipline	Prepare and write the results of their findings/output of their study and discuss the functional features of the system developed	CL01: Prepare and write the chapter 3 which is the results and discussion. CL02: Design and build the user interface (UI) of the features of the project CL03: Write the necessary program of each feature of the system.
		Prepare and write the summary of their study and include recommendations that would possibly improve their project.	CL05: Create and write user manual of the system. CL06: Write an implementation plan. CL07: Prepare and write the chapter 4 which the summary and recommendation part of their manuscript.
PO16	Apply knowledge through the use of current techniques, skills, tools and practices necessary for the IT profession.	Present their finish capstone project in a research forum	CL08: Acquire approval and recommendation of adviser for final defense CL09: Prepare requirements for final defense (distribute paper to panelists, prepare PowerPoint presentation, pilot test program) CL010: Successfully defend their capstone project CL011: The students should be able to incorporate/implement corrections/comments

			and suggestions of their panelists to their final document.
P018	Assist in the creation of an effective IT project plan.	Develop, test and implement their solution/project to their target end-users	CLO4: Build, construct and test the program.

X. Course Learning Plan and Timeframe

COURSE LEARNING OUTCOMES	TOPIC	WEEK NO. AND TIME-ALLOTMENT	METHODOLOGY	RESOURCES (References and Materials)	ASSESSMENT
	University Vision-Mission Re-Orientation University Prayer Overview of the Course and Discussion of Requirements Rules and Guidelines of Laboratory Room/Computer Units	Week 1 Day 1 (1 hr)lec		Course Syllabus List of References Students Handbook Manual	
CLO1: Prepare and write the chapter 3 which is the results and discussion. CLO2: Design and build the user interface (UI) of the features of the project CLO3: Write the necessary program of each feature of the system.	The system developed User Interface and its description	Week 1-2: 3 hours each week	Demonstration and Reporting	Undergraduate Research Writing Guideline 2024 Edition	Class Participation Research outputs
CLO4: Build, construct and test the program.	Construction of the system Test the system using the test plan	Week 3-7: 3 hours each week	Demonstration and Reporting	Undergraduate Research Writing Guideline 2024 Edition	Class Participation Research outputs

<p>CL05: Create and write user manual of the system.</p> <p>CL06: Write an implementation plan.</p>	<p>User's Manual</p> <p>Implementation Plan</p>	<p>Week 8 – 11: 3 hours each week</p>	<p>Demonstration and Reporting</p>	<p>Undergraduate Research Writing Guideline 2024 Edition</p>	<p>Chapter 2</p>
<p>CL07: Prepare and write the chapter 4 which the summary and recommendation part of their manuscript.</p> <p>CL08: Acquire approval and recommendation of adviser for final defense</p> <p>CL09: Prepare requirements for final defense (distribute paper to panelists, prepare powerpoint presentation, pilot test program)</p>	<p>Summary and Recommendation</p> <p>Final Defense guidelines</p>	<p>Week 12 – 14: 3 hours each week</p>	<p>Demonstration and Reporting</p>	<p>Undergraduate Research Writing Guideline 2024 Edition</p>	<p>Chapter 4</p>
<p>CL010: Successfully defend their capstone project</p>	<p>Final defense</p>	<p>Week 15 – 16: 3 hours each week</p>	<p>Final defense</p>	<p>Undergraduate Research Writing Guideline 2024 Edition</p>	<p>Final defense grade</p>
<p>CL011: The students should be able to incorporate/implement corrections/comments and suggestions of their panelists to their final document.</p>	<p>Project Proposal Presentation</p>	<p>Week 17-18: 3 hours per week</p>	<p>Proposal Defense</p>	<p>Undergraduate Research Writing Guideline 2024 Edition</p>	<p>Capstone Project hard bound</p>

XI. Required Readings

	CALL NO.	Bibliographic Citation
Textbook(s)	IT 808.066 378 H127w 2023	Hainey, T., & Baxter, G. (2023). Writing successful undergraduate dissertations in games development and computer science. Routledge Taylor & Francis Group.
Other Required Readings	SrHS 001.4 K952q 2023	Kuckartz, U. & Radiker, S. (2023). Qualitative content analysis : methods, practice and software. SAGE
	EL 658.404 K479p 2022	Kerzner, H. (2022). Project management case studies (6 th ed.). Wiley
	IT (F) 808.02 L394o 2022	Laviña, C.G., Mañabo, R.D., Hernandez, G.D., Hablanida, F.L. & Lacorte, A.M. Ebron, G.J. (2022). Outcomes-based practical guide to thesis and capstone project writing in computing.
	IT 004.072 Oa8r 2022	Oates, B.J., et al. (2022). Researching information systems and computing. SAGE.
	SrHS (F) 808.02 B181p 2020	Balahadia, F.F., Abante, N.V. & Anthony, J.E.S. (2020). Practical guide for writing information technology education research project. Unlimited Books.

XII. Suggested Readings and References

	CALL NO.	Bibliographic Citation
References		Undergraduate Research Writing Guideline 2024 Edition
Supplementary Materials		
Non-print Resources and Online Educational Resources	OR 658.406 Ar33a 2018	Arena, M.J. (2018). Adaptive space : how GM and other companies are positively disrupting themselves and transforming into agile organizations. https://www.accessengineeringlibrary.com/content/book/9781260118025
	OR 004 M222c 2018	McLoughin, I. (2018). Computer systems : an embedded approach. https://www.accessengineeringlibrary.com/content/book/9781260117608
	OR 005.3 P314c 2021	Pearce, J. M. (2021). Create, share, and save money using open-source projects. https://www.accessengineeringlibrary.com/content/book/9781260461763
	OR M22c 2018	McLoughlin, I. V. (2018). Computer Systems: An Embedded Approach. 1st ed. McGraw-Hill Education. https://www.accessengineeringlibrary.com/content/book/978126011760
Professional Journals		International Journal of E-Learning Information Systems Management Information Today Journal of Cases in Information Technology Journal of Information Systems Education Council on Undergraduate Research Quarterly Education and Information Technologies International Journal of Quality Assurance in Engineering and Technology Education (IJQAETE)

XIII. Course Requirements and Analytic Rubrics for Assessment

1. Course Requirements

Course Requirements	First Term	Second Term	Third Term
Class Standing during the Term	50%	50%	25%
Quizzes			
Assignment/Projects/Exercises/Seatwork			
Recitation			
Other Sources of Performance			
Long Term Examination	50%	50%	25%
First Term Grade			25%
Second Term Grade			25%

2. Analytic Rubrics (Written and Laboratory Activities)

Rubrics for Essay. Score on essay will be based from the table below.

Criteria	Unsatisfactory (0-3 point)	Needs Improvement (4-5 points)	Satisfactory (6-9 points)	Outstanding (10 points)
Content & Development	<ul style="list-style-type: none">Content is incomplete.Major points are not clear.Specific examples are not used.	<ul style="list-style-type: none">Content is not comprehensive and /or persuasive.Major points are addressed, but not well supported.Responses are inadequate or do not address topic.Specific examples do not support topic.	<ul style="list-style-type: none">Content is accurate and persuasive.Major points are stated.Responses are adequate and address topic.Content is clear.Specific examples are used.	<ul style="list-style-type: none">Content is comprehensive, accurate, and persuasive.Major points are stated clearly and are well supported.Responses are excellent, timely and address topic.Content is clear.Specific examples are used.
Organization & Structure	<ul style="list-style-type: none">Organization and structure detract from the message.Writing is disjointed and lacks transition of thoughts.	<ul style="list-style-type: none">Structure of the paper is not easy to follow.Transitions need improvement.Conclusion is missing, or if provided, does not flow from the body of the paper.	<ul style="list-style-type: none">Structure is mostly clear and easy to follow.Transitions are present.Conclusion is logical.	<ul style="list-style-type: none">Structure of the paper is clear and easy to follow.Transitions are logical and maintain the flow of thought throughout the paper.Conclusion is logical and flows from the body of the paper.

Grammar, Punctuation & Spelling	<ul style="list-style-type: none"> Paper contains numerous grammatical, punctuation, and spelling errors. 	<ul style="list-style-type: none"> Paper contains few grammatical, punctuation and spelling errors. 	<ul style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed with minor errors. Spelling is correct. 	<ul style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed Spelling is correct.
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Rubrics for Program. Score on program will be based from the table below.

Criteria	Exemplary 4	Acceptable 3	Developing 2	Beginning 1	No Output 0
Program Correctness	The application meets all the requirements specified in the project specification. The code is syntactically and logically correct for all cases. Implementation of the program follows the indicated guidelines and does not violate indicated restrictions. The implementation also exhibits appropriate use of programming constructs.	The code works typical input, but fails for minor special cases; the major requirements are met, though some minor ones are not. Some implementation on of the program violates indicated restrictions.	The code sometimes fails or typical input. Many parts of the program implementation violate indicated restrictions and some parts of the solution are not implemented using appropriate programming constructs.	The code often fails, even for typical input. Most indicated restrictions were violated.	Program that does not run and/or implemented incorrectly (based on specifications) automatically gets 0 for this course output.
Effective Communication / Concept Understanding	Answers to question are correct, reasonable, and reflective of the code. The justifications provided are sound.	Answers to questions are correct, but some justifications provided are weak.	Answers to questions are correct justify solution (e.g., solution via trial and error, rather than proper understanding and application of concepts.)	Correct understanding of the problem, but was unable to explain workings of code provided.	Failure to explain and justify workings of the code submitted will automatically merit 0 for this course output.
Readability	The program conforms to a coding standard that promotes code readability. Internal documentation is comprehensive.	Minor code formatting does not exhibit consistency in coding standard.	Not all functions / program features have proper internal documentation..	Minimal internal documentation and code readability.	No internal documentation and code is not readable.

Rubrics for Presentation. Score on presentation will be based from the table below.

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question.	Project is lacking one or two key elements. Project is consistent with driving question most of the time.	Project is missing more than two key elements. It is rarely consistent with the driving question.	Project is lacking several key elements and has inaccuracies. .Project is completely inconsistent with driving question.
Use of Graphics	All graphics are attractive (size and colors) and support the topic of the presentation.	A few graphics are not attractive but all support the topic of the presentation.	All graphics are attractive but a few do not support the topic of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Text - Font Choice & Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Delivery	Individual spoke at a good rate, volume and with good grammar. They maintained eye-contact while using, but not reading their notes.	Individual spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. They maintained eye-contact, but relied too much on their notes.	Individual spoke at a good rate and volume, but used poor grammar. They relied heavily on their notes.	Individual demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from notes.

IX. Grading System

Transmutation: 60% score=75 grade (for General Education and CFE courses); 65% score=75 grade (for professional/major subjects); 70=75% (for review/integration courses)

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
100	Highest possible grade	100	100	100	100

Grade	Remarks	60% score=75 grade	65%score=75 grade	70%score=75 grade	Grade
99		98 - 99	99	99	99
98		97	97 - 98	98	98
97		95 - 96	96	96 - 97	97
96		94	94 - 95	95	96
95		92 - 93	93	94	95
94		90 - 91	92	93	94
93		89	90 - 91	92	93
92		87 - 88	89	90 - 91	92
91		86	87 - 88	89	91
90		84 - 85	86	88	90
89		82 - 83	85	87	89
88		81	83 - 84	86	88
87		79 - 80	82	84 - 85	87
86		78	80 - 81	83	86
85		76 - 77	79	82	85
84		74 - 75	78	81	84
83		73	76 - 77	80	83
82		71 - 72	75	78 - 79	82
81	Lowest passing grade for academic scholars, dean's listers and Latin honors	70	73 - 74	77	81
80		68 - 69	72	76	80
79		66 - 67	71	75	79
78		65	69 - 70	74	78
77		63 - 64	68	72 - 73	77
76		62	66 - 67	71	76
75	Lowest passing grade	60 - 61	65	70	75
74		58 - 59	64	69	74
73		57	62 - 63	68	73
72		55 - 56	61	66 - 67	72
71		54	59 - 60	65	71
70	Lowest grade reported in the grading sheet	52 - 53	58	64	70
69		50 - 51	57	63	69
68		49	55 - 56	62	68
67		47 - 48	54	60 - 61	67
66		46 -	52 - 53	59	66
65	Lowest possible computed grade in the class record; Given also for cheating in assessment	0 - 45	0 - 51	0 - 58	65

XIV. Class Policies

1. ATTENDANCE REQUIREMENTS

- a. Saint Mary’s University observes regular attendance and punctuality as important obligations of students. Every student then **must come to class regularly** with zero or minimal absences and tardiness from the first day of the school calendar.
- b. Only those who are **officially enrolled** in the code of this subject will be considered as “students” of the subject. Classes missed because of late enrollment shall be considered absences.
- c. A student who has been absent even for only one class period shall not be allowed to re-enter the class without an **admission slip duly signed by the Associate Dean of Student Affairs and Services for Men/Women**. The **“NO ADMISSION, NO ENTRY” Policy** must be strictly observed.
- d. A student who was late, i.e., entering the classroom after the bell rang, shall also not be allowed to re-enter on the next session unless an admission slip is presented.
- e. Three counts of tardiness will be considered one absence.
- f. A student is held responsible for lectures, classroom discussions, graded activities, and assignments missed due to absences.
- g. A student who missed a quiz due to an unexcused absence will NOT be given credit for the quiz. When excused, a student will be given another set of quiz items parallel to the missed quiz or will depend on the agreement with the instructor.
- h. A student is given a first and second “warning” before he/she is “dropped” from the class. The number of hours of incurred absences corresponding to a 3-unit subject is shown in the table below.

1 st Report (Warning)	2 nd Report (Warning)	3 rd Report (Dropping)
6hrs.	12 hrs.	21 hrs.

2. ACADEMIC REQUIREMENTS

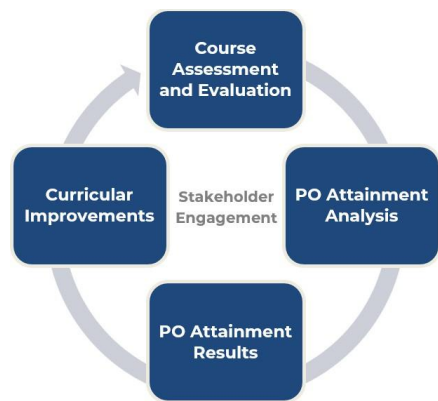
- a. Every student must attend classes regularly and participate in class discussions, individual works, and group activities.
- b. Every student will be given equal opportunities to develop himself/herself to the maximum by complying strictly with the academic requirements of the course.
- c. Every student must complete all the academic requirements (except major examinations) such as special problems, problem sets, and research outputs on or before the deadline. Students who pass requirements beyond the set deadline will be given demerits.
- d. Every student is encouraged to take a major examination on the scheduled date. During major examinations, students must present their test permits for their scores to be credited. Otherwise, an INC mark will appear as their grade.
- e. A special examination may be given only with the written permission of the Academic Dean, and for special cases, the Vice President for Academic Affairs.
- f. Special examinations are granted with full credit for circumstances beyond the control of the student such as sickness (with medical certificates), accidents, and death of an immediate family member.
- g. No student may be granted exemption from any examination.
- h. Every student in a group activity will be assessed by the instructor and peers based on certain levels of performance in the cooperative learning activity rubric

3. All students must strictly follow the university policies on the conduct of students inside the school as stated in the Undergraduate Student Handbook.

- 4. Consultation hours (at least four hours per week) will be scheduled depending on the instructor’s teaching load and schedule. No consultation will be entertained beyond office hours and during weekends unless there is an emergency, and the teacher starts the conversation. As much as possible, a polite message prompt must be sent by the student to schedule a consultation to let the instructor prepare. The message prompt must include the following:**
- a) Start with a greeting. “Good Morning/Afternoon, Ma'am/ Sir” ...
 - b) Introduce yourself (Complete Name, Program, Code, and Descriptive Title)
 - c) State the purpose of your message.
 - d) Ask for clarifications (if any).
 - e) End the conversation with gratitude.

XV. Continuous Quality Improvement

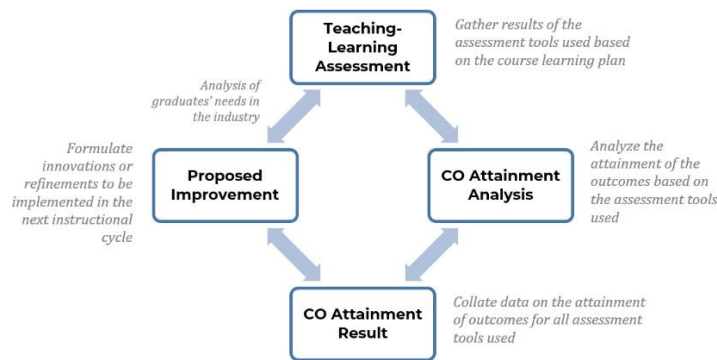
A. Program and Course Assessment and Evaluation



The program and course assessment and evaluation system assesses and evaluates the program based on the program outcomes (PO). The process is a cycle that focuses on the Program Outcomes and the overall program itself, where various stakeholders will be involved. Stakeholder engagement shall become a core process for this system. Stakeholders include the students, instructors, administrators, alumni, parents, employers, and other industry partners.

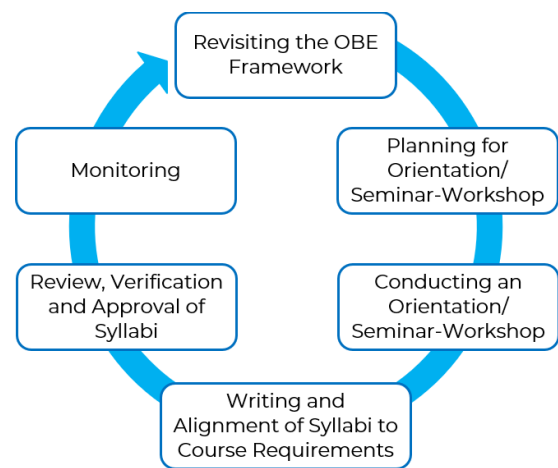
To facilitate this process, the Program Outcomes, Assessment, and Evaluation Matrices will be used to review the key courses of the program. The stakeholders will review the key courses and analyze and collate assessment data, and evaluate based on standards if the POs were attained, partially attained, or not. From these, curricular improvements (changes or revisions) shall be forwarded to increase the quality of the attainment of outcomes through the course contents, teaching methodologies, and assessments used.

B. Process Description of Improving the Program and Course Outcomes



The course shall undergo assessment and evaluation for continuous quality improvement. To improve its course outcomes, the cluster heads of the different Teacher Education programs shall gather assessment results based on the assessment activities implemented, especially the major examinations and performance-based assessments. From there, the course outcomes shall be analyzed if these were attained vis-à-vis the assessment results. The attainment result shall be collated for all courses in the Teacher Education programs, which shall serve as a basis to formulate innovations and refinements for the next instructional cycle. At the same time, existing graduates’ needs will be surfaced to refine the course outcomes further.

C. Process Description of Improving the Syllabus



In improving the syllabi, a continuous cycle will be followed. At the beginning of the cycle is the revisiting of the OBE framework, which shall give directions on the culture, policies, and practices for an outcomes-based education anchored to the vision-mission, objectives, and core values of the university, and CICM graduate attributes. From this and the results of other needs assessments, planning for an orientation or seminar-workshop for syllabi development will follow. The plan shall be conducted through any means and platforms, possibly including other instructional supports such as seminar-workshops on teaching methodologies and assessment methods. Through these activities, faculty members will improve their syllabi, keeping in mind constructive alignment and the course requirements based on OBE manuals and policies, standards, and guidelines of programs as stipulated in the various CHED Memorandum Orders.

Once completed, each syllabus will be reviewed by the department head or by a senior faculty member, the dean, who will verify also, and the Vice President for Academic Affairs, who will give the final approval. Then, its implementation will be monitored through classroom observations and checking of assessment tools, among others.



Unified Research Agenda 2021-2026

A. School of Graduate Studies Research Agenda

GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
1. Science, Mathematics and Technology	<ul style="list-style-type: none">• Biodiversity and remediation• Environmental awareness, monitoring, protection, management and conservation• Climate change adaptation and mitigation• Disaster risk reduction and management• Natural resources and alternative energy sources• Protecting cultural heritage through science and technology• Ecological economics• Biologically active components of plants• Pharmacological characteristics of natural products• Systematics and taxonomy• Ethnobotany• Mathematical models of scientific phenomena• Environmental threats to health• Occupational Health• Other related studies	Biology Physics Chemistry Mathematics Management Engineering Business Library Science Social Studies Public Administration and Governance
2. Education, Education Management and Teacher Training	<ul style="list-style-type: none">• Curricular program studies• Student assessments• Indigenous people's education• International benchmarking• Proficiencies of students and professionals in the academe	Teacher Education Educational administration and management Guidance and Counseling Social Studies



GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	<ul style="list-style-type: none">• Effectiveness of instructional materials and strategies• Teaching and learning styles• Studies on special children• Best practices in management• Impact of professional trainings• Competitiveness of curricular programs• Tracer Studies• Curriculum Mapping• Instructional Approaches that Work for 21st Century Classrooms• Promoting Divergent Thinking• Bridging the Gaps between the Real and the Abstract• Aligning Standards and Assessments with Focus on Formative Assessment Tools and Strategies• Inclusive Education• Lifelong Learning• Other related studies	Languages (English and Filipino) Biology, Physics and Chemistry Education Mathematics Education Business IT Management Engineering
3. Language, Literature and English Language Teaching	<ul style="list-style-type: none">• Socio-linguistic researches• Emerging issues in Philippine and Asian Englishes vis-à-vis standard English (Studies in World Englishes)• Multilingual Studies• Language and culture• Linguistic Studies• Language Acquisition• Communicative Competence	Language (English and Filipino) Social Studies Educational management Teacher education



GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	<ul style="list-style-type: none">• Discourse Analysis• Psycholinguistic Studies• Stylistic Analysis• Forensic Linguistics• Corpus Linguistics• Translation Studies• Language Policies and Language• Planning• Other related studies	
Health Science and Health Profession	<ul style="list-style-type: none">• Evidence-based researches• Sports science researches• Health communications• Psychology of the sick and the aged• Health research policy formulation• Immunology• Epidemiology• Socio-economic factors affecting health care services• Maternal and Child Health• Care for Adult Health• Responsive Health Systems (health governance, health information systems, health service delivery, health human resources, health research management)• Mental Health	Nursing Education Physical Education Guidance and Counseling Social Studies
5. Information and Communication Technology	<ul style="list-style-type: none">• Use and function of ICT• Analysis of existing systems, design of a new system, development and evaluation of programs	Information Technology Management Engineering Teacher Education



GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	<ul style="list-style-type: none"> • Social dimensions of adoption of ICT in individuals, organizations and communities • Information and Communications Technologies for Health 	Business Library Science
6. Social Sciences	<ul style="list-style-type: none"> • Public Opinion • Cultural Studies (Studies in Folk Literature, Beliefs, Cultural Traditions, and Practices) • Popular Culture • Influence of Media • Political Communications • Historical research, site documentations and cultural profiling and heritage mapping • Heritage, Tourism and Development • Conservation of material culture • Media (Film, TV, radio) convergence in popular culture • Museum studies, curatorship and museology • Peace and Peace Education • Conflict Resolutions 	Communication Arts (English and Filipino) Nursing Education and Administration Social Studies Public Administration and Governance Library Science
7. Institutional Oriented Studies	<ul style="list-style-type: none"> • Quality Assurance Mechanisms • Departmental Program Evaluations/Assessments • Leadership Styles 	All programs
8. Business, Industries and Commerce	<ul style="list-style-type: none"> • Foreign Debt Issues • Monetary Policies • Corporate social responsibility in developing economies • Technology development and economic performance 	Business Administration Accountancy Business Management Management Engineering



GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	<ul style="list-style-type: none">• Entrepreneurial models• Trade and import liberalization issues• Economics of business and industries in the region• Product development and branding in the region• Hotel and restaurant management studies• Monitoring of how SDGs are implemented in communities• Management of Cooperatives• Risk Management Practices• Monitor Sustainable Impacts for Sustainable Tourism	
9. Public Administration and Governance	<ul style="list-style-type: none">• Management of public information and technology• Governance and politics in LGUs• Critical analysis of concepts, practices and systems in public management and governance• Public opinion and mass media• Policy planning, formulation, implementation and evaluation in governance• Culture of corruption• Best practices in public administration and governance• Heritage philosophy, management, conservation and utilization• Peace process and conflict resolution• Sustainable Public Procurement Practices	Social Studies Library Science Management (Business, Public Administration and Engineering)
10. Gender, Population and Development Studies	<ul style="list-style-type: none">• Women in power• Gender issues in literary pieces• Media, culture and gender• Gender themes in TV and films and literature	Languages (English and Filipino) Guidance and Counseling Social Studies



GENERAL CATEGORIES / KEY AREAS	TOPICS	PROGRAM CLUSTERS
	<ul style="list-style-type: none">• Economics of poverty• Poverty alleviation and sustainable development• Poverty issues• Family and child studies• Gender Equality• Women Empowerment• Overseas Filipino workers' issues	Business Management Public Administration and Governance Nursing Education and Administration

References

Department of Science and Technology (DOST) Harmonized Research Agenda

National Economic Development Authority (NEDA) Region 02. Regional Research and Development Agenda 2016-2022.

National Higher Education Research Agenda 2 (NHERA2)

Philippine Council for Health Research and Development of the Department of Science and Technology.

Philippine Development Plan 2017-2022

Philippine National Health Research System (PNHRS). National Unified Health Research Agenda 2017-2022.

Sustainable Development Goals

**B. School of Engineering, Architecture and Information Technology (SEAIT) Research Agenda**

Core Themes	Sub Themes	Specific Themes /Topics
Architecture, Civil Engineering and Infrastructure Design	<ul style="list-style-type: none">- Coastal Engineering- Transportation Engineering- Construction Engineering- Structural Engineering- Earthquake Engineering- Environmental Engineering- Geotechnical Engineering- Water Resources Engineering- Municipal & Urban Engineering- Green Engineering- Architecture- Digital Architecture- Safety Engineering- Engineering Economy	<ul style="list-style-type: none">- Management and Maintenance of Coastal Structures (and other structural design)- Design (Transportation Systems, Bridges, Highways, roads, public networks, High Rise Buildings, Iconic Buildings and structures, Power Plants, Dams, watersheds, tunnels, Deep Wells, floating structures, urban sewerage systems)- Development of Alternative Structural Materials- Concrete Technology- Concrete, glass, steel structures- Climate Control Buildings- Structural Vibration control- Fatigue in constructions solutions- Stability and Strength of Structures- Maritime Technology- Urban Planning- Architectural Animation- Ground Improvement- Augmented Reality and Virtual Reality Technologies- Case studies of successful Architects- Case studies of successful civil engineers- Case Studies of successful project engineers- Studies on Quarry Sites
Electronics, Electrical,	<ul style="list-style-type: none">- Energy and Power- Control Engineering- Micro Electronics- Signal Processing	<ul style="list-style-type: none">- Artificial intelligence- Internet of Things- Automated Systems (Security, Domestic works, industrial operations,



Core Themes	Sub Themes	Specific Themes /Topics
Computer Engineering	<ul style="list-style-type: none"> - Telecommunications Engineering - Embedded Systems - Automation - Green Engineering - Clean Engineering - Safety Engineering - Biomedical Engineering - Agriculture - Software Engineering and Design - Safety Engineering - Environmental protection Management - Responsive Health Systems - Health Resiliency - Global Competitiveness and Innovation in Health 	<ul style="list-style-type: none"> - Nanotechnology (Health, Industry, Agriculture, Environment, Energy, Electronics, communication) - Robotics - Conservation of Energy - Development of Technologies that promotes sustainability and minimizes risk to human health and environment - Smart technologies - Improvisation and development of devices - Control Systems and automation (Agriculture, medical field, industry) - Impact of Urbanization and industrialization - Nutrition (Monitoring system for food security, quality and safety) - Environmental Health (Toxicity, poor environment, clean and ambient indoor air, waste management, sanitation, environmental and urban planning) - Accident and injury Prevention Systems or Projects - Disaster Risk Reduction - Information and communication technologies for health - Condition Assessment of Systems - Case studies of Successful Engineers (Electronics, Computer)
Electrical Engineering	<ul style="list-style-type: none"> - Energy and Power - Control Engineering - Micro Electronics - Embedded Systems - Automation - Green Engineering - Clean Engineering - Safety Engineering 	<ul style="list-style-type: none"> - Electrical Systems Design/Improvement - Renewable Energy - Power Plants - Distribution Systems - Analysis of Power Systems - Conservation of Energy Designs - Development of Technologies that promotes sustainability and minimizes risk to human health and environment



Core Themes	Sub Themes	Specific Themes /Topics
	<ul style="list-style-type: none">- Sustainable Energy and Machinery- Environmental Protection Management- Engineering Economy	<ul style="list-style-type: none">- Generation of energy Systems- Energy Saving Technologies- Smart Grids- Condition Assessment of Systems- Case Studies of Successful Electrical Engineers- Reduction of Energy Consumption in designs- Optimization of Energy
ICT and Multimedia	<ul style="list-style-type: none">- Software Customization- Emerging Trends- Web Applications- Mobile Computing- Network Design- Agriculture- Responsive Health Systems- Health Resiliency- Global Competitiveness and Innovation in Health- Artificial Intelligence	<ul style="list-style-type: none">- IT-Based apps, programs or software (Business and government applications)- Android technology Mobile Application Development- Cloud computing- Game Development- Internet of Things- Interactive Systems- Access to essential medical products and technologies (System for logistics, allocation and distribution)- Health Information system (Innovative health information systems)- Data Science and E-Health Solutions- Mapping of Health Risk and Health Resources- Telemedicine- Information and Communication Technology for Health, Agriculture, E-commerce- Problem and issues in e-learning maintenance
Related Areas	<ul style="list-style-type: none">- Technopreneurship	<ul style="list-style-type: none">- Digital marketing systems- Case study on Business Analytics- Case studies of Successful Technopreneurs



Core Themes	Sub Themes	Specific Themes /Topics
		- Impact of Online Technologies (Business Competition, Promotion, etc.)
	- Ergonomics	- Factors that harms the musculoskeletal system in engineering work areas, projects and designs
	- Water Resource Management	- Optimization of Water Resource Systems
	- Waste Management	- Reuse of Waste / Hazardous Waste - Automated Waste Management systems (Electronics Approach) - Reduction of Waste in Engineering Projects
	- Engineering Ethics	- Case studies Engineering Ethics - Ethical Issues Awareness for IT Professionals, or Architects or Engineers in Practice
General / Institutional Research	- Basic Education Program	- Best Curricular Practices - Employability of SMU Graduates - Strategies to enhance the teaching-learning process

References

Department of Health Research Agenda. <https://doh.gov.ph/sites/default/files/publications/NUHRA.pdf>

Commission on Higher Education. CHED NHERA II. <https://ched.gov.ph/wp-content/uploads/2017/11/NHERA-2.pdf>

Department of Science and Technology.

<https://www.dost.gov.ph/phocadownload/Downloads/Journals/Approved%20Harmonized%20National%20RD%20Agenda%20%202017-2022.pdf>



Civil Engineering Research Agenda. <https://newengineer.com/advice/what-are-the-subdivisions-of-civil-engineering-1306598>

**C. SCHOOL OF HEALTH AND NATURAL SCIENCES (SHNS) Research Agenda**

Core Themes	Subthemes	Specific Themes/Topics
Bachelor of Science in Medical Technology		
Medical Technologists	Professional Aspects	<ul style="list-style-type: none">- Professional ethics of medical technologists- Current issues in the medical technology profession:<ul style="list-style-type: none">a) Medical engineeringb) Genetic engineeringc) Allied health profession and its moral implicationsd) Occupation risks in the medical technology- The medical technologists and the diseases of the 21th century
	Graduate Tracer Studies	<ul style="list-style-type: none">- Tracer Studies of Graduates- Employability Research of Graduates
	Occupational health and migration	<ul style="list-style-type: none">- Compliance to occupational safety and standards, and interventions.- Health consequences surrounding documented and undocumented migrant workers and their families.- Researches on the health impacts of urbanization, industrialization and globalization (source: NUHRA p. 15)
	Biosafety and Biosecurity	<ul style="list-style-type: none">- Processes of biosafety and biosecurity in the laboratory, its proper and effective implementation. (source: Trending researches in the organization)
Clinical Chemistry, microscopy and parasitology	Blood, Urine, Chemical Constituents and body fluids analysis	<ul style="list-style-type: none">- Different blood chemical constituents, metabolism, functions, actions, laboratory techniques and principles, reference values and clinical significance- Diagnostic kit production of the urine and other body fluids.- Parasitic diseases



Core Themes	Subthemes	Specific Themes/Topics
		<ul style="list-style-type: none">- Controlling growth of parasites- Epidemiological studies on the diseases associated with urine and fecal analysis
Microbiology	Microbial studies	<ul style="list-style-type: none">- Growth and spread of pathogenic bacteria- Antimicrobial susceptibility- Epidemiological studies on the communicable infectious diseases- Morphology and physiology of viruses and fungi- Characterization of clinical properties of microorganisms and viruses
Hematology and Immunohematology	Blood studies and blood banking	<ul style="list-style-type: none">- Hematological determination- Laboratory assays for the diagnosis of hematologic disorders- Epidemiological studies on the communicable infections and non-communicable diseases- Organizing and managing blood bank- Laboratory testing development on crossmatching and Antibody identification processes.- Epidemiological studies on the donors and recipients (NUHRA)
Immunology and Serology	Screening and Confirmatory Procedures	<ul style="list-style-type: none">- Immunology/serology and laboratory diagnosis of specific disease through the use of serological reactions- Diagnosis and treatment of diseases- Development of diagnostic tests and devices for early detection and monitoring of premorbid conditions and diseases<ul style="list-style-type: none">a) Immuno-modulationsb) Assays of immune-competencec) Hypersensitivity reaction



Core Themes	Subthemes	Specific Themes/Topics
		<ul style="list-style-type: none"> d) Transplantation e) Tumor immunology f) Autoimmunity - Epidemiological studies on the communicable infectious diseases and non-infectious diseases - Screening to detect early disease or risk factors for disease - Confirmatory studies on the presence or absence of disease - Prognosticating and predicting the likely outcome of disease, susceptibility and chances of recovery National Integrated Basic Research Agenda (NIBRA) 2017-2022
	HIV/AIDS and other STIs	<ul style="list-style-type: none"> - Socio-behavioral studies to address stigma, discrimination, and other barriers to HIV and STI screening and control
Genomics/molecular technology	Molecular Diagnostic Laboratory	<ul style="list-style-type: none"> - Use of information in the human genome in the design of biologics, therapeutics and diagnostic devices or products a) Biomarkers b) Adult stem cells - Biologics
	Biomedical products and engineering	Improvisation and local development of reliable, safe, and affordable biomedical devices for supportive and therapeutic care, for local health service provision and international markets, specifically on molecular level (NUHRA)
Health Information System	Information and communication technologies for health	<ul style="list-style-type: none"> - Data science and E-health solutions for the integration of health information in recording and utilizing patient information, mapping of health risks and health resources, telemedicine, and health promotion (NHURA)
	Emerging and re-emerging diseases	<ul style="list-style-type: none"> - Studies on certain diseases which have the capacity to spread through outbreaks and pandemics, including but not limited to Zika, SARS, Malaria, MERSCoV, etc.



Core Themes	Subthemes	Specific Themes/Topics
Pandemic-Related Researches	Communicable diseases	<ul style="list-style-type: none"> - Evaluation of the effectiveness of interventions (NHURA) - Diagnosis, treatment and prevention of dengue, diarrhea, HIV/AIDS and other STIs, tuberculosis, rabies, neglected tropical diseases and soil transmitted helminthiasis, and other communicable diseases (NHURA 2017-2022)
		<ul style="list-style-type: none"> - Relationship between the 'new normal' lifestyle and study mechanisms of medical laboratory students - Challenges of students and faculty in the pandemic crisis shift from face-to-face to online learning education - Cognitive effects of online learning to students and faculty handling skill-based health courses
Bachelor of Science in Pharmacy		
Pharmacognosy	Secondary metabolites tests and analysis	<ul style="list-style-type: none"> - Secondary metabolites relevant to drug discovery and development - Plant source constituent analysis - Discovery of plants with potential to prevent and treat current diseases - Utilization of discovered plants with potential to treat diseases
Pharmaceutical Biochemistry	Biochemistry	<ul style="list-style-type: none"> - Trends in pharmaceutical biochemistry - Role of pharmacist in biotechnology - Correlation of the structure of the biochemical and its biologic functions - Transmission and expression of genetic function
Pharmaceutical Microbiology and Parasitology	Clinical cases of pathogenic microorganisms	<ul style="list-style-type: none"> - Correlate the antimicrobial property of the antimicrobial agents in the control of pathogenic microorganisms



Core Themes	Subthemes	Specific Themes/Topics
	Antimicrobial Resistance (AMR)	<ul style="list-style-type: none"> - Role of microbial current good manufacturing practice (MCGMP) in controlling the microbial contamination during drug manufacture - Roles of microorganisms in the development of disease, prevention of its occurrences and in food production preservation - Mechanism of AMR occurrence - Roles of pharmacists in the prevention of AMR.
Human Anatomy and Pathophysiology	Human Anatomy Pathophysiology	<ul style="list-style-type: none"> - Anatomy of human body - Etiology of diseases - Management of diseases - Drug therapy of diseases - Non-communicable diseases (NUHRA. 2017-2022)
Pharmaceutical Care	Pharmaceutical Care 1 Introduction to Health Care	<ul style="list-style-type: none"> - Concepts of Health - Determinants of health (NUHRA, 2017-2022). - Health Care system of the Philippines - Roles of Pharmacists in the health care team
	Pharmaceutical Care 2 Public Health	<ul style="list-style-type: none"> - Principles of community health - Health promotion - Communicable diseases in the Philippines (NUHRA. 2017-2022). - Disease management through curative care
	Pharmaceutical Care 3 Patient medication counseling	<ul style="list-style-type: none"> - Patient counseling process - Prevention of medication errors through patient counseling - Communication skills development - Health service delivery (NUHRA.2017-2022).
	Pharmaceutical Care for Drug dispensing	<ul style="list-style-type: none"> - Good dispensing practices (GDP) - Good compounding practices



Core Themes	Subthemes	Specific Themes/Topics
		<ul style="list-style-type: none"> - Medication error prevention through - GDP and Good Pharmacy Practices (GPP)
Clinical Pharmacy	Clinical Pharmacy	<ul style="list-style-type: none"> - Critical appraisal of information in the solution of drug therapy problems in practice - Integrating and applying pharmaceutical, biomedical and clinical knowledge to patient care - Interpersonal skills relevant to clinical pharmacy
Manufacturing Pharmacy	Pharmaceutical unit operations	<ul style="list-style-type: none"> - Principles and technology involved in the design, formulation, manufacture and packaging of the various drug dosage forms and delivery - Principles of Current Good Manufacturing Practices (cGMP) - Quality Management System (QMS), - Good Laboratory Practices (GLP) - Good Distribution Practice (GDP) QC and QA of manufactured drugs.
	Drug discovery and development	<ul style="list-style-type: none"> - Discovery of new drugs to be developed up to the preclinical stage - Access to essential medical products, vaccines and technologies (NUHRA. 2017-2022). <ul style="list-style-type: none"> a) From natural sources (herbal, marine, terrestrial) - For common infectious diseases and lifestyle related disorders
Hospital Pharmacy	Hospital Pharmacy Management	<ul style="list-style-type: none"> - Trends in Hospital Pharmacy Management - Ethical issues on Hospital Pharmacy Role of Pharmacists - Legal Issues on institutional practice
Quality Control II	Drug testing and assay with instrumentation	<ul style="list-style-type: none"> - Principles of instrumental methods of analysis in various pharmaceutical products - Application of stability tests and statistical quality control as tools for evaluating process



Core Themes	Subthemes	Specific Themes/Topics
		<ul style="list-style-type: none"> - Role of the pharmacists in the risk assessment and management of poisoning
Pharmaceutical Management and Administration	Pharmacy Admin Graduate Tracer Studies	<ul style="list-style-type: none"> - Management principles and functions in pharmacy practice - Management principles in business settings - Pharmaceutical industry and pharmaceutical market system <ul style="list-style-type: none"> a. Tracer Studies of Graduates - Employability of Graduates
Pharmacy Informatics	Pharmacy information management	<ul style="list-style-type: none"> - Various sources of information and their uses - Web-based information management - Health Information dissemination through tele-pharmacy - Health information systems (NUHRA. 2017-2022). - Latest trends in Pharmacy electronic services
Pharmacy Research	Research process Social Dimensions on Health Cultural management/propagation of priority organisms	<ul style="list-style-type: none"> - Health research management (NUHRA 2017-2022) - Filipino perceptions and concepts on health - Herbal and folkloric medicine - Models for good governance in health management (DOST; National Integrated Basic Research Agenda (NIBRA) 2017-2022; HNRDA 2017-2022 - Pre-clinical evaluation of standardized herbal drugs for platelet enhancement related to dengue, inflammation, diabetes, gout, hypertension - Identification and screening of next set of priority plants for formulation for identified priority diseases - Pre-clinical drug development - Development and/or validation of standard processes and protocols for various stages of drug discovery and development (NIBRA) 2017-2022



Core Themes	Subthemes	Specific Themes/Topics
Pandemic Related Research		<ul style="list-style-type: none">- Development of vaccines and diagnostic kits using indigenous materials- Awareness, implementation of, and compliance with the Generics Law; strengthening local manufacturing of medications, vaccines, and other medical products- Issues on safety and quality (potency of generic medicines, proliferation of counterfeit medications, adverse drug reaction reporting, and drug information for patients) NUHRA 2018-2022
		<ul style="list-style-type: none">- Learning experiences of Pharmacy students amidst the covid-19 pandemic- Assessing pharmacist's role in the prevention of medication errors- Review on patient counselling in the community pharmacies of various localities- Survey on the provision of medication therapy management services
Bachelor of Science in Nursing		
Community Health Nursing	Community Participation in Community Health Development	<ul style="list-style-type: none">- Community participation in community health needs assessment and capacity-building to address the assessed needs- Factors affecting community participation in capacity-building for sustainable community health and development- Improvement of Community Health Nursing Program and COPAR Process



Core Themes	Subthemes	Specific Themes/Topics
	Effectiveness of the Community Health Nursing Services	<ul style="list-style-type: none"> - Evaluation of the implementation status of the DOH-sponsored programs. -
Nursing Education	Issues and trends in Health Education	<ul style="list-style-type: none"> - Readiness of Nurse Educators for Special Education Clients - Implementation of Virtual Health Education
	Technology and Education	<ul style="list-style-type: none"> - Technological Update specially in the use of Virtual Platform for Nursing Education - Nursing Informatics - Distance Learning
Nursing Education Management	Program/Curricular studies on higher education	<ul style="list-style-type: none"> - Curriculum Evaluation (Outcome Based Education)
	Research on quality and standards in the context of:	<ul style="list-style-type: none"> - International rankings and global benchmarking - Quality assurance system
	Graduate Tracer Studies	<ul style="list-style-type: none"> - Tracer Studies of Graduates - Employability of Graduates
Maternal Nursing	Women's Health	<ul style="list-style-type: none"> - Health and birthing beliefs and practices of the different cultures in pregnancy, labor and delivery and puerperium - Traditional Maternal Nursing Practices of Indigenous People/Mothers of Nueva Vizcaya - Standards of the BeMONC (Basic Emergency Maternal Obstetric and Neonatal Care) - Coping Mechanisms of the woman, woman partner, and family of the stresses of pregnancy, labor and delivery and puerperium during the COVID 19 Pandemic
Pediatric Nursing	Child's right and wellbeing	<ul style="list-style-type: none"> - Management of COVID 19 among Pediatric Patients - Management of Childhood Illnesses



Core Themes	Subthemes	Specific Themes/Topics
Medical-Surgical Nursing	Preventing and Managing Illnesses	<ul style="list-style-type: none">- Evidence-based practice in preventing and managing illnesses among adults- Nursing Intervention in the Management of COVID Patients- Readiness in the Management of Emerging Infectious Diseases- Palliative Care<ul style="list-style-type: none">a) Cancer Management- Emergency & Disaster Nursing
Psychiatric Nursing	Care of Clients with Maladaptive Patterns of Behavior	<ul style="list-style-type: none">- Death and Dying- Mental Health of Nurses handling COVID Patients<ul style="list-style-type: none">a. Coping of Nurses who are infected with COVID 19- Stress & Coping of Students to Distance Learning
Spiritual Care Nursing	Spiritual formation and role of nurses in providing spiritual care	<ul style="list-style-type: none">- Ethics in spiritual care nursing- The nursing role in spiritual care- Meeting the challenges in in spiritual care
Hospice Palliative Care	Providing quality of life of the person in near death situation	<ul style="list-style-type: none">- Essential components of palliative care- Nurses role in palliative care
Acute/Critical Care Nursing		<ul style="list-style-type: none">- Trends in the management of acutely and critically ill patients
Geriatrics Care	Care of the chronically ill and the older person	<ul style="list-style-type: none">- Trends in geriatrics care in the midst of the Pandemic
	ICT for Health	<ul style="list-style-type: none">- Development of user- friendly ICT solutions to accelerate the gathering and processing of health and related information for policy making, and delivery of quality healthcare services- Public health surveillance / health intelligence systems



Core Themes	Subthemes	Specific Themes/Topics
	Health information systems	<ul style="list-style-type: none"> - Tele health services and systems - Interface for ICT-enabled medical devices - ICT-enable health services - Research on translating health data to information and knowledge - standardization, harmonization, utilization, management, and communication for effective health service delivery and innovative health information systems to support service delivery NUHRA 2017-2022
Nursing Research	Bioethics/Research Ethics	<ul style="list-style-type: none"> - Ethical principles applied in public health policy formulation and program implementation - ethical principles articulated in health care policies and operating procedures in health care facilities - Research on how to make quality health services more accessible, effective, efficient, and available and more - Evaluation on the impact of Health Facility Enhancement Program
	Health service delivery	
Pandemic research related	Care of the chronically ill and the older person	<ul style="list-style-type: none"> - Trends in geriatrics care in the midst of the Pandemic - Implementation on Safety Health Protocols against COVID-19 - Adherence to standard care related to presence of COVID 19 Pandemic - Stress and coping strategies among nurses in the midst of covid-19 pandemic - Psychological experiences of nurses in caring for covid-19 patients
CNS Short to Medium Term Research Agenda		
		<ul style="list-style-type: none"> - Public Health and Nutrition



Core Themes	Subthemes	Specific Themes/Topics
Functional Food Research and Development	Basic Researches	- Identification of Socio-demographic Trends
		- Consumer Demands, Attitudes and Product Requirements
		- Bioavailability Determination
		- Investigation of Bioactive Components
		- Investigation of Health Benefits
		- Safety Studies
		- Effectiveness Studies
	Applied	- Suitable Processing Technologies
		- Technology Requirements
		- Food Processing
		- Food Development
	Production	- Pre-market modelling
		- Raw material mass production (<i>to include new and improved technologies</i>)
		- Packaging, marketing, patenting, of finished products
		- Post market surveillance

References

National Unified Health Research Agenda 2017-2022

National Integrated Basic Research Agenda (NIBRA) 2017-2022

Harmonized National Research and Development Agenda (NIBRA 2017-2022)

Disaster Risk Reduction and Climate Change Adaptation (DRR CCA)

Biology, Nursing, Medtech, Pharmacy Curriculum



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D. SCHOOL OF ACCOUNTANCY AND BUSINESS (SAB) Research Agenda

Core Themes	Sub Themes	Specific Themes /Topics
Accountancy and management accounting	<ul style="list-style-type: none">- Financial accounting and reporting- Intermediate Accounting	<ul style="list-style-type: none">- Knowledge in Financial -Recording and Reporting- Financial Ratio Analysis- Accounts receivable management practices
	<ul style="list-style-type: none">- Cost accounting and control	<ul style="list-style-type: none">- Valuation and cost-benefit analysis- Costing strategies- Activity based costing- Target Costing
	<ul style="list-style-type: none">- Strategic cost management	<ul style="list-style-type: none">- Budget accountability- Budget allocation and implementation- Performance measurement- Lean accounting- Management accounting practices- Tactical Decision Making
	<ul style="list-style-type: none">- Financial management	<ul style="list-style-type: none">- Assessment of the financial and management operations- Financial Ratio Analysis- Financial Planning- Credit and Collection Strategies- Working Capital management Practices- Capital Budgeting
	<ul style="list-style-type: none">- Operations management and total quality management	<ul style="list-style-type: none">- Total quality management practices and problems- Operations management practices
	<ul style="list-style-type: none">- Accounting for government and	<ul style="list-style-type: none">- Budget allocations and implementation- Compliance with government policies



Core Themes	Sub Themes	Specific Themes /Topics
	non-profit organization	<ul style="list-style-type: none"> - Bookkeeping and FS preparations for NGOs - Awareness and attitudes and problems on electronic new government accounting system` - Performance Evaluation of cooperatives - Compliance with Cooperative Laws
	- Strategic business analysis	<ul style="list-style-type: none"> - Standard Costing - Balanced Scorecard - Activity Based Management - Life cycle costing - Operational Performance Measurement
	- Accounting for business combination and special transactions	<ul style="list-style-type: none"> - Construction Contracts - Installment Sales - Franchise Accounting
	- Business ethics, corporate social responsibility, and value-based management	<ul style="list-style-type: none"> - Determinants of value-based management - Value-based management systems on firm behavior - Corporate governance mechanisms on firm performance and firm behavior - Compliance with codes of good governance - CSR practices - Implications of CSR - Case study of the corporate social responsibilities
	- Taxation	<ul style="list-style-type: none"> - Tax compliance - Tax practices - Tax avoidance mechanisms
	- Environmental accounting	<ul style="list-style-type: none"> - Perception on environmental accounting - Compliance with environmental rules - Environmental practices



Core Themes	Sub Themes	Specific Themes /Topics
	- Agribusiness and accounting management	- Bookkeeping and accounting in farming - Accounting practices for agribusiness
	- Accounting and information system	- Assessment and acceptance of accounting and information system
	- Accounting Education	- Evaluation of effectiveness of curriculum - Best practices in accounting education
Auditing	- Auditing and assurance - Operations auditing	- Auditing practices - Internal audit - COSO Framework - Philippine Standards on Auditing - Audit compliance
Financial Management	- Personal finance	- Financial literacy
	-	- Expenditure management
	- Banking and financial institutions	- Electronic banking
	- Investment and portfolio management	- Investment awareness of the community - Investment awareness of bank clients - Investment packages for retirees
	- Credit and collection	- Credit and collection strategies/practices
	- Cooperative management	- Cooperative management practices
	- Financial services	- Consumer financing - Enterprise financing - Insurance savings mobilization - Digital financial services - Digital transformation of microenterprises



Core Themes	Sub Themes	Specific Themes /Topics
Marketing management	- Consumer behavior	<ul style="list-style-type: none"> - Buying decision -making process - Market research - Creating market - Customer satisfaction - Customer loyalty - Consumer preference and attitude - Consumer rights and responsibilities - Means of consumer advocacy
	- Product management	<ul style="list-style-type: none"> - Improvement of food shelf-life - Innovative food product - Product development and packaging
	- Services marketing	<ul style="list-style-type: none"> - Customer relationship management - Customer retention - Complaint-handling techniques
	- Pricing strategies	<ul style="list-style-type: none"> - Pricing strategies
	- New market development	<ul style="list-style-type: none"> - Market development and assistance
	- Promotion	<ul style="list-style-type: none"> - Direct marketing (CRM) - Effectiveness of integrated marketing communication with respect to consumer - Professional salesmanship and sales management - Public relations/advocacy marketing
	- Retail management	<ul style="list-style-type: none"> - Retail store management - Retail management strategies
	- Distribution management	<ul style="list-style-type: none"> - Supply chain management/logistics management - Distribution innovation
	- E-commerce and internet marketing	<ul style="list-style-type: none"> - Online selling - Electronic marketing and e-Commerce



Core Themes	Sub Themes	Specific Themes /Topics
Office Administration	- Customer relations	- Customer relations practices
	- Office procedures	- Office procedures practices - Legal and Medical Office Procedures
	- Internet research	- Competencies on online research
	- Stenography	- Competencies on stenography
	- Modern technology competency	- Levels of computer knowledge and skills - Virtual office management - Digitalization
Entrepreneurship	- Managing an enterprise	- Managing a service enterprise - Managing a manufacturing business - Programs and policies on enterprise development - Business continuity planning
	- Innovation management	- Innovative practices
	- Viability of idea evaluation	- Feasibility studies
	- Social entrepreneurship	- Development of social enterprise models
Hospitality Management	- Risk management as applied to safety, security, and sanitation	- Compliance of establishments on safety, hygiene, sanitation, and other standards - Food and nutrition security - Assessment of the Food Safety Practices - Crisis Innovation
	- Quality service management	- Service quality assessment - Service innovation - Supply chain/value chain related issues



Core Themes	Sub Themes	Specific Themes /Topics
	- Food and beverage preparation	<ul style="list-style-type: none"> - Food styling and design - Food quality and safety - Food fortification - Improvement of food shelf-life - Product acceptability for food & beverages
	- Lodging and front office operations	<ul style="list-style-type: none"> - Operations Management Practices - Best Practices on Hospitality & Tourism Management Operations
	- Culinary	<ul style="list-style-type: none"> - Development of natural products and value- added products - Feasibility of developing a new food product/ healthy food utilizing local resources - Product processing and Product development from various crops
	- Food and beverages service operations	<ul style="list-style-type: none"> - Operations of food and beverages service establishments
	- Hospitality marketing	<ul style="list-style-type: none"> - Hospitality marketing strategies
Tourism	- Tourism marketing	<ul style="list-style-type: none"> - Efficiency and effectiveness of social media as a communication channel for sustainable tourism marketing and promotions
	- Quality service management in tourism	<ul style="list-style-type: none"> - Quality service management in tourism - Emerging skills and competencies across tourism & hospitality sectors
	- Tour and travel management	<ul style="list-style-type: none"> - Tour and travel management practices - Tour packaging and pricing
	- Recreational and leisure management	<ul style="list-style-type: none"> - Recreational and leisure management practices
	- Sustainable tourism	<ul style="list-style-type: none"> - Innovations of hospitality/tourism and sustainability - Promoting sustainable tourism development - Tourism impact studies



Core Themes	Sub Themes	Specific Themes /Topics
		- Promoting sustainable tourism development
	- Tourism policy planning and development	- Ensuring the safety and security of tourists through mandatory accreditation of accommodation establishments - Tourism product development - Creating synergies and partnerships across tourism sectors
	- Tour guiding	- Virtual tour guiding
	- Operations management in tourism hospitality industry	- Operations management practices in tourism hospitality industry - Risk management in tourism and hospitality - Crisis innovation - Tourism resiliency
	- Transportation management	- Tourist transportation
	- Ecotourism, sports tourism, cultural tourism, rural tourism, religious tourism, educational tourism, agri-tourism, heritage tourism	- -Tourism vlogging - -Community-based ecotourism project - -Promotion of livelihood and ecotourism for sustainable watershed management - Risk management in tourism and hospitality - Crisis innovation - Tourism resiliency - Green practices in tourism and hospitality organizations
General	Business education program curricular studies	- Competencies of students: basis for curriculum revisit - OJT program evaluation - Legal office management - Career preferences of students - Relevance/impact of the academe - Marketing of curricular programs



Core Themes	Sub Themes	Specific Themes /Topics
		<ul style="list-style-type: none"> - Practices of schools offering business administration programs - Best curricular practices - Effectiveness of skills assessment - Determinants of employability of SMU graduates - Effectiveness of simulations - Stories of successful Bachelor of Science in Management Accounting Graduates of Saint Mary's University - Research competencies and attitudes
	Policy-oriented studies	<ul style="list-style-type: none"> - Cost and benefit analysis of business/ accountancy programs - Business incubators - Relevance and effectiveness of open universities - Selective admission and retention policy, and student - Performance-based assessment system for adoption by HEIS - Needs assessment of indigenous people in Nueva Vizcaya - Needs assessment of micro, small, and medium enterprises (MSMES) in Nueva Vizcaya - Socio-economic studies on production and marketing efficiencies
	Research on quality and standards	<ul style="list-style-type: none"> - Impact of community extension program - International partnership performance - Work and travel abroad program (WAT)
	Manpower demand and supply studies	<ul style="list-style-type: none"> - Study on the manpower situation in key development areas (i.e. agriculture, manufacturing and trading) - Study on the international competitiveness of a Marian business professional - Work values of young professionals - Training needs of faculty: basis for professional development program
	Strategic management	<ul style="list-style-type: none"> - Supply chain/value chain related issues



Core Themes	Sub Themes	Specific Themes /Topics
		- Competitive Strategy

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School of Accountancy and Business Research Agenda



E. SCHOOL OF TEACHER EDUCATION AND HUMANITIES (STEH) Research Agenda

I. CHRISTIAN FAITH EDUCATION RESEARCH AGENDA

Core Themes	Sub Themes	Specific Themes/Topics
Studies on Religious and Values Education	Spirituality	Spirituality as a University Concern
		Spirituality and Student Development
		Spirituality and Community Dynamics
		Critical Religious Education and the Transmission of Spiritual Values
	Religious Education	Religious Education and Students' Character Development
		Pedagogy of Inclusion and Christian Faith Education
		Pedagogical and Andragogical Approaches in Christian Faith Education
Studies related to New Testament Themes	Multi-faith Education	Teaching and Learning Approaches in a Multi-faith Classroom
		Relevance of Religious Education Curriculum to Multicultural Issues
	The Church in Action	Outreach in the Church: Then and Now
	The Role of Women	The Evolving Role of Women in the New Testament and Today
Studies on Applied Theology	Social Interactions in the Gospel	Exploring Jesus' social interactions in Mark's gospel for good leadership in the Marian community
	Peace Education	Experience of Peace along personal, relational and spiritual levels
	Scriptures	Role of Scriptures in Life of the Youth
	Missiology	Being a non-Catholic in the Catholic University
	Liturgy	Role of Music and Singing in the Liturgical participation of Students

**II. Social Sciences and Philosophy Department**

Core Themes	Sub Themes	Specific Themes /Topics
Politics and Governance	<ul style="list-style-type: none">- Strategic planning- Operations planning- Data management- Monitoring and evaluation- Policy research and development	<ul style="list-style-type: none">- Contingency planning among local government units- Risk-based thinking skills of LGU officials- Accounting and auditing practices of barangays- Efficiency of ordinance implementation- Organization management- public service needs and provision- practice of participatory, accountable and transparent governance- the workings and dynamics of democracy; the state, civil society and other stakeholders- people's participation and empowerment- Program-project and policy evaluation- Federalism and local autonomy- Local governance during the COVID 19 pandemic
Pedagogical Studies in Social Sciences and Philosophy	<ul style="list-style-type: none">- Social Studies Instruction during the Pandemic	<ul style="list-style-type: none">- Effectiveness of social studies modules for flexible learning- Technology (ICT) in online social studies learning- Online classroom management
	<ul style="list-style-type: none">- Social Studies Curriculum	<ul style="list-style-type: none">- Local history as form of localization- Profiling of community heritages- Effectiveness of spiral progression in social studies- Indigenization- Culturally responsive pedagogy- Peace Education
	<ul style="list-style-type: none">- Assessment in Social Studies	<ul style="list-style-type: none">- Flipped-classroom in social studies- Effectiveness of problem-based assessment



	<ul style="list-style-type: none">- Philosophy and Education- Ecopedagogy	<ul style="list-style-type: none">- Pedagogy of Inclusion and Distance Education- Ecopedagogical Approaches in Education
Socio-cultural Studies	<ul style="list-style-type: none">- IP Resilience during the pandemic- Ethics and the Pandemic- Cultural Mapping	<ul style="list-style-type: none">- Examination of different coping mechanisms of IP during the pandemic- Getting Vaccinated as an Ethical Imperative- Determination of the impact of the pandemic to the lives of the IPs/ICCs- Communication and learning challenges for IPs/ICCs during the pandemic- Intangible Cultural Heritages<ul style="list-style-type: none">- worldviews, rituals, beliefs, values, etc.- Tangible Cultural Heritages<ul style="list-style-type: none">- artifacts, clothing, economic tools, etc.- Environment<ul style="list-style-type: none">- Rivers, tourist spots, mountains, etc.
Gender Studies	<ul style="list-style-type: none">- Dynamics of Masculinity in the Society	<ul style="list-style-type: none">- Addressing the Dynamics of the Hegemony of Masculinity in the Society: Towards Gender Equality
Studies on Philosophy of the Human Person	<ul style="list-style-type: none">- Philosophy and Human Life	<ul style="list-style-type: none">- Philosophy as Living Wisely: Going Back to the Basics of Being Human

**III. PROFESSIONAL EDUCATION DEPARTMENT**

Core Themes	Sub Themes	Specific Themes /Topics
Elementary Education	Early Childhood Education - Primary Education - Intermediate Education - Mother Tongue Based Multilingual Education	<ul style="list-style-type: none">- Kindergarten pedagogies in different learning environments- Understanding diversity of learners in various learning areas- Technological, pedagogical, and content knowledge (TPACK) in the various learning areas- Existing and emerging trends in teaching elementary pupils in various content areas- Teaching-and-learning process for elementary pupils during the pandemic- Appropriate assessment and evaluation tools in measuring learning outcomes of elementary pupils during the pandemic- Development of values and attitudes of pupils in distance learning modalities- Learning through play in home-based education- Parental support and functioning in home-based education- Behaviorist learning for children during the pandemic- Development of instructional materials (self-learning modules, learning activity sheets, course modules, etc.) for distance learning modalities



		<ul style="list-style-type: none">- Challenges of implementing MTB-MLE in distance learning modalities- Significant others at home for pupils in distance learning- Shadow teaching of elementary pupils during the pandemic- Enablers and barriers of learning engagement in distance learning modalities- Designing, developing, implementing, and evaluating ICT tools in teaching and learning in various content areas- Issues of academic integrity in distance learning modalities- Well-being of elementary pupils, their parents, and teachers- Manifestations of compassionate teaching during the pandemic
Secondary Education	English Education - Filipino Education - Mathematics Education - Science Education - Social Studies Education - Physical Education - Religious and Values Education	<ul style="list-style-type: none">- Understanding diversity of learners in one's specialization- Technological, pedagogical, and content knowledge (TPACK) in one's specialization- Existing and emerging trends in teaching secondary students in one's specialization- Teaching-and-learning process for secondary students during the pandemic- Appropriate assessment and evaluation tools in measuring learning outcomes of secondary students during the pandemic- Roles of significant others at home in distance learning modalities- Development of instructional materials (self-learning modules, learning activity sheets, course modules, etc.) for distance learning modalities- Enablers and barriers of learning engagement in distance learning modalities



		<ul style="list-style-type: none">- Designing, developing, implementing, and evaluating ICT tools in teaching and learning in one's specialization- Issues of academic integrity in distance learning modalities- Well-being of secondary students, their parents, and teachers- Manifestations of compassionate teaching during the pandemic
Special Needs Education	<ul style="list-style-type: none">- Inclusive Education- Special Education	<ul style="list-style-type: none">- Understanding learners' diversity and individual learning characteristics- Existing and emerging trends in teaching learners with special needs- Appropriate assessment and evaluation tools in measuring learning outcomes of learners with special needs during the pandemic- Implementation of the components of special education- Typical and atypical learners' development- Learning environments of learners with special needs during the pandemic- Curricular content knowledge of special needs education teachers- Behavior management and modification- Pedagogical knowledge in teaching learners with:<ul style="list-style-type: none">▪ developmental disabilities▪ sensory and physical disabilities▪ emotional, behavioral, language and communication disabilities▪ gifted and talented- Transition programs during the pandemic



		<ul style="list-style-type: none">- Designing, developing, implementing, and evaluating assistive technologies in teaching and learning various content areas- Trauma-informed practices during the pandemic- Manifestations of compassionate teaching during the pandemic
Teacher Education	<p>Policy Orientation</p> <ul style="list-style-type: none">- Community-based Education- Educational Management	<ul style="list-style-type: none">- Perceptions, attitudes, and readiness of in-service teachers for flexible learning- Management strategies for teachers during the pandemic- Extent of online professional development of in-service teachers- Online bullying among teachers and students- Extent of school-budget cuts among private educational institutions- Ensuring equity in educational technologies in distance learning modalities- Service-learning opportunities- Curriculum design, development, and evaluation for distance learning modalities- Implementation of outcomes-based education for teacher education institutions

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IV. MATHEMATICS



Core Themes	Sub Themes	Specific Themes /Topics
Mathematics Education	- Mathematics Teaching & Learning	<ul style="list-style-type: none">- Emerging trends in teaching mathematics during the now normal- Designing, developing, implementing, and evaluating ICT tools in teaching and learning mathematics- Appropriate assessment and evaluation tools in measuring learning outcomes of math learners during the pandemic- Enablers and barriers of learning engagement in distance learning modalities- Issues of academic integrity in distance learning modalities- Well-being of math learners, their parents, and teachers- Manifestations of compassionate teaching during the pandemic- Appropriate assessment and evaluation tools in measuring learning outcomes of mathematics students during the pandemic
	Educational Mngmt.	<ul style="list-style-type: none">- Extent of online professional development of math teachers

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<https://www.aera.net/Education-Research/Issues-and-Initiatives/Coronavirus-Pandemic>
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**V. PSYCHOLOGY, HUMAN SERVICES AND SOCIAL WORK**

Core Themes	Sub Themes	Specific Themes /Topics
Disaster Risk Management	<ul style="list-style-type: none">- Policy formulation- Community development- Prevention and mitigation- Public awareness	<ul style="list-style-type: none">- Development of risk management frameworks- Psychosocial determinants of vulnerability to disasters
Peace process and conflict resolution	<ul style="list-style-type: none">- Peace education	<ul style="list-style-type: none">- Challenges and effectiveness of the implementation of Peace Education in Higher Education Institutions
Families and community transitions	<ul style="list-style-type: none">- Drivers, processes and consequences of community transition- Changing family structure	<ul style="list-style-type: none">- Parent-school partnership during online learning-
Mental Health	<ul style="list-style-type: none">- Suicide and self-injurious behavior- Online gaming addiction- Covid-19 and mental health- Mental health during online learning	<ul style="list-style-type: none">-
Thanatology	<ul style="list-style-type: none">- Psychological mechanisms on dealing with death and dying	<ul style="list-style-type: none">- Coping and grieving of family members experiencing Covid-related deaths: Its implication to family counseling

SOCIAL WORK

Core Themes	Sub Themes	Specific Themes /Topics
Social Welfare and Development	Children and Youth Welfare	<ul style="list-style-type: none">• Children and Youth in Need of Special Protection<ul style="list-style-type: none">- Children in Conflict with the Law (CICL) and Children at Risk (CAR)- Violence against Children (VAC- RA 9262)



	(Survival, Protection, and Development)	Social and	<ul style="list-style-type: none">- Children victims of abuse, exploitation, and discrimination (RA 7610, RA 8353, etc.)- Absence/ lack of children and youth residential care facilities- Early teenage pregnancy (high incidence in Region II)- Gender-based violence- Out of School Youth- Working students
	Women Welfare		<ul style="list-style-type: none">• Women in Especially Difficult Circumstances<ul style="list-style-type: none">- Violence against Women (VAW- RA 9262)- Gender-based violence• Gender and Development (GAD)• Solo Parents
	Senior Citizens Welfare		<ul style="list-style-type: none">• Absence of residential care facilities for senior citizens in Region II• Elder Abuse Cases• Social Pension Program
	Persons with Disability Welfare		<ul style="list-style-type: none">• Limited access to education, training, and financial opportunities• Status of implementation of the Magna Carta for PWDs
	Family and Community Welfare		<ul style="list-style-type: none">• Street Families• Impact of COVID-19 to Families• Drug Abuse• Mental Health• Disaster-preparedness

References

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VI. LANGUAGES DEPARTMENT

Core Themes	Sub Themes	Specific Themes /Topics
Linguistics	- Phonology	- Lectal Classifications of Indigenous People's Productions in the Target Language - Phonological Features in Speech Productions of L2 Speakers
	- Morphology/Lexis	- Emerging lexical features in social platforms
	- Syntax	- Emerging syntactic features in social platforms
	- Semantics	- Competence of L2 learners in semantics (e.g. Types of Meaning and Semantic Relations)
	- Non-Verbal Language/Paralinguistic Modes	- Non-Verbal Language/Paralinguistic Modes of Speakers of English in Various Contexts
	-	-
Sociolinguistics	- Attitude	- Attitudes of L2 Learners Towards Online/Flexible Learning
	- Domains of Use and Language Variation	- Domains of Use of English Among IPs and L2 Learners
	- Language Preference and Translanguaging	- Language Preferences of L2 Speakers in Online Discussions - Language Preferences of L2 Speakers in Social Media Platforms - Language Preferences of L2 Speakers in Casual Conversations
		- Translanguaging in Different Discourses



	Intercultural Communicative Competence (ICC)	<ul style="list-style-type: none"> - Students' and Teachers' ICC - Culture in the Classroom
		-
Strategic Competence	Communication Strategies	- Communication Strategies of L2 Learners in Different Forms of Communication and Platforms
	- Language Learning Strategies	- Language Learning Strategies of L2 Learners in Different Forms of Communication and Platforms
Core Themes	Sub Themes	Specific Themes /Topics
Discourse (Academic Discourse, EAPP and ESP)	- Written Discourse (texts and Genres)	- Features of Written Academic Discourses (Texts and Genres)
	-	- Moves Analysis and Discourse Patterns in Written Discourses
	- Oral Discourse	- Features of Oral/Conversational Discourses
	- Discourse Styles	- Discourse Styles of Varied Writers in Different Discourses
	- Contrastive Rhetoric/Intercultural Rhetoric	- Contrastive Rhetoric/ Intercultural Rhetoric of Texts Written in English by Speakers of Other Languages or ESL Writers
	-	- Gender Differences in Oral Discourse
Pragmatics	- Speech Acts and Politeness	- Apology, politeness, thanking (gratitude), complaining, refusing, praising, etc.
	- Gender and language (GAD)	- Comparisons of language use among genders
	- Language and Power	- Linguistic Realizations of Power
First and Second Language Acquisition	- Stages and Milestone	- Language Productions of Language Learners in the Different Age Brackets
	- Causative Variables	- Causative Variables in SLA



	- Markedness	- Markedness in UG; Markedness in Language Productions of Speakers/Writers of English
Psycholinguistics	- Anxiety	- Test Anxieties of L2 Learners
	-	- Anxiety of L2 Writers of English
	-	- Anxiety of L2 Speakers of English
	- Learner Characteristics and Learning Processes	- Learner Characteristics and Learning Processes in ELT in different contexts (e.g. in flexible learning, in remote learning)
	- Personality Factors	- Personality Factors Affecting Language Learning (e.g. Motivation, IQ, EQ, etc)
English Language Learning and Teaching	- Macro skills	- Teaching and assessment of the macro skills in relation to frameworks such as CEFR, PQF and AFREP, AQRF...

Teaching English and English Language Studies

Core Themes	Sub Themes	Specific Themes /Topics
English Language Learning and Teaching	ELT and Technology	- - The role of technology in ELT, Preferences of L2 Learners of Technological Tools in ELT
	Quality Teaching and 21 st century skills	- Alignment of Theory and Practice; Alignment of Content, Methods and Assessment, etc.
World Englishes	Philippine English (PE)	- Features of PE
	Other Englishes	- Comparison of PE with other varieties
	Codification	- Codification of IP Languages in the Region (02)
Literature	Literary Competence	- Literary Competence of Students
	Literary Criticism (including GAD)	- Literary Analysis of the Different Literary Texts and Genres



Stylistics	Stylistic Analysis	- Stylistic analysis of texts and genres (in Literary, in Academic and non-academic Texts)
Forensic Linguistics	Ambiguity	- Ambiguities in policies, manuals, etc.
	Authorship	- Authorial profiling
	Product Warnings	- Evaluation of product warnings
	Easifying language	- Easifying language in contracts, product labels and directions, and other legal documents
Other Branches of Linguistics	Corpus Linguistics	- Doing Linguistics with a Corpus/Sets of Corpora
	Translation Studies	- Translating Texts from Other Languages to English and Vice Versa
	Language Planning and Language Policies	- Extent of compliance of the school to national and international policies/standards

ADYENDA SA PANANALIKSIK SA LARANG NG FILIPINO

Ang sumusunod na disiplina sa larang ng Filipino ay maaaring pagtuonan ng pansin sa pananaliksik:

Core Themes (Paksa)	Sub Themes (Tema)	Tiyak/Ispesipikong Larang
Wikang Filipino	Pagpapayabong/Pagpapabulas ng wikang Filipino	Dekolonyalisasyon/Estandardisasyon / Modernisasyon ng wikang Filipino
	Ortograpiyang Pambansa	McDonaldisasyon/Filipinasyon ng wikang Filipino
		Paggamit/Pagtanggap/Kahandaan sa Ortograpiyang Pambansa



Katutubong Wika	Umuusbong na wika	Gramatika (Oral na Paggamit) ng mga kabataan sa wikang Filipino sa kasalukuyang panahon
	Baryabilidad ng wika	Gramatika (Pasulat na Paggamit) ng mga kabataan sa wikang Filipino sa kasalukuyang panahon
	Nanganganib na mga wikang katutubo sa Pilipinas	Paggamit ng mga baryabilidad wikang Filipino sa npasalita at pasulat na pamaraan
	Ponolohiya ng mga wikang katutubo	Pagpapasigla (Reviving) ng mga wikang katutubo sa Pilipinas
	Morpolohiya ng mga wikang katutubo	Dalumat- wika tuon sa ponolohiya ng mga wikang katutubo
	Estruktura ng wikang katutubo	Dalumat – wika tuon sa mga morpolohiya ng mga wikang katutubo (Morpho-analysis)
	MTB-MLE (Paggamit at Pagtuturo)	Pagsusuring estruktural ng mga wikang katutubo sa bansa
		Paggamit ng katutubong wika sa pagtuturo
Panitikan	Pagsasalin	Mga estratehiya sa pagtuturo ng gamit ang MTB-MLE
	Pagtitiyon (Gathering) ng mga panitikang katutubo/rehiyonal	Pagsasalin ng mga panitikang katutubo
		Pagsasalin ng mga panitikang asyano / pandaigdig
		Pagtitiyon at pagsasalin ng mga panitikang katutubo



	Dokumentasyon (Literature documentation) Genre ng panitikan Genre ng panitikan – analisis/pagsusuri	Pagsasadokumento ng mga literaturang pambansa/katutubo Pagsulat/Pagtitiyon ng mga bagong genre ng panitikang Pilipino Pagsusuring pampanitikan ng mga bagong anyo ng panitikang Pilipino (Dagli, 6word, spoken poetry, tula sa dula, dulaang patula, 100 word story, atbp)
Wika at Panitikan sa Pagtuturo at Kagamitang panturo	Pagtuturo at kagamitang panturo	Pagbubuo ng mga kagamitan sa mga tiyak na asignatura sa Filipino Mga pamaraan, estratehiya at dulong sa pagtuturo ng Filipino sa kasalukuyang panahon
*Ang mga disiplinang nabanggit sa larang ng Filipino ay sunod/batay sa pokus ng Komisyon sa Wikang Filipino na ngayong taon ay nagtutuo sa wikang katutubo at pagpapabulas ng wika at panitikan.		

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Language Policies in the Philippines from <https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-cultural-disseminationscd/language-and-translation/language-policies-in-the-philippines/>

Sustainable Development Goals from <https://www.undp.org/sustainable-development-goals>

B. Journalism and Communication

Core Themes	Sub Themes	Specific Themes/Topics
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Journalism, Mass Media, and Communication Research	- Digital Literacy	<ul style="list-style-type: none"> - Online Engagement and Communication - Digital Citizenship - Online Research Methodologies - Policy & Pragmatic Implications of Cyber Issues - Digital Citizenship - Digital Technology and Democracy - Online Identities - Online Crisis Management - Information and Communication Technology - Online Identities - Political Discourse and the Online Public Sphere
	- Media/ Communication Education	<ul style="list-style-type: none"> - Pedagogies in Media Education - Understanding and Opposing Fake News and Propaganda
	- Advocacy campaigns	<ul style="list-style-type: none"> - Advocacy Campaign and News Frames of Peace Issues - Development Communication - Risk Disaster Management, Climate Change - Environmental Journalism
	- Mass Media Laws and Ethics	<ul style="list-style-type: none"> - Copyrights and Intellectual Property - Data Privacy - Journalism Ethics - Understanding and Opposing Fake News and Propaganda - Advocacy Campaigns & News Frames of Peace Issues - Policy & Pragmatic Implications of Cyber Issues
	- Peace Process and Conflict Resolution	<ul style="list-style-type: none"> - Safety of Journalists - Peace Journalism - War Journalism
	- Graduate Tracer Studies	-



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VII. PHYSICAL EDUCATION DEPARTMENT Research Agenda

Core Themes	Sub Themes	Specific Themes /Topics
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Pedagogical Studies in Physical Education	- Physical Education Instruction during the Pandemic	<ul style="list-style-type: none"> - Effectiveness of PE modules for flexible learning - Technology (ICT) in online physical education learning - Online classroom management
	- Physical Education Curriculum	<ul style="list-style-type: none"> - Analysis of the Instructional Objectives Used by the Physical Education in the Teaching of Physical Education - Documentary Analysis of the Formulated Behavioral Objectives in Physical Education by the Physical Education teachers - The Physical Education competencies in the three levels of education: Extent of Compliance among Physical Education Teachers - Peace Education
	- Assessment in Physical Education	<ul style="list-style-type: none"> - The Conduct of Practical Examination in PE as main assessment in the skill-based lessons. - Effectiveness of self-made videos as instructional material in Teaching PE
	- Learners Experiences, Perception and Development	<ul style="list-style-type: none"> - Self - assessment of the competencies of the BPED students towards the enrichment of the existing BPED curriculum - BPED as a Career Choice among Senior High School Students and the Factors that Affected their Career Choice - The Use of Lead-up Games in Enhancing Volleyball Skills - The Difficulties and Intervention of Senior High Physical Education Teachers for Low Performing Students in the New Normal as Compared to Face-to-Face Learning - Stress and Coping Strategies of Senior High School Students in Learning Physical Education in the New Normal - Academic Motivation of Senior High School students in a Private School in learning Physical Education in the New Normal



Organization	<ul style="list-style-type: none">- Strategic planning- Operations planning- Monitoring and evaluation-	<ul style="list-style-type: none">- The Extent of Awareness of Physical Education teachers of the Organizational Structure of their PE Program.- The Functionality & Efficiency of the SMU's PE Organization & Structure.- The Organization & Structure of PE in the Elementary Schools in the District of Bayombong.- The Extent of Compliance of Private Schools of Nueva Vizcaya to the Sports Meet Conducted by DepEd Region 2.- Management of School PE Program during the COVID 19 pandemic
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TEACHERS TO PRINCIPALS

**VIII. BS Criminology and & BS in Forensic Science**

CORE THEMES	SUB THEMES	SPECIFIC THEMES/TOPICS
Criminology	<ul style="list-style-type: none">• Law Enforcement Administration	<ul style="list-style-type: none">✓ Management Operation of Law Enforcement Agencies✓ Best Practices of Law Enforcement Agencies✓ Comparative Policing✓ Industrial Security✓ Crime Mapping✓ Employment of Graduates in related agencies
	<ul style="list-style-type: none">• Criminal Sociology	<ul style="list-style-type: none">✓ Juvenile Delinquency✓ Criminal Behavior✓ Victimology✓ Crime Witnesses✓ Theories of Crimes✓ Crises Management✓ Professional Conduct and Ethical Behavior of Government/Law Enforcement Agencies
	<ul style="list-style-type: none">• Criminalistics, Crime Detection and Investigation	<ul style="list-style-type: none">✓ Best Practices and Lapses of Criminal Investigation Process✓ Traffic Management and Violations✓ Factors and Adverse Effects of Vice and Drugs
	<ul style="list-style-type: none">• Correctional Administration	<ul style="list-style-type: none">✓ Institutional Correction✓ Non-Institutional Correction✓ Therapeutic Modalities✓ Dispute Resolution
	<ul style="list-style-type: none">• Criminal Law and Jurisprudence	<ul style="list-style-type: none">✓ Best Practices and Loopholes of the Criminal Justice System and the Law



		<ul style="list-style-type: none"> ✓ Barangay Justice System ✓ Restorative Justice System ✓ Human Rights ✓ Implementation of Laws ✓ Court Practices
Forensic Science	<ul style="list-style-type: none"> • Criminalistics, Crime Detection, and Investigation 	<ul style="list-style-type: none"> ✓ Sexual Crimes ✓ Crime Mapping ✓ Investigation Techniques and Processes ✓ Firearms and Explosives ✓ Toxicology ✓ Arson Cases ✓ Computer Crimes ✓ Human Rights Violations ✓ Crime Factors and Effects ✓ Cases Studies
	<ul style="list-style-type: none"> • Criminal Sociology 	<ul style="list-style-type: none"> ✓ Criminal Psychology ✓ Domestic Violence ✓ Victimology ✓ Crime Witnesses ✓ Criminal Behavior ✓ Advantages of Forensic Science ✓ Need for Forensic Science Experts in the Country ✓ Employment of Forensic Science Graduates
	<ul style="list-style-type: none"> • Criminal Law and Jurisprudence 	<ul style="list-style-type: none"> ✓ Effectiveness and Efficiency of Laws in Crime Prevention ✓ Laws governing investigators and forensic science experts




SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

UNIVERSITY RESEARCH CENTER



SAINT MARY'S UNIVERSITY
Bayombong, Nueva Vizcaya

LINGGO NG LIKHA AT LINGKOD 2024 GENERAL PROGRAMME

 April 24-30, 2024

Theme:

*“Research for Innovation: Extension
for Empowerment”*

Date, Time, Venue	Title Of Activity	Target Participants	Sponsor(s)
April 24, 2024 (Wednesday)			
Day 1: 7:30 AM-8:30 AM Mary Seat of Wisdom Chapel	Thanksgiving Mass	Marian Community	Campus Ministry & Office of the VPMI
8:30 AM-8:40 AM Mary Seat of Wisdom Chapel	Opening Address (Before the Mass culminates)	Marian Community	Office of the University President/ Chair, Research and Community Development Council
9:00 AM-12:40 NN San Pedro Calungsod Hall	Faculty Research Proposal Forum	Faculty Researchers	University Research Center
1:30 PM-3:00 PM San Pedro Calungsod Hall	UREO General Assembly	Members, Research Ethics Board	University Research Ethics Office
3:00 PM-5:30 PM San Pedro Calungsod Hall	Re-echo Seminar on Good Research Practice (Institutional)	SAB, SHaNS, SEAIT, and STEH Faculty Members	UREO with Research Council Coordinators
7:30 AM-5:00 PM Sacred Heart Center	Project 1-TUDU: IP Education-Teacher Upskilling through Developments in Diversity and Understanding (PRC Accredited)	STEH Teachers, At least 5 teachers from all Schools, Learning Area Coordinators (Basic Education)	Indigenous Peoples Service Unit, CDA Coordinators
1:00 PM-5:00 PM University Boardroom	Panel Interview of Applicants for the Ten Outstanding Students of SMU (TOSSMU)	TOSSMU Applicants	Advisory Board and Office of the Dean of Student Affairs and Services
8:00 AM-9:00 AM 3:00 PM-5:00 PM	Open House – Research Forum	Faculty and Staff	Research Council, Junior High School
9:30 AM-11:00 AM SMUGS- Smart Laboratory	Showcasing Investigatory Projects	Presenters: Selected SMU- JHS Students and Grade 6 Pupils	JHS Research Council, Grade School Research Council and Science Department
1:00 PM-4:00 PM	Local Research Forum and Professional Conversation- Upskilling of Research Skills	SMUGS Faculty and Staff	Research Council, Grade School Department

Date, Time, Venue	Title Of Activity	Target Participants	Sponsor(s)
April 25, 2024 (Thursday)			
Day 2: 8:00 AM-12:00 NN	SHaNS B.E.S.T Research Forum	SHaNS Target Audience	Research Council, School of Health and Natural Sciences
1:00 PM-5:00 PM	SHaNS Creative Works Exhibit	SHaNS Target Audience	Research Council, School of Health and Natural Sciences
1:00 PM-5:00 PM	SAB Research Forum	SAB (Target Audience: Research Classes)	Research Council, School of Accountancy and Business
1:00 PM-5:00 PM	Echo Seminar in Literature (Revisiting Literature through Research)	Students of Literature Subjects and Other students of the Department of Languages	Languages Department of STEH and GHESQUIERE BOUCKAERT Institute for Literature Development (GILD)
1:00 PM-5:00 PM	Poster Presentation Showcasing Research-based products	JHS Students, Faculty, Staff and Parents	STaR Department and MST Club
April 26, 2024 (Friday)			
Day 3: 8:00 AM-12:00 NN San Pedro Calungsod	SHaNS Mobile Clinic: Eye Care for Seniors	Tumaliuan-Tiam Foundation	Research Council, School of Health and Natural Sciences
9:00 AM-12:00 NN Sacred Heart Center	“Legal Aid and Counseling for Persons with Disabilities”	Selected PWDs in Bayombong, Nueva Vizcaya	Commission On Human Rights Region 2 & PWD Unit MLGU Bayombong
1:30 onward	SEAIT Research Forum with Exhibit of Research Outputs	SEAIT Research Classes and 3 rd Year Students	Research Council, School of Engineering and Architecture and Information Technology
1:30 PM onward	STEH Research Forum	STEH Research Classes	Research Council, School of Teacher Education and Humanities
8:00 AM-5:00 PM	Viewing of Exhibits	JHS Students	Different PLC’s
3:00 PM-5:00 PM	MSL @ Partner School	Pupils and Teachers of Pawak Elementary School	Different JHS Clubs

Date, Time, Venue	Title Of Activity	Target Participants	Sponsor(s)
7:30 AM-5:00 PM	Research Congress	Invited Grade 10 and 11 Teachers and Students of Private Schools in Nueva Vizcaya	Research Council, Senior High School, SHS, Research Department, and IRIS Club
April 27, 2024 (Saturday)			
Day 4: 8:00 AM-12:00 NN	SoGS Students’ Research Forum cum Extension	SoGS Faculty and Students	Research Council, School of Graduate Studies
8:00 AM-12:00 NN San Pedro Calungsod Hall	Feeding and Literacy Activities with Sitio Masina Learners	Sitio Masina Learners	Non-Academic and School of Teacher Education and Humanities
8:00 AM-12:00 NN Fr. Tonus Gymnasium	Medical Mission	Sitio Masina Residents	School of Health and Natural Sciences
8:00 AM-12:00 NN Masoc Reforestation Site	Tree Planting Activity	Faculty, Staff and Students	NSTP, SPCO, PPPDMO
8:00 AM-3:00 PM Fr. Tonus Gymnasium	Dugong Marian para sa Mamamayan: Save Life, Share your Blood	PRC-NV Chapter	NSTP
	Food Preparation and Cooking Demonstration “Gulay mo, Luto ko” Return Demonstration- Selected parents of Baguingey Elementary School	Teachers and Parents of Baguingey Elementary School	Research Council, Grade School, TLE Department and CDA
8:00 AM-12:00 NN	Emerging Trends in Laboratory Techniques and Operations	MedTech, Pharmacy, CNS, Basic Education Faculty, Researchers and Students	Center for Natural Sciences
1:00 PM-5:00 PM	The Write Tract: Guiding Researchers to Publication Success	SoGS Faculty and Students	DOST-SEI CBPSME and SoGS
April 29, 2024 (Monday)			
Day 5: 8:00 AM-5:00 PM	Book Fair	Marian Community	University Learning Resource Center
7:30 AM-10:30 AM Tonus Gymnasium	First Session- Helping Hands: Happy Hearts: The Power of Peer Support and Wellbeing	Selected Second Year Students	Guidance and Testing Office
1:30 PM-4:30 PM	Second Session- Helping Hands: Happy Hearts: The Power of Peer Support and Wellbeing	Selected Third Year Students	Guidance and Testing Office

Date, Time, Venue	Title Of Activity	Target Participants	Sponsor(s)
1:30 PM onward	Webinar on Fundamentals of Intellectual Property Rights: Patents, Utility Models, Industrial Designs, Trademarks, Copyrights and trade Secrets	Marian Community	Technology Transfer and Business Development Office
3:00 PM In-Campus	Fashion Runway	Marian Community	Cultural Affairs Office
8:00 AM-12:00 NN	JHS Science Research Congress	Grades 9 and 10 Students	STaR Department
April 30, 2024 (Tuesday)			
Day 6: 8:00 AM-5:00 PM Patios Alois and Francois	Book Fair: Pages of Passion – Celebrating the Love for Reading	Marian Community	University Learning Resource Center
8:00 AM-12:00 NN	Seminar-Workshop on Techniques in Ethical Animal Handling in Laboratory Settings	Selected Students in Pharmacy, MedTech, Biology Students and Junior HS and Senior HS Teachers and Laboratory Assistants and interested Researchers outside SMU (<i>First Come, First Served Basis</i>)	Center for Natural Sciences
8:00 AM onward	Demonstration at the TTBD0 Fabrication Laboratory	Interested SEAIT, SAB, and SHS Students	Technology Transfer and Business Development Office
9:00 AM-5:00 PM	Sharing of DIY Projects and Viewing of Exhibits	Invited Grade-Six pupils from nearby Elementary Schools in Bayombong	Promotions Officer Different PLC's
8:00 AM-12:00 NN Sacred Heart Center	E-CON (Environmental Convergence) 2024: Empowering Sustainability Dialogue & Environmental Strategy Overview	CFE Classes with JPIC, Student Leaders and the Marian Community	Student Central Council and Office of the Dean of Student Affairs
2:00 PM-3:30 PM TBD	Awarding Ceremony for the TOSSMU 2023-2024	TOSSMU Winners	Advisory Board
3:00-5:00 PM	Culmination Program	SHS Students, Faculty, Staff, and Parents	SHS Research Department and IRIS Club

Prelude Activities for Senior High School:
 April 15, 2024 – Launching of MarianaLiksik 2024 (Classroom-based);
 April 16, 2024 – Preparation for the Research Exhibit;
 April 17, 2024 – Opening and Blessing of Research Exhibit;
 April 19, 2024 – Oral Presentation of Research Outputs;
 April 23, 2024 – Research Poster Presentation; and
 April 17-24, 2024 – Viewing of Exhibits;



"Inspired by Mission, Driven by Excellence"